



UNIVERSITÀ
CATTOLICA
del Sacro Cuore

UNIVERSITÀ CATTOLICA del Sacro Cuore

RSW
| Centro di Ricerca
Relational Social Work

Erasmus +PROJECT

Social workers' education and Service users' participation: sharing experiences and improving skills

The model and the experiences
of the Catholic University of Milan and Brescia

February 2022

Elena Cabiati & Chiara Panciroli

Contents

<u>The U.C. Social work education model</u>	2
<u>The U.C. projects of service users involvement in education and research</u>	4
<u>Studies and research conducted on the topic</u>;	9
<u>References</u>	11

The U.C. Social work education model

Context and programs

Milan and Brescia are two cities in the Lombardy region of northern Italy. In Italy, the Catholic University has five campuses: Milan, Piacenza, Cremona, Brescia, and Rome. Social work education programmes are offered in Milan and Brescia. In Italy, social work degrees have been offered exclusively within universities since 1987. The Italian government decided to adopt the structure of education following the Bologna Process in 2000.

These are the social work programs offered at the Catholic University:

- 2 *undergraduate programs* (in Milan and Brescia);
- 2 *Master programs* (in Milan focused on Child protection and Community work, in Brescia on Social work and Migration, Poverty, Elderly people and People with disabilities);
- one *PhD program* in Social work and personal social services (in Milan).

In the Department of Sociology is also present the Relational Social Work Research Centre.

The undergraduate social work programme consists of three years and offers students a broad foundation for generalist social work practice. Students enrolled in the three-year undergraduate programme are educated to intervene and provide services to individuals, groups, families, and communities. According to the guidelines of the Italian Ministry of Education, University and Research, undergraduate and master social work programmes offer field education activities to social work students:

- in the second year of the undergraduate program, with a practice placement experience of 250 hours in social services organisations (i.e., hospitals and health care institutions, municipalities, mental health services, or child protection institutions). Through this traditional practice placement experience, students have direct contact with an expert social worker. The social worker assumes the role of practice teacher and he/she supervises the students' activity in the field. Through this experience, students make an organisational journey, discovering how social welfare institutions work.
- in the third year of the undergraduate program and in the second year of the master program, with an unconventional placement of 175 hours. Unconventional practice placements are a type of field education in which students are given high levels of autonomy in planning and developing original projects that do not reproduce work already conducted in that context by other professionals (Raineri & Sala, 2019). Through this experience, students have to develop initiatives related not only to learning needs but also to real needs, with opportunities for the improvement of a community or a service (Corradini et al., 2020; Raineri & Sala, 2019; Doel, 2010). In unconventional placements, students work with a network of people (professionals, volunteers, citizens, service users, and caregivers) to plan and implement an innovative project/intervention in a collaborative way. Both experiences are accompanied by group work among the students in the presence of an educator who is a social worker (Corradini et al., 2020).

Each week, students group together with educators to share their experiences during the practice placement or unconventional placement. In these group meetings, equal exchanges and reciprocity between the participants are promoted and valued. In these groups, students elaborate their experience in light of other students' experiences. Participation in groups and the support of university tutors are based on the principle of "reciprocity in teaching and learning" (Cabiati, 2017, p. 74), whereby students learn from an equal debate with peers and tutors.

Approach and principles

The UC educational activities are inspired by Relational sociology (Donati, 2011) and Relational social work method (Folgheraiter, 2004). This theoretical framework is coherent with other international approaches as Anti-oppressive social work and Ethics of care (Tronto, 1993).

The principle of reciprocity, which is the core of the Relational approach (Folgheraiter, 2004, 2017), refers to 'generating well-being in complex existential situations requires each person involved to leave the role of user or client to assume that of therapist or helper' (Folgheraiter, 2004). A coping network is a set of relationships between people concerned about a shared aim. In the relational social work perspective, the helping process is developed through the relationships between motivated people with good intention (service users, professionals, and citizens). Social work education programmes can be inspired by the same principles and key ideas, as shown by the experience already developed in the Italian framework at the Catholic University of Milan and Brescia (Cabiati, 2017).

