

## Identifying Key Challenges and Professional Development Needs in Social Work and Counselling under Conditions of Social Instability

*Olena Karaman, Luhansk Taras Shevchenko National University*

*Vitalii Kurylo, Luhansk Taras Shevchenko National University*

*Yaroslava Yurkiv, Luhansk Taras Shevchenko National University*

*Lyudmyla Kharchenko, Luhansk Taras Shevchenko National University*

*Nataliia Krasnova, Luhansk Taras Shevchenko National University*

**Abstract:** The aim of this study was to analyse critical challenges and gaps in professional preparedness among social workers, and to propose evidence-based directions for enhancing counselling practices and supervision mechanisms. The methodology of the research included surveys, a comparative analysis, and the method of social modelling using four typical counselling scenarios. The study revealed several significant findings: 50% of respondents rated their preparedness for client work as no higher than 3 out of 5, 40% had undergone additional training after completing higher education, and 75% reported lacking a permanent supervisor. While these figures highlight current professional gaps, the study's original contribution lies in identifying the structural and procedural factors underlying insufficient preparedness and support, and in demonstrating how targeted supervision and digital training interventions can enhance methodological competence. These findings can inform the planning of educational programs, the development of counselling standards, the implementation of structured supervision, and the adaptation of methods to meet the specific needs of vulnerable social groups in contexts of social instability, thus advancing theoretical understanding of the interplay between professional preparedness, organizational support, and effective counselling outcomes.

**Keywords:** Social work; Counseling; Service provision; Ethical principles; Resource capabilities

### 1 Introduction

Social work and counselling as professional activities develop at the intersection of humanitarian knowledge, practical skills, and interpersonal interaction, requiring a thorough understanding of their theoretical foundations and technological mechanisms. Given ongoing changes in the social environment, the intensification of social risks, and the increasing complexity of life situations for specific population groups, a social work specialist functions not only as a mediator for accessing resources but also as a counsellor capable of supporting individuals in decision-making, managing crises, and restoring social functioning. This necessitates a clear understanding of theoretical approaches, methodological preparedness (i.e., the systematic readiness and competence to apply evidence-based methods in counselling), resource limitations (i.e., constraints in personnel, time, and material support affecting service

delivery), and technological (i.e., digital platforms, software, and communication technologies facilitating assessment, counselling, and follow-up) that ensure professional effectiveness.

A critical review of the existing literature reveals several thematic areas central to understanding professional social work and counselling. Rather than presenting studies sequentially, it is useful to categorize them thematically and emphasize analytical distinctions. First, the integration of digital technologies in social work and counselling has been extensively explored. Achmad (2023) investigated the use of electronic counselling as an effective tool for assessment in social work, emphasizing the growing significance of digital services in providing assistance. This study notes advantages like rapid access and diminished communication barriers, while also acknowledging the need for further professional training. Similarly, Bener et al. (2024) studied the development of foreign technologies in the practice of social work in Ukraine, stressing the adaptation of international experiences to the local context. This study complements Achmad (2023) and highlights challenges in cultural and administrative adaptation, showing that imported models cannot be uniformly applied.

The study by Demchenko et al. (2021) focused on the training of specialists in inclusive education as part of professional social work, reinforcing the importance of practical skills alongside theoretical knowledge and demonstrating that technological tools alone cannot ensure effectiveness. This aligns with the preceding subject by underscoring the necessity of practical skills in conjunction with theoretical understanding, illustrating that technology instruments alone can not guarantee efficacy. Furthermore, Kjellgren et al. (2022) emphasized the relationship between knowledge, power, and practice in social work, exploring how conceptual frameworks influenced the construction of professional activities. This underscores structural and ethical constraints that may hinder the practical application of both theoretical knowledge and technological tools.

Additionally, Ihnatenko and Sadzaglishvili (2023) focused on the digitalization of social services in response to the war in Ukraine, describing how digital tools maintained continuity of support in crisis conditions. Similarly, Mishna et al. (2021) explored the use of information and communication technologies (ICT) during the COVID-19 pandemic, where technologies enabled remote professional contact and assistance. The study highlighted specialists' lack of experience with digital tools and stressed the importance of ethical standards and professional training in digital competence.

