Record Nr. UNINA9910619285203321 **Titolo** Social work in the frame of a professional competencies approach // Ana Opacic, editor Pubbl/distr/stampa Cham, Switzerland: ,: Springer, , [2022] ©2022 **ISBN** 9783031135286 9783031135279 Descrizione fisica 1 online resource (207 pages) European social work education and practice Collana Disciplina 306.3613 Professional employees - United States Soggetti Professional employees - Rating of Social workers - Rating of Lingua di pubblicazione Inglese **Formato** Materiale a stampa Livello bibliografico Monografia Nota di bibliografia Includes bibliographical references and index. Nota di contenuto Intro -- Preface -- Acknowledgements -- Contents -- Contributors --About the Editor -- Part I: Understanding a Professional Competencies Approach -- Chapter 1: Introduction to the Professional Competency Framework in Social Work -- 1.1 Professional Competence Between the "Source and Mouth" of the Profession -- 1.2 Areas and Content of Professional Competencies of Social Workers -- 1.3 Overview of Research Practice in Researching Professional Competencies in Social Work -- 1.4 Heuristic Potential of Professional Competence Framework in Social Work -- References -- Chapter 2: Criticisms of the Competency-Based Education (CBE) Approach -- 2.1 Competence and Competence-Based Education -- 2.2 Ideological and Political Implications -- 2.3 Educational Consequences -- 2.4 Discussion -- References -- Part II: Major Areas of Professional Competencies -- Chapter 3: Knowledge Base and Process Competencies in Social Work Practice -- 3.1 Knowledge - Base and Professional Judgement in Social Work Practice -- 3.2 Process

Competencies in Social Work Practice -- 3.2.1 Competencies

for Developing a Professional Relationship with Service Users -- 3.2.2 Competencies for Making Assessments in Social Work Practice -- 3.2.3

Competencies for Developing an Individual Plan and Contracting --3.2.4 Competencies for Interventions in Social Work -- 3.2.5 Competencies for Monitoring and Evaluating the Impact of Professional Work -- 3.3 Digital Competencies for Direct Practice in Social Work --References -- Chapter 4: Professional Competencies for Social Change -- 4.1 Competencies for Critical Structural Analysis -- 4.2 Cross-Cultural Competence and Respect for Diversity -- 4.3 Competencies for Critical Practice and Advocating for Social Justice and Human Rights -- 4.4 Competencies for Community and Macro Practice. 4.5 Competencies for Environmental Practice as an Emerging Field of Social Work Practice -- References -- Chapter 5: Leadership and Professional Socialisation -- 5.1 Leadership in Social Work -- 5.1.1 How to Define It? -- 5.1.2 Skills and Characteristics of a Leader --5.1.3 Education for Leadership in Social Work -- 5.1.4 Leadership Models in Social Work - Totally Different from Others? -- 5.1.5 How Can a Leader Have an Influence on the Working Collective? -- 5.2 Professional Socialisation of Social Workers -- 5.2.1 Miller's Conceptual Framework of Professional Socialisation -- 5.2.2 Professional Identity of Social Workers and Perception of the Profession -- 5.3 Instead of the Conclusion -- References -- Part III: Measuring Professional Competencies and Education Outcomes -- Chapter 6: Starting from Scratch: How to Conceptualise, Operationalise and Measure Professional Competencies in Social Work -- 6.1 Why Was It Important to Establish a Professional Competency Framework in Croatia? -- 6.1.1 Identity Issues in Social Work as a Basis for the Professional Competency Framework -- 6.1.2 Crisis of the Profession as a Source of the Need to Define a Professional Competency Framework -- 6.1.3 Aligning Education to Practice in Social Work as the Basis for Developing a Professional Competency Framework -- 6.2 Conceptualisation of the Professional Competence Framework for the Specific Croatian Situation -- 6.3 Methodological Approaches to the Operationalisation of Professional Competencies -- 6.4 The Large National Research into Professional Competencies -- 6.5 Significance of the Established National Framework of Professional Competence for Social Work in Croatia -- References -- Chapter 7: Everything But the Kitchen Sink: Making Sense Out of Social Work Education Outcome Assessment -- 7.1 Introduction. 7.2 The Purpose of Outcome Assessment in Social Work Education --7.3 Conducting the Outcome Assessment: First Step: Setting the Goals of the Assessment -- 7.4 Conducting the Outcome Assessment: Second Step: Choosing Outcome Assessment Tools -- 7.4.1 Evaluating Course Outcomes vs. Programmatic Outcomes: Curriculum Mapping as a Programmatic Evaluation Tool -- 7.4.2 Evaluating Outcomes at the Programmatic Level: Standardized Measures -- 7.4.3 Evaluating Outcomes at the Course Level: The Role of Rubrics -- 7.4.4 Evaluating Knowledge, Skills, Values, Cognitive and Affective Processes, Respectively: Standardized and Nonstandardized Tools -- 7.4.5 Evaluating Outcomes in the E-Learning Environment -- 7.4.6 Evaluating Interdisciplinary Practice Learning Outcomes -- 7.5 Conducting the Outcome Assessment: Third Step: Data Analysis and Interpretation -- 7.5.1 The Importance of Benchmarks -- 7.6 Conducting the Outcome Assessment - Fourth Step: Closing the Loop -- 7.7 Concluding Thoughts -- References -- Chapter 8: The Evaluation Self-Efficacy Scale - III -- 8.1 Self-Efficacy -- 8.2 Our Research Program --8.3 The Current Study -- 8.3.1 Method -- 8.3.1.1 Study Design and Participants -- 8.3.1.2 Measures -- 8.3.1.3 Procedure -- 8.3.1.4 Data Analysis Strategy -- 8.4 Results -- 8.4.1 Descriptive Statistics --8.4.2 Factor Structure -- 8.4.3 Reliability, Validity and Sensitivity

to Change -- 8.5 Discussion -- References -- Part IV: Professional Competencies and Professional Development -- Chapter 9: A Model of Holistic Competence in Social Work: Implications for Education --9.1 Competence: An Overview -- 9.2 Toward Developing a Conceptualization of Competence in Social Work -- 9.3 A Model of Holistic Competence in Social Work -- 9.4 Implications for Social Work Education -- 9.5 Conclusion -- References. Chapter 10: The Professional Capabilities Framework (PCF) for Social Workers in England: Creating an Embedded Culture of Excellence. Ambition and Shared Values Across the Profession -- 10.1 Introduction -- 10.2 A Unified Profession of Social Work? The Policy Background to the Emergence of the PCF -- 10.2.1 The Response of Social Work Education in the 1990s -- 10.2.2 Statutory Regulation and the New Social Work Degree Around the Millennium -- 10.3 Rebuilding Optimism and Setting New Ambitions - The Creation and Development of the PCF -- 10.3.1 From Competencies to Capabilities -- 10.3.2 The Original PCF -- 10.4 The Development and Application of the PCF 2018 -- 10.4.1 The Key Elements of the PCF 2018 -- 10.4.2 Applying the PCF -- 10.4.3 Generic Versus Specialist Capabilities -- 10.4.4 Domains, 'Super Domains' and Levels -- 10.4.5 Superdomains --10.4.6 Using the PCF at Each Level of Initial Education and Career Development -- 10.4.7 A Domain Example -- 10.4.8 Reflecting Lived Experience of Using Social Work Services in the PCF -- 10.5 What Next for the PCF? -- References -- Index.