

## IV. SOCIALINIO DARBO TEORIJA IR PRAKTIKA

### SOCIAL WORK IDENTITY AS REPRESENTED IN INTERNATIONAL ACADEMIC CONTEXT

**Prof. dr. Juha Perttula**

University of Lapland Faculty of Social Sciences  
Yliopistonkatu 8, 96300 ROVANIEMI  
Email: juha.perttula@ulapland.fi

**Dr. Rasa Naujanienė**

Vytautas Magnus University Faculty of Social Welfare  
Donelaičio 52-405, LT-44244 Kaunas  
Telephone: 8 37 32 78 47  
Email: r.naujaniene@sgf.vdu.lt

**Doctoral student: Paulius Godvadas,**

Vytautas Magnus University Faculty of Social Welfare  
Donelaičio 52-405, LT-44244 Kaunas  
Telephone: 8 37 32 78 47  
Email: p.godvadas@sgf.vdu.lt;

**Doctoral student: Juratė Gudliauskaitė-Godvadė**

Vytautas Magnus University Faculty of Social Welfare  
Donelaičio 52-405, LT-44244 Kaunas  
Telephone: 8 37 32 78 47  
Email: j.gudliauskaite@sgf.vdu.lt

**Doctoral student: Gedas Malinauskas**

Vytautas Magnus University Faculty of Social Welfare  
Donelaičio 52-405, LT-44244 Kaunas  
Telephone: 8 37 32 78 47  
Email: g.malinauskas@sgf.vdu.lt

**Assistant Vytautė Užaitė**

Vytautas Magnus University Faculty of Social Welfare  
Donelaičio 52-405, LT-44244 Kaunas  
Telephone: 8 37 32 78 47  
Email: v.uzaitė@sgf.vdu.lt

*Pateikta 2008 m. rugpjūčio 16 d.  
Parengta spausdinti 2008 m. lapkričio 19 d.*

**Abstract**

The article presents the research, the aim of which is to study how social work is reflected in the official academic documents (doctoral research plans) written by Lithuanian social work students who

study for a doctoral degree in Finland, at the University of Lapland. The research material consists of 143 pages from 24 research plans received from 29 Lithuanian students. Content analysis was used to analyze the research material. The analysis reveals ten categories as representations of social work identity. Based on the results it is evident that looking for the way of understanding the nature of social work as work is crucial in early years of academic social work development. More comparative research is needed before national specificities of social work could be identified in Lithuania.

**Keywords:** social work identity, doctoral studies, academic social work development.

## Introduction

Social work is a rather new academic discipline in Europe. In Finland, social work became a University discipline in 1970 when courses on social welfare were introduced at the University of Tampere. Higher education of social work has been linked to the discipline of social policy for more than two decades (Pohjola, 2003, p. 147-148). Social work became a separate discipline from social policy only in 1994. It started to develop as an independent discipline with its own starting points. The initial change took place at the University of Lapland. The statute concerning the degrees in social sciences of 1994 allowed for an extensive independence of social work as an academic discipline (Pohjola, 2003, p. 151). In many European countries social work remains a subfield of social sciences. This is true also in Lithuania where the official academic hierarchy of social sciences classifies social work as a branch of sociology. Naujanienė (2007, p. 9) describes that the concept of social work as practical activity, introduced formally in early 1990s, just after re-establishment of independence. Also, social work professional education in Lithuanian Universities began in 1991-1992 (Bagdonas, 2001).

The subordinate academic status of social work in Lithuania has certain implications. First, social work as a science is only beginning to develop. The negative consequence of that is that social work has a vague national identity. This relates to both academic education and research, and social and health care practices. The positive outcome is the open process for figuring social work identity in international scientific dialogue (see Lazutka, Pivoriene & Eidukeviciute, 2004, p. 145-146). As Malcolm Payne (2004, p. 5) argues, discussion about the identity of social work relies on its knowledge base, its political and social role and its values. That is, the lack of restrictions for the evolution of the identity of social work provides opportunities to recognize national peculiarities of social work that are meaningful particularly in Lithuania.

The study was conducted as a result of educational co-operation in the field of social work between the University of Lapland and Lithuanian Universities (including Vytautas Magnus University in Kaunas, University of Vilnius and University of Klaipėda), which began in the late 1990s. The major goal of this co-operation was to educate Lithuanian academic doctors in social work. Students with a masters' degree in social work cannot study for a doctoral degree in Lithuania due to the position of social work in the hierarchy of social sciences.

The educational co-operation entitles the Lithuanian students with a masters' degree in social work to apply to the University of Lapland to study for a doctoral degree in social work. The first Lithuanian students applied and were accepted to social work doctoral degree studies in 2002. At the moment there are 29 such students. Being doctoral students at the University of Lapland, they work in Lithuania, mostly in the Universities or in social care and health care. The first Lithuanian student obtained a doctoral degree in 2007. In Finland, for comparison, since 1994, when doctoral studies in social work were initiated, till 2005, 55 doctoral dissertations in social work have been completed (Roivainen, 2006, p. 4).

Naujanienė (2007, p. 11) observes that the major current question in the field of social work in Lithuania is to study what social work is. The same fundamental aspiration does not belong to the past in Finland either. As Roivainen (2006, p. 7) puts it, searching for the self-understanding and finding an identity of its own are the necessary phases for every young discipline, including social work in Finland. Our study contributes to this vital concern.

The aim of this research is to study how social work is reflected in the official academic documents (doctoral research plans) written by Lithuanian social work students who study for a doctoral degree. Instead of focusing on their personal understanding about social work, the study reflects on the characteristics of language as *representations* of social work. Characteristics of language as representations are understood as communication. By representation, we refer to the intentional statements and concealed social rules that are expressed by shared symbols, for instance by words.

The object of this study is limited to solely certain academically important aspects of social work. We assume that social work representations in academic context cover accounts that are articulated in Lithuanian society and live through its everyday social life. Besides, our study demonstrates how international dialogue shapes the identity of social work. Because our study is performed in the context of the Finnish-Lithuanian educational co-operation, we assume that the representations of social work expressed by Lithuanian students do not reflect solely Lithuanian conditions. Finnish academic context is also reflected.

## Method

Social work is one of the major subjects at the Faculty of Social Sciences of the University of Lapland. The application for the doctoral studies in social work is organized under the official procedure of the Faculty. The application needs to include a research plan for the doctoral dissertation. There are no strict formal rules for the research plan. The applicants are instructed to formulate a traditional research plan with an introduction for the motives of the research and the topic, research aims and questions, theoretical and methodological decisions and timetable for the research.

The first Lithuanians were accepted for the doctoral studies in 2002. The research material of the study consists of 24 research plans out of 29 students who have been accepted by now. Five research plans could not be found for this study. The average length of the research plan is six pages, ranging from one page to 14 pages. The research material comprises totally 143 pages.

Content analysis was used to analyze the research material. It was an appropriate qualitative research type to our study because, as Tesch (1990) argues, the research interest of content analysis is the characteristics of language as communication. In addition, Weber (1990) maintains that content analysis focuses on communication. Referring to Tesch's (1990) view, content analysis is a useful qualitative method for studying the content of communication, but not for its process. In content analysis, it is crucial to distinguish between similarities and differences from the research material. The categories as the result of the analysis intend to be unambiguous and exclusive to each other. However, Miles and Huberman (1994, p. 248-250) remind that clustering as the process of forming categories may result in mutually overlapping categories.

Analytical units, for instance words or sentences in the research material, are classified to the categories according to their meaning. In this sense, in the context of content analysis, meaning is synonymous to content. Therefore, categories express the common meaning of the analytical units included in a certain category. In this study, the parts of the research material, namely concepts, sentences or unity of conceptions, are interpreted as analytical units when they express one meaning of social work as represented.