J. Romaniuk and Farkas (2024), Kurylo et al. (2024b) the transformation of social work in Ukraine before and during the war was examined, focusing on changes in the role of social workers. They found that the functions of specialists had expanded to include psychological support, crisis counselling, and humanitarian aid coordination. The study demonstrated how the war had altered professional priorities and service delivery structures. The authors emphasized the need for systemic support to prevent professional burnout. Researchers Saltzman et al. (2020) highlighted the psychological consequences of isolation, loneliness, and lack of social support after the pandemic, which brought the importance of counselling in restoring emotional well-being into focus. They argued that the level of social interaction is a key factor in mental health and emphasized the need for targeted interventions in at-risk groups, suggesting the expansion of social support networks through the integration of digital channels. Similarly, Steiner (2021) analysed social work in the digital age, pointing out the theoretical, ethical, and practical challenges associated with the integration of technology into professional activities. The author raised concerns about the risks of losing humanity in digital counselling,

emphasizing that technological tools should complement, not replace, interpersonal interaction. He proposed a framework for assessing the digital readiness of social services. Finally, Supriyanto et al. (2020) explored the quality of professional activities in counselling during the pandemic, emphasizing the appropriateness of using technology to maintain the effectiveness of the educational-consulting process. They found that online consultations had become an essential tool for working with students and parents. The authors described how pedagogical staff adapted to new conditions through the development of digital skills, concluding that continuous professional development in remote counselling was essential.

Notwithstanding these contributions, the existing literature reveals particular gaps that remain inadequately addressed, particularly in linking empirical findings to practical outcomes in counselling, supervision, and digital service delivery. While prior studies describe contextual developments and technological adoption, they often do not explicitly formulate the central problems faced by social workers or the research questions guiding systematic inquiry.

Therefore, this study addresses the following research problem: social workers face deficiencies in supervision, prevalence of professional burnout, and shortcomings in digital counselling training, which hinder the effectiveness of counselling services and professional development.

Based on this problem, the study formulates the following explicit research questions:

1. What are the main obstacles and resource constraints encountered by social workers during the counselling process?
2. How are different counselling methods and digital tools applied in practice, and how effective are they in addressing client needs?
3. To what extent do supervision and methodological support influence social workers' preparedness, professional development, and service quality?
4. What practical recommendations can be developed to improve qualifications, supervision, and organisational mechanisms in social work practice?

By clearly stating the research problem and questions, the study provides a focused framework for examining the interplay between counselling methods, supervision, digital tools, and outcomes.

The study seeks to accomplish two interrelated objectives. Initially, it aims to examine the primary obstacles and resource constraints encountered by social workers during the counselling process, in addition to evaluating the application of diverse counselling techniques and technology. Secondly, it seeks to formulate pragmatic proposals for improving specialists' qualifications and refining organisational frameworks for oversight and methodological assistance.

## **2 Materials and Methods**

In this study, an online survey was selected as the primary data collection tool to collect empirical data on the practices, difficulties, and needs of specialists involved in social counselling. The choice of an online survey was determined by methodological and practical considerations. First, the research aimed to reach practicing specialists from different regions of Ukraine within a limited time frame. The online format ensured geographical coverage,

accessibility, and the possibility of engaging respondents regardless of their location or work schedule. Second, given the ongoing social and security challenges in Ukraine, including the consequences of military conflict, in-person data collection was logistically complicated and potentially unsafe. Third, the online survey format facilitated voluntary participation and anonymity, which is particularly important when discussing professional difficulties and perceived competence.

At the same time, the limitations of this method were taken into account. The use of online distribution channels may lead to self-selection bias, as participation depends on respondents' motivation and digital accessibility. In addition, the sample may overrepresent specialists who are active in professional online communities. These potential biases were considered during data interpretation and analysis.

The sample consisted of 100 respondents, including 52 women and 48 men. The age range of participants was from 24 to 56 years. All respondents had relevant education (social work, social pedagogy, psychology) and at least one year of professional experience in counselling. The survey was conducted from April 15 to 28, 2025, using the Google Forms platform. The survey was distributed through professional communities on social networks (including Facebook groups "Social Work in Ukraine" and "Crisis Intervention Practitioners") and via email newsletters through social service centres in three regions of Ukraine (Kyiv, Lviv, and Odesa regions). The survey included only specialists with higher education in social work or related fields who were engaged in counselling as part of their professional activities and agreed to participate voluntarily in the anonymous survey. Responses from respondents who lacked practical experience, contained internal contradictions, or were incomplete were excluded from the analysis. During the research, the provisions of the Code of Ethics of the American Sociological Association (1997) were followed. Respondent anonymity was guaranteed, with no collection of email addresses, IP identifiers, or other personal information. The survey consisted of the following questions:

1. Gender.
2. Age.
3. Education (specialization, institution).
4. General experience in social work.
5. Experience specifically in counselling clients.
6. Type of institution where the respondent works (governmental/non-governmental/private initiative).
7. Average number of consultations per week.
8. Categories of clients most frequently worked with (children, families, internally displaced persons, people in crisis, etc.).
9. Which counselling methods are most commonly used?
10. What difficulties are encountered during counselling?