The involvement of service users and carers as Experts by Experience (E.B.E.) in social work education is an ethical and methodological choice that concerns bachelor's and master's programmes at the Catholic University of Milan (Cabiati & Raineri, 2016). The E.B.E. involvement is grounded in social justice and the fundamental value placed on service users and carers' everyday experiences contributing to the knowledge and skills of social work students. The rationale for E.B.E. involvement is both epistemological and pedagogical. It emerges from the acceptance that knowledge is derived from a variety of different standpoints (Beresford & Boxall, 2012). Service users and carers are E.B.E., experts through living lives that have included additional social challenges leading to social work involvement. From receiving services, caring for a relative or a friend, to managing the relationship with practitioners, their knowledge and experiences can be utilised to enrich the learning of future social workers (Askheim et al., 2017; Heule et al., 2017; Irvine et al., 2015; Levy et al., 2020). The E.B.E. involvement represent a crucial learning activity to prepare students for education practice because it demonstrates, through example, the idea that teachers must regard service users and carers as partners in social work students' educational journeys. The concept of "experiential competence" (Borkman, 1976; Folgheraiter, 2004) and the distinction between "*technical problems*" and "*life problems*" offered by the relational paradigm (Folgheraiter, 2004) support the social work educators in correctly channeling and enhancing the contributions from E.B.E. Taking up the words of Parton (2008), social workers should construct a process whereby the theory of how to help is generated mutually.

From 2008, service users and informal carers, as EBE, along with lecturers have worked collaboratively in the education and learning experiences of future social workers at the Catholic University in Milan and Brescia. The involvement of EBE has been driven by the personal initiative of academics. The U.C. model named "Relational Model" is rooted in Relational sociology and Relational social work (Donati, 2011; Folgheraiter, 2004).

According to the international literature, the involvement of EBE in social work education is enriching for students as well as for the EBE and academics (Levy et al., 2020; Irvine, et al., 2015; Brown and Young, 2008). For EBE, involvement has inspired them to positively revisit their experience as service users or carers (Driessens et al. 2016); to learn new skills and to have a valued role (Warren and Boxall, 2009); to be heard (Warren 2007); make friends, identify with other users and build self-confidence (Brown and Young, 2008; Matka et al., 2010); as well as have the opportunity to critically revisit their personal story (Green and Wilks, 2009). Findings from a Scandinavian study (Schön, 2016), based on a questionnaire, show that users' main reasons for involvement were to contribute to social work education through sharing their lived experiences, to help improve services and to obtain respect for their own personal knowledge and experience. Research by Natland (2015) conducted in Norway, reveals similar findings with benefits for EBEs participating in social work education including the opportunity to do something for themselves; to experience a non-hierarchical relationship; and space to tell their personal story and feel valued.

At the Catholic University, the collaboration with EBE has created opportunities for academics to develop innovative approaches for re-shaping social work education in effective and concrete ways (Cabiati, 2017). Furthermore, engagement with EBE for both students and academics, can 'minimize othering as "us" and "them", counter the idea of the social worker as expert, contribute to more egalitarian relationships and enable us to truly be for the Other' (Sewpaul and Henrickson, 2019:10). Conversations with EBE in social work education are 'inspiring' on multiple levels, as such the involvement of EBE should be re-imagined as one of collaboration with social work academics and students, who co-produce meaningful outcomes (Warren, 2007; Beresford, 2013; Morin and Lambert, 2017).

The U.C. projects of service users involvement in education and research

Full day meetings

Full Day meetings between students and EBE is the first of many experiences that students have with EBE on their academic path. Full Day meetings with EBE are part of a core module, Social Work Orientation Workshop for first year undergraduate students (Cabiati, 2016). The Full Day programme is divided into two parts. In the morning, each student is randomly matched with an EBE. The student and EBE then share a two-hour face-to-face conversation. It is made clear to all the participants that this conversation is not a professional assessment or a research interview, but a simple conversation aimed at getting to know one another and exchanging life experiences. Following the two-hour conversations all participants eat lunch together in the university canteen. After lunch, two-hour group meetings occur with a mixture of students, EBE and academics. In the initial years of the module the group meetings were facilitated by academics, EBE now

take on this role. In the group meetings, all participants are asked to express their thoughts and feelings about the Full Day experience. After the experience, the Full Day meetings are revisited in social work methodological courses and elaborated on with the support of academics to enable students to fully embed the sense of EBE involvement in their learning and future practice.

