The 2021 International Summer University in Social Work

**Online Social Work: Practice and Practitioners**

# Program

Shandong University, China
12-21, July 2021

# The 12th Summer University in Social Work
# Online Social Work: Practice and Practitioners

# Program

School of Philosophy and Social Development
Shandong University, Jinan, China

July 12-21, 2021

# Contents

# 1. General Information

## The ISUSW 2021

### Online Social Work: Practice and Practitioners

The ISUSW 2021 primarily targets M.S.W. students, and Ph.D. students may enroll upon the acceptance by the host university. The ISUSW provides participants from various countries with a unique opportunity to meet and work together during an intensive ten-day course. It has the goal of enhancing international collaboration through providing opportunities for social work scholars and students to analyze and reflect upon the global issues and processes, such as the COVID-19 pandemic, that affect social workers' everyday practice at the international, national, and local levels.

Currently, COVID-19 has pushed and facilitated many social workers to move their services and practice to virtual platforms. Informed by the values of human development and diversity, the ISUSW 2021 program aims to explore a deeper understanding of the online social work approach with a focus on three key areas: (a) the main features, possibilities, and challenges of online social work; (b) social work practitioners' experiences of conducting intervention online; (c) field-specific issues related to online social work practice. Participants should be able to discover new ideas and practices, and critically reflect upon these issues and their relevance for their own professional study and practice.

# The Organizing University

## Shandong University - School of Philosophy and Social Development



Shandong University (SDU) is one of the initiative universities of modern Chinese higher education. Its main body, Shandong Imperial College (Shandong Da Xue Tang), established in 1901, was the second national university in China, only after the Imperial University of Peking. Moreover, it was the first university to be established and run according to a chartered constitution. In recent years, SDU has leaped forward in its development with remarkably enhanced overall strength and competitiveness. Its full-time student population is now up to 60,000, of which 40,789 are full-time undergraduates, 18,816 are postgraduates and 3,791 are international students. 18 disciplines of SDU rank among the top 1% in the ESI Ranking, 5 of which rank top 1‰. SDU comprises 8 campuses in 3 cities (Jinan, Weihai and Qingdao).

The SDU Department of Social Work in the School of Philosophy and Social Development is among the earliest 28 social work education programs founded before 2000 in Mainland China. Based on a commitment to fundamental social work values and a vision of social justice, we currently offer programs at the undergraduate, master, and doctoral levels and continuous professional education training for those already practicing in the field.

Website: http://en.sps.sdu.edu.cn/

# Certificate of Participation

A certificate of participation is provided for each student by the host university. Academic credits may be obtained for participation, according to the rules set by each member university.

# 2. ISUSW 2021 Schedule

| Group A | | | Group B | | |
|---|---|---|---|---|---|
| WESTERN SYDNEY UNIVERSITY | SHANDONG UNIVERSITY **** THE CHINESE UNIVERSITY OF HONG KONG *** TUNGHAI UNIVERSITY | RAJAGIRI COLLEGE OF SOCIAL SCIENCES | THE HEBREW UNIVERSITY OF JERUSALEM | HAUTE ÉCOLE SPÉCIALISÉE DE SUISSE OCCIDENTALE | UNIVERSITY OF CALIFORNIA |
| GMT+10 | GMT+8 | GMT+5:30 | GMT+3 | GMT+2 | GMT-7 |
| 10:00 am | 8:00 am | 5:30 am | 3:00 am | 2:00 am | 5:00 pm |
| 11:00 am | 9:00 am | 6:30 am | 4:00 am | 3:00 am | 6:00 pm |
| 12:00 pm | 10:00 am | 7:30 am | 5:00 am | 4:00 am | 7:00 pm |
| 1:00 pm | 11:00 am | 8:30 am | 6:00 am | 5:00 am | 8:00 pm |
| 2:00 pm | 12:00 pm | 9:30 am | 7:00 am | 6:00 am | 9:00 pm |
| 3:00 pm | 1:00 pm | 10:30 am | 8:00 am | 7:00 am | 10:00 pm |
| 4:00 pm | 2:00 pm | 11:30 am | 9:00 am | 8:00 am | 11:00 pm |
| 5:00 pm | 3:00 pm | 12:30 pm | 10:00 am | 9:00 am | 12:00 am |
| 6:00 pm | 4:00 pm | 1:30 pm | 11:00 am | 10:00 am | 1:00 am |
| 7:00 pm | 5:00 pm | 2:30 pm | 12:00 pm | 11:00 am | 2:00 am |
| 8:00 pm | 6:00 pm | 3:30 pm | 1:00 pm | 12:00 pm | 3:00 am |
| 9:00 pm | 7:00 pm | 4:30 pm | 2:00 pm | 1:00 pm | 4:00 am |
| 10:00 pm | 8:00 pm | 5:30 pm | 3:00 pm | 2:00 pm | 5:00 am |
| 11:00 pm | 9:00 pm | 6:30 pm | 4:00 pm | 3:00 pm | 6:00 am |
| 12:00 am | 10:00 pm | 7:30 pm | 5:00 pm | 4:00 pm | 7:00 am |
| 1:00 am | 11:00 pm | 8:30 pm | 6:00 pm | 5:00 pm | 8:00 am |
| 2:00 am | 12:00 am | 9:30 pm | 7:00 pm | 6:00 pm | 9:00 am |
| 3:00 am | 1:00 am | 10:30 pm | 8:00 pm | 7:00 pm | 10:00 am |
| 4:00 am | 2:00 am | 11:30 pm | 9:00 pm | 8:00 pm | 11:00 am |
| 5:00 am | 3:00 am | 12:30 am | 10:00 pm | 9:00 pm | 12:00 pm |
| 6:00 am | 4:00 am | 1:30 am | 11:00 pm | 10:00 pm | 1:00 pm |
| 7:00 am | 5:00 am | 2:30 am | 12:00 am | 11:00 pm | 2:00 pm |
| 8:00 am | 6:00 am | 3:30 am | 1:00 am | 12:00 am | 3:00 pm |
| 9:00 am | 7:00 am | 4:30 am | 2:00 am | 1:00 am | 4:00 pm |