11. How prepared does the respondent feel for counselling (rating on a scale of 1 to 5)?
12. Has the respondent received additional counselling training after formal education (yes/no/plan to)?
13. Does the specialist have a supervisor or mentor (yes/no/only as needed)?
14. Which techniques are most helpful in difficult cases?
15. Is there a need for professional development in counselling?
16. Preferred form of further training (online courses, in-person workshops, support groups, other).
17. Which counselling topics are most relevant for personal professional growth (crisis, family, work with internally displaced persons, etc.)?
18. What, in the respondent's opinion, could most improve the quality of counselling in their daily practice?

To structure the theoretical and practical aspects of counselling, a comparative table was created, which systematically analysed five main social counselling methods, namely motivational interviewing, cognitive-behavioural influence, crisis intervention, short-term counselling, and the “peer-to-peer” method. Each method was analysed according to the same criteria, including the scope of application (which categories of clients the method is suitable for), intervention duration, primary techniques used, expected outcomes, and advantages and limitations in real practice. This approach allowed comparison of the effectiveness and relevance of specific technologies across different social work contexts. Quantitative content analysis was used for open-ended questions, and descriptive statistics (calculating frequencies, percentages, and mean values) were applied for closed questions to summarize the survey results. This approach helped identify the most common counselling methods, major difficulties in practice, and professional development needs. Scales such as Peer-to-Peer (2025) and PHQ-9 Scale Emotional Assessment (2025) were applied to the study participants to screen for emotional distress and depressive symptoms and to categorise respondents according to the severity of these indicators. Additionally, these instruments were used for triangulation with other qualitative and quantitative data, providing a more robust understanding of participant needs and outcomes.

A concise conceptual framework was established to connect counselling approaches, supervision, digital tools, and outcomes, thereby offering a clear theoretical foundation for the study. Social counselling is defined as an integrative process wherein the selection and implementation of specific methods (such as motivational interviewing, cognitive-behavioral techniques, crisis intervention, short-term counselling, and peer-to-peer approaches) are informed by the specialist's methodological readiness and augmented through supervision or mentoring. Digital tools, such as online platforms and communication technologies, enhance service delivery and data collection, guaranteeing accessibility and continuity of support across various contexts. The interplay among methodologies, supervision, and technology instruments is anticipated to impact critical outcomes, including the efficacy of counselling interventions, the capacity to resolve client challenges, the professional advancement of social workers, and the overall quality of services. This framework offers a systematic approach for assessing

survey data and interpreting the interaction of human competences, organisational support, and technological facilitation in social work practice.

The study emphasises the necessity of institutional and financial support mechanisms to sustain interdisciplinary teams in social counselling. Teams are integrated within the official organisational frameworks of social service centres, governmental and non-governmental organisations, and private enterprises, offering defined duties, oversight, and mentorship systems for social workers, psychologists, and other professionals. Consistent oversight, systematic assistance, and organised professional development sessions facilitate ongoing skill improvement and the incorporation of novel counselling techniques. Team operations are financially sustained through a blend of government financing, project-specific grants, and institutional budget allocations, which encompass staff expenses, digital resources, and training materials. This dual support system – integrating institutional control with secured funding – seeks to preserve team stability, facilitate long-term planning, and guarantee ongoing, high-quality counselling services across various social situations.

SWOT analysis was employed to evaluate the current state of counselling activities in the social sphere. In this study, the application of SWOT analysis is conceptually based on organisational and systems approaches in social work research. Social counselling is perceived as an open professional system situated within wider social, institutional, and policy contexts. Consequently, its efficacy relies not solely on internal professional competencies (strengths and weaknesses) but also on external structural conditions (opportunities and threats), encompassing legislation, interagency collaboration, resource availability, and the socio-political environment.

In the context of service-development theory in social work, SWOT analysis serves as an analytical instrument that facilitates systematic evaluation of service capacity, enhancement of quality, and strategic planning. While SWOT is frequently linked to managerial practice, in empirical social research it functions as a method of integrative analysis that amalgamates quantitative and qualitative findings to evaluate institutional performance and professional preparedness. This study employed SWOT analysis not as a business planning tool, but as a systematic analytical framework for evaluating empirical data and identifying systemic trends in counselling practice.

The data from the survey and materials such as *Understanding Crisis Intervention: A Comprehensive Guide* (2025), Thomas (2025), and *The Social Work Graduate* (2022) were used as sources of information. SWOT analysis allowed for an examination of both internal characteristics of the counselling process and external factors influencing service quality. Consequently, the method facilitated the integration of individual practitioner experiences with macro-level institutional and environmental factors, thereby enhancing the scientific rigour of the analytical framework.

Social modelling utilising case studies was employed to visualise and understand the counselling process. This study clearly positions the application of social modelling as innovative compared to previous simulation-based and case-based research in social work, offering a systematic method for investigating intricate practitioner-client interactions that surveys alone cannot adequately capture. Four hypothetical scenarios were created, each illustrating a common instance of client interaction: an individual who lost their house due to

armed conflict; a woman facing domestic violence; a socially isolated teenager; and an internally displaced person exhibiting symptoms of depression.

### 3 Results

#### 3.1 Assessment of the level of application of different counselling methods and identification of client work technologies

Social work is a complex interdisciplinary practice aimed at supporting individual and collective well-being by considering historical, social, economic, cultural, and political factors that affect the life of individuals and communities. According to the Global Definition of Social Work, adopted by the International Federation of Social Workers and the International Association of Schools of Social Work in 2014, this field involves activities that recognize structural barriers and inequalities as factors that can either support or limit human development and well-being (Boyko, 2017). In the national context, social work combines theoretical knowledge from psychology, sociology, pedagogy, and law with practical intervention techniques, adapting them to specific social processes and client demands (lpnu.ua, 2024; Messina et al., 2026). The subject of social work includes social processes and phenomena that shape the living conditions of individuals and groups, as well as trends in their changes in response to psychological, pedagogical, economic, and managerial factors. Social workers perform a range of actions: from counselling and support to interdepartmental coordination and advocacy for the rights of vulnerable population groups (Giyasova et al., 2025; Mizin and Petrov, 2021). The tasks of this professional activity include diagnosing social needs, developing and implementing individual and group support programs, and monitoring and evaluating intervention outcomes. The value-ethical foundation is based on principles of respect for human dignity, non-discrimination, social justice, participation, and confidentiality, and specialists are obliged to ensure equal access to services and facilitate maximum client involvement (Global Definition of Social Work, 2025).

Social work methods range from classical ones (surveys, interviews, group therapy) to innovative counselling technologies. Interpersonal methods such as active listening, open questions, and empathic immersion, combined with risk assessment tools, are widely applied. Modern counselling also incorporates online platforms, mobile applications, video calls, and chatbots, improving accessibility for vulnerable groups such as IDPs, people with disabilities, and victims of domestic violence while maintaining confidentiality (Semigina, 2019; Trubavina et al., 2021).

Social work increasingly emphasizes intersystem integration, collaborating with medicine, psychology, education, and legal structures to enhance service effectiveness and reduce fragmentation (Basic theories and models..., 2025). However, challenges persist: insufficient funding, high workloads, limited specialized training in online counselling, and restricted supervision.

To outline the state of counselling, identify main challenges, determine specialists' readiness, and highlight training needs, an online survey was conducted. Trends and key observations are summarized below, while detailed numerical results are presented in Table 1 to avoid repetition.

Key trends from the survey indicate a balanced gender structure, a majority of respondents with social work degrees, varying professional experience levels, predominant use of active listening and motivational interviewing, and notable challenges including time constraints, burnout, and

insufficient supervision. A strong need for further training and a preference for online professional development were observed.

Table 1. Survey results of social workers

<b>Question</b>	<b>Responses (%)</b>
1. Gender	Women – 52%; Men – 48%
2. Age range	24-35 years – 50%; 36-45 years – 30%; 46-56 years – 20%
3. Education (specialisation)	Social Work – 60%; Psychology – 25%; Social Pedagogy – 15%
4. Total experience in social work	1-3 years – 40%; 4-6 years – 35%; 7+ years – 25%
5. Counselling experience	1-3 years – 50%; 4-6 years – 30%; 7+ years – 20%
6. Type of institution	Government – 45%; NGO – 30%; Private Initiative – 25%
7. Average number of consultations per week	5-10 – 50%; >10-30%
8. Client categories	Families – 60%; Crisis People – 50%; IDPs – 45%; Children – 40%
9. Most common counselling methods	Active Listening – 90%; Motivational Interviewing – 70%; CBT Techniques – 50%
10. Challenges faced	Time Constraints – 75%; Professional Burnout – 60%; Lack of Supervision – 55%
11. Preparedness for counselling (1-5)	4-5 points – 50%; 3 points – 35%; 1-2 points – 15%
12. Additional counselling training after university?	Yes – 40%; Plan to – 30%; No – 30%
13. Do you have a supervisor or mentor?	No – 40%; Yes – 35%; Only as Needed – 25%
14. Most helpful techniques in difficult cases	Reflective Listening – 65%; Open Questions – 60%; Empathetic Immersion – 45%
15. Need for further counselling training?	Yes – 80%; No – 20%
16. Preferred form of further training	Online Courses – 60%; In-Person Training – 50%; Support Groups – 40%

17. Most relevant counselling topics for professional growth	Crisis – 70%; Family – 65%; Work with IDPs – 50%
18. What could most improve counselling quality in your practice?	Supervision – 75%; Additional Training – 70%; New Tools – 60%

Note: NGO – non-governmental organization.

The summarized analysis of the survey data shows that the demographic structure of the sample is fairly balanced by gender and covers various age groups and levels of professional experience. Specifically, 52% of respondents were women and 48% were men; 50% were in the age range of 24-35 years, 30% were 36-45 years, and 20% were 46-56 years old. Regarding education, 60% had a degree in social work, 25% in psychology, and 15% in social pedagogy. In social work, 40% had 1-3 years of experience, 35% had 4-6 years, and 25% had more than 7 years; in counselling, 50% had 1-3 years, 30% had 4-6 years, and 20% had more than 7. 45% worked in government institutions, 30% in NGOs, and 25% in private initiatives. 50% conducted 5-10 consultations per week, 30% conducted more than 10, and 20% conducted fewer than 5. The most frequent client groups were families (60%), people in crisis (50%), IDPs (45%), and children (40%). Active listening was used by 90%, motivational interviewing by 70%, and cognitive-behavioural techniques by 50%. The main challenges reported were time constraints (75%), burnout (60%), and lack of supervision (55%). 50% rated their preparedness as high, 35% as average, and 15% as low. 40% had additional training, 30% planned to, and 30% had not. 35% had a supervisor, 25% used one as needed, and 40% had no supervisor. Reflective listening (65%), open questions (60%), and empathetic immersion (45%) were the most effective techniques. 80% identified a need for further training, while 20% felt adequately prepared. The most preferred forms of training were online courses (60%), in-person training (50%), and support groups (40%). The most relevant topics were crisis counselling (70%), family counselling (65%), and working with IDPs (50%). To improve practice, 75% suggested regular supervision, 70% additional training, and 60% new tools. The data collected provide an objective assessment of counselling practice, identifies key challenges, and support the formulation of recommendations for improving the training and support of social workers.

### 3.2 Main challenges and resource limitations faced by social workers in counselling activities

To demonstrate the characteristics of five key social counselling methods according to assessment criteria, the data are presented in Table 2. This approach allows for an objective comparison of methods and the selection of the most appropriate tools depending on specific client demands and the social worker's working conditions.

Table 2. Comparative characteristics of social counselling methods

Method	Area of application	Duration of intervention	Key techniques	Expected outcomes	Advantages	Limitations
Motivational Interviewing	Working with clients seeking change (addictions, behavioural habits)	1-6 sessions	Open questions, reflective listening, affirmations, “change talk”, summarizing	Increase in internal motivation, clear goal setting	Client-centred, non-confrontational style, adaptability	Requires high qualification, significant time to build trust
Cognitive-Behavioural Method	Working with anxiety and depressive symptoms, forming coping skills	12-20 sessions, 45-60 min each	Cognitive restructuring, behavioural activation, assertiveness, desensitization	Reduction of symptoms, development of self-regulation, improvement in life quality	Clear protocols, extensive research, potential for group and online formats	Significant time and cognitive demands for the client, not always suitable for acute crises
Crisis Intervention	Providing support in emergency situations and acute psychological trauma	1-5 sessions or up to 12 weeks of group work	Psychological first aid, active listening, problem-focused resolution, grounding	Stabilization of condition, reduction of acute stress, referral to long-term services	Quick help, minimal bureaucracy, focus on safety	Short-term, risk of secondary traumatization, requires trained specialists
Short-Term Counselling	Working on specific tasks (family, work, educational issues)	2-6 sessions	“Miracle question”, scaling questