



Social Work Education in Improving the Digital Professionalism of Social Work Students

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ABSTRACT: With the Covid-19 pandemic, digitalization in social work education has increased. It has become important for students to be competent in using digital technologies to benefit clients and adapt to the new normal. This study is the first attempt to relate the contribution of undergraduate practical and theoretical courses to digital professionalism with the Covid-19 pandemic. Seventeen social work students at the undergraduate level from 12 different universities in Turkey participated in this exploratory research, and in-depth interviews were conducted with them. As a result, it was determined that the current theoretical and practical courses were insufficient to develop digital professionalism.

Keywords: Covid-19, digital professionalism, social work, social work education



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Digital technologies have an important function in providing individuals with access to services, offering these services, functionality of institutions and maintaining inter-system connections during the Covid-19 pandemic (Fitch, 2015). As a result of the uncertainty that arose with this pandemic, systems and services in most service areas remain incapable; digitalization has accelerated as the need for digital technologies has increased (Ho et al., 2020).

Due to the infection risk of the pandemic, within the scope of quarantine and social distance measures, telehealth practices in the provision of mental health services through digital platforms (Balcombe & De Leo, 2020), virtual meetings and online training for business and education, remote health services with artificial intelligence are some of these services (Ho et al., 2020). Discussions on the efficacy, quality, ethics, and confidentiality of interventions in this process require developing intervention strategies based on evidence-based information (Balcombe & De Leo, 2020; Belluomini, 2020).

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In particular, there are limited studies on the client-centred use of digital technologies and the implementation of evidence-based practices (Belluomini, 2020; Stuhlmiller & Tolchard, 2009; VanDeMark et al., 2010). For these practices, knowledge, skills and value base specific to social work must be acquired at the undergraduate level. It is important to teach social work students ethical principles and standards to develop their digital professionalism in protecting the privacy and client-professional boundaries on digital platforms, especially with the COVID-19 pandemic (Belluomini, 2020). In addition, social work students should be ready for practice in the network society, their digital skills should be developed, and digital literacy should be included in the social work curriculum (Taylor, 2017). For this reason, in the current study, the contribution of undergraduate social work education and practices in developing the digital professionalism of social work students was researched with a focus on the Covid-19 pandemic. Thus, the study examined the use and competence of digital technology in social work practices during the pandemic to adapt to the new normal, focusing on education.

Literature Review

There are limited studies on digital professionalism in social work professional practices (Ege & Altındağ, 2018; Öngen, 2014; Quinn & Fitch, 2014; Taylor, 2017). The common ground of these studies is that they had been conducted before the Covid-19 pandemic. According to a study conducted on the opinions of social work graduates regarding technology, the technological skills that corporation managers expect from graduates are related to recording data, creating and producing information and communication (Quinn & Fitch, 2014). As a result of this research, it was revealed that a social work curriculum should be created to improve the technological skills of social work graduates (Quinn & Fitch, 2014).

In another study conducted with 11 social work students in the United Kingdom, Taylor (2019) researched the digital development experiences of students in their professional education processes, how these experiences are facilitated and how their digital professionalism understanding is formed. This research has demonstrated that it is important for social workers to respond ethically, effectively and reliably to some of the requirements that emerged in the 21st century and for social work students to receive education as professionals ready for the digitalization process. In addition, it was emphasized in this study that the curricula in social work education should be designed in accordance with the digital age (Taylor, 2019).

In Turkey, there is research available on the use of digital technologies in the research and educational processes of social work academics (Ege & Altındağ, 2018) and in the practices of social workers (Öngen, 2014). In the research by Öngen (2014), the use of information technologies in the field of social work was analyzed at the level of organization management, social policy, direct service delivery and service recipients. As a result of this research, it was suggested that education concerning information and communication technologies should be given at the undergraduate level of social work. However, no research has been found that evaluates such education and professional practices in the focus of the COVID-19 pandemic. Therefore, the current research can fill an important gap in social work literature since it can provide an understanding of the use and place of digital technologies in professional practices from the perspective of social work students regarding adaptation to the new normal with the COVID-19 pandemic. Furthermore, it is important to explore the status of the contribution of knowledge, skill and value base of social work education and practices to digital professionalism through a group of participants from Turkey. Thus, the results of this research can provide an evidence base for initiatives to develop digital professionalism in social work professional practice and education during the pandemic.

Method

This study aimed to reveal students' experiences concerning digital professionalism while continuing their social work education during the COVID-19 pandemic. The study adopted the phenomenology approach, utilizing qualitative research designs to achieve this. According to the phenomenology approach, a phenomenon can be defined by the fact that the "what" and "how" they experience is revealed with a holistic description expressing the essence of individuals' experiences (Cresswell & Cresswell, 2017).

Participants

In this study, the maximum variation sampling method, a purposive sampling method, was used. According to the maximum diversity sampling method, distinctive criteria can be determined based on participant or region to ensure participant diversity (Creswell & Creswell, 2017). While selecting the participants for this study, the researchers sought to ensure diversity according to the following criteria: the participants are from different regions and cities, studying at universities that are foundation or public universities, and taking direct and indirect courses on digital technologies in social work departments.

The researchers aimed to conduct in-depth interviews, especially with the students in the 4th grade, since elective or compulsory courses related to technology are taught up to the 4th grade in universities in Turkey. First, a list of the social work departments that provide a 4-year social work education in Turkey is prepared. The researchers used maximum variation sampling to reach participants from each university on the list and thus reach out to volunteer students receiving social work education based on different educational curricula. Some students did not accept to participate in the study for various reasons, such as health problems due to the pandemic. A total of 17 social work students attending the 4th grade from 12 different universities were accepted to participate in the study. Expert opinion was obtained for the semi-structured interview form prepared by the researchers, and the functionality of the questions was tested by conducting pilot interviews.

Data Collection and Analysis

Questions within this form included theoretical and practical training in the development of digital professionalism, ethical issues related to the use of digital technology, and the use of digital technology in the focus of the COVID-19 pandemic. In other words, in this semi-structured interview form, questions such as "For what purpose do they use digital technologies?" and "How do the theoretical and applied courses they take contribute to the knowledge, skills and values in using these technologies?" were included. After obtaining informed consent, in-depth online interviews were conducted with 17 social work students, including these questions during the COVID-19 pandemic process. In order to maintain confidentiality and privacy, interviews were held by Zoom, which the participants found reliable. Each participant was interviewed for a duration ranging from 45 to 90 minutes. After the qualitative interview, respondents were given a brief survey on demographic information. All interviews were recorded and transcribed in Turkish. The transcribed interviews were coded, and researchers carried out thematic analysis. As in the studies of Burcu, Yıldırım, Sırma, and Sanıyaman (2015), while data was collected in line with the purpose of the current study, the data were analyzed simultaneously.

The themes that emerged by making open, axial and selective coding were interpreted. During the analysis process, the raw data transcripts were read repeatedly, the data were divided into conceptual categories, and the themes were reached by establishing relationships between the encodings. In this context, open coding was performed as the first step of the theming effort in the research. In this study, the themes at low abstraction level were reached concerning research

questions with open coding, concepts in the literature, terms used by the research participants and their evaluations on the subject. Axial coding was done by making a second transition over the superficial abstractions obtained with open coding. Thus, all the initial codes were associated, and many closely related concepts were assembled under a more general concept. Therefore, basic analytical categories were achieved by organizing and associating codes with axial coding. With the last coding, which is selective coding, the data was gone over for the last time, and the themes determined during the previous coding were rearranged, and thus the main themes of the study were reached (Burcu, Yıldırım, Sırma & Saniyaman, 2015). Two different researchers worked on coding the research data and finding themes. After the first researcher concluded the open, axial and selective coding stages, the second researcher was asked to examine the emerging codes and themes. At this point, it was checked whether reaching the same codes and themes was possible. Feedback received from the second researcher was consistent with the themes found by the first researcher. Finally, an expert's opinion was obtained on these themes. The ethics committee commission approved the study design of the third author before interviews were conducted. This article uses pseudonyms and changes some personal information to protect confidentiality.

Findings

Brief Description of Respondents

The final sample of 17 respondents was from different backgrounds, living in different regions of Turkey and studying at the 4-year undergraduate level in the social work department of different universities. Eleven of the students were female, and six were male. The mean age of females was 22.27, males were 23.00, and the total mean age was 22.5 (min-max: 21-25).

