

ASVSP (Association of educators in the field of social work) minimum standard of education in social work

Last updated on 23th November 2017.

Minimum standard for education in social work is a result of long term cooperation of ASVSP members. The main purpose of the Standard is developing and supporting the quality of social work teaching in the Czech Republic. The Minimum standard is not a static document, it has been developed since 1993 and reacts to changing circumstances.

Minimum standard for teaching of social work on the level of college and university education curriculum

The purpose of this material is to propose a minimum combination of student discipline curricula and principles for the study of social work and provide support to the social work schools in the form of consultations. By consultations we mean dialogue by ASVSP with schools, support for schools in realizing minimum standards and in solving related problems.

Establishing standards for the teaching of social practice is understood to be a long-term process in which participating schools take part through the formulation of their own ideas and criticism, or comments on the ideas of others.

A. Basic principles

1. We propose a conception of higher vocational, bachelor's, and master's studies that assumes work with clients, and the performance of case work or group work.
2. The curricula of three-year post-secondary school studies in social work should be gradually adapted to the situation on the labor market so that graduates are able to compete successfully. Planning of the theoretical content of studies and the actual accreditation process should include as one of the important criteria of evaluation the connection between theoretical study and practice. Commentary on the content of study indicates what the practical orientation of individual subjects should be.
3. Graduates from schools of social work should have theoretical knowledge of psychology, sociology, law, social policy, social philosophy, management theory, and research methodology; communications and psycho-social therapeutic skills, such organizational abilities, and such a professional command of social issues, that they are able to do individual or group work with clients, so that after two years of practice they will be capable of management activity at least on the middle management level, so that in their region they are able to conduct community social work (influence social policy) and so that they can engage in research work.

B. Comments on proposed curriculum

The minimal conception of the content of studies on social work set forth below assumes that professional qualification for the independent conducting of social work can be gained by post-secondary studies of a minimum of three years. At present this type of education can be acquired through studies at higher vocational schools, and through university bachelor's or master's programs. The conception of minimum standards of education in social work further assumes that, besides the generally accepted minimum, schools also offer students a specific part of their study program. In the interest of clear lines between disciplines, which are given by the minimum

standard, and the specific profiles of the individual schools, it is necessary that each school of social work declares a specific concentration in its graduate profile.

In agreement with the opinion of our other colleagues, we recommend that study programs seeking accreditation in social work start teaching the following general disciplines during the first phase of three-year post-graduate studies:

1. Philosophy and Ethics

1.1 Philosophy

Concept

The subject of Philosophy provides introduction into philosophical thinking enabling deeper insight into the nature of the relation between a man and the world, the relation between humans, that is, into the deeper nature of social work, its social dimension and its focus on a man. Through selected topics, the subject will acquaint students with philosophical issues that are relevant to the theory and practice of social work, and will give them a critical insight into the established concept. The subject also demonstrates to the students the meaning of philosophical questions in general and brings them to a deeper reflection of the goals of social work in relation to their own attitude in life.

Objective of Teaching

The aim of the subject of Philosophy is to enable students to acquire critical thinking based on the selected issues of the European philosophical tradition and to reflect their own attitudes with regard to the application thereof in practice.

Target Competencies

The students shall understand what a philosophical view of the world consists in, shall acquire an elementary overview of basic stages of the European philosophy in the context of cultural and historical development. They should be able to characterize the main philosophical issues and concepts that are related to a man and to the socio-political topics. The students shall be capable to recognize formal correctness of simple arguments, to aptly express their assumptions and conclusions and to apply this capacity in practice.

Contents

- The concept of philosophy
- Key issues and problems of the European philosophy, with particular regard to social work (e.g. philosophical questions from the field of metaphysics, philosophy of cognition, logic, aesthetics, philosophy of religion)
- Selected issues of philosophical anthropology (e.g. human as a person, body, soul, spirit; human dignity; freedom of men; humans in a relationship; time and finality of human existence; suffering and disease)
- Selected issues of social and political philosophy (e.g. an individual, society, culture, state, social conflicts, power and discrimination, democracy, totalitarianism, racism, human rights, labour and leisure)

1.2 Ethics

Concept

The subject of Ethics provides introduction into the general ethics as one of the philosophical disciplines and significantly adds thereto with a professional dimension and with application to the specific ethical problems typical of social work. The subject offers the students the possibility to

reflect their own values and attitudes compared to the values of the professional framework of social work and to deal knowledgeably with ethical problems and dilemmas from the practice of social work. The subject contributes to moral competence both in personal and professional life.

Objective of Teaching

The subject of Ethics aims at guiding the students to learn how to recognize ethical problems occurred in the practice, how to specify and formulate well-founded ways towards their solution and how to critically orientate themselves in ethical codes and documents on human rights. The subject shall develop in the students the ability to reflect behaviour, attitudes, motives and nature of an institutional or structural framework in terms of its ethical quality.

Target Competencies

The students shall understand what do ethical reflection, ethical problem or dilemma consist in. They shall be capable of reflecting both professional and personal value guidance, assessing different starting points of various value-based ethical approaches and identifying them in relevant legal, human-rights and professional documents. The students shall have a good understanding of the main ethical theories and their application to specific cases. They shall be capable of considering ethical aspects in responsible decision-making and behaviour.

