

## Editorial

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*We're delighted to present the Special issue «Practice placements in social work: teaching and learning through relational processes» published in Relational Social Work journal. The Call for paper, launched in December 2021, have received great interest, confirming that practice placements are a cornerstone of the Social work education and an inspiring topic for Social work research. Learning by «doing social work» ask for relational experiences among students, lecturers, practice educators, academic tutors and service users. Through relational experiences, students can observe and practice social work, reflecting on their competences and connecting theory to practice to better understand their future role as social workers. However, field work education is far from simple and needs a critical and in deep reflection on relational features of this experience.*

*In this issue, we can read interesting theoretical and research papers and exciting reflections based on practice experience in the field of social work education.*

*The first article presents an interesting teaching experiment carried out during a candidate-level (BSW) social work practice-training course. In this empirical study, Jäppinen and colleagues from Finland reflect on how research and theories intertwine in Social work practice, and to produce research-minded social workers with an ability to translate scientific knowledge into practice. Starting from their study, the authors offer stimulating reflections on the importance of how to combine theory and practice in social work practice training.*

*The second paper focuses on student-oriented pedagogical approach in the training of social work undergraduate students in Portugal. Starting from the findings of a survey carried out among social work students, Carvalho underlines the importance for students to reflect on what they observe in the fieldwork. Research highlights relational experiences of socialisation with the profession and the observation of relevant social situations aid the development of personal and interpersonal skills and as well strengthen the vocation of students*

*Next, Grignoli and D'Ambrosio from Italy present a theoretical reflection on the traineeship as opportunity for social work students to acquire the specific professional know-how competences, and for University to build collaboration and connections with local social services. Drawing on the theoretical framework of Relational Sociology, the paper offers important reflections on whether, and how, the trainees' experiences realized at the University of Molise have successfully built «bridges» so as to network with the local social services.*

*Another experience from Italy, presented by Alioto and Poletti, proposes a theoretical reflection on the value of the internship in the Social work training in order to reduce the gap between theory and practice, understand ethical principles, and develop empathy and reflec-*

*tive actions. The authors highlight the need to implement a pedagogy of complexity, based on a theoretical, practical and relational triad.*

*Following, the Journal presents an interesting paper that explores the impact of trauma on social work students' performance in their practice learning, and how educators support students with a trauma experience that could affect their practice learning. In her paper, Murphy from U.S.A. analyses the implications specifically in regard to pedagogical approaches that support the work of social work educators.*

*Then, Falcone from Italy proposes an autoethnographic study on author's personal experience as external practice educator with an international social work student. In the paper, the author explores some challenges she has faced in the supervisory relationship and the learning acquired thanks to self-reflection approach used during this experience.*

*In conclusion, in the «Original article» section, an empirical study on the image of Roma people in a professional group of Italian social workers is presented. Cecchi shows the weight that social representations and stigmatizations have on the social workers who in their work should express the ideals of social justice, equality and refuse social exclusion and discrimination, expressed in international and national social services' code of ethics.*

*Thank you to all the authors for their contribution to our Journal and to Social work education field. We hope their papers published in this issue will inspire new projects and produce new knowledge in Social work education field.*

*Milan, April 2022*