



ECSWE 2023 PORTO / MATOSINHOS

BOOK OF ABSTRACTS

“youth citizenship OR young citizenship”». Our protocol of inclusion/exclusion had the following limitation: no restrictions about the scientific area; only considerer pair reviewed articles in open access and early access; published in the last 10 years; written in English, Portuguese and Spanish. In this paper we will present the analysis of 491 articles about «dance and well-being», excluding the ones that are not about young people; 6 articles about «dance and young citizenship»; and 58 about «well-being and young citizenship».

Keywords: Dance; Well-being; Young Citizenship; Systematic literature review.

ECSWE-34454

History Health and Happiness - creating community wellbeing through the use of objects

Peter Nelson - Sheffield Hallam University

Abstract:

Social work skills and practices are increasingly taking place outside of the individualistic paradigm of safeguarding. The World Health Organisation defines wellbeing as an element of health which is a state of complete physical, mental and social wellbeing, alongside being central to definitions of an individual's mental health where concepts of resilience and flourishing are prominent. There are a range of examples of work undertaken by museums with positive benefit to the wellbeing of those suffering from poor physical or mental health. There is also the notion of community wellbeing, relating to concepts such as community cohesion, social capital, community participation and regeneration. Work within the arts and heritage sector initially focused on the individual but is increasingly focussing on a more holistic view with the community having greater prominence. This paper reports on a three year evaluation of a heritage based project, located within an area of social derivation in the UK, which took objects into the community and used groupwork and co-production to directly influence individual and community wellbeing. The evaluation used mixed methods of logic modelling, questionnaire, scaling and ethnography to measure the impact on wellbeing, loneliness and social isolation. Findings indicate that skills and knowledge associated with social work education were central to success. However, the impact of emotional labour on the workforce was considerable, with vulnerabilities of operating outside of a traditional social work setting impacting on the wellbeing of individual practitioners. Recommendations are made for effective student learning to equip practice in non-traditional settings.

Keywords: community, wellbeing, health, heritage.

ECSWE-36754

Another brick in social work education: a meta-analysis of the use of arts or about what could be another Pink Floyd song

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Abstract:

Education and educational contexts are privileged spaces to generate change and build more socially just, sustainable, and inclusive societies. It is essential to think and rethink educational

strategies in Social Work Curricula to promote this potential, particularly in the contemporary context where humanitarian and climate crises and the proliferation of fake news are worsening. Fenton (2020), for example, addresses a concern observed in the younger generations of social workers, both at the level of communication skills, such as assertiveness, and at the level of critical thinking.

Through a literature review, this study aimed to identify the strategies used in Social Work education to promote communication and critical and creative thinking skills in students.

The literature on this topic points to the contribution of the arts in education and the promotion of critical and creative thinking (Chambon, 2008, Wehbi, 2015) that contributes to the move away from more technician, instrumental approaches and rigid, bureaucratic organizational environments (Leonard, Hafford-Letchfield & Cauchman, 2018).

We advocate that the knowledge and dissemination of the strategies used and described in the literature review on this topic can contribute to stimulating, supporting, and guiding social work educators in the use of art in the training of social workers. Through the use of creative methods, they develop students' ability to think critically about social phenomena and problems, also finding visionary solutions to respond to them.

Keywords: arts; Social Work Education; critical thinking; meta-analysis.

ECSWE-42263

We are reconnecting with our compassion satisfaction through Collective Narrative Practice: "The forest of volunteer trees of Aprendo Contigo"

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Abstract:

The Peruvian volunteer organisation Aprendo Contigo offers volunteer programmes to university students, including Social Work students, through additional agreements with national and foreign universities. Their volunteer programme aims to provide sick children with educational support and spaces for friendship and leisure during their hospitalisation. Before the arrival of COVID-19, volunteers went to the hospitals (cancer and paediatric sections) daily, from Monday to Saturday, organised in groups and led by a coordinator. Due to the socio-health crisis experienced for two years, it was impossible to restart the programme. The volunteers experienced this situation as an identity mourning as they stopped participating in their community abruptly, without even being able to say goodbye to the children they helped daily. They have been able to return to the hospitals a few months ago, but the fear of contagion and the lack of re-entry is making it difficult to restart the programme.

The main objective of this communication is to present the group dynamics carried out with 150 volunteers on November 2022. Volunteers were guided to create their "volunteer tree" and reconnect with those people and stories that are important to them and make their identity as Aprendo Contigo volunteers grow. Once each person had created their tree, the "Aprendo Contigo's Forest" was represented, and they moved from individuality to collectivity. This innovative, creative and arts-based approach is an adaptation of Tree of Life Denborough's (2008) and is focused on providing group responses to those who have experienced trauma.