Digital Professionalism

The students described themselves as intermediate or advanced in the use of technology. None of the participants felt incompetent with technology. On the other hand, the students stated that the basic information and communication technologies course and the research techniques course they took in undergraduate education contributed to the development of digital professionalism. In this context, it was revealed that students learned office and data analysis programs at a basic level, but they did not find this sufficient. Some students thought that the assignments/responsibilities given at school positively affected developing technology usage competence. On this subject, Defne said:

Our school has had an impact on the increase of our skills in some subjects in some programs. Because the homework we constantly prepare, the research we do, etc. carried us to the next level constantly in this regard.

In addition, it was seen that individual interests and needs affected the technology usage competence. In this context, Fatma expressed the situation as follows:

I actually love doing research and accessing information sources, and I like to put things into practice as much as I can if I have learned anything or like new programs.

Courses for Digital Professionalism in Social Work Education

The courses that the students evaluated regarding digital professionalism were evaluated according to the kind of theoretical and practical courses.

Theoretical Courses: It was revealed that in social work education, theoretical courses directly aimed at developing knowledge and skills regarding digital technologies in general were not given. Regarding this subject, Fatma said:

I do not recall it as a separate course, but what kind of research we can do in scientific research and publication ethics in an academic sense. our professor had explained that. we learned more about the thesis database and other research topics there.

Some of the students pointed to the courses on human behaviour and social environment, report writing and interview techniques, ethics, information and technology, statistics, academic research, scientific research and publication ethics on theoretical courses aimed at developing knowledge and skills for digital technologies. On the other hand, the students criticized the theoretical education they received in developing their digital technology usage competence due to the superficial teaching, the insufficiency of the content, and not being need-oriented. The theoretical courses were found to be insufficient in knowledge and skill level in the use of digital programs in the provision of social work and social work practices. Regarding this, Berna made the following statements:

we took a research applications course. However, I can say that the research application course was a little insufficient. And it happened again in other theory courses, too. A little more detail can be given in the lessons. It was very generally taught.

The students who expressed the insufficiency of digital technologies' knowledge and skill level in social work education also stated that the inadequacies experienced in the theoretical education process were reflected in the application dimension. Regarding this, Fatma said:

I do not find it sufficient because I learned most things from my mind, from my environment, from my friends or, as I said, through different programs and it was very useful for me.

Practical Courses: On the other hand, it turned out that practical courses directly aiming at the development of knowledge and skills regarding digital technologies in general were not given in social work education. The students stated that they needed practical courses regarding the use of digital technologies and emphasized that there were content conflicts related to this. It was revealed that practical courses on digital technologies in the field of social work were included in the curriculum under the name of "computer information technologies ." The students stated that these courses were not related to social work in terms of content, but digital programs were explained technically. Begüm said on this matter:

Nothing was taught about social work. Since it was a computer lesson, it was about how to use Word and Excel. Then there was an application, in which we had an application like designed games. We designed games in exams. I did not receive any education on what technology tools are and how to use them.

On the other hand, it was seen that the students carried out various interventions in human service organizations during their professional practical courses. It was revealed that many digital programs/tools were used from the beginning to the termination of these interventions. It was stated that these digital programs were sometimes used in a way to provide internal and inter-institutional communication and correspondence and sometimes to provide services to clients. Besides, it was emphasized that these programs were updated with a need and service-oriented approach, and these updates were important in terms of the competence of using digital technology. However, it was revealed that social work students' knowledge and skill level about digital programs was limited to the field in which they did internships. In this context, it was emphasized to follow the digital programs used to provide social work undergraduate education services and to convey information and experience to students about these programs in practice courses. On this subject, Can said:

For example, a field of application regarding forensic social work can be done over a website. With a username and password method in the hands of the professors in a way not to enter the private space of anybody. at least there can be a website like if you click here, this happens, or if you do not click there, you cannot continue this process.

Social work students stated that the content of the curriculum remained at the theoretical level, and they needed more practical courses. It was stated that it is important for students to be provided with training such as digital literacy and the use of social media within the professional framework for using technology in general in social work education. In addition, the students stated that in their work with clients in their practice lessons, technology can be used to meet the needs, provide social services in institutions, facilitate, communicate and connect, data entry, reporting, training needs, agenda setting and advocacy.