Contents

- What is ethics (basic concepts, their relationships, division of ethics, relationship of ethics to other disciplines – e.g. social work, psychology, law, anthropology, religious studies, etc.)
- Selected concepts of ethics (e.g. the good, correctness, duty, autonomy, value, virtue, purpose, means, justice, conscience, guilt)
- The nature of ethical standards, their setting and justification
- Basic ethical theories and their application (e.g. ethics of virtues, hedonism, utilitarianism, natural law, social contract, ethics of duty, ethics of justice, ethics of care)
- Ethics in social work (professional ethics; ethical aspects of social work; values in social work, ethical codes in social work and relevant Czech and international human-rights documents; ethical dilemmas in social work, etc.)
- Human rights as an interface between law and virtuousness: relation to responsibilities and obligations
- Moral conviction and ethical codes in the context of pluralistic and multicultural society and the global world

1.3 Recommendations for Teaching

- The course of Philosophy should precede the course of Ethics.
- In addition to the lectures, it is advisable to teach Philosophy and Ethics in seminars providing students with room for discussion, presentation of their self-study, interpretation and commentary of studied texts, work in small groups, etc.
- It is recommended to assign written works requiring philosophical or ethical reflection of a selected topic, problem or dilemma, especially in the context of social work.

2. Introduction to Sociological Theory

Concept

Sociology, as a science dealing with the study of social life in its various forms, belongs to the basic disciplines of the study of social work. It is a product of modern society and a response to the ever-increasing complexity of the life of individuals and groups, as well as the entire society. If we assume Peter Berger's opinion that "sociology is a sort of theory of social work," then getting acquainted with major theories and sociological notions takes us to understanding and comprehension of social phenomena and processes. General societal processes are related to the lives of individuals and

groups. Social interactions, communication, social groups and processes within them, social standards and social control systems, problems of social inequality and other topics will contribute to better understanding by students of complex social issues and will allow them to gain insight and tools to address specific situations.

Objective of Teaching

The subject aims at acquainting students with the main sociological theories, categories, concepts and processes in order to gain the tools to understand both basic and specific societal processes and phenomena. The subject shall acquaint students with the sociological literature and convey thereto the latest sociological knowledge, which is a good tool for understanding modern, highly ambivalent society, themselves and others. The subject shall explain connections between sociology and the domain of social work and shall teach the students how to use sociological knowledge in their work.

Target competencies

Knowledge

- sociology as science, subject of study, sociological approach, sociological imagination
- methods of sociological exploration and their use in social work
- essence of major sociological theories and their current meaning, contemporary sociological thinking
- connections between nature, culture and society, culture as a basic sociological concept, diversity of cultures, developmental types of society, religion and secularity
- the process of socialization - its stages and mechanisms, the stages of individual development, the life cycle, re-socialization
- social interaction and communication, barriers in communication, mass communication
- social structure, social groups, types of groups, group membership, social role, social position, social status
- family as a specific social group, alternatives to marriage and family
- system of social control, standards and values, social institutions, social deviations, mental illness, crime, organized crime
- gender and sexuality, identity and sexuality, gender inequality, gender - woman's and men's studies, health and disease, ageing, death
- ethnic structure of society, racism, nationalism, multiculturalism, discrimination and integration, development of interethnic relations
- ethnic structure of society, racism, nationalism, multiculturalism, discrimination and integration, development of inter-ethnic relations
- social stratification, power and inequality, social mobility, social exclusion, poverty, states and governments, democracy and totalitarianism
- work and economic life, modern organizations, education and cultural reproduction
- social change, spheres, factors and actors of social change, revolution and social movement, global and local changes and their consequences, ecosociology and socioeconomics
- sociology and social practice, social problems from the perspective of sociology

Skills

- knowledgeable of sociological literature
- understanding the results of sociological surveys
- capable of applying sociological knowledge to their practice in the field of social work with the community and with the group
- capable of applying sociological knowledge to social planning
- able to develop and apply research projects in the field social work
- capable of providing adequate results of their work to the professional public
- able to collaborate in a team on designing of case studies

Recommendations for teaching

The lectures should be complemented with practical exercises in seminars, focusing mainly on the results of sociological surveys, their analysis and application of the results to the issues related to social work, on self-study and on reading of sociological publications and magazines.

3. Introduction into Theory of Psychology

Concept

Psychology belongs to the key disciplines within the education of social work studies. The emphasis is placed on application of the acquired knowledge, especially in terms of the pursuit of the links between the specific pieces of knowledge and the performance of social work. Among other things, the subject of Psychology provides students¹ with understanding of the essence of a man's experience and behaviour in terms of major personality theories and psychological trends. Considering the field of studies, social factors influencing human psyche are emphasized, which make it possible to understand the essence of social interaction and to step effectively therein. The subject also acquaints students with the development of the human psyche in different life cycle stages and thus helps to understand the ontogeny thereof. It provides an opportunity to get acquainted with the cognitive equipment of the human psyche, along with regularities of learning. It analyses human emotionality and basic motivational factors of development of a personality, points out to the personality typology, all of that with regard to the formation of a healthy personality as well as a personality showing minor or greater deviations from the norm. The subject of Psychology also gives the opportunity to realize the impact of mental disorders on individual components of personality and on the overall behaviour and conduct of a person, including the possibilities of preventing mental disorders.

Objective of Teaching

The subject of Psychology, at all schools educating social workers, mainly aims at conveying to students the knowledge of themselves and of others in terms of functioning of the human psyche in the process of social interaction, thus enabling them to create their prerequisites for using such experience while performing the tasks of social work.

The fulfilment of this objective is interlinked with the key disciplines of psychology forming essential part of the social work studies: students are introduced to the basics of general psychology and psychology of personality, the basics of developmental psychology, the basics of psychology of health and psychopathology, and the greatest emphasis is placed on social psychology.