We established two teaching groups (A & B) in line with the different time zones. The students from Rajagiri College of Social Sciences (RCSS), Western Sydney University (WSU), Shandong University (SDU), the Chinese University of Hong Kong (CUHK), and Tunghai University (THU) will work together in Group A. The students from Hebrew University of Jerusalem (HUJI), the University of Applied Sciences and Arts Western Switzerland (HES-SO), and University of California (UCLA) will work together in Group B. For each group, we plan online lectures, recorded lectures, workshops, and students presentation. Participants in Group A and Group B will be divided into 4 and 2 subgroups (6 students per subgroup). 4 subgroups in Group A are A1, A2, A3 and A4, each subgroup will be consisted of 1 student from RCSS, 1 student from WSU, 1 student from

Note: Summer hours have been taken into account where applicable.

CUHK, 1 student from THU, and 2 students from SDU. 2 subgroups in Group 2 are B1, B2; Subgroup B1 will be consisted of 2 students from UCLA, 1 student from HUJI, and 3 students from HES-SO; Subgroup B2 will be consisted of 1 student from UCLA, 2 students from HUJI, and 3 students from HES-SO.

☐ Time slot for Lectures and Workshops – Group A

☐ Time slot for Lectures and Workshops – Group B

## MONDAY, JULY 12TH

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| 1:00 pm | **Welcome**<br>**Official Opening** | | |
| 1:45 pm | **Lecture 1**<br>*Capacity Building for Sustainable NGO Development: Blended Learning Experience in the Jockey Club MEL Institute Project*<br>Professor Steven Sek-Yum Ngai | | |
| 3:05 pm | **Lecture 2**<br>*Families and Online Family Services in Modern China: Challenges and Responses*<br>Professor Sheng-Li Cheng | | |
| | | 5:00 pm | Workshop 1 |

## TUESDAY, JULY 13TH

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| 1:00 pm | Workshop 1 | | *Viewing* – Lectures 1 & 2 |
| | | 5:00 pm | **Lecture 3**<br>*The Development of Digital Services for Public Administration and Social Services Users: Changing Frontiers and Renewed Challenges in Social Work*<br>Professor Jean-François Bickel |
| | | 6:20 pm | **Lecture 4**<br>*Supporting School Social Work in K-12 Settings Globally During the COVID19 Worldwide Shutdown.*<br>Professors Ron Avi Astor, with Rami Benbenishty, andal. |

## WEDNESDAY, JULY 14TH

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| 1:00 pm | **Lecture 5**<br>*The Need for Online and Culturally Linguistic and Appropriate Materials for School Social Workers: The Translation, Cultural Adaptation, and Online Access of a Social Work anti Bullying Book into Chinese and Spanish*<br>Professors Ron Avi Astor, with Rami Benbenishty, andal. | | |
| | | | |
| 2.20 pm | **Lecture 6**<br>*Social Work With Group Online*<br>Professor Hui Yang | | |
| | | | |
| | *Viewing* – Lectures 3 & 4 | | |
| | | 5:00 pm | Workshop 2 |

## THURSDAY, JULY 15TH

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| 1:00 pm | **Lecture 7**<br>*A Fluid Contact Zone: The HyFlexteaching Mode Experienced by International Social Work Students in Australia*<br>Doctor Hon-Jae Park | | |
| | | | *Viewing* – Lectures6 & 7 |
| 2:20 pm | Workshop 2 | | |
| | | | |
| | | 5:00 pm | **Lecture 5 bis**<br>*The Need for Online and Culturally Linguistic and Appropriate Materials for School Social Workers: The Translation, Cultural Adaptation, and Online Access of a Social Work anti Bullying Book into Chinese and Spanish*<br>Professors Ron Avi Astor, with Rami Benbenishty, andal. |

## FRIDAY, JULY 16<sup>TH</sup>

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| | | | |
| 1:00pm | **Lecture 8**<br>*Online Sexual Grooming—Challenges of Child Image-Based Sexual Exploitation*<br>Associate Professor Miriam Mei Lin Liu | | |
| 2:20 pm | **Lecture 9**<br>*Online Social Work Field Education: Prospects and Challenges*<br>Doctor Sunirosel. P | | |
| 3:40 pm | Workshop 3 | | |

## SATURDAY, JULY 17<sup>TH</sup>

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| | Cultural outing | | Cultural outing |

## SUNDAY, JULY 18<sup>TH</sup>

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| | Sunday Time | | Sunday Time |

## MONDAY, JULY 19<sup>TH</sup>

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| | | | |
| 1:00 pm | Students presentations | | *Viewing* – Lectures 8 & 9 |
| | | | |
| | | 5:00 pm | Workshop 3 |

## TUESDAY, JULY 20<sup>TH</sup>

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| | | | |
| 1:00 pm | **Lecture 10** *The Practice and Reflection of Online Social Work Supervision* Associate Professor Dong Yunfang | | *Viewing – Students presentation* |
| | | | |
| 2:20 pm | **Closing remarks** | | |
| | | | |
| | | 5:00 pm | Students presentations |
| | | | |

## WEDNESDAY, JULY 21<sup>TH</sup>

| GMT + 8 Time | Group A. | GMT + 2 Time | Group B. |
|---|---|---|---|
| | | | |
| | Viewing – Students presentations | | *Viewing* – Lecture 10 and Closing remarks |
| | | | |

- ✓ Microsoft Teams Tool is used for online lectures and workshops
- ✓ Each lecture lasts 45 minutes and is followed by 20 minutes questions-answers
- ✓ Between 2 lectures: 15 minutes break
- ✓ Each lecture is recorded and downloaded on Microsoft Teams Tool to be watched by other groups at any time
- ✓ Each workshop lasts 2.5 hours (plus 15 minutes break)
  - o Students from group A are divided in 4 subgroups (6 students per group)
  - o Students from group B are divided in 2 subgroups (6 students per group)
- ✓ Each school is responsible for proposing or not a culturing outing linked with ISUSW 21 theme

# 3. ISUSW Brief Schedule

July 12–July 21，2021 Shangdong University, China

| | | July 12<br>Monday | July 13<br>Tuesday | July 14<br>Wednesday | July 15<br>Thursday |
|---|---|---|---|---|---|
| GMT+5:30<br>GMT+8<br>GMT+10<br>GMT+2<br>GMT+3<br>GMT-7 | 10:30am<br>1:00pm<br>3:00pm<br>7:00am<br>8:00am<br>10:00pm | A: Welcome<br><br>Official Opening | A: Workshop 1<br><br>B: Viewing – Lectures 1 & 2*<br><br><br>Steering Committee Meeting | A: Lecture 5 | A: Lecture 7 |
| GMT+5:30<br>GMT+8<br>GMT+10<br>GMT+2<br>GMT+3<br>GMT-7 | 11:15am<br>1:45pm<br>3:45pm<br>7:45am<br>8:45am<br>10:45pm | A:Lecture 1 | | | B: Viewing – Lectures 6 & 7 |
| GMT+5:30<br>GMT+8<br>GMT+10 | 11:50am<br>2:20pm<br>4:20pm | | | A: Lecture 6 | A: Workshop 2 |
| GMT+5:30<br>GMT+8<br>GMT+10 | 12:35pm<br>3:05pm<br>5:05pm | A: Lecture 2 | | A: Viewing – Lectures 3 & 4 | |
| GMT+2<br>GMT+3<br>GMT-7 | 5:00pm<br>6:00pm<br>8:00am | B: Workshop 1 | B: Lecture 3 | B: Workshop 2 | B: Lecture 5 bis |
| GMT+2<br>GMT+3<br>GMT-7 | 6:20pm<br>7:20pm<br>9:20am | | B: Lecture 4 | | |

| | | July 16 Friday | July 17 Saturday | July 18 Sunday | July 19 Monday | July 20 Tuesday | July 21 Wednesday |
|---|---|---|---|---|---|---|---|
| Flexible Hours | | | A & B Cultural outing | A & B Sunday Time | | | A: Viewing – Students presentations B: Viewing – Lecture 10 and Closing remark |
| GMT+5:30 GMT+8 GMT+10 GMT+2 GMT+3 GMT-7 | 10:30am 1:00pm 3:00pm 7:00am 8:00am 10:00pm | A: Lecture 8 | | | A: Students presentations B: Viewing – Lectures 8 & 9 | A: Lecture 10 B: Viewing – Students presentation | |
| GMT+5:30 GMT+8 GMT+10 | 11:50am 2:20pm 4:20pm | A: Lecture 9 | | | | A: Closing remarks | |
| GMT+5:30 GMT+8 GMT+10 | 1:10pm 3:40pm 5:40pm | A: Workshop 3 | | | | | |
| GMT+2 GMT+3 GMT-7 | 5:00pm 6:00pm 8:00am | | | | B: Workshop 3 | B: Students presentations | |

- ✓ Regarding the constitutions of Group A and Group B, please see the Lecture Schedule or Workshop and Presentation Guideline
- ✓ Microsoft Teams Tool is used for online lectures and workshops
- ✓ Each lecture lasts 45 minutes and is followed by 20 minutes questions-answers
- ✓ Between 2 lectures: 15 minutes break
- ✓ ∗Each lecture is recorded and downloaded on Microsoft Teams Tool to be watched by other groups at any time
- ✓ Each workshop lasts 2.5 hours (plus 15 minutes break)
  - o Students from group A are divided in 4 subgroups (6 students per group)
  - o Students from group B are divided in 2 subgroups (6 students per group)
- ✓ Each school is responsible for proposing or not a culturing outing linked with ISUSW 2021 theme

# 4. Lecture Abstracts & Faculty Profile

**(In program order)**

**Lecture 1: Capacity Building for Sustainable NGO Development: Blended Learning Experience in the Jockey Club MEL Institute Project**

Prof. Steven Sek-yum Ngai

The Chinese University of Hong Kong

In an era of advanced technology, blended learning—an approach of combining both online and in-person learning experience—is becoming more popular and common in social work education and training. This presentation focuses on the quality and effectiveness of blended learning in the Jockey Club MEL Institute Project in Hong Kong.

The Project aims to develop the capacity for a rigorous and comprehensive program evaluation, intensify the effect of social services, and enhance the capacity and sustainability of NGOs. By adopting a Monitoring, Evaluation, and Learning (MEL) framework, it provides blended learning of seven full days of Certificate Training Course, four months of Mentored Practicum, and an Online Knowledge Hub. The Certificate Training Course and Mentored Practicum are delivered by overseas and local experts covering four core areas of Service Development and Monitoring, Resource and Planning Management, Media and Communications, and Program Evaluation and Impact Assessment. In addition, an Online Knowledge Hub is created to serve as a primary channel to enhance participants' learning experience. Participants can learn MEL knowledge via online courses, web-based audio-visual learning materials, best practices sharing, an online community of practices, and an indicator bank containing over 100 outcome and impact assessment tools.

The feedback from participants is very encouraging. Overall, 83.2% of the participants showed an improvement in MEL knowledge and skills based on a comparison of the pre-test and post-test results. Notably, 81.4% of the participants showed an improved understanding of the MEL framework. Moreover, 93% of the participants cultivated a MEL mindset in planning, monitoring, and evaluating their services; 91.2% demonstrated the application of

MEL knowledge and best practices; 84.2% demonstrated engagement with MEL peer learning and community of practice; and 81.6% proactively shared MEL knowledge gained with colleagues. The practical implications and future plans of the Project are discussed.

**References:**

Ngai, S. S. Y. (2020, December).*Lessons Learned from the Jockey Club MEL Institute Project.* Paper presented at the International Conference on The Challenges of Outcome Evaluation in Human Services. Online Conference.

Jockey Club MEL Institute Project. https://jcmel.swk.cuhk.edu.hk/

**Biography**

Prof. Steven Sek-yum Ngai is Chairperson and Professor of the Department of Social Work at The Chinese University of Hong Kong (CUHK). He also serves as the Director of the CUHK-Nankai Joint Research Center of Social Policy and the Vice-President for Asia of the Research Committee on Sociology of Youth of the International Sociological Association, and holds appointments on numerous governmental committees and professional bodies in Hong Kong. In addition, he is currently the Assistant Editor of the *Journal of Adolescence* and editorial board member for various journals. His current research interests are in areas of career and life development of disadvantaged youth, mutual aid and youth empowerment, and service-learning and leadership development. He has published over 180 articles, including 140 refereed publications in journals, books, and conference proceedings. Since 2000, he has conducted 34 research projects. Among them, four are funded by the Research Grants Council (RGC) of Hong Kong and another 25 commissioned by government bureaus/nongovernmental organizations in Hong Kong or Macau. Given his ongoing efforts and remarkable performance in teaching and research, he received CUHK Faculty of Social Science Exemplary Teaching Award in 2000, CUHK Research Excellence Award in 2011, and CUHK University Education Award in 2014.

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**Lecture 2: Families and Online Family Services in Modern China: Challenges and Responses**

Prof. Sheng-Li Cheng

Department of Social Work, Shandong University, China

Since the inception of economic reform and opening-up policy in 1978, China, the world's most populous country, has experienced the most dramatic social transformation in human history. In less than five decades, China has implemented the most rigorous family planning policy and radically changed the age structure of its population as well as the family structure of Chinese society.

Not only has China quickly become an aging society, extended families – a few generations living together - were gradually replaced by nuclear families that are composed of parents and their minor children. Moreover, non-traditional families like single parent families and remarried families have also increased by leaps and bounds. In this process, many families have to tackle unprecedented challenges: the growing needs for elderly care, increasing demand for childcare, and difficulties in maintaining harmonious and stable family.

To meet these challenges and make Chinese people feel happier, we need to put in place comprehensive and family-friendly social policies and social service programs in China. The development of the internet makes possible online support, family education, and professional social services. From 2020 onward, because of the COVID-19 epidemic, more and more family services and conferences related family psycho education are offered online. As a result, more families are benefitted from this online delivery development. And yet, there are also certain challenges related to online delivery of family services and family psycho education. Among others, the most challenging one is how to ensure the effectiveness of the online services.

**References:**

Chen, Weimin, 2001, Analysis of Population Factors in Changing of Family Size, *Guangdong Social Sciences*, Issue 4.

Fei, Xiaotong, 1983, Geriatric Support in Changing of family structure: On changes in Chinese family structure again, *Journal of Peking University* (Philosophy and Social Sciences), Issue 3.

National Bureau of Statistics, 2020, *China Statistical Yearbook 2014*, China Statistics Press.

National Health and Family Planning Commission, 2016, *Chinese Family Development Report 2016*, China Population Publishing House.

**Biography**

Sheng-Li CHENG is a professor at the Department of Social Work, Shandong University, China. His research areas include family social work, social service policy, mental health of university students. He has published over 30 peer-reviewed articles, in Chinese or English, in academic journals and edited around ten books. His recent research focuses on improving mental health of university students through implementing

ACE Model , an integrated practice model of Acceptance Commitment Therapy (ACT) and Group Empowerment Psycho education (GEP), and developing a social service system for seniors who have lost their only child.

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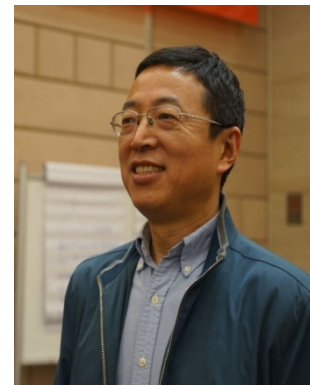
**Lecture 3: The Development of Digital Services for Public Administration and Social Services Users: Changing Frontiers and Renewed Challenges in Social Work**

Prof. Bickel, Jean-François

University of applied sciences and arts Western Switzerland (HES-SO)

The lecture will deal with the development of digital services for public administration and social services users (e-administration), with an emphasis on its consequences and challenges for social work. After a general presentation of that development and of how to conceptualize it, I will turn to its consequences both for ordinary people – not least exacerbate/emerging forms of inequalities and exclusion – and for social work practices and organizations. Resulting from these processes, two main developments in social work will be then highlighted: on one side, a new territory for professional interventions; on the other side, new tools and ways of doing in addressing "traditional" social problems / publics. These developments are certainly a necessity and a chance; but they are also challenging for social work professionalism as well as from a political and moral points of view: I will conclude discussing some of these issues.

**Biography**

Jean-François BICKEL (PhD in sociology) is Professor at the University of Applied Sciences and Arts Western Switzerl and (HES-SO)– School of Social Work at Fribourg, where he was also Head of Research Departmentduring several years. His teaching and research work deal with the various interplays between the social policies and institutional regulations, the street-level organizations and professionals of social work, and the everyday life (experiences, practices, life courses and troubles) of ordinary people, mainly within the gerontological field. More recently, a major area of concerns is on how and with what consequences the digitalization processes – especially the e-administration development – arereshaping these "old"dynamics and issues, as well as are transforming the social work itself.

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**Lecture 4: Supporting School Social Work in K-12 Settings Globally During the COVID19 Worldwide Shutdown**

Prof. Ron Avi Astor (Co-lead lecturer—UCLA), with Prof. Rami Benbenishty (Hebrew University, of Jerusalem) with Kate Watson (Ph.D. student and co-researcher/ author) and Chaoyue Wu (Ph.D. student and co-researcher/ author).

During COVID19 Global Pandemic K-12 Schools worldwide shut down as a public health measure. In many parts of the world, the shutdown of schools persisted for more than a year. Students, parents, and educators experienced great stress and trauma with the move to online classrooms, dealing with personal/ family health matters, social isolation, housing and food insufficiency, and the delivery of social work services to those who need it. A social work research team with representatives from UCLA, Hebrew University, and Loyola University of Chicago worked together to better understand the needs of students, parents, teachers, and schools during this crisis where most services and teaching moved online. In the USA, online data collection instruments were created and shared free of cost for social workers in schools. In cooperation with all the national organizations of school social work a national survey was done to ascertain school social workers needs and the needs of their schools. Findings were shared as state and congressional policy briefs, technical reports, and scholarly articles in the social work literatures. In Israel, a consortium of more than 40 schools met with Rami Benbenishty professor of social work to help principals better understand and serve the social needs of students during the pandemic when all activities were being conducted online. Intellectual scholarly products to be shared as part of the lecture:

1. Capp, G.P., Watson, K.R., Astor, R.A., Kelly, M.S., Benbenishty, R. (in press). School social worker voice during Covid-19 shutdowns: A national qualitative analysis. *Children and Schools.*

2. Watson, K.R., Capp, G., Astor, R.A., Kelly, M.S, & Benbenishty, R. (under review). Views on trauma informed schools during the COVID19 Pandemic from school social workers.

3. Watson, K.R., Astor, R.A., Benbenishty, R., Capp, G., & Kelly, M.S. (revise and resubmit). Needs of children and families during COVID-19 school closures: Findings from a national survey, *Social Work.*

4.  Kelly, M.S., Benbenishty, R., Capp, G.P., Watson, K.R., Astor, R.A. (in press). Practice in a Pandemic:  How School Social Workers Tried to Make it Work During the First Phase of the COVID-19 School Shut-down. *Families in Society.*

5.  Kelly, M. S., Astor, R. A., Benbenishty, R., Capp, G., & Watson, K. R. (2020a). Opening Schools Safely in the COVID-19 Era: School Social Workers' Experiences and Recommendations, Technical Report. UCLA Luskin School of Public Affairs, Department of Social Welfare.
    https://ucla.app.box.com/s/mpzda5zzksv4sf1nodhv3ygay96gkc1e

6.  Kelly, M.S., Astor, R.A., Benbenishty, R., Capp, G., & Watson, K. R. (2020b). Opening Schools Safely in the COVID-19 Era: School Social Workers' Experiences and Recommendations, Policy Brief. UCLA Luskin School of Public Affairs, Department of Social Welfare.
    https://ucla.app.box.com/s/53cxfh6fwecjmutx7b5jkfmecchx4im2

**Biography**



Ron Avi Astor Ph.D. holds the Marjorie Crump Chair Professorship in Social Welfare at the UCLA Luskin School of Public Affairs with a joint appointment in the UCLA School of Education and Information Studies. Astor's work has won numerous international research awards. Astor is a fellow of APA, AERA, and SSWR, and an elected member of both the National Academy of Education and American Academy of Social Work and Social Welfare.

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**Biography**



Rami Benbenishty is and endowed professor emeritus from Hebrew University of Jerusalem, He works closely with Professor Ron Avi Astor at UCLA and is a lead researcher for work with Shandong University and work in Israel and in the United State on issues of school social work during the pandemic.

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**Lecture 5: The Need for Online and Culturally Linguistic and Appropriate Materials for School Social Workers: The Translation, Cultural Adaptation, and Online Access of a Social Work Anti Bullying Book into Chinese and Spanish**

(will prerecord the lecture and share on the date, send ahead, and be present for the discussion after, or have a representative co-author for the discussion)

Prof. Ron Avi Astor (Co-lead lecturer—UCLA), with Prof. Rami Benbenishty (Hebrew University, of Jerusalem) with Laura Liévano-Karim (Ph.D. student and co researcher/ author--Spanish) and Chaoyue Wu (Ph.D. student and co researcher/ author- Chinese)

The specific social work guide being translated into Chinese and Spanish for possible online dissemination is:

1. **Translated Book:** Astor, R.A. &Benbenishty, R. (2018) Mapping and monitoring bullying and violence: Building a safe school climate. New York: Oxford University Press. *Winner of the 2019 School Social Work Association of America (SSWAA) Best Book Award.*

In addition to the book, intellectual scholarly products to be shared as part of the lecture:

2. Benbenishty, R. & Astor, R.A., (in press). School Safety and climate in evolving contexts: A Culture, organization, and time focused framework for practitioners. In C. Franklin, M.B. Harris & P.A. Meares (Eds). *The school services sourcebook, Third Edition*. New York: Oxford University Press.

3. Benbenishty, R. & Astor, R.A. (2007). Monitoring indicators of children's victimization in school: Linking national-, regional-, and site-level indicators. *Social Indicators Research.* 84(3), 333-348.

4. Astor, R.A., Benbenishty, R. & Meyer, H.A. (2004). Monitoring and mapping student victimization in schools. *Theory Into Practice, 43*(1), 39-49.

5. Meyer, H.A. & Astor, R.A. (2002). Child and parent perspectives on routes to and from school in high-crime neighborhoods. *Journal of School Violence, 1*(4), 101-128.

6.Astor, R.A., Meyer, H. & Behre, W.J. (1999). Unowned places and times: Maps and interviews about violence in high schools. *American Educational Research Journal, 36,* 3-42.

INTERNATIONAL SUMMER UNIVERSITY IN SOCIAL WORK

This social work practice method guide was published by Oxford University Press, and was the winner of the 2019 School Social Work Association of America (SSWAA) Best Book Award. Yet, without a translation and with limited online access, social workers from across the globe have difficulty accessing and using these distinct social work interventions and methods. Hence, UCLA and Hebrew University professors worked with two Ph.D. Students who are native to China and Columbia, to translate needed materials from English to Chinese and Spanish. These translations involved both deep linguistic processes but also cultural discussions about the adaptation of school social work mapping and monitoring books and methods to the Latin American and Mainland Chinese context. The process of working with Oxford University Press and other global presses will be discussed as these impact the use of social work materials and methods in different places across the globe. Suggestions to get more instructive materials online that are linguistically and culturally appropriate will be discussed. The students selected to participate in the lecture and seminar are all doctoral students at UCLA and participated in the creation of the activities described above.

**Biography**



Ron Avi Astor Ph.D. holds the Marjorie Crump Chair Professorship in Social Welfare at the UCLA Luskin School of Public Affairs with a joint appointment in the UCLA School of Education and Information Studies. Astor's work has won numerous international research awards. Astor is a fellow of APA, AERA, and SSWR, and an elected member of both the National Academy of Education and American Academy of Social Work and Social Welfare.

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**Biography**



Rami Benbenishty is and endowed professor emeritus from Hebrew University of Jerusalem, He works closely with Professor Ron Avi Astor at UCLA and is a lead researcher for work with Shandong University and work in Israel and in the United State on issues of school social work during the pandemic.

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## Lecture 6: Social Work With Group Online

Prof. Hui Yang

The Department of Sociology, Minzu University of China

In the digital age, social work practice has encountered more challenge and opportunity. On the one hand, the application of social media has efficiently improved the interventions in many social work practice, it has encountered related ethical and risk management issues on the other hand. This lecture will first review literatures on online social work for the individuals, groups, and communities to help students have a general understanding of online social work practice, and then discuss the methodology and ethnic issues. Next, the lecture will focus on some cases of online group social work done by the lecturer and MSW students in the context of COVID-19 in China in 2020. These cases have significance for both social work education and research. Finally, implications for further practice and research will be summarized.

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**Biography**

Hui Yang is a professor at the Department of Sociology, Minzu University of China. Her research areas include social work theory, social work practice for the young and elder people, and health care policy. She has published 5 books on social welfare and social work development in China and over 30 refereed articles in English and Chinese academic journals. Her recent publication has centered on anti-poverty social policy and social work services for the ethnic minorities in China.
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## Lecture 7: A Fluid Contact Zone: The HyFlexteaching Mode Experienced by International Social Work Students in Australia

Dr. Hong-Jae Park

School of Social Sciences, Western Sydney University, Australia

Social work education is an experiential process of learning by doing, which takes place partially through exposure to the real-world experiences. Due to COVID-19 restrictions, social work programs in Australia are proactively accommodating a variety of teaching and learning modes, using both face-to-face and online platforms, to sustain high standards of methodological rigour and evidence-based education. This lecture presents key issues and challenges in implementing the HyFlex (flexible hybrid teaching and learning) approach in social work training in Australia. The discussion is based on the experiences of international students, including both onshore attendants and temporarily offshore online students from different regions of the world. The lecture will offer some insights on how to enhance educational policy and practice, focusing on internationalisation in social work education during and after the COVID-19 pandemic.

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**Biography**

Dr Hong-Jae Park is a Senior Lecturer in social work in the School of Social Sciences, Western Sydney University, Australia. He is a native of (South) Korea who moved to New Zealand and worked for the University of Auckland until early 2017. He has taught a range of social work and human service courses, such as ethics and justice, psychology and sociology for social work, practice methods and field education. His research focus lies in the area of gerontological social work, including 'filial migration' and older migrants, and filial piety and intergenerational exchanges across cultures and regions.

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# Lecture 8: Online Sexual Grooming—Challenges of Child Image-Based Sexual Exploitation

Prof. Miriam Mei Lin Liu ,
Department of Social Work, Soochow University, Taipei

In the digital age, taking selfies or photos of each other and other kinds of real-time interactions in video software, which are related to sexual violence, sexual abuse and sexual online grooming, have huge impact for protection of sexual exploitation. Digital technology not only spreads among normal lives, but also in daily crimes. Camera phones and users in social community are ready-made platforms for sexual harassment, sexting and image-based sexual abuse and sexual exploitation. This article focus on the increasing spread of image-based sexual exploitation/abuse in political aspect. Due to the convenience of making, uploading and downloading photos and videos, and the difficulties to remove videos on the internet, these platforms help to exchange unwilling even threatening videos of intimate relationship easily. Overall, it's a new challenge for prevention of child sexual exploitation. Since we now know little about the growth and causes of image-based sexual exploitation and its impacts and affects on child and youth and their families, the author reviewed domestic and foreign literature in order to introduce the concept of sexual violence on the internet. Also, analyzing the issues of women and technology in a feminism perspective, to prove the technology now is "male technology". These are four main themes in this article. First is the cybercrime of image-based sexual violence in the use of technology. Second is the feature, classification and process of online sexual grooming. Third is the gendered online platform collaborates with the patriarchal collusion. The last is the professional challenges on digital sexual violence, rethinking the technology has changed the image of romantic relationship. It's all about relationship education.

**Key words:** technology facilitated sexual violence, child image-based exploitation, online sexual grooming, sextortion, digital technology

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**Biography**

Dr. Miriam, Mei Lin Liu, Professor of Department of Social Work, Soochow University, Taiwan. PhD in Gender Studies and Social Work (Doctoral dissertation: Issues in Father-Daughter Incest Intervention in Taiwan), The University of Hull, UK. Chief of Domestic Violence and Sexual Assault protection Unit, Taipei County Government of Sexual Assault and Domestic Violence Prevention Centre, Taiwan. Consultant of the 1st & 2nd Session of Commission of Child and Youth Sexual Exploitation, Ministry of Health and Welfare.
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## Lecture 9: Online Social Work Field Education: Prospects and Challenges

Dr. Sunirose I.P,

Rajagiri College of Social Sciences (Autonomous), Kerala, India

Field education in Social work has a distinctive make over since March 2020. This pandemic has caused overnight shift from 'face to face' field work exposure to 'on line' experiences of learning for the social work trainees all over the world. Field work through 'online' was a revolutionary beginning of a new normal for the social work profession in India. Rajagiri had meticulously planned and careful implemented field work education for the social work students. Students with the supervision of their teachers were able to reach out to the needy through 'on line' platforms during the pandemic. This new normal has recorded incredible contributions to the profession. So this lecture high lights the experiences of social work students in Rajagiri with their on line field work. The lecture elaborates the wide prospects of online field work and the creativity of practicing methods of social work. It also throws light on the challenges encountered and management of the same. The session also presents the Rajagiri model of field education' developed and executed during this new normal.

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**Biography**

Dr. Sunirose I.P,  is a member of faculty (Social Work) and the director of field education in Rajagiri College of Social Sciences with more than twenty years of experience. She is an approved research guide in Mahatma Gandhi University, Kottayam.  She secured prestigious COADY international fellowship in Global Women Leadership (Canada). She has presented in various academic forums including University of Mary Land, Nazareth College and Yeshiva University in USA. She has conducted several researches on Child care and protection and her research interest areas include Child rights, Women leadership and Family Violence. She also heads the Rajagiri Research Institute. She is a consultant to various forums and member of anti-sexual harassment committee in government and corporate sector.

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## Lecture 10: The Practice and Reflection of Online Social Work Supervision

Dr. Dong Yunfang

Social Work Department, Shandong University of Finance and Economics

At the beginning of 2020, the COVID-19 epidemic broke out in Wuhan on a large scale, and the city was closed down. The daily life, physical health and mental health of the local residents were greatly affected. They needed support from social workers. However, local social workers also encountered various difficulties personally and professionally. They themselves needed support from supervisors, but supervision was not always available. To improve the quality of social work services in Wuhan, the China Association for Social Work Education collaborated with local governments and organized supervisors from across the country to provide online supervision for social workers in Wuhan. This lecture will first present an overview of the background, objectives, participants, program contents, and forms of online social work supervision during this crisis. And then the effectiveness of online supervision and its determining factors will be discussed.

## References:

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Wonacott, J. (2012).*Mastering Social Work Supervision,* Jessica Kingsley Publishers Ltd.

### Biography

Dong Yunfang is an associate professor at the Department of Social Work, Shandong University of Finance and Economics. Her research areas include supervision in social work, social work with women and families. She has presided over one project funded by the National Social Science Fund and another project funded by provincial Social Science Fund, and has published three books and more than 20 peer-reviewed articles in academic journals.

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# 5. Workshop and Presentation Guideline

*Online Social Work: Practice and Practitioners*

## Introduction

Workshops are an essential part of the summer university programs. Workshops provide a unique opportunity for students to meet and discuss, integrate and critically debate the content (be it theoretical knowledge, practice, ideas, or projects) of lectures and the issues raised through their daily experiences. The workshops will glance through the ISUSW 2021 modules in the context of Online Social Work: Practice and Practitioners.

We established two teaching groups (A & B) in line with the different time zones. The students from Rajagiri College of Social Sciences (RCSS), Western Sydney University (WSU), Shandong University (SDU), the Chinese University of Hong Kong (CUHK), and Tunghai University (THU) will work together in Group A, The students from Hebrew University of Jerusalem (HUJI), the University of Applied Sciences and Arts Western Switzerland (HES-SO), and University of California (UCLA) will work together in Group B. For each group, we planed online lectures, recorded lectures, workshops, and students presentation. Participants in Group A and Group B will be divided into 4 and 2 subgroups (6 students per subgroup). 4 subgroups in Group A are A1, A2, A3 and A4, each subgroup will be consisted of 1 student from RCSS, 1 student from WSU, 1 student from CUHK, 1 student from THU, and 2 students from SDU. 2 subgroups in Group 2 are B1, B2; Subgroup B1 will be consisted of 2 students from UCLA, 1 student from HUJI, and 3 students from HES-SO; Subgroup B2 will be consisted of 1 student from UCLA, 2 students from HUJI, and 3 students from HES-SO. These subgroups will be as diverse as possible, taking into account gender and university provenance.(The group division will be provided in advance). Each subgroup needs to have a leader selected from the subgroup who will coordinate the subgroup. Three workshops for each Group (A/B) will be held during ISUSW 2021. The final consolidation of the discussions will happen during Workshop 3. The groups will have time to prepare for the final presentation scheduled to be in the last days of ISUSW 2021.

At the end of the ISUSW edition, all students' subgroups are required to make an oral presentation. This gives them a unique opportunity to share their ideas and discuss how the subgroup has conducted its work and reached its conclusions. Each subgroup would be granted equal time for its presentation (30 minutes), as well as a short question and answer session towards the end. Professors, presenters, Consortium members, and pedagogical assistants are welcome to attend these presentations and ask questions or formulate comments after each of the student presentations.

**Dr. Sun Yanyan** (suny@sdu.edu.cn) will be coordinating the workshops of Group A in ISUSW 2021. **Ms. Lorry Bruttin** (lorry.bruttin@hevs.ch) will be coordinating the workshops of Group B in ISUSW 2021.

## Structure of Workshops

The discussion between students from each group (group A and group B) aims to facilitate the sharing of experiences and knowledge in specific fields across different cultures and contexts. The students from each group (group A and group B) will discuss specific areas in each session and prepare for the final presentation.

**Workshop 1: Virtual Ice Break**

| **Group A** | July 13 | **Group B** | July 12 |
|---|---|---|---|
| GMT+5:30 | 10:30am | GMT+2 | 5:00pm |
| GMT+8 | 1:00pm | GMT+3 | 6:00pm |
| GMT+10 | 3:00pm | GMT-7 | 8:00am |

**Part I** (1.5 hours including 15 minutes break)**:** Subgroups discussion. Expected tasks could include:

    1.Introducing yourself to subgroup members.

    2. Selection of subgroup leader.

    3. Personal experience of online or offline social work learning and practice in your countries or institutions.

**Part II**(30 minutes)**:** A joint session for the entire Group A or Group B. Brief reports of subgroups discussion by subgroup leaders.

**Workshop 2: Themes, Contexts, and Perspectives of Online Social Work Practice and Practitioners**

**Group A** July 15          **Group B** July14
GMT+5:30 11:50am      GMT+2 5:00pm
GMT+8     2:20pm      GMT+3 6:00pm
GMT+10    4:20pm      GMT-7 8:00am

**Part I:** (1.5 hours including 15 minutes break)**:** Subgroups discussion. The discussion needs to thrust on your contexts and perspectives, and the students are expected to connect the lectures offered during ISUSW 2021 and to come prepared for various themes, such as:

Social Work Online and Offline Response to COVID-19

Cyber Communication in Social Work Practice

Ethical Challenges in Computer-Based Services of Clinical Practice

Online and **O**ffline Help-seeking Behaviors and Social Work Support

 Establishing Working Relationships in Online and Offline Social Work

Your country or institution's cases

**Part II** (1 hour)**:** A joint session for the entire Group A or Group B. Brief reports of subgroups discussion by subgroup leaders.

**Workshop 3: Preparing Presentations**

**Group A** July 16          **Group B** July 19
GMT+5:30 1:10pm      GMT+2 6:20pm
GMT+8     3:40pm      GMT+3 7:20pm
GMT+10    5:40pm      GMT-7 9:20am

**Part I (**1.5 hours including 15 minutes break)**:** Subgroups discussion. Expected tasks could include:

    1.Your key learnings (2-3) from the ISUSW 2021 as a subgroup related to the themes mentioned above.

    2.Identify the most relevant issue (prioritized one) and any specific issues of online or offline social work) in your respective countries or regions.

    3.Describe the issue with literature reviews and statistics available along with the professional experience of each participant of the subgroups.

    4.Present a comparison of existing policies from your countries or regions.

    5.Present existing models of interventions (from at least two countries or regions in a subgroup) with similarities and differences between them.

**Part II (**1 hours)**:**Subgroups discussion. Expected tasks could include:

    1. Presentation topic of your subgroup.

    2. Presentation pattern: individual presentation or group presentation.

    3. Division of roles in the preparation of the presentation.

## Student Presentations

**Group A** July 19     **Group B** July20

GMT+5:30 10:30am    GMT+2 5:00pm

GMT+8    1:00pm     GMT+3 6:00pm

GMT+10   3:00pm     GMT-7 8:00am

    The purpose of the final presentation is to consolidate learning in ISUSW 2021 and share it among the participants.

    Each subgroup has 30 minutes for the presentation, and at the end of the presentations, the audience can have clarifications.

    The whole presentation needs to be prepared in a maximum of 15-20 slides per subgroup, and the same needs to be sent to suny@sdu.edu.cn after the presentation.

# 6. Workshop Moderators

## Group A

**Dr. Sun Yanyan** is the associate professor in Department of Social Work, Shandong University. Her research interests are mainly about the rights of children, protection and service of children. She also participates in the social services provided by different organizations , giving supervision or assessment. Email:suny@sdu.edu.cn

## Group B

**Ms. Lorry Bruttin** works as an out of school social worker (tshm) in a Valais  community, mainly for young people. The main tasks are to maintain social ties, prevention, personal support and develop self-reliance. Ms. Bruttin has been a scientific collaborator with HETS since January 2020. She works in the "emotion and body" skill center, mainly engaged in the project of "women or men aged 80 or above getting older in the mountains: Family Lifestyle Research". Email: lorry. bruttin@hevs.ch

# 7. Coordination Committee

**Coordination Committee:**
Prof. TAPPAREL Sophie (HES-SO)
Prof. BICKELJean-François (HES-SO)
Prof. ABRAMS Laura (UCLA)
Prof. BAINES Donna (UBC)
Prof. BINOY Joseph (RCSS)
Prof. THAMPI Kiran (RCSS)
Prof. GAO Jianguo (SDU)
Prof. NGAI Steven Sek-Yum (CUHK)
Prof. KHOURY-KASSABRI Mona (HUJI)
Prof. PARK Hong-Jae (WSU)
Prof. PALE Augustin (UO)

**Workshop's Moderation:**
Dr.SUN Yanyan (SDU)
Ms. BRUTTIN Lorry (HES-SO)

**SDU Work Team:**
**Coordinator General**
Prof. GAO Jianguo

**Coordinators**
Prof. CHENG Shengli
Dr. SUN Yanyan

| **Technical Assistant** | **Teaching Assistant** |
| --- | --- |
| CUI Zhijie | ZHAO Jiahua |

| **Publicity Assistant** | **Finance Assistant** |
| --- | --- |
| ZHOU Xinyang | ZHAO Minghui |