Developing Technological Infrastructure: Technological infrastructure was an important issue emphasized by the students regarding the courses on digital technologies in social work education. The students stated that the technological infrastructure should be developed in the courses with digital technology content, and the current education needed to provide permanent learning in terms of technology use. Mine said on this subject:

I think it is a field that needs to be improved, but in this regard, yes, it is theoretical. For example, it does not provide much opportunities in this regard, I actually understand, but the class can be divided into two ... I agree that it would be difficult to practice with a hundred people. You know, after all, you need to have a computer at hand while carrying out these. But I think it would be much better if the opportunity is provided.

On the other hand, a practical class in a state university in Turkey exemplified its technological infrastructure. In this classroom, it was emphasized that thanks to the technological infrastructure, students who are practicing in the lesson are not exposed to external influence, other students can watch the 'interview, the lecturer can give feedback via headphones, and audio/video recording is possible. On this subject, Ali said:

It is something that is done in social work education, my teacher. mirrored room. interview, practice room. There is in Burdur. they do their role-play in a mirrored room. This way it provides an advantage you know I think this will be very

advantageous and beneficial, especially for social work with the group and social work with the individual.

Social Work Education Compatible with Digital Technologies: It was revealed that a part of the content of the courses on digital technologies in the social work education curriculum is related to social work; however, the link of the content with social work, in general, was weak. For this, the students stated that the courses should be taught in a content that can contribute professionally to social work and will benefit practice. On this subject, Berna said:

I think we may have lessons that encourage the use of technology for social policy implementations. Technology can be benefitted more, the applications that can facilitate the lives of disadvantaged groups more, be it in access to information, in the distribution of resources.

Use of Digital Technology in the Pandemic Process

Students discussed digital technologies, internet and social media usage, difficulties/opinions regarding online education and online professional practice during the pandemic process.

Internet and Social Media Usage: Students stated that the use of the internet and social media in meeting their basic and social needs increased even more during the pandemic. Ayşe expressed this situation as follows:

This process has made me more focused on technology. Since we could not go outside, we started to do many of our operations from the computer over the internet.

Difficulties/Opinions Regarding Online Education: With the emergence of the pandemic, it was stated that distance education was started, and university students had to continue their classes online. It was observed that this situation was experienced in different ways depending on the technological infrastructure of the universities. In addition, with the transfer of the education to the online environment, it was revealed that some students had difficulties due to the need to adapt and the limited opportunities for internet access. Moreover, it was concluded that the social work practices of students were negatively affected by the COVID-19 pandemic, and students found online courses inadequate, mostly in the focus of practical courses. Regarding this, Ali used the following statements:

The practice was a disadvantage for me in terms of my education. Because you know, our department is completely based on practice. In other words, we have clearly seen that open education or distance education will not be enough.

Online Professional Practices: Students evaluated online interviews, which replaced face-to-face meetings during the pandemic, as necessary/good in terms of reaching the client. However, they were skeptical about its adequacy in terms of its effects on the nature of communication. On this subject, Fatma said:

For example, I cannot share everything in one session. I do not think I will explain my problem to the person whom I cannot see or only hears my voice as much as I am face to face with a person. I can only speak superficially. I can't be sure if I'm understood.

On the other hand, the students stated that individuals with limited technology access may need help providing services. In addition, it was emphasized that providing services in the online environment reduces the workload of social workers, facilitates the clients and reduces paper consumption as an important contribution. Regarding this issue, Emre said:

Thanks to digitalization, the serious burden of the state will be reduced, and the serious burden on citizens will be reduced. From the client's phone through e-state, they can request help.

Ethical Evaluation of Technology Use in Pandemic Process

The students stated that the services provided online (education, counselling and psychosocial support services) are necessary to reach clients and continue to provide services during the pandemic. On the other hand, they emphasized that the digital programs used to provide these services should be reliable, which is important for protecting the confidentiality and privacy of individuals. Regarding this issue, Nilay said:

On the topic of ethics, there were several reports on Zoom. Can't store personal data etc. so, yes, maybe it may be a problem in terms of applications, but I do not know the contents; I did not research, so a reliable environment should be definitely provided.

Services offered through digital technologies were described as an element that could provide convenience and reliance to the client in terms of providing "access to services in home environment." Regarding this, Ceren said the following.

In terms of psychosocial support, online interviews may be better because people express themselves at home where they feel comfortable... meeting face-to-face may be a source of stress for them. Going to the place where psychosocial support is to be received may lead them to be excluded from the social environment. There are still people who refrain from getting support.