Target competencies

Knowledge (students know and understand):

- psychological terminology; the subject, structure and history of psychology, including its relation to other sciences;
- main psychological and psychotherapeutic directions (especially the essence of the psycho-dynamic, cognitive-behavioural and humanistic theories);
- basic features of the human psyche, in particular its biological and social conditionality;
- cognitive processes and processes of gaining individual experience;
- the essence of human emotions and emotional intelligence;

¹ The Standard uses the terms “student” and “students” in place of the terms “student”, “female student” and “students” or “female students”. The emphasis on application of the gender perspective should be subsequently transferred to the teaching of psychology at all schools educating in the field of social work.

- the process of volitional conduct, especially the complexity of decision making;
- the nature, typology and structure of the human personality and the conception of a personality with reference to the main directions in psychology;
- external and internal factors influencing formation of a personality and its self-regulation mechanisms;
- motivational sources of a personality and the qualities of a person conditioning their performance;
- the development and structure of the character and attitudes of a person;
- basic concepts of a person's temperament;
- methods leading to the knowledge and self-knowledge of the human personality;
- factors of psychological development, types of developmental changes and mechanisms of development;
- various concepts of periodization of the human ontogenetic development;
- the essence of individual ontogeny stages of development of the human personality;
- subject of social psychology and its importance for social workers;
- the process of human socialization and forms of social learning;
- the nature and the rules of social interaction, including social perception;
- the process of social communication, the characteristics of verbal and non-verbal communication;
- classification of groups and distinctive attributes of a social group;
- group dynamics - social standards, roles, positions, status, etc.;
- group conformism and other group phenomena;
- strategies of difficult life situations management and dealing therewith;
- the basics of health psychology - the essence of stress, frustration, burnout syndrome and other consequences of difficult life situations;
- the concept of mental health and the concept of the quality of life; norm and normality concepts;
- basic measures of mental hygiene;
- classification and etiology of mental disorders and ways of their prevention;
- social consequences of mental disorders.

Skills (students can, are able to, know how to):

- search for psychological findings and information published in books, magazines and electronic resources; creatively work with the information obtained;
- apply the knowledge of the functioning of the human psyche to the process of getting to know themselves and others;
- recognize the positive personality potential as well as the critical pitfalls of their own mental states;
- apply acquired psychological knowledge in the process of self-regulation;
- actively engage in social interaction and support its positive attributes;
- recognize the psychosocial resources and limits of the personality and to respect its autonomy;
- apply the principles of mental hygiene in their personal life and in the practice of social work;
- contribute to the reduction of stress factors in their surroundings;
- reduce the effects of stress factors in their surroundings;
- reduce the rise and moderate the course of social conflicts.

Recommendations for teaching

The means of achieving the aforementioned target competencies in their students will be determined by a school that meets or aspires to meet the minimum standard of education in social work studies. To achieve the desired goal, however, it is necessary that the content of the Psychology

subject is conveyed not only in the form of lectures and self-study, but also in the form of group exercises that enable more efficient self-reflection, experimentation in model situations and practical skills training based on a good understanding of the human psyche. The educator shall ensure that every student of social work studies undergoes practical training.

4. Theory and Methods of Social Work

Concept:

Theory and Methods of Social Work (TMSP) forms the backbone of social work studies, with social work being perceived as a scientific discipline and a profession with the multi-paradigmatic theoretical background and rich historical context.

The standard of the Theory and Methods of Social Work is primarily based on the values such as human rights, respect for human diversity, social justice, right to self-determination, participation and social responsibility. Emphasis is placed on the principles such as the principle of uniqueness (both of the client and his/her situation), the principle of subsidiarity and the principle of the team, multidisciplinary and intra-disciplinary cooperation.

The TMSP standard perceives social work as a profession promoting effectively interactions between people and their social environment (at micro, meso and macro levels), with an emphasis on engaging people and social environment in a problem solving and on improving of well-being/life management.

In the course of the classes, students are introduced to the ambivalent task of social work - that is to say, its both roles of the assistance and the control, that the students learn how to reflect. The taught theories and methods of social work must relate to the professional performance of assistance and control. Among the important topics, that the TMSP students are acquainted with, belong progressive social change and development, social cohesion and empowerment. An important part of the TMSP course consists in development of the responsibility in students for preserving borders within relationships with their clients or other persons, for their personal professional development and for self-care in their role of a professional.

The teaching of TMSP is based on both theoretical and practical training, and is carried out in a number of interrelated subjects/courses and practical exercises.

Objective:

Students are encouraged to perceive social work as a specific profession and an academic discipline (distinct from other assistance-providing professions), to identify with their profession and to promote its reputation responsibly.

Teaching is aimed at acquiring these target characteristics by the graduates:

Attitudes

- respect for fundamental human rights and respect for the values of social work;
- expressed respect for the client, striving for equal and discrimination-free relations between people;
- considering harmonious and stable social relations a desirable part of social development and peaceful coexistence, encouraging people to participate in society, promoting their sense of belonging and co-responsibility for common social goals and values;
- prepared to engage themselves in and to influence the functioning of institutions, public bodies and policies systemically affecting conditions for and performance of social work;

- responsible for their decisions, perceiving themselves as a tool of social work, realizing their strengths and weaknesses;
- performing the practice in their own (self-)reflective manner, respecting the values of the team and interdisciplinary cooperation;
- supporting the client's independence and helping thereto on the path to change using their capabilities and resources;
- ready to work systematically on their professional development.