In this study, content analysis was performed in three stages. In the first stage, the research material was read by investigating, what are the key contents of social work phenomena expressed in the text. The doctoral study plans were read as a whole with special focus on the aims and the research questions of the study. The results of this interpretative reading were short *descriptive phrases* that crystallize the meanings related to the focal social work phenomena. The original terms employed in the doctoral research plans were used in illustrating the descriptive phrases. After the first stage of the analysis, the doctoral study plans as the research material diminished from pages to lines.

In the second stage of the analysis, descriptive phrases transformed to terms that are more abstract. This meant that the analytical units included in the descriptive phrases were understood as examples of some more general content or meaning. For instance, the descriptive phrase "women who have breast cancer" was transformed to "women having physical health problems", and the descriptive phrase "correlation between social support ties in the family and adolescent's (non)-delinquent behaviour" to "family network's influence on adolescent behaviour". Some descriptive phrases were already expressed at a generality level where transformation made only minor changes to the sentence. For instance, the descriptive phrase "organization of the NGO activity" was transformed to "organization of NGO social services", and the descriptive phrase "social exclusion" remained "social exclusion".

In the final stage, the transformations were interpreted as *categories*. One category might include several transformations, which express similar meanings still at one-step higher abstract level. At this stage, we tried to find an appropriate level of generality to express categories so that the results were relevant for the phenomenon under study. The final task of the third stage was to find the most communicative title for the representations of social work that each category implied.

Though the content analysis applied was mainly qualitative and focusing on meanings, we also utilized some quantitative aspects in our study. Presenting the results, we counted the frequencies of the

descriptive phrases and doctoral research plans that each category covers. Our aim in doing that is to discuss the mutual importance of the different representations of social work in the context of our study.

## Results

In this chapter, we depict the categories and the descriptive phrases they include. In the first stage of the analysis, we constructed ninety-three (93) descriptive phrases. Based on general transformations of them, the analysis produced ten categories. They were named as (1) enhancing social cohesion, (2) nature of social work, (3) socio-cultural meanings, (4) problem behavior, (5) family relations, (6) social services, (7) social policy, (8) enhancing the quality of life, (9) social workers and (10) education. We present the descriptive phrases and the final empirical results based on them category by category. The number in parenthesis is the code of a certain research plan.

The reason for portraying also the descriptive phrases is that readers can see the complete material left after the first step of the analysis. The entire raw data is available for those interested. We exclude the transformation formed in the second stage from our representation because in many cases there is no crucial difference at the level of generality from the second to the third stage. Readers can obtain the transformations on request from the authors.

**Enhancing social cohesion.** Fourteen (14) descriptive phrases from nine (9) doctoral research plans included in the category of enhancing social cohesion are the following:

- Social network or social relations or social environment of women who have breast cancer. Peculiarities of their social network (01)
- Problems in re-socialization versus social exclusion of drug-addicted people (03)
- Institutional networks of re-socialization process (03)
- Social inclusion because social exclusion and poverty is a big problem in Lithuania (05)
- Support old people to live actively as long as possible in old people care institutions (07)
- Social support, ties between persons and their socializing influence. Stronger the ties, stronger the influence (10)
- Family's social network (10)
- Correlation between social support ties in the family and adolescent's non-delinquent behaviour (10)
- Adolescent's social network (10)
- Corrective functions and re-socialization. Criminal rehabilitation and crime prevention (11)
- Social exclusion (12)
- Social exclusion at state, regional, institutional, social group, individual and the whole world levels (20)
- Nature and manifestation of social exclusion especially in Lithuania (20)
- Family inclusion, social exclusion (22)

Category of enhancing social cohesion represents social work as multi-faceted uniting networks. By a term "uniting networks" we refer to a social undertaking, which aims to integrate persons or groups into the shared world or action. In the research material, uniting networks appear for instance as the concepts of social inclusion or re-socialization. In this category, persons or groups who are to be integrated, have some concrete harmful or problematic feature that distinguishes them from others. Examples of that are health problems and addictions. Therefore, in general terms, this category represents social work as enhancing social cohesion of marginalized groups.

**Nature of social work.** The following twenty-two (22) descriptive phrases from fourteen (14) doctoral research plans were included in the category of nature of social work:

- Social workers' support of women with breast cancer by understanding their experiences about social relations (01)
- Social work is individual work with a person (01)
- How different cultures are working in one group or teams. Multicultural social work or teams where are many cultures together, in the realm of health (02)
- Social work is one culture (02)
- Social work has the best possibility to understand diverse cultures because of knowledge and skills. (02)
- Experiences of drug-addicted people and professionals (03)

- Received help and needs in recovering of drug users (03)
- Needs and wishes of old people in the context of aging society (07)
- Controlling of aging process (07)
- Meeting needs of pregnant women and mothers with child who is under 1 year in financial and social family crises. Creating social support system for them (08)
- Care given to pregnant women and mothers with a small child includes biological, psychological, social health and life-quality. Care prevents especially mothers' postpartum depression, empowering women to take care of their children (08)
- Violence in society and victims of violence. Especially violence against women who are the weakest members in society (09)
- Re-socializing abused women (09)
- Rehabilitation (12)
- Opinions of experts and people working in NGOs (13)
- Social work research, academic-theoretical, practical and public spheres (14)
- Wider concept for social work (15)
- Changing paradigm in social work: community development, empowerment and active civic participation (17)
- Prenatal care, female's needs during pregnancy and childbirth (18)
- Social services or social support system, and social workers' role in it (21)
- Social workers' construction of family inclusion through preventive services (22)
- Inclusive social work practices (22)

The nature of social work identifies social work as work. The category defines social work as work according to how work is done and to whom it is directed. Central answers to a question how social work is done, refer to supporting, understanding, preventing and taking the client's experiential point of view. To the latter question, the answers vary from individual to cultural work.

**Socio-cultural meanings.** The following six (6) descriptive phrases from five (5) doctoral research plans were included in the category of socio-cultural meanings:

- Different cultures as identities, languages, world-views, religions and values. Culture as a multiple issue compared to nationality only (02)
- Values of drug users (03)
- Attitudes of the society towards elderly people (06)
- Criminal policy and attitudes towards criminals. Essential not to judge or punish but to understand and support (11)
- Criminal justice on juvenile offenders (11)
- Personal and public values. Values as crucial component of community development (17)

Socio-cultural meanings are representations that link social work to communal lives at ideal level. In the research material, these representations appear as interest on values and attitudes. Socio-cultural meanings manifest social work as a part of society that always reflects certain kinds of world-views. Besides that sort of overall way of thinking, social work as socio-cultural meanings involves in stands towards the behaviour of certain groups, for instance on adolescents' antisocial behaviour.

**Problem behaviour.** Six (6) descriptive phrases from five (5) doctoral research plans included in the category of problem behaviour are as follows:

- Factors stimulating using drugs (03)
- Crimes, juvenile delinquency (11)
- Mental disorder and mental disability (12)
- Postpartum depression (18)
- Social problems, territorial concentration of social problems which means interrelatedness and interaction of social problems (23)
- Several views on social problems: by people living on those areas, persons close to them, workers near them, professionals like social workers, high level experts, society members, media and history (23)

Problem behaviour is the category that defines social work as the discipline addressing variety of social problems. Based on the research material, the variation of problems related to social work is diverse. There are no problems exclusive to social work representation. Social work understands problems as clear-cut as crimes or general as any social problems. In addition to social and societal prob-

lems, mental disorders and difficulties also fall within the understanding of social work. According to this category, any problem can illustrate what social work is.