On the other hand, it was stated by the students that these services could be found risky for the clients who were exposed to pressure/violence at home, and it might be possible that the client might as well be prevented from providing correct information. In addition, it was found to be objectionable in terms of professional ethics that the social worker could not find the opportunity to notice unexpressed elements and observe, and the professional relationship could not be established at a sufficient level in these interviews. Regarding this, the participants said the following.

You are having an interview with a woman, her husband can say that you will say this, get rid of that, push this away, etc. Like they should not come. it seems to me like it cannot be controlled. (Zeynep)

Discussions

Social workers and students are obliged to have the necessary knowledge, skills, and values in terms of the use of digital tools and advanced technologies engaged in the technology transformation process. Technology has become a tool utilized by everyone to meet a variety of basic needs, from running their daily work schedule to communicating with each other. In particular, due to the pandemic, the instrumentality of technology has gradually spread to all areas. This situation has raised concerns over digital inequalities (Sanders & Scanlon, 2021) arising due to age, income, ethnicity/race, education level, or geographical location (Warf, 2012; West & Karsten, 2016). One of the important areas in which inequality is visible as a medium of social exclusion is education. This is because online learning platforms have become mandatory due to the pandemic, rendering the use of digital tools mandatory (Liu, 2021).

Therefore, there is frequent disconnection between students who wish to connect to online education and those who do not have internet access or who have weak internet connections,

resulting in social exclusion (Ullah, 2020). The current research revealed that the participants needed help continuing their education due to limited opportunities to access the internet, inadequacies in technological equipment, and an inability to adapt to the online environment during the distance education process, which started during the pandemic. It should be noted that the access to technology is considered a human right. The social work profession, which relies on human rights and principles of social justice, is a profession that is sensitive to the digital inequalities brought about by lack of access to technology. For this reason, international social service organizations (IFSW, 2012; Social Work Education Council, 2015) have accepted that "access to technology is a fundamental human right" (United Nations General Assembly, 2016). However, according to UNESCO (2020) data, nearly 1 billion students still need a computer at home, and nearly half of these do not have internet access at home either.

Moreover, while the rate of internet access in developed countries is 86%, internet access in developing countries is 47% (ITU, 2019). Similarly, when the rate of access to computers and the internet by university students analysed, the rate of access is high in developed countries and it is relatively lower in developing countries. For example, the rate of computer and internet access among university students in countries such as Denmark, Norway, Canada, and the United States is over 90%. By contrast, in countries such as Brazil, Mexico, and Uruguay, the rate is between 50% and 60% (OECD, 2017).

The current research also exemplifies the digital inequalities experienced by social work students from Turkey during the pandemic, noting that difficulties associated with opportunities to access the internet and the technological infrastructure of universities cause these inequalities. The emergence of this finding can be associated with the unpreparedness of universities for the pandemic. A study among Spanish and US social work educators also revealed that barriers to online learning lack technological and institutional support (Diaconu et al., 2020). It is also significant to note that many students dropped out or froze schools due to a lack of connectivity or essential equipment that would be suitable to support distance education (ITU, 2019). Reports from international organizations have also shown that many students are at risk of dropping out of higher education (UNESCO, 2020). In low- and middle-income countries, the dropout risk is likely to increase in response to digital inequalities (World Bank, 2019).

According to the Europe 2020 Education Goals Report of EUROSTAT (2015), early leavers from higher education in European countries fell from 17% to 11% on average between 2002-

2014. However, this rate remains very high. Likewise, in the USA, the dropout rate from higher education is quite high. Hanson (2021) stated that 40% of undergraduate university students drop out. It is important to integrate the digitalization process into social work education so that these problems do not arise in social work education. There were also studies in the social work literature pertaining to integrating the digitalization process into social work education (Allen et al., 2010; Belluomini, 2017; Berzin et al., 2015; Perron et al., 2010; Stuhlmiller & Tolchard, 2009; VanDeMark et al., 2010). Nevertheless, the current research provides an evidence base for increasing the digital professionalism of students to achieve integration and associated improvements in education curricula.

Based on this evidence, it can be stated that the Social Work Education Council (2020) guides possible improvements in subjects, including the transition from "face-to-face" to "remote" practice activities, covering failures concerning social work practices carried out with disadvantaged groups, and ensuring students experienced no problems with the implementation process.