Knowledge (students):

- perceive social work as a scientific discipline and a profession with rich historical context;
- understand the context of the conditions for the performance of social work;
- are aware of the values and ethical principles of social work as a profession;
- know the principles of creating a professional relationship between a social worker and a client (an individual, family, group and/or community);
- know professional ways to control and assist within the social work activities;
- are aware of key theoretical approaches (psychodynamic, behavioral, humanistic, existential and systemic theories and approaches) and paradigms of social work, the resulting practical theories and methods, tools and techniques of social work;
- are aware of their professional role and principles of cooperation in a multidisciplinary environment aimed at the best interest of the client in the micro, meso and macro contexts;
- are knowledgeable of the system of the state administration and self-government and of the network of public services;
- are well informed about the evaluation of the quality of social work.

Skills (students):

- can apply the values and principles of the ethics of social work in the performance thereof and are able to reflect the resulting ethical and other dilemmas;
- are capable of defending human rights, of recognizing and acting against acts of oppression and discrimination;
- can create, develop, terminate and evaluate relationships with the clients of social work with respect to their personality and in the context of assistance and control based on acceptance and mutual cooperation;
- know how to develop effective communication, including negotiating and mediating techniques of communication;
- can effectively promote interactions between people and their social environment (at micro, meso and macro levels), with an emphasis on engaging the people and the social environment in the problem solving and in the improvement of their well-being/life management;
- can critically apply the methods and techniques of social work in practice;
- are capable of orienting themselves in the situation and the client's needs, of evaluating, creating and revising the plan of intervention and of implementing the appropriate method of intervention on the basis of acceptance and mutual cooperation;
- are capable of reflecting their performance as a social worker.

Conditions:

1. Students shall acquire basic theoretical knowledge indispensable for the performance of the profession of social worker (criterion: The theoretical curriculum corresponds with the above mentioned "concept" of the course).
2. Students shall have the opportunity to practice the skills from the fields of the theories and methods of social work within the scope of their education (criterion: The ways of how to acquire

specific knowledge and how to practice the skills can be identified in the description of the educational program, in the study support materials, etc.).

3. Students shall have the opportunity to embrace reflective and critical thinking within the scope of their education (criterion: The description of the educational program/the curriculum and the study support materials suggest that the teaching comprises space for critical reflection).

4. Demonstrable work on case studies (criterion: The description of the educational program/the curriculum and the study support materials suggest that the teaching comprises space for the work on case reports, for example, as part of a case analysis seminar).

5. The educational program shall comprise the training of communication skills, including negotiating communication skills.

Recommendations (not required by the minimum standard):

1. The teachers should have completed a study program in the field of social work and should have up-to-date and frequent contact with the practice in the field of social work.

2. The school should utilize individualized tools of the support of reflection and individualized learning that jointly contribute to the growth of learners into the role of social workers. These in particular comprise:

- learning by imitation under professional guidance at workplaces where the students carry out their traineeships;
- supervision;
- mentoring;
- individual and group tutoring;
- methodical guidance;
- case analysis seminars;
- training group (community).

5. Traineeships

Concept

Traineeships form an integral part of the social work studies. They give the students² experience in performing of the social worker activities and enable them acquiring of professional identity.

Key principles of traineeships include:

- individualized approach to students, promoting maturation of their personality and professional growth;
- partnerships and active participation of all stakeholders (student – school – workplace);
- mutual evaluation of/by all stakeholders.

Traineeships account for at least 25% of the total hours taught.

Traineeships are systematically planned, coordinated and evaluated based on the tasks fulfilment, used by students to demonstrate achievement of their educational goals. The evidence of personal and professional growth is documented in form of the students' portfolios.

Traineeships are accompanied with a seminar on traineeships and supervision.

² For the sake of gender correctness, the term “students” comprises both male and female students. However, for the sake of clarity of the text, we maintain the term “students” in the main text.

Traineeship objectives

Traineeships aim at promoting proficiency and developing students' competencies indispensable for performing of the social work activities at relevant types of institutions and organizations.

- Guiding students to the reflection of their traineeship experience and self-reflection in order to be aware of themselves as tools of social work. Students should consciously and actively use theoretical knowledge, methods and ethical standards of social work in the process of reflection and self-reflection.
- Motivating learners to look for and to find professional identity.

Target competencies

Attitudes (students):

- identify themselves with the goals, values and ethical principles of social work;
- are aware of dilemmas related to the performance of social work;
- get aware of themselves as instruments of social work, identify their strengths and weaknesses.

Knowledge (students):

- know the Ethical Code of Social Workers of the Czech Republic;
- know the methods and techniques of social work;
- understand the system of public administration and self-government organizations, are well informed about the current social network;
- are knowledgeable of the legislation related to the performance of social work;
- understand the structure of organization, as well as the values, mission, goals, and working methods thereof;
- understand the role of a social worker³ and other professionals in the organization.

Skills (students):

- adhere to the Ethical Code of Social Workers of the Czech Republic;
- are able to critically think through basic issues and ethical or other dilemmas of the practice;
- can apply the methods and techniques of social work;
- are able to apply relevant legislation;
- develop effective communication;
- act in accordance with the professional role and objectives of social work.

In the relation towards the client⁴ (individual, family, group and/or community), students:

- are capable of orienting themselves in the situation and the client's needs, of assessing the client's social situation, of creating an individual plan of cooperation with the client and of selecting an appropriate way of social intervention on the basis of acceptance and mutual cooperation;
- know how to acquire necessary information and how to use it for the benefit of the client;
- are capable of recognizing risk factors of their activity and can establish the limits of their support,
- are able of maintaining the client's basic documentation.

In the relation towards the organization, students:

- actively engage in the team work;

³ Pay attention to the necessity of gender correctness – we are aware that there are both male and female social workers, even though we use the general term “social worker” in the text.

⁴ Considering the term “client”, please pay attention to the gender diversity too – in practice, we meet both male and female clients, we nevertheless use reflectively the term “client” in the text.

- understand their role in the workplace;
- are knowledgeable of the organization's activities and understand the values and goals thereof;
- are aware of and respect internal rules of the organization;
- contribute to the development of the organization.

In the relation towards themselves, students:

- can work on their professional growth through feedback, assessments, reflection, self-reflection and self-education;
- are able to document and present their work;
- can evaluate and assess both their work and activities of others.

Recommendations and conditions for teaching

- Organization should adhere to the relevant legislation on the provision of traineeships.
- At school, traineeships are managed by an authorized person with his/her own experience with the performance of social work and well informed about the service sector.
- Students are guided by an experienced social worker or other specialist at the workplace.
- In order to reach quality partnership and active participation of all stakeholders (student – school – workplace), it is recommended to conclude a tripartite agreement defining the terms of cooperation.
- The agreement on the provision of traineeships should, among other things, provide for the responsibilities of the school and the obligations of the workplace in relation to treatment of confidential information and confidentiality, safety at work and fire protection.

For instance:

Workplace obligations:

The workplace shall provide necessary information and shall create conditions for the traineeship.

Students shall be informed about their rights and responsibilities, about the specific workplace conditions in relation to safety at work and fire protection, as well as the principles of working with clients.

School responsibilities:

The school shall inform students about their obligation to carry out the traineeship in line with this agreement and to adhere to the regulations and instructions by the staff of the workplace.

6. Supervision⁵

Concept:

Supervision is perceived as one of the tools of professional and personal growth of students and as a way of supporting students in reaching the target characteristics of a graduate's profile.

Through the dynamic and dialogue-supporting process of theoretical teaching and traineeship, students shall grow into the profession of social worker and shall learn how to look for the identity of a social worker within the framework of multidisciplinary cooperation.

⁵ Through our endeavour for gender correctness, we express our beliefs about gender equality while trying to creatively respect the Czech language and its specifics. That is why we are not consistent in the terms “graduate” and “social worker”, though we intend to perceive the masculine for both genders.

Supervision is an interactive space for (self-)reflection of this process organized by the school. Students shall gain their own experience with supervision as one of the key means of systematically developing professional competencies in assisting professions.

Supervision can offer and systematically teaches the students a detached view of the learning process. It mainly aims at gaining proficiency by the students, their own experience and needs, as well as the experience and needs of others that the students learn how to recognize and respect.

Supervision is thought both in the form of a theoretical explanation and in the form of experience learning. Theoretical education provided by the school according to its possibilities should always precede practical supervision. Practical experience in the field of supervision shall be carried out in an individual or a group form, and provided by a competent supervisor. The group supervision shall take place in a small supervision group (3-12 participants). Supervision is governed by a supervising contract.

Objective

The objective mainly consists in enabling the students:

- to understand the meaning and principles of supervision in assisting professions;
- to experience the process and functioning of supervision through reflection and self-reflection of traineeships;
- to learn from their own experience based on their dispositions and needs, thus in accordance with the graduate's profile, the needs of the field of social work and of the organizations.

Based on the theoretical education and on the experience with supervision, students are encouraged to acquire the following attitudes, skills and knowledge:

Attitudes (students):

- adopt values and ethical principles of supervision;
- adopt supervision as a means of their own professional growth;
- are ready to actively and responsibly use other means of professional development.

Knowledge (students):

- can explain what supervision means;
- know the values, objectives, functions and forms of supervision;
- know the ethical code of supervision;
- have basic knowledge of how to negotiate supervision;
- know the meaning, purpose and basic elements of the contract of supervision;
- know the possibilities and risks of supervision;
- perceive supervision as part of the social work profession;
- are aware of the possibilities of further education in the field of supervision.

Skills (students learn):

- to cooperate in preparing of a contract of supervision;
- to formulate their own supervision objectives under the guidance of a supervisor;
- to work under the guidance of a supervisor on achieving of the goal of supervision;
- to work actively in the supervisory group;
- to find the situations and topics, which they come to the supervision with;
- to use reflection, assessment and gained feedback for their professional and personal growth;
- to use supervision in dealing with the challenging situations in practice;
- to provide assessment and feedback to the supervisor and the supervising team;

- to develop a report on the supervision including their own reflection.

Conditions:

Supervisors⁶

- completed supervision courses in a minimum scope of 150 hours;
- know the system of education in the field of social work of the school;
- understand the purpose of supervision in the context of school education and its relation to the professional practice;
- have experience of their own supervision activities,
- can establish a good relationship with students, guide them and support their study.

Supervisors shall respect educational objectives of the school and negotiate specific goals of supervision with students. Supervisors shall work according to the negotiated contract, strengthen and develop professional skills of students and encourage their quality work. The contract shall be reviewed and updated on a regular basis by negotiating thereof with the contractual partners, according to the evaluation of the current process and to the changing needs of the students. In their work, supervisors shall adhere to the ethical principles of supervision.

The forms and time schedule of supervision (in accordance with the schedule of traineeships), complemented with other forms of support of the students' learning, shall be determined independently by the school. In order to meet the minimum standard of supervision it is crucial that the school assures an experience in supervision for all students. The school can accept that a student has gained the experience elsewhere - provided he/she has experienced the conditions and methods of the supervisory work within the context of his/her own learning and experience gained in a traineeship.

