



Asia Network of School Social Work

ANSSW NEWSLETTER VOL.3



October 2021

Editor : Shu-han, Tsai



FASSW's Training Programs for School Social Workers

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1. An Overview of Japan's School Social Worker Training Programs

When Japan's school social worker project began in 2008, development programs to prepare qualified practitioners were not offered prior to the start of the service. Thus, in Fukuoka prefecture, licensed social workers and mental health social workers with experience in either child welfare, mental health welfare, disability welfare, or at hospitals were employed as school social workers.

Along with the start of the service, the prefecture also established "Fukuoka Prefecture School Social Worker Committee" in order to provide the trainings necessary to implement social work and held study sessions to discuss case studies every month.

The high demand for school social workers soon resulted in a rapid increase in the numbers of practitioners across the nation. But Japan still did not have an organized development and internship programs and continued to employ social workers specialized in other areas. It became

crucial to educate and enhance the skills of school social workers and design an adequate development program. So in 2012, Fukuoka Prefecture Association of School Social Worker was established to meet the needs. FASSW is comprised mainly of Fukuoka prefecture school social workers, but membership extends to practitioners from other prefectures, experts from different fields, and students.

Today, development programs, including internships, are offered in universities' social welfare courses. Nevertheless, it is difficult for any newly qualified school social workers to fully implement their knowledge immediately after graduating, considering the expected level of expertise. At FASSW, we put effort into creating training courses to support and further educate these new practitioners, as well as to develop experienced school social workers to work as our prospective supervisors.

2. FASSW's Training Programs

Three levels of training courses are offered in FASSW: General, Professional, and Basic Training.

General Training

This course is available for all members. Trainees will acquire the basic knowledge and skills needed for school social work and enhance their professional skills. In the past, we have covered diverse topics such as assessment procedures, counseling, child abuse, team meeting, school culture, organizational structure, and cooperation with institutions. Also, to deepen our understanding and awareness, special lectures were given by guest speakers who have experienced absenteeism and child abuse. Training sessions by institution staffs of cognitive behavioral therapy, stress management, and addiction treatment were also held to expand our knowledge on different fields.



Examples of Topics Discussed in General Training

- The future of school social worker
- Support system for children with video game addiction
- Social work in senior high schools
- Supporting parents with mental health issues
- *4 General Training classes were held in 2020

Professional Training

This course is limited to experienced and advanced school social workers. The goal is to develop future prospective supervisors, enhance consultation skills to school teachers and strengthen their implementing skills based on social work theory. This is a high level course and is conducted in small classes. We have high expectations for those taking this course to work as our prospective supervisors and facilitators.



Examples of Topics Discussed in Professional Training

- Strength Approach
- Empowerment Approach
- Ecological Social Work
- Case Management
- * 6 Professional Training classes were held in 2020

Basic Training

The aim of this course is to acquire the very basics of school social work and is designed for students and school social workers with limited experience. We encourage newly qualified school social workers to discuss their problems and difficulties, share their thoughts, and exchange ideas with other members, which prevents social isolation and reduces anxiety.



Examples of Topics Discussed in Basic Training

- The history of school social worker
- The value and ethics of school social worker
- The role of school social worker
- Peer supervision of school social worker
- *4 Basic Training classes were held in 2020

The Future of School Social Worker Training

Children in Japan are faced with social challenges such as child abuse, poverty, and bullying. In some cases these may also trigger social withdrawal, self-harm, and violence. While appropriate support services are being offered to those in need, the systems vary from region to region in Fukuoka. Even the registered school social workers have different backgrounds in working experiences, level of skills, and employment status.

Amidst the Covid-19 pandemic, our society continues to change and it is essential for school social workers to update their social work practice, engage in social actions and cooperate with the community more than ever.

Taking these into consideration, we feel that FASSW's programs must cover a wide range of topics. We have an integral role to create stable and supportive work environment for practitioners, prevent them from becoming socially isolated, and offer everyone the opportunity to acquire high quality social work education.

As we expect and envision more FASSW members to develop as advanced practitioners in the future, we also anticipate to create internship opportunities and design effective professional development programs for school social workers.

School Social Worker's Internship in Korea

Jin-joo Kim

(School Social Worker, Secretary General of KASSW)

With the passage of the National Assembly's plenary session of the Social Welfare Services Act in November 2018, licenses for social workers in the field of medical care and school social work can now be government certified. Subsequently, on December 12, 2020, the Enforcement Decree and Enforcement Rules of the Social Welfare Services Act stipulated the licensure system for each area, and accordingly, the first round of interns began their training in April 2021.

1. Comparison of the licensure systems; non-government vs. national systems

Prior to the passage of the aforementioned legislation, the School Social Worker Qualification Management Committee which is co-hosted by the Korean Society of School Social Work(KSSSW), the Korea Association of School Social Workers(KASSW), and the Korea Association of Social Workers(KASW), had issued licenses for school social workers since 2005 on an annual basis. With the 16th qualification examination in 2020 being the last of its kind, the non-government licensure system has ended. The School Social Worker Qualification Management Committee will engage in activities related to the support of the new national licensure system. By 2020, the total number of people who had obtained the school social worker license under the old system was 1,598.

The previous system required one to undertake two semesters of field practicum, to earn necessary academic credits (e.g., school social work, child welfare), and to pass the first-class national licensure examination for social workers in order to apply for the qualification exam for school social workers. The passing marks were 140 for a written assessment in two subjects which are child welfare and school social work earning a minimum of 50 marks per subject, and 70 for an oral assessment. A certificate was issued exclusively to those who completed the subsequent 2-day training after passing the exam.

Under the new national licensure system, one is eligible to apply for the government-issued school social worker license if one obtains a first-class social worker license and interns at a training institution approved by the Ministry of Health and Welfare. Unlike the previous non-government licensure system, there are no written or oral exams in the new system although the evaluations of the intern's performance will be documented along with written evaluations of assignments given during the internship.

The following summarizes the differences between the old and the new system.

Category		Before (Non-government system)	After (national system)
Management Responsibilities		School Social Worker Qualification Management Committee	Ministry of Health and Welfare
Administrative Management		KASSW	KASW
Training process	Name	Field practicum (實習)	Internship (修鍊)
	Period (Hour)	more than 6 months (240 hours)	1 year (1,000 hours)
	Candidate Eligibility	open to undergraduate students and higher.	First-class social worker license holders
	Training Agency requirements	Schools with a full-time supervisor offering school social work services under Article 2 of the Elementary and Secondary Education Act	Schools with a full-time social work supervisor offering school social work services under Article 2 of the Elementary and Secondary Education Act

	Supervisor Requirements	(Consistent with other social work fields) 3 years of school social work practice experience after obtaining the first class social worker license or 5 years of school social work practice experience after obtaining the second class social worker license (Common) Earning of continuing education credit requirement	A minimum of 5 years of practice experience in school social work after obtaining a school social worker license with completion of training for internship supervisor
	the maximum number of trainee per supervisor	5	3
	Test (Evaluation)	1 st phase of the selection process: document screening, 2 nd phase: written and oral exam	No pass/fail exam. Evaluations of intern's performance to be documented along with written evaluations of assignments during their internship
	Continuing education	20 hours per year recommended	12 hours required

2. Composition of internship

School social work internship consists of 150 subject-study hours, 830 practice hours, and 20 academic activity hours, which was benchmarked against the existing internship scheme for the mental health field. The School Social Worker Qualification Management Committee assumed the responsibility of selecting the required subjects via a review process where its members referred to the relevant research findings presented at the Korea Society School Social Work conference.

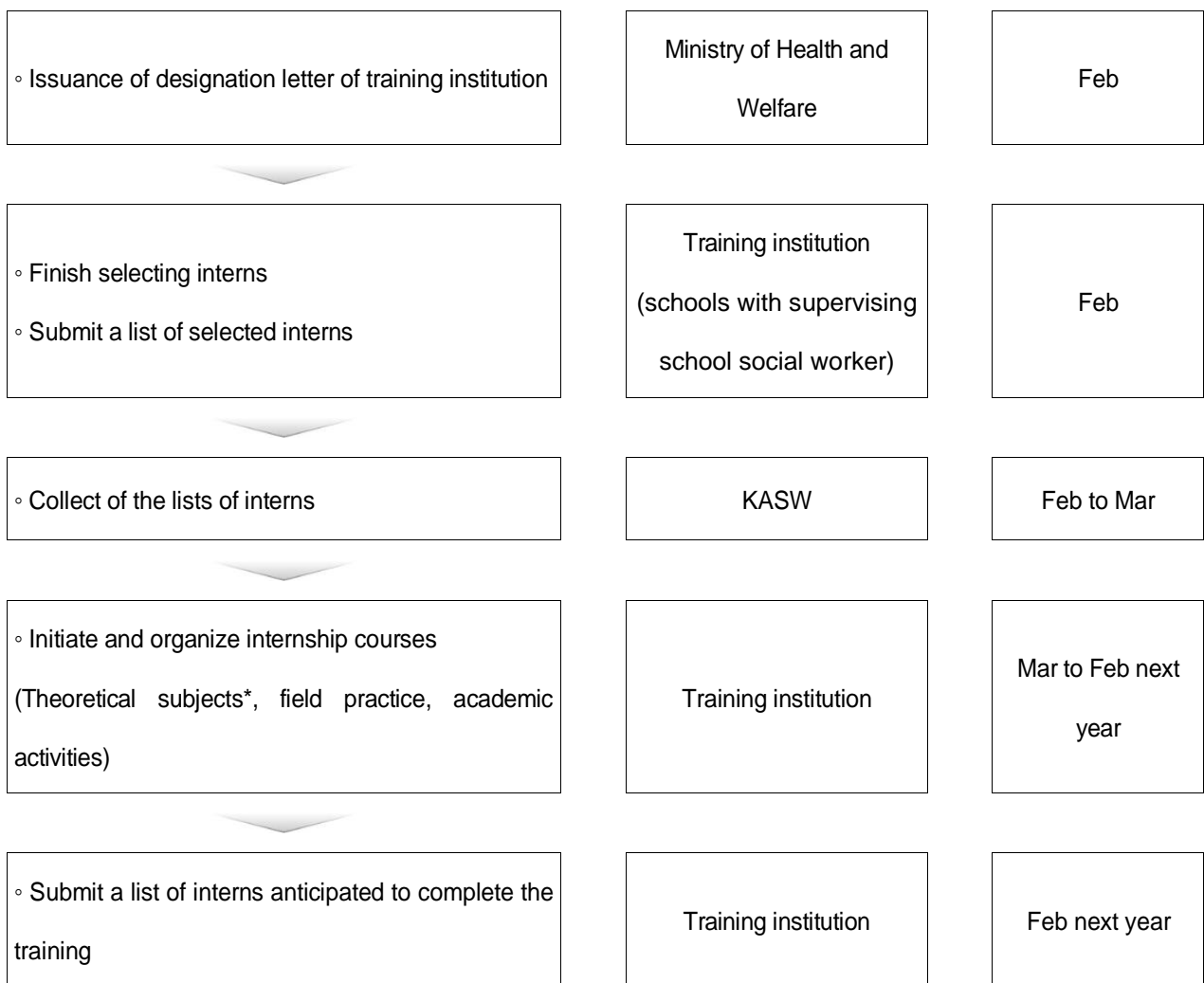
1) Composition of subjects for internship

Category	Area	Subjects	Hours
subjects study (150 hours)	Law and policy	Laws and policies related to Education	15
		Laws and policies related to children and adolescents	
	Ethics and Philosophy	Understanding school organization and curriculum	15
		Philosophy and Value of Education and School Social Work	
		Student Human Rights and Right Advocacy	
	Theory and practice	The Role and Ethics of School Social Workers	100
		School Social Work Theory	
		Intake and assessment	
		Individual-level school social work practice	
		Group-level school social work practice	
		Family-level school social work practice	
		School-level social work practice	
		Community-level school social work practice	
		Case management	
		Crisis intervention	
Closing and evaluation			
Planning and Administration	Management of personnel	20	
	Planning and Finance		
	Managing records and documents		
practice hours (830 hours)	Understanding the School Environment	Understanding and adapting to the school's organizational environment	40
	Assessment and Evaluation	Assessment and Establishment of an intervention plan Closing and evaluation	120

	Student Individual-level practice	
	Student group-level practice	
Level-specific intervention	Family-level practice	470
	School-level practice	
	Community-level practice	
	Case management	
Crisis intervention	Crisis analysis and intervention	100
Administrative and financial management	Internship Supervision	
	Financial management	100
	Managing Records and Documents	
Academic activities (20 hours)	Various fields or events recognized as academic in the area of school social work (in-service training, forums, symposiums, etc.)	20

2) Administering the internship program

Tasks	Organization in charge	Time
<ul style="list-style-type: none"> ◦ Guidance on the designation of new training institutions and application for adjustment of quota ◦ Receiving of new application for training institutions 	KASSW	Oct to Dec of the previous year
<ul style="list-style-type: none"> ◦ Final review of documents 	KASW (Qualification Management Department)	Jan



* Currently, the KASSW is trusted to provide two 35-hour group courses where participants earn 70 subject-study hours.

3. Conclusion

The launch of the new national licensure system is anticipated to yield the followings.

First, with a stronger training process, new school social workers entering the field will be better equipped.

Second, as continuing education is mandatory, continuous growth and empowerment of school social workers is becoming more feasible.

Third, holding a government-issued school social worker license can be associated with practical benefits such as additional points in the recruitment process and increased salary.

Fourth, a nationally recognized license can boost the social status of school social workers and increase social awareness and trust. Most of all, it will help to lay the legal foundation of school social work

practice.

As the new licensure system is still in its infancy, there are many challenges and much work to be done.

First of all, there are not enough openings for interns at the designated training institutions to accommodate the fast growing interests for internship opportunities. This is believed to be due to limited access to schools during the COVID-19 pandemic, lack of understanding of the internship system, and low level of confidence of school social workers to supervise. We are hopeful that we can address these issues by collaborating with the existing 150 training sites with accumulated experiences as they had provided training opportunities prior to the licensure system change.

Legacy: The Experience of Social Work Field Internship System in New Taipei City Schools

Pei-Rong Chen

New Taipei City, Northern Student Counseling Center Supervisor

Introduction

The social work profession is craftsmanship. Besides the studies of the knowledge bases via courses and textbooks, the hands-on field practices are also one of the focuses of the social work learning. They allow students who plan to start a career in the social work profession to be introduced to and to understand the realities of the practices. Moreover, the process of deciding on their field placements, the students are taking the opportunity to choose their future field of interest according to their potentials.

Therefore, a placement site that is with a well-organized and structured internship system can not only cultivate great future social workers but also train and recruit future employees. The social work field internship system of New Taipei City schools has been developing for the past decade and has become a top choice of placement for students who are interested in the field of child, teenager, and family social work. This article will describe the experience of this system.

The Initial Period

The implementation of school social work practice in New Taipei City began in 1999. Years of planning and development have led to the maturity of the system and the competence of the professional service providers. To emphasize the value and to increase the recognition of school social work practice in the university curriculums, the Education Department of New Taipei City government implemented an initiative within the department in 2005 to recruit student interns from university's social work or related departments to practice in school social work agencies. The department appointed school social workers who had more than 3 years of field practices to supervise interns and to develop specific training programs according to the reality of the agencies' practices. These supervisors should help the interns navigate during practicing as well as exploring the career as a school social worker. The implementation of the

initiative was assisted by Prof. Wan-Yi Lin and Senior Supervisor Hsiang-Chun Chen.

New Taipei City covers a wide range of geographic area. Its regional developments vary. For example, densely populated urban areas, remote areas near the sea or in the mountains, and newly developed areas. Schools in different communities developed different characteristics, such as schools with bigger and more classes in urban areas, schools with smaller and fewer classes in remote areas, and specialized or experimental schools. Thus, the distribution of resources and working methods also vary from one school to another.

The Development Period

The system of the city's school social work internship changed over the years. During the primary stage, there were altogether only 13 to 16 school social workers in the city. According to the number of applicants reaching out to the Education Department each semester, only 1 to 2 of them would be assigned to take on the responsibility to supervise and plan the training for a limited number of interns. As the system advanced and the Education Department's initiative being implemented in 2005, the number of school social worker employment increased to 28. In 2011, the Department continued to increase the number of school social workers to 40 following the enforcement of the Primary and Junior High School Act and the Student Guidance and Counseling Act. A school social work supervision mechanism was also implemented at this stage through which more intern's supervisors were employed to help grow and advance the school social work practice. The expansion of the system and the organizations led to higher demand of human resource and allowed more students to be placed for internships.

In 2012, a designated team independent from the Education Department was established to become fully responsible for the internship system's overall operation. The senior supervisors in the team were responsible for different school districts but worked as a team to plan the structure of the training plan for all interns. They decided which four of all schools in the city would be opened for internship applications each semester as well as

which school social workers were to become intern's supervisors. Each intern's supervisor can take up to two interns. The intern's supervisors are responsible for planning the details of the training with their senior supervisors of the district he or she belongs to. On the other hand, one of the senior supervisors would also take on the responsibility for administrative operation regarding the internship system. Additionally, considering each intern has her or his unique characteristics and needs based on the environments of the placements, regular group training and supervision meetings are planned and facilitated by this designated team to encourage peer learning among the interns. By integrating experiences, the system has enhanced social work education as well as social workers' ability to pass on knowledge and techniques. In 2015, with the assistance of Prof. Yun-Wen Chen and Supervisor Ying-Lin Su, we began to standardize the administrative execution of the New Taipei City school social work internship system. We standardized internship application, process recording, and other administrative forms, intern application and admission procedures, case studies and shadowing home visit, final presentation, etc. To strengthen the supervision ability and techniques of the school social worker as well as to ensure the outcome quality of the internship, at this stage, we integrated the responsibilities of administrative operation and development of the detailed training programs and assigned only one senior supervisor biennially to take on all of them. The assigned senior supervisor would collect and summarize the internship experiences of the students and provide feedbacks and evaluations for universities. It helps integrate social work academics and field practices which will bring benefits for students in their future professional school social work services for children and families in schools.

The Experience of Internship System Under the Pandemic

In 2020 and 2021, the global Covid-19 pandemic has impacted people's lives tremendously in every aspect. Our ways of living, working, and interacting have changed drastically. Taiwan was forced into a three-month lockdown in 2021. Schools were suspended; people worked from home or took rotation. It became a huge challenge for school social work

practice since it had always been depending heavily on in-person interactions and working methods. The internship system and the supervision team had to react spontaneously as the in-person sessions, assessments, and home visits were cancelled and brought online. One month before the end of the semester, we transferred all training programs online, such as online case studies, online case presentation exercises, online group classes, and online final presentations. The process of managing crisis during the pandemic has brought the interns and their supervisors together. The capability of crisis management of the internship system team was also highly recognized by the school social workers.

Concluding

The learning and training of the social work profession is a mission that makes us pursue continuous adjustment and integration in our lives and careers. The New Taipei City's school social work internship system sees the need of professional development and dedicates itself to passing on the legacy by continuously adjusting and advancing in hope that the system can provide career exploration opportunities and help us find future like-minded and professional teammates. We have been lucky that our hopes have been fulfilled as a few of the previous interns passed the entrance tests after graduating from universities and became school social workers in New Taipei City. Our work and mission on campus is not only to provide professional services for students and to meet their needs but also to pass on our legacy and to ensure the professional services will sustain.