In 2020, due to containment measures imposed by the Italian government to face with the COVID-19 pandemic, full-day meetings were suspended. The initiative 'Social work student telephones Expert by Experience' was ideated in response to the lockdowns imposed due to the COVID-19 pandemic and was intended to offer students of social work an alternative to full-day meetings. The initiative consists of telephone and video-calls between single students and single EBE.

Unconventional practice placement (UPP)

The Catholic University of Milan and Brescia offers social work students a particular learning experience known as Unconventional Practice Placement (UPP). UPPs can be defined as a practice learning, in which students collaborate with a network of people (professionals of public or private organisations, service users, caregivers and citizens) to create and implement interventions in the social field. Students promote and guide a participatory planning process to cope with social problems shared with their interlocutors. UPP model is similar to the Service learning approach (Schelbe et al., 2014) and is based on the theoretical framework known as the Relational Social Work method.

UCSC introduced UPPs in the bachelor's degree and master's degree courses in Social Work starting from 2008/2009. Students are engaged in the field for 175 hours and in-classroom training for 40 hours, which correspond to 9 ECTS (European Credits Transfer System). Besides, further 2 or 4 ECTS (50 or 100 hours) can be allocated. UPPs are included in the third year of the bachelor's degree course, after the traditional placement experience which is required in the second year.

In UPP students are asked to experiment with greater autonomy in facilitating participatory planning processes, launched thanks to the involvement of people interested in acting in view of the achievement of a shared purpose. In other words, students are asked to give innovative contributions, through a process connected not only to their training needs but above all to the real needs of a community, in a dialogical process with various stakeholders: the University on the one hand and the public sector, the community, service users and professionals on the other. An UPP is, in some respects, similar to Service Learning experiences, with which it shares the possibility of developing interventions of social utility and, at the same time, the acquisition of professional skills for the students in training.

The UPP's fundamental principles and key ideas are reciprocity in helping relationships, participation of users, family members and active citizens and their empowerment. Although students help people, groups and communities sharing a difficult life situation, a concern or a desire for improvement, they are helped, in turn, by this people to identify the most effective ways to do it. In this sense, at every stage of the process, UPPs are characterized by virtuous encounters between technical knowledge and experiential knowledge and an effort to promote the actual participation of the people involved in a specific problematic situation.

- UPPs start from the students' knowledge and understanding of a specific community, where they search for possible collaboration in planning and implementing a social project. Community profiling work allows students to meet community members, practitioners, and other potential interlocutors to discuss community resources, concerns, and/or desire for improvement.
- Thanks to this preliminary phase, it is possible to catalyze the "guiding group" (a steering group), which consists of a small group of people who know the community through their professional commitment or direct experience as members of the community. The guiding group helps the student define a shared goal and identify other partners interested in coping with the problem.
- Subsequently, the students and their collaborators continue in the participatory planning process, defining objectives and action strategies consistent with the shared goal.
- The project is conceived, implemented and monitored thanks to the partnership with professionals, active citizens and volunteers of associations and/or informal groups, current and former service's users, users' family members and carers.

Workshop led or participated by service users and carers

In the third year of the undergraduate programme, the workshop "*Analysis of good Relational practices*" is conducted. The workshop is part of the social work method theoretical course. Students acquire in-depth knowledge on social workers' functions in group and community work based on the Relational approach (Folgheraiter, 2004). The workshop "*Analysis of good Relational practices*" consists of 7 meetings of 3 hours each. In each meeting, the workshop tutor presents to the students a group or community work project considered relevant from the point of view of the Relational social work approach and invites some people who have participated in the projects to share their experiences. These presentations are made by service-users, caregivers, and Experts-by-Experience community members, who sometimes intervene together with social workers from public services or non-profit organisations, local administrators, and experts from other professions. They share their experience, answer the students' questions, and listen to their reflections. Projects or initiatives conducted in various areas of intervention, not always already known to students, are presented. Generally, the projects presented have in common participatory planning processes among different people, in various ways affected by a problem or a situation, who form a coping network to implement solutions to the life problems of their communities. In many cases, a social worker participates as a Relational guide, helping people work together towards a common goal, enhancing the differences and the dynamics of reciprocity. This experience demonstrates the benefits of mutual help and how this network can generate empowerment and social capital, which are concepts studied by students at a theoretical level in courses on Social Work Methodology. The workshop purpose is to offer future social workers the opportunity to learn about experiences born from the initiative of local communities, "outside" the formal contexts of welfare organisations and reflect on them trying to identify elements related to the Relational social work approach. Students should make a reflective effort to turn theory into practice and vice versa, applying complex conceptual categories expected in their profession.

The community projects presented usually have different purposes: active citizenship, social cohesion and participatory redevelopment of facilities (such as the redesigning and renovation of a railway station together with young people to create a place for youth policy interventions); community development projects aimed at families in specific localities or in vulnerable neighborhoods (such as the collaboration agreements made in some municipalities between citizens and local administrations aimed at taking care of common areas through street cleaning, the management of facilities and small services, which also resulted in new connections and relationships); projects aimed at social inclusion or awareness-raising and humanitarian aid interventions (such as associative activities born from the activation of asylum seekers). The experiences on group work dealt with self-reciprocal help on specific personal problems (such as eating disorders and addictions) and the well-being of social workers from various parts of Italy, connected through an online supervision group during the health emergency. There are usually also presentations dealing with both group and community work: experiences on severe marginalization and youth activation, involving informal groups of self-organized young people engaged in visiting homeless people; support and awareness activities regarding specific pathologies, such as the presentation of a movement coping with senile dementia offering help to families affected by the problem and working with communities to make them fully understand and accept these challenging situations.

EBE recruitment

In the Italian experience, EBE are recruited through self-help and mutual-aid groups and non-profit organisations, the so-called "umbrella organisations" that gather a number of self-help and mutual-aid groups to address similar social problems. The recruitment through self-help and mutual-aid organizations considers both the range of benefits arising from working in groups and the type of interactions that occur in such groups. Self-help and mutual-aid groups are framed from a strengths-based approach (Saleebey, 1996) promoting psychological insight and social skills (Steinberg, 2010).

Over the ten years of EBE being involved in the Full Day meetings the number of EBE has increased significantly from twenty to around one hundred each year. The EBE come from groups located in Milan, Brescia, Como, Varese and small towns around the region of Lombardy. Along with an increase in the number of EBE, the range of user groups involved has also expanded over time. Initially EBE were drawn from self and mutual aid groups for alcohol problems, this now includes eight user groups: mental health; drug addiction; alcohol addiction; eating disorders; disability; difficult partner divorce; parents of children in child protection and gambling addiction.

EBE as Co-Researchers: the participatory research approach

Researchers of *Relational Social Work* Research Centre of the UC are experimenting with participatory research approach in different fields (poverty and social exclusion, elderly people suffering from dementia, child protection, young caregivers, disability, adoption and foster care).

The participation of service users and carers is not only limited to the education but can also extend to another level: in the planning of services, defining social policies, and even in the production of knowledge in scientific and academic fields. Service users and carers, in fact, can aid researchers in conducting research projects.

Participatory research is an unconventional research approach that allows people who are experiencing, or have experienced, in their lives the topic under investigation to collaborate with the professionals as co-researchers. The research is therefore carried out *with* the people who are the target of the research and not *on* them. Citizens, service users, and caregivers take on the role of co-researchers and interact with the researchers every step of the way. Participatory research is based on the *concept of skill integration*: researchers deploy their own technical and professional knowledge, while service users and carers are involved to the extent of their experiential knowledge – that is, their “subjective” knowledge, which they have acquired as a consequence and product of their life experiences. The service users are therefore considered Experts-by-Experience.

The involvement of vulnerable people requires the researcher to pay particular attention to the implementation of the participatory process: there are a lot of ethical implications in participatory research, and that requires the researcher to have a higher level of sensitivity and availability besides counseling and group facilitation skills. For these reasons, this research approach is particularly suited to the field of social work. In this branch of knowledge, in fact, the researchers are also often social workers, and thanks to this they already have the necessary training to facilitate this type of research process.

Participatory research offers several benefits over a conventional approach. To name a few:

- The involvement of EBE as co-researchers makes it possible to reach people “out-of-reach” (people difficult to contact) for academics and practitioners.
- The redefinition of the research purpose with the co-researchers makes it possible to investigate issues that would otherwise not be considered by researchers as priorities.
- The participatory nature of the tool made it possible to insert questions using a simple language that was understood by the people, thus avoiding technical or devaluing language.
- The data collection conducted by co-researchers who had lived life experiences close to those of the sample made the latter share more and overcome the sense of shame they could have felt if interviewed by professionals.
- It was possible to collect useful data for a deeper understanding of the phenomenon; the researchers received new insights and knowledge.
- Last but not least, it was a way to promote human rights and anti-oppressive social work.

Participatory research, in its different fields of application, addresses empowerment as both a goal and a natural consequence of the process of involving the concerned persons (Warren 2007). By giving part of the power, usually in the hands of the researcher, to the subjects involved in the investigation, the perspective of the research is reversed or expanded. During the participatory research process, the researchers experimented with the concept of empowerment, which led to the realization of what Folgheraiter (2004) calls “relational empowerment,” referring to the coping process that is activated in a helping relationship within the social work field. This is defined as mutual empowerment. During the research process, a reciprocal dynamic has been generated between co-researchers and researchers. What many authors (Kidd & Kral 2005) underline is that from this union, new knowledge emerges. For these reasons, the field of social work could gain many advantages not only in terms of studying and research but to foster processes of change and the dynamics of relational empowerment.

Studies and research conducted on the topic

Educators and researchers at the Relational Social Work Research Centre (located in the department of Sociology at the Catholic University of Milan) have developed research projects aimed to study the social work education model, with particular interest in field education activities (Cabiati, 2016; Cabiati & Folgheraiter, 2016; Cabiati & Raineri, 2016; Cabiati & Tagliabue, 2017; Raineri & Sala, 2019).

In this document we will focus on empirical studies conducted on service users involvement activities. In these years have been conducted quantitative and qualitative studies.

About Full day meetings

A research on stigmatizing attitudes towards people with social problematics (through a pre-post survey)- Cabiati & Raineri, 2016.

A comparative research between UC model (Italy) and Dundee model (Scotland) with the focus on Inspiring conversations between students and service users/carer- (Cabiati and Levy, 2020; Levy & Cabiati, 2021).

A qualitative research on online Full day meetings (telephone calls/video calls) during the Covid-19 pandemic- Cabiati et al. 2021.

About Unconventional practice placements (UPP)

Quantitative research on UPP experiences:

- A quantitative research conducted through an online survey on UPP carried out by students 2008-2014 (Raineri & Sala, 2019).
- A research to highlight the main characteristics of Italian unconventional practice placement. The paper is based on quantitative research that involved students from 2008 to 2019 (Raineri *et al.*, 2022)
- A quantitative research conducted through an online survey on UPP carried out by students 2015-2019 (Landi *et al.*, 2022a)
- A quantitative research through an online survey on UPP carried out by students during Covid-19 pandemic (Landi *et al.*, 2022b)

Analysis of group learning in UPP:

- A study about the group learning in social work as the base to promote and implement professionals tasks of social work students during their experiences of Italian unconventional practice placement (Corradini *et al.*, 2020)

Methodological analysis of UPP projects:

- About the experience of Italian unconventional practice placement performed by student of bachelor's degree of Catholic University. The student developed a community social work with the aim to support her neighborhood during the pandemic (Landi & Limongelli, 2020)
- A study on unconventional practice placement carried out by students to promote the action of citizen in order to support old people during Covid-19 (Cirillo, 2021)
- A study about unconventional practice placement to promote peer support between adolescents during the covid pandemic (Corradini & Tagliabue, 2021)

About workshop led or participated by Experts by experience

In 2021 was conducted a qualitative research on the workshop "*Analysis of good Relational practices*". In this workshop Experts by Experience presented to students *group work or community work experiences*. The study aimed to better understand what students learnt through the Experts by Experience voices and to investigate the connection to the profession theoretical aspects (Calcaterra *et al.*, 2022).

Research led with participatory research approach

- A participatory research project conducted with some families who were living in a marginalized neighborhood to study the aid networks that poor people locally create to respond to their different types of need (Pancioli & Corradini, 2019)
- A participatory research with parents in Child Protection. The research aimed to explore the parents' experiences in helping relationships with practitioners and their level of participation in Child protection services.
- An analysis of connection between Participatory Research approach and Relational Social Work method (Pancioli *et al.*, 2019).
- A participatory research aimed to investigate the experiences of people and families living the early stages of dementia at onset, with a view to understanding how specific help could be provided to support people, with their particular needs, at this early stage of the disease (Avancini, 2019).
- A participatory research on Italian young caregivers carried out with the mixed methods. The research aimed to analyse the characteristics and needs of young caregivers in Italy (Limongelli, 2021).
- A research in which EBE, as co-researchers, help to understand how to accompany the less informed people to access income support measures.
- A participatory research that explored the participation experience of young people with intellectual disabilities (aged 18–35) while developing their own life path.
- A participatory research that explored the experience of adoptive young adults in searching for their origins (contacts with the birth parents).

References

- Askheim, O. P., Beresford, P. and Heule, C. (2017) 'Mend the gap – strategies for user involvement in social work education', *Social Work Education*, 36(2), pp. 128–40.
- Avancini G. (2019), *Caring for a person with dementia: The results of a participatory research study*, «*Relational Social Work Journal*», Vol. 3, Issue 2, April 2019, pp. 50-67.
- Beresford, P. (2000). Service users' knowledge and social work theory: Conflict or collaboration? *British Journal of Social Work*, 30(4), 489–503.
- Beresford, P. and Boxall, K. (2012) 'Service users, social work education and knowledge for social work practice', *Social Work Education*, 31(2), pp. 155–67.
- Borkman, T. (1976) Experiential Knowledge: A New Concept for the Analysis of Self-Help Groups. *Social Service Review*, 50, 445-456.
- Brown, K. and Young, N. (2008) 'Building capacity for service user and carer involvement in social work education', *Social Work Education*, 27(1), pp. 84–96.
- Cabiati, E. (2016). Teaching and learning: An exchange of knowledge in the university among students, service users and professors. *European Journal of Social Work*, 19(2), 1–18.
- Cabiati, E. & Folgheraiter, F. (2016). Let's try to change ourselves first. An action-research on experiential learning with social work students. *Social Work Education*, 38(4), 439–452.
- Cabiati, E. & Raineri, M.L. (2016). Learning from service users involvement: A research about changing stigmatizing attitudes in social work students. *Social Work Education*, 35(8), 982–996.
- Cabiati, E. (2017). Social work education. The relational way. *Relational Social Work*, 1(1), 61–79.
- Cabiati, E. & Tagliabue, C. (2017). Learning from homeless people. Social work students at Milan's Central Railway Station. *Relational Social Work Journal*, 1(2), 92–101.
- Cabiati, E. & Panciroli, C. (2019), Service users as collaborators in social work practice, research and education, *Socialinè Teorija, Empirija, Politika ir Praktika*, 19, 95–105.
- Cabiati, E. & Levy, S. (2021), 'Inspiring Conversations': A Comparative Analysis of the Involvement of Experts by Experience in Italian and Scottish Social Work Education, *The British Journal of Social Work*, 51, 2, 487–504.
- Calcaterra V., Panciroli C. & Sala M. (2022), Group and Community Work in Practice: Students Learning from Experts-by-Experience, «*Italian Journal of Sociology of Education*», accepted.
- Cirillo, F. (2021). Caring for the elderly during the COVID-19 emergency: the role of the community and youth volunteering. *Relational Social Work*, 5(2), 80-88.
- Corradini, F., Landi, C. & Limongelli, P. (2020). Becoming a relational social worker. Group learning in social work education: Considerations from unconventional practice placements. *Relational Social Work*, 4(1), 15–29.

- Corradini, F., & Tagliabue, C. (2021). The Avengers: Adolescents Help Adolescents To Survive Quarantine. *Relational Social Work*, 5(1), 48-57
- Corradini F., Landi C., Limongelli P. & Raineri M.L. (2022), Unconventional Practice Placements: Creativity, Partnership and New Professional Opportunities in an Italian Experience of Social Work Field Education, in R. Baikady, Sajid SM, J. Gal, V.Nadesan e M. Rezaul Islam (Eds.), *The Routledge International Handbook of Field Work Education in Social Work*, London and New York, Routledge, accepted.
- Doel, M. (2010). *Social work placements: a traveller's guide*. London: Routledge.
- Donati, P. (2011) *Relational Sociology: A New Paradigm for the social sciences*, London, Routledge.
- Folgheraiter, F. (2004). *Relational social work: Toward networking and societal practices*. Jessica Kingsley Publishers.
- Heule, C., Knutagard, M. and Kristiansen, A. (2017) 'Mending the gaps in social work education and research: Two examples from a Swedish context', *European Journal of Social Work*, 20(3), pp. 396–408.
- Irvine, J., Molyneux, J. and Gillman, M. (2015) 'Providing a link with the real world: Learning from the student experience of service user and carer involvement in social work education', *Social Work Education*, 34(2), pp. 138–50.
- Landi C. e Limongelli P. (2020), "Let's stay tuned": analysis of a community social work project during the Covid19 pandemic, «*Relational Social Work*», 4(2), 61-68, doi: 10.14605/RSW422006.
- Landi C., Corradini F., Limongelli P. (2022a), Unconventional Practice Placements as learning experiences. Social work students' views in an online survey, «*Social Work Education*», accepted.
- Landi C., Corradini F. & Limongelli P. (2022b), Learning by doing within communities: experiences of innovative practice learning in social work education during the Covid-19 pandemic, «*Italian Journal of Sociology of Education*», accepted.
- Levy, S., Aiton, R., Doig, J., Dow, J., McNeil, R., Brown, S. and Hunter, L. (2016a) 'Outcomes focused user involvement in social work education: Applying knowledge to practice', *Social Work Education*, 35(8), pp. 866–77.
- Levy, S., Ferrier, C., Dowson, E. and Risbridger, J. (2020) 'Social pedagogy, collaborative learning and outcomes in service user and carer involvement in social work education', in McLaughlin, H., Duffy, J., Beresford, P., Casey, H. and Cameron, C. (eds), *The Routledge Handbook of Service User Involvement in Human Services Research and Education*, London, Routledge, pp. 371–381.
- Saleebey, D. (1996) 'The strengths perspective in social work practice: Extensions and cautions', *Social Work*, 41(3), pp. 296–305.
- Sewpaul, V. and Henrickson, M. (2019) 'The (r)evolution and decolonization of social work ethics: The Global Social Work Statement of Ethical Principles', *International Social Work*, 62(6), pp. 1469–81.
- Steinberg, D. M. (2010) *Social Work with Groups*, London, Routledge.
- Susan Levy and Elena Cabiati with John Dow, Elinor Dowson, Keith Swankie and Gil Martin (2021), Reflections on inspiring conversations in social work education: the voices of Scottish experts by experience and Italian students – in Driessens, K. & Lyssens-Danneboom, V. (2021) *Involving Service Users in Social Work Education, Research and Policy: A Comparative European Analysis*. Policy press.
- Limongelli, P. (2021). The suffering goodness. An overview on experiences and needs from a group of young caregivers. *Relational Social Work Journal*, 5(2), 43-59.

Natland, S. (2015) 'Dialogical communication and empowering social work practice', *Journal of Evidence-Informed Social Work*, 12(1), pp. 80–91.

Panciroli C., Corradini F. (2019), *Doing Participatory Research with Families that Live in Poverty: the Process, Potential and Limitations*, in Mariusz Granosik, Anita Gulczyńska, Malgorzata Kostrzynska, Brian Littlechild (a cura di), *Participatory Social Work: Research, Practice, Education*, Lodz, Jagiellonian University Press, ISBN 978-83-233-4599-2, pp. 47-63.

Panciroli, C., Corradini, F., & Avancini, G. (2019), The participatory research approach. Suggestions by the relational social work method, In E. Carrà & P. Terenzi (Eds.), *The relational gaze on a changing society*, pp. 265-288, Berlin: Peter Lang, ISBN 978-3-631-79296-4, DOI 10.3726/b16648.

Raineri M.L., Corradini F., Landi C. e Limongelli P. (2020), *Unconventional Practice Placements: Creativity, Partnership and New Professional Opportunities in an Italian Experience of Social Work Field Education*, (Eds.), *The Routledge International Handbook of Field Work Education in Social Work*, London and New York, Routledge.

Raineri, M.L., & Sala, M. (2019), *Unconventional Practice Placements. An Italian Experience in Social Work Field Education*. «Relational Social Work» 3(2), pp. 4-24. <http://dx.doi.org/10.14605/RSW321901>

Schelbe, L., Petracchi, H. E., Weaver, A. (2014). Benefits and challenges of service-learning in baccalaureate social work programs. *Journal of Teaching in Social Work*, 34(5), 480-495.

Tronto, J. (1993) *Moral Boundaries: A Political Argument for an Ethic of Care*, London and New York, Routledge.

Warren, L. (2007) *Service Users and Carer Participation in Social Work*, Exeter, Learning Matters.

Warren, L. and Boxall, K. (2009) 'Service users in and out of the academy: Collusion in exclusion?', *Social Work Education: The International Journal*, 28(3), pp. 281–97.