Recommendations for good practice (not required by the minimum standard)

Supervision is a form of the professional guidance and support in the activities of the future profession provided to students. In order to ensure that the students experience the process and the functioning of supervision, it is desirable that they spend at least 10 hours of supervision in the unique dynamics of a small permanent group. Students shall have right to veto their assignment to a particular supervising group or supervisor if there are reasonable grounds for assuming that they could not submit and share their views and experiences within the set framework (for example, if there is previous negative experience with relationships with certain group members or the supervisor). In such a case, however, the students shall actively cooperate with the school on the creation of an acceptable alternative (supervision in another group or at the traineeship workplace) and come up with their own proposals.

It is desirable to complement supervision with other forms of support, reflection and individualized learning, which contribute to growing of students into the role of assisting professionals. These in particular comprise:

- learning by imitation under professional guidance at workplaces where the students carry out their traineeships;
- individual and group tutoring;
- methodical guidance;
- collegial and peer-to-peer support, and interactive learning in a group;
- case analysis seminars.

⁶ The qualification for supervision in the submitted wording will be required from 2017, provided that the educator has initiated the relevant training during the transition period already.

7. Social Research Methods

Concept

Students of Social research methods learn about the possibilities of capturing of social reality, ways of gaining, processing and analysing information need for doing the social work. The teaching should include both theory (lectures) and practical training the allows students to learn about realising a selected research procedure.

Objective of Teaching

The objective of the teaching is to allow students to orientate in basic methodological approaches to social reality, individual research procedures and techniques, know their limits and know how to present and use their findings.

Target competencies

Knowledge (students know):

- Different sources of data useful in social work.
- Basic methodological approaches, the use of qualitative and quantitative research, advantages and disadvantages of different approaches.
- Ethical problems in research.
- How to develop research project.
- Different phases in quantitative and qualitative research. Principles of induction and deduction.
- Types of hypotheses and their function.
- Sampling methods, problems of representativity.
- Basic techniques of data collection, interview and questionnaire desing.
- Biases in different research phases.
- Principles of validity and reliability.
- Principles of categorisation and observation.

Skills (students can, are able to, know how to):

- Define a research problem.
- Set hypotheses and do operationalisation.
- Choose appropriate method of data collection.
- Formulate survey questions.
- Undertake basic computer-aided statistical analysis.
- Present findings.
- Collect data using observation, interview.

Recommendations for teaching

The minimum amount of teaching deemed to be necessary for meeting the standard is two semesters with two hours of teaching every week. One half of the teaching should be lectures and one-half exercise. The lecturer should have verifiable experience with realisation of both representative and qualitative research (published).

8. Introduction to legal theory and practice

Annotation of subject description:

Law is one of the basic parts of an educational standard in social work. The curriculum includes selected chapters from public and private law, and EU law. The field of public law focuses

on constitutional law, administrative and criminal law. Teaching in the field of private law is focused primarily on civil, family, and labor law. Chapters from EU law describe the fundamental principles of the EU legal system. Issues in the area of social security take a special place.

Lectures focusing on practice with case analysis are recommended. Individual topics must be adapted so that students, through practical discussion and solving of specific cases from the just-studied areas of law, can get a better understanding and at the same time gain the necessary skills in the sense of ability to apply knowledge of the law in practice.

Goal of the subject:

To mediate knowledge to the student that will allow him not only to gain a basic orientation in the legal system and the most important laws affecting the field, including EU law, but at the same time shape his ability to apply these observations in the performance of social work and in civic life. Along with this, the subject of law will acquaint students with the legislative and institutional context of the conducting of social work.

Target competences for students:

Knowledge:

The student is aware of and understands:

- the principles of a state of laws
- basic terms in the theory of law
- the constitutional system of the CR
- the structure of the CR's legal system
- the structure of the state bureaucracy and local government in the CR
- the administrative process
- issues of aliens and asylum seekers
- basic terms of civic material law
- issues of privacy protection
- law of estate, law of obligation, inheritance and compensation for damages
- basic terminology, principles, and process of a civil court case
- basic terminology, sources, and principles of family law
- legal regulations of marriage and child custody
- social/legal protection of children
- legal regulations of individual and collective labor law and issues of employment
- basic terminology, elements, and indicators of material criminal law

- selected facts of criminal cases
- principles of criminal trial proceedings
- basic terminology, system, and division of social services in the CR
- organization and management of social services
- financing of social services in the EU countries
- legal principles and institutional system within the EU

Skills:

The student will show that he is capable of:

- describing the workings of the state, and distinguishing the competencies of its various organs
- explaining the separation of powers, legislative process
- analyzing the legal norms and legal relationships
- applying legal norms to particular cases
- acting within the spirit of an administrative process, respecting the administrative rules
- understanding the decisions of administrative of justice
- distinguishing in practice the missions and competencies of the state bureaucracy and local government
- taking nationality in a legal context into account when working with clients
- applying legal norms to the issues of foreigners and refugees
- assisting in the implementation of civil law
- making practical use of knowledge law on inheritance
- writing a simple legal suit
- making appropriate use of the instruments of family law, including legal-social protection
- applying the basic instruments of criminal law
- appropriately cooperate within the context of the subsystems of the social security administration

9. Social policy.

Study of this discipline should be organized according to the following principles:

- A graduate of at least three-year post-secondary school (higher vocational or bachelor's) studies in social work should during the course of his studies *master the topics below* of the subject Social Policy. Mastery of these topics means at least a minimum level of knowledge and skills that

allows one to professionally solve dilemmas and situations that arise from the participation of the social worker and his clients in the system of social policy.

- By the term *mastery* we mean here:
 1. *knowledge* of basic terminology, principles, and findings in the theory of social policy
 2. *ability to find detailed information* about these terms, principles, and findings in the relevant literature
 3. *the ability to apply these terms, principles, and observations in interpreting* the social workers' own position and that of his employing organization in the system of social services and in society, in interpreting the situation to their clients, and in interpreting the conditions for meeting the needs of people and the conditions for securing the social rights of citizens.
- The minimum content of a three-year post-secondary school education of social workers in social policy is made up of the following *topics and terminology*:
 - - the function of social policy and the function of social work in the system of social policy
 - the social and demographic structure of society and the goals of social policy (mutual influence
 - social solidarity and redistribution from the standpoint of formation and drawing from the state budget
 - the function of the social state (*welfare state*) in modern society and the typology of the social state
 - the *crisis* of the social state in the 1970s
 - the occurrence and type of social events and situations, social risk, problem events, and the preventive role of social policy
 - methods of redistribution and social services and social/legal protection as an instrument of social policy
 - state, community, NGOs, labor and professional associations and interest groups and organizations as actors in social policy
 - theory of social rights and social legislation
 - politics of the labor market, politics of social security, health policy, education policy, housing policy, family policy, and anti-drug policy as components of social policy, social services
 - formation of programs for social policy
 - history and tradition of social policy in the Czech Republic. Changes in social policy in the Czech Republic after 1989
 - social insurance, social benefits, and social assistance as three elements in the system of social safety net for the population of the CR, and their financing, administration, and application

- intervention of the Czech state in the situation of specific groups of citizens
 - strategy of EU social policy, European social legislation, and fundamental documents of European social policy
- The specific content of the above topics, the method of their teaching, study texts, and arrangement of topics into individual courses is determined independently by the school that wishes to achieve the minimum standard. These topics and terms need not necessarily be taught as part of a single course. Depending on decision by the school they can become part of the courses that take up some aspect of these problems in more detail than set forth in the minimum standard. The minimum standard is fulfilled by the school when
 - the conditions have been created so that students have a chance to master all of the topics above
 - students know that these topics comprise the minimum content of the education of social workers in the field of social policy, and know in which courses the individual topics can be found
 - as part of the program of studies in social work there exists at least one course that is explicitly devoted to comprehensive study of the theory of social policy
 - The minimum number of lessons that must be devoted to the individual topics is not firmly set. Enough time must be devoted to each topic (lectures, seminars, self-study, etc.) so that the student can *master* them in the sense of described in paragraph 2 of this text. The upper limit of time devoted to teaching the individual topics is up to the school.

10. Social pathology:

Concept

The subject of Social Pathology (Social Deviation) ranks among the disciplines that form the foundation of professional preparation of social workers. It deals with social phenomena, behavior, and conduct that disrupts and endangers the social functioning of individuals, groups and society as a whole, and are thus the object of interest of social work and social policy. The general part of the subject focuses on the basic terminology and contexts in the theory of social deviation, and especially on individual social deviation and socially pathological phenomena.

Goal

To gain an overview of social deviation and socially pathological phenomena, to know their consequences, understand their causes, and know the possibilities for prevention.

Knowledge

The general part of the subject gives the student the ability to:

- define and understand the terms – social deviation, socially pathological phenomenon
- understand the absolute and relative validity of social norms
- apply normative and reactive concepts of social deviation
- recognize the biological, psychological, and sociological causes (theory) of the appearance of social deviation, and understand their mutual interaction

A special part of the subject will see to it that the student knows selected social deviation and socially pathological phenomena, their structure, dynamics, causes, consequences, and possibilities for prevention, including organizations and institutions that deal with prevention.

This especially includes the phenomena of:

- criminality
- violence, esp. domestic violence, violence against children and old people, harassment
- dependency (for example substance – non-substance)
- homelessness
- prostitution
- racism, nationalism, inter-ethnic conflicts
- sects, extremism, and terrorism
- suicidal behavior

Skills

The student is able to

- distinguish the structure and consequences of socially pathological phenomena, and identify the possibilities for their institutional prevention
- seek and make use of sources in specialized literature and key information sources in the area of socially pathological phenomena

11. Ethnic minorities

Concept

This discipline enriches the basic social work concepts with knowledge and competencies for better understanding and orientation in social problems which stem from the standing of the minorities and the relationships with the majority in contemporary ethnically and culturally heterogeneous society. Thus helping students find and apply appropriate ways of social intervention which bring about positive intercultural developments.

Objective of Teaching

The purpose is to lead students to understand and respect cultural diversity, master the approaches to social work with minorities and thus prepare them to work with diverse sociocultural groups and also “majority”.

Target competencies

Knowledge:

- To know and understand the basic concepts related to social work with minorities (e.g. minority, culture, cultural relativism, multiculturalism, interculturality, acculturation, identity, xenofoby – rasism – discrimination, prejudice, social exclusion and inclusion)
- To Know crucial legislation and institutions in this area.
- To know the basic sociocultural characteristics of major ethnic minorities in the Czech Republic.

Skills (students can, are able to, know how to):

- Is able to identify and reflect her cultural attitudes and their impact on the social work with minority clients.
- Can reflect and eliminate the power aspects in the polarity minority vs. majority.
- Understands that minority status is a relative concept and anyone can be in minority.
- Can effectively use the knowledge about sociocultural characteristics of minorities in communication with their representants.
- Can effectively apply approaches to social work with minorities.

Recommendations for teaching

The knowledge and skills can be gained in various modules according to the focus of the course. The focus should be on the ethnic minorities, but we recommend including other minorities too.

It is recommended to meet this standard mainly through workshops and interactive learning, or discussions with members of minorities and excursions to organisations that work with this target group.

It is recommended for the lecturer to have practical experience with doing social work with minorities and have opportunities to increase her competencies trough trainings, internships etc.

12. Health and illness.

Goals of subject

- The goal of the subject is to provide students with the necessary knowledge to combine knowledge of anatomy, physiology, and patho-physiology with information on health and the natural development of physical and mental illnesses, with the resulting ability to explain the principles and possibilities for prevention and treatment of selected illnesses, with emphasis on their impact in the social area. Students will have the required knowledge and capabilities to provide basic first aid.
- Health training leads to the formation of student opinions and attitudes with the goal of strengthening awareness of the human and social mission of care for one’s own health and that

of fellow citizens. An integral part of this is clarification of the position of the social worker in the health care system, and understanding of the links between social and health care issues. The ultimate goal is overall human perception of people in all bio-psycho-social contexts

- On the basis of knowledge gained, students will then be capable in practice of evaluating concrete social problems that may have health causes, and situations in which social conditions are one of the factors contributing to the occurrence of illnesses.

Concept of subject, content

- The subject of health training focuses on the understanding of humans as bio-psycho-social units, focuses on the perception of humans in the context of their social and natural environment, while not neglecting issues of primary, secondary, and tertiary prevention.
- For the fulfillment of these goals, topics are recommended in the area of basic anatomy, physiology and physio-pathology, hygiene and epidemiology, psychiatry, multi-factoral and multi-causal problems of psychosomatic medicine, and selected illnesses of individual constitution, which lead to impaired social interaction or disability.
- The student gains basic knowledge of first aid, and is prepared to practically apply it. The student comprehends the basics of a healthy life style and is able to apply them in a wider social context in accordance with the long-term program for improvement of the health conditions of the population of the CR – Health 21.

Student knowledge skills - the student

- is versed in basic medical terminology.
- has basic knowledge in the area of anatomy and human physiology
- knows the determinants influencing a person's health
- has knowledge of the occurrence of the most frequent illnesses, their symptoms, social consequences, and prevention
- learns the basics of epidemiology and hygiene
- has theoretical knowledge of elemental first aid
- has the needed knowledge of psychiatry

Abilities of student – the student

- is able to outline an appropriate solution of the social situation in light of the health status of the client
- is able to propose appropriate preventive measures
- is able to provide basic first aid

- can give advice in regard to a health lifestyle
- is able to make use of acquired knowledge to maintain and improve his own health and that of his clients
- is able to provide specific advice and support to the sick client and those close to him
- is able to find out where to seek the appropriate specialized health assistance
- is able to implement anti-epidemic measures in practice

Notes on the commented proposal for study content:

For the second phase of the at-least-three-year post-secondary school studies, we recommend specialized selected lectures, which would allow students to gain a narrower professional orientation. Accreditation is conditioned on offering at least four (we recommend six) specialized courses from the following temporary and incomplete list:

- social issues of families (Social work with families and children)
- the labor market and unemployment (Social work in the area of unemployment)
- criminology (Social work with delinquents)
- social gerontology (Social work with seniors)
- demography
- personnel management
- economy of the social sphere
- psychotherapy (Social work in counseling facilities and psychiatric treatment centers)
- social work with disabled people
- social work in health care
- social work with minorities, ethnicities, refugees
- community social work

To gain a bachelor's degree the student must be fluent in one world language at the level of the state exam. At the same time we recommend that foreign literature be regularly used in teaching. To complete the at-least-three-year and post-secondary school final exams, the student must pass a formal final examination, and defend a written diploma thesis. Besides this work, accreditation is conditional on written work by students of 20 pages in the first year and 30 pages in the second year of studies.

So far we make no final decision on the content of master's studies in social work.

We assume that it will be conceived more deeply than the three-year post-secondary school studies at the higher vocational schools and bachelor's programs. Bachelor's graduates in social work from accredited schools will be able to continue after passing entrance exams to the master's programs at accredited departments of social work where they are offered.

C. Assuring a connection between theoretical and practical instruction

In comparison with schools of social work abroad, Czech education in social work at the moment seems to be strongly theoretical and relatively distant from the real conditions of the profession in practice. In the West field work and lectures tied to practice account for more than half the time devoted to preparation of students. Similar conditions can be introduced here only gradually, with the deepening relationship between schools and facilities in the field, preparation of field work supervised by experienced practicing professionals, and by organizing the search for internships.

For the near future we nevertheless recommend that schools of social work devote at least half of the working hours of one employee to organizationally prepare and arrange internships work for students, mediate relations between schools and field personnel, and carry out training of intern supervisors. We recommend that this educator have long-term practical experience or at least be currently engaged in social work, and that the meeting of these conditions be one of the prerequisites for accreditation.

We also recommend that schools formalize their preparation of student intern supervisors, and in cooperation with the ministries of education and of labor and social affairs, to obtain compensation for these supervisors.

In planning the structure of training we also recommend strong support for their practical aspects. Students should to the greatest possible degree be prepared through exercises and seminars, the subject of which should be experience gained through work with clients.

D. Concluding note

In preparing these materials for the accreditation process, we have been aware of the current relative lack of educators in social work. This can be partially compensated for by the engagement of specialists from practice, and educators from other departments. In view of the well-known problems that arise when employing external personnel (absence, temporary engagements,

personnel fluctuation) we recommend that in the near future at least half of the lecturers be full-time employees of the school if the school is to be accredited for a study program in social work.