As stated by the participants of this research, using digital technologies to meet client's needs, providing human service organizations, facilitating, communicating and connecting, data entry, reporting, training, agenda setting, and advocacy is important. However, how courses are not designed and conducted per these objectives may cause the courses to fall short of developing digital professionalism. A study (SCIE & BASW, 2019) supports that social work education is insufficient in developing digital skills. This inadequacy emerged in the current research due to the lack of theoretical and practical courses on using digital technologies in the social work profession. Some students have pointed out that although some courses touched on related topics, there needed to be more connection between the course content and the social work profession. In addition, the students emphasized the inadequacy of the course in terms of providing sufficient practice opportunities. Similarly, students stated that they had the opportunity to observe and test digital records and databases used in institutions in professional practice courses but that this needed to provide more development opportunities. This result parallels the research of López Peláez, Erro-Garcés, and Gómez-Ciriano (2020).

On the other hand, the current research revealed that students found online education inadequate, mostly in the focus of practical courses. The inadequacy of practical courses in online

education can be evaluated mainly with the insufficient opportunity to gain experience and the limitation in the process of transforming knowledge into a skill.

Another result that emerged in the context of the effects of the pandemic process was the need to provide online services. Students stated that online services are necessary for the clients to access the service during the pandemic prevention process. However, they found these services insufficient regarding their impact on the nature of the communication between the client and the social worker. They defined these online services as a disadvantage for individuals with limited access to technology. Farkas & Romaniuk (2020) also found that during the pandemic, vulnerable groups have difficulties obtaining information, medical care and accessing basic services due to not having internet or personal computers. In another study, it was revealed that the elderly have difficulties in using technology and accessing services, especially during the pandemic process, alternative information and communication technologies (such as interactive TV) should be developed for the elderly to access services (Wang et al., 2020).

Digital professionalism is essential in ensuring that professionals behave carefully, ethically and accountable while using digital tools in their personal and professional lives, focusing on the principles of "competence, respect and responsibility" (Ellaway et al., 2015). The evaluations of students concerning the use of digital technologies in the pandemic process were important in terms of raising awareness of ethical problems/dilemmas that come to the fore in social work practices. Students evaluated the use of technology during the pandemic process as ethically appropriate, as it provides the clients with easy access to the service and a sense of trust. However, they stated that using digital technology in social work is not appropriate due to several reasons regarding professional ethical principles and values. These reasons can be listed as the principle of confidentiality and the inability to protect the privacy of the client, the possibility of the client being exposed to pressure, the inability to find the opportunity for observation and on-site investigation (interruption of the social investigation) and limiting the process of establishing professional relationships. The emergence of this finding can be associated with the necessity of the social work profession, based on value, to pursue the highest benefit for the client and to protect him/her from any harm. Research by Mishna, Milne, Bogo, and Pereira (2020) also supported that ethical dilemmas regarding confidentiality and privacy issues emerged with the risks of digital platforms.

This study evaluated social work education and professional practices regarding "technology use, and the evaluation of theoretical and practical education and ethics" during the COVID-19 pandemic. In this context, it is recommended to carry out research with social work students of different educational levels, social workers, and social work academics to deepen our findings.

Conclusion

The most important finding of this research is that the courses taken in social work undergraduate education are found insufficient to develop digital professionalism. However, today, competence in using technology has become an integral part of professional life. The increase in the use of technology with the COVID-19 pandemic is effective in this inadequacy being perceived more deeply. In accordance with the requirements of the new normal, it is necessary to update the courses in social work departments to provide sufficient contribution to developing digital professionalism.

At this point, the superficial expression, insufficient content, and the lessons not being tailored to the needs were important deficiencies emphasized by the students in this study. Updating the curriculum may be suggested in line with the student's views. It is important to teach both theoretical and practical courses in the focus of the social work profession to enable students to practice more. It is also significant in teaching digital programs in human service organizations to familiarize students with these programs. In addition, it is possible to train professionals who are aware of ethical principles and responsibilities in the process of using technology and who can use these opportunities to benefit the client, by integrating the knowledge, skill and value base. In order to achieve this, as students have stated, with the COVID-19 pandemic, the ability of students to adapt to the new normal, internet access opportunities, and technological infrastructure of universities must be supported.

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