**Family relations.** Twelve (12) descriptive phrases from eight (8) doctoral research plans included in the category of family relations are as follows:

- How family helps from family's side drug-addicted people (03)
- Parents' and especially fathers' roles in the family (04)
- Social workers work with problematic families. Solving family problems or finding new roles in the family life (04)
- Lithuanian families in imbalance: ties between parents and children are dysfunctional or non-existing which shows itself as more crimes, especially juvenile crimes (10)
- Families as a resource for people with mental disorder (12)
- Disabled people and their families (15)
- Family empowerment (15)
- Family's social network (15)
- Alcoholics family or children in family where parents are alcoholics (16)
- Childbirth, home and hospital delivery (18)
- Emigrant parents who temporarily left their children (19)
- Psychological and social problems of children left temporarily by emigrant parents (19)

Family relations characterize social work as operating with a certain precise social network or unit, a family. By social network, we mean that the category delineates family as interaction, not as individuals of their own. Interaction emerges as roles between adult family members and as a consequence of family situation to children's well-being. Generally, family relations represent social work as empowering and resourceful. However, interactive influence of parents on their children is often presented as destructive.

**Social services.** Fourteen (14) descriptive phrases from ten (10) doctoral research plans included in the category of social services are as follows:

- Evaluating services for drug-addicted people (03)
- Supportive groups to community life participation and self-help activities as a part of new social security system (05)
- Residential care institutions for elderly people (06)
- Quality of care for elderly people in residential care institutions = considering elderly people's own opinions and meeting their needs in NGO (06)
- Accessibility of services for old people, to satisfy their needs (07)
- Women's opinions about the services: how NGO-program meet their needs because state services for them are narrow and scarce (08)
- Supporting institutions for women who have experienced violence. Creating help model for them (09)
- Create social services, self-help groups and programs for abused women, their family members and abusers (09)
- Social policy of the violence against women in Lithuania, creating prevention programs of domestic violence (09)
- Social services (12)
- Creating support programs for them in community level (12)
- Social welfare (17)
- Social services for the children left by emigrated parents (19)
- Preventive child protection services (22)

Social services as the category of social work representations illustrate social work as work as the category of nature of social work does. Nevertheless, social services portray social work in a distinctive manner. Social services represent social work at a general level. This category does not embrace primarily any defined group of people to whom social work as work ought to focus on. Social services represent social work as directed to everyone who is in need.

**Social policy.** Nine (9) descriptive phrases from six (6) doctoral research plans included in the category of social policy are the following:

- Active labour market policy, its impact on disadvantages groups of unemployed people (05)
- Vocational training as one form of active labour market policy (05)

- Social services: quality criteria, possibility for providing them (06)
- Organization of the NGO activity (06)
- How state and local administrations solve old people's active ageing (07)
- Legal base for the abused (09)
- Mental health system and the role of social work in it (12)
- Creating collaboration between health system for mental illness and social system for mental disabilities (12)
- NGOs organizing and implementing social services and philanthropy (13)

Social policy widens the sphere of social work representations to a structural level, for instance to political decisions and participative acts to legislative processes. In the social policy category, the objects of social work lack persons and groups of people, also at a general level. The category of social policy is meta-category for social services and represents social work as a profession the object of which are social services.

**Enhancing the quality of life.** Six (6) descriptive phrases from three (3) doctoral research plans included in the category of enhancing the quality of life are as follows:

- Improve quality of life of old people living in care institutions (07)
- Structure of old people leisure, to be satisfactory for old people (07)
- Role of social worker in active aging (07)
- Creating preventive social support model for the pregnant women and women with infants, for increasing their quality of life (08)
- Giving voice to people with mental disorder (12)
- Quality of life and decreasing social exclusion that means, contrary to health system, social system aims for them (12)

Enhancing quality of life represents social work as aiming for holistic well-being. Thus defined, social work is not restricted to one sphere of life, for instance social, but adopts responsibility for acting as an agent for extending the quality of life as a totality. In this approach social sphere of well-being is emphasized more than other spheres of holistic approach.

**Social workers.** Three (3) doctoral research plans include the following three (3) descriptive phrases in the category of social workers:

- Social workers' experience of working with juvenile delinquents and their attitudes (11)
- Social workers' competencies (15)
- Competencies, abilities and resources crucial for the social worker as an change agent (17)

The category of social workers represents identity of social work through the persons who are active agents. Revealed representations concern twofold meanings: professional skills and standpoint of a social worker. Professional skills represent social work as a set of personal requirements to the worker. Standpoint of a social worker signifies social work as the experiential and other private outlook towards the aim and object of work.

**Education.** One (1) descriptive phrase included in the category of education was the following:

- Social work education and training in Lithuania (21)

Education as a category of social work representation implies that social work needs learning from one side and teaching or education system from another. Based on this category, social work is the profession with shared qualifications. Social work is defined as work that is impossible to learn only by doing. Category manifests social work as work in which it is possible to utilize systematic training. Moreover, education as the category entails that the source responsible for arranging and providing education, is or at least should be aware of the requirements needed in social work. This is because Universities train social workers mostly for practice outside University.

## Conclusions

We present two relevant frameworks for understanding ten categories of social work representations found in this study. The first framework comes from the real education system of social work in Finland. An interim degree between master and doctoral degrees in social work is a licentiate degree that combines professional and scientific education. This degree is addressed for the experienced social workers who want to develop their research skills and form knowledge by scientific procedures and standards in the academic context. Social work licentiate education is divided into five areas: child

and adolescent social work, rehabilitation social work, social work in marginalization issues, community social work and social services (Pohjola, 2003, p. 153). This restriction indicates the contents and themes to which Finnish social work research and professional knowledge concentrates. There are no such pre-defined areas in Finnish doctoral social work studies. Instead, students are free to choose the research area according to their personal interests. Therefore, social work doctoral education does not provide for the defined framework similar to social work licentiate education.

The categories discovered in this study communicate largely with the contents of these social work areas. The categories of nature of social work, problem behaviour and family relations resemble with the area of child and adolescent social work. Rehabilitation social work covers the same themes as the category of enhancing good life. The category of enhancing social cohesion deals with issues central to social work in marginalization issues. Community social work reflects the category of socio-cultural meanings. The categories of social services and social policy portray the representations of social work familiar with social service area. The categories of social workers and education exclude the five areas. However, both categories exist implicitly in all areas because every participant is social worker and the context is social work university education.

The second framework provides the traditional theoretical sketch to social work as micro-processes and macro-processes (e.g. Roivainen 2006, p. 6). Micro-processes can be understood as issues related to work with clients in social work practices. In a similar manner, macro-processes are structures of the society that cause social suffering or improve the quality of human life.

We consider that four categories – nature of social work, problem behaviour, family relations and social workers – communicate social work as micro-processes. These categories together articulate social work as a particular kind of profession including the quality, methods and procedures of work together with the clients and their characteristics. By one concept, micro-processes construct meanings for social work expertise (see Karvinen-Niinikoski & Satka, 2006, p. 9). Social work expertise situates in the subjective and shared life-worlds of the social work participants: social workers and their clients.

The categories of social services, social policy and education convey social work as structures and systems. They reproduce the roots of social policy in social work phenomena; the fact that still prevails in both Lithuania and in Finland. These kinds of social work representations do not belong to the history only. As Stephen Rose (2003, p. 198, p. 204) writes, social work needs attention to contextual social policy structures for overcoming the individual and interaction approaches. He continues that indispensable task of social work is to try to put an end to the social structures that cause suffering as well as to the cultural state of affairs that reproduce social alienation.

In our interpretation, enhancing social cohesion, socio-cultural meanings and enhancing the quality of life illustrate social work at intermediate level between the expertise and the structural conditions. Based on the analysis about the titles of Finnish social work doctoral dissertations, the phenomena between the qualities of social work with the clients and structural social work are scarcely studied (see Roivainen 2006, p. 6). Roivainen calls these phenomena broader communities and networks that are appropriate concepts for these three categories.

In our understanding, another relevant view to these intermediate categories is that of ethics. Stanley Witkin (2003, p. 239) suggests that social work in action means taking a position towards how people ought to be dealt with, how people should behave to each other, and what is the responsibility of the society towards its members. In this manner, the categories of enhancing social cohesion, socio-cultural meanings and enhancing the quality of life demonstrate social work as ethical actions. These categories are one answer to the challenges of social work as creating a complete picture of the living conditions of clients, participants and communities concurrently with the services needed (see Roivainen 2006, p. 7).

## Discussion

As described, the Lithuanian social work identity representations appear diverse. It reflects rather coherently on the current Finnish way to understand what social work phenomena are. We interpret that this is due to the international dialogue that Lithuanian social work has had not only with Finnish social work but also worldwide (see Naujaniene 2007, 9). Nevertheless, the intermediate representations of social work, as we call them, suggest that Lithuanian social work identity may be even more balanced between the micro and macro levels than is the case in Finland.

Although the variation of social work representations as a whole is familiar in comparison to Finnish academic social work, quantitative dimension of the results provide interesting chance to briefly discuss the mutual importance of the categories. Referring to the expertise of social work, the

identity is building heavily on qualities associated with work methods and procedures, and clients. Social workers – their skills and views on themselves - were almost absent in social work representations. In Finnish social work research, social workers are more on the stage (see Kempainen, Koskinen, Pohjola & Urponen, 1998; Niemelä & Hämäläinen, 2001). Another note worth of further discussion is that the category of social work education was based on only one research plan. However, scientific research on academic social work education is sparse in Finland too.

The goal of this study was to investigate the identity of social work as representations, or as it is communicated in academic international context. It appeared that the identity of social work reflects the common ground. However, the identity seems to have also national characteristics.

Based on the results, we assume that Lithuanian peculiarity of social work identity is twofold. First, it is evident that searching the way of communicating the nature of social work as work is crucial in these early years of academic social work development. Secondly, the emphasis on enhancing social cohesion combined with focusing on family relations and contextualized in social services appears visible. More comparative research is needed before it can be described as national social work identity. Currently, it is the best candidate for that characterization.

### **Acknowledgment**

Writing this article has been funded by the Academy of Finland.

### **References**

1. Bagdonas, A. Socialinis darbas Lietuvoje: raidos, praktikos ir akademinis aspektai. *STEPP: Socialinė teorija, empirija, politika ir praktika*, 2001. (1), p. 10–36.
2. Karvinen-Niinikoski, S.; Satka, M. Sosiaalityön tutkimus – aikamme kuvastin ja ammattikäytäntöjen peili? Teoksessa Maria Tapola-Haapala, Elina Pekkarinen & Susanna Hoikkala (eds.) *Tutkiva sosiaalityö. Sosiaalityön muuttuva tiedontuotanto*. Talentia-lehti/Sosiaalityön tutkimuksen seura. 2006, p. 9–12.
3. Kempainen, T.; Koskinen, S.; Pohjola, A.; Urponen, K. Sosiaalityö epävarmuuden oloissa. Lapin yliopiston yhteiskuntatieteellisiä julkaisuja B. Tutkimusraportteja ja selvityksiä, 28. Rovaniemi: Lapin yliopisto, 1998.
4. Lazutka, R.; Pivorienė, J.; Eidukeviciute, J. Lithuania. In: Annamaria Campanini & Elizabeth Frost (eds.) *European Social Work. Communalities & Differences*. Roma: Carocci editore, 2004. 138–146.
5. Miles, M.; Huberman, A. *Qualitative data analysis*. 2<sup>nd</sup> edition. London: Sage, 1994.
6. Naujaniene, R. *Social construction of entering clienthood in gerontological social work*. Acta Universitatis Lapponiensis 130. Rovaniemi: University of Lapland, 2007.
7. Niemelä, P.; Hämäläinen, J. Työuupumuksen ehkäisy ja lievittäminen sosiaalialan asiantuntijatehtävissä. Kolmen interventiomallin kokeilu ja arviointi. Kuopion yliopiston selvityksiä E. Yhteiskuntatieteet 25. Kuopio: Kuopion yliopisto, 2001.
8. Payne, M. Social work practice identities: An agency study of hospice. *Practice Volume*. 2004. 16(1), p. 5–15.
9. Pohjola, A. Sosiaalityön koulutuksen tila ja paikka. Teoksessa Merja Laitinen & Anneli Pohjola (eds.) *Sosiaalisen vaihtuvat vastuut*. Jyväskylä: PS-kustannus. 2003, p. 145–165.
10. Roivainen, I. Suomalaisen sosiaalityön tutkimus itseymmärrystä etsimässä. Teoksessa Maria Tapola-Haapala, Elina Pekkarinen & Susanna Hoikkala (eds.) *Tutkiva sosiaalityö. Sosiaalityön muuttuva tiedontuotanto*. Talentia-lehti/Sosiaalityön tutkimuksen seura. 2006, p. 4–8.
11. Rose, S. Sosiaalityön missio. Teoksessa Merja Laitinen & Anneli Pohjola (eds.) *Sosiaalisen vaihtuvat vastuut*. Jyväskylä: PS-kustannus. 2003, p. 193–205.
12. Tesch, R. *Qualitative research: analysis types and software tools*. New York: Falmer, 1990.
13. Weber, R. *Basic content analysis*. 2<sup>nd</sup> ed., Newbury Park: Sage, 1990.
14. Witkin, S. Päämääränä hyvän tekeminen. Teoksessa Merja Laitinen & Anneli Pohjola (eds.) *Sosiaalisen vaihtuvat vastuut*. Jyväskylä: PS-kustannus, 2003, p. 237–253.

## SOCIALINIO DARBO IDENTITETO TARPTAUTINIS AKADEMINIS PATEIKIMAS

**Prof. dr. Juha Perttula**

Laplandijos Universitetas

**Dr. Rasa Naujanienė, Paulius Godvadas, Juratė Gudliauskaitė-Godvadė,**

**Gedas Malinauskas, Vytautė Uzaitė**

Vytauto Didžiojo Universitetas

### Santrauka

Straipsnyje pristatomas tyrimas, kurio pagrindą sudaro Laplandijos universiteto ir Lietuvos universitetų bendradarbiavimas rengiant socialinio darbo doktorantus. Tyrimo autorių tikslas atskleisti, kaip socialinis darbas pateikiamas Lietuvos doktorantų parengtuose oficialiuose akademinuose dokumentuose jiems stojant į socialinio darbo doktorantūrą Laplandijos universitete. Tyrimo empirinę medžiagą sudarė 143 puslapiai teksto, paimto iš 24 doktorantūros studentų tyrimo planų. Analizuojant turinį buvo skirtos dešimt kategorijų, išryškinančių kaip socialinio darbo identitetą apibūdina tarptautinė akademinė bendruomenė. Socialinio darbo identitetas tai – žinomos socialinio darbo sritys, apimančios tiek mikro (pvz., probleminis elgesys), tiek ir makro (pvz., socialinės sanglaudos stiprinimas) praktikas. Taip pat išryškėjo tam tikros nacionalinės socialinio darbo identiteto charakteristikos. Remiantis tyrimo rezultatais teigiama, kad ieškojimas būdo aptarti socialinio darbo pobūdį yra esminis analizuojant akademinio socialinio darbo raidą. Išsamesnis palyginamasis tyrimas būtų naudingas atskleidžiant išsamesnius nacionalinius socialinio darbo identiteto ypatumus.

**Pagrindinės sąvokos:** socialinio darbo identitetas, doktorantūros studijos, akademinio socialinio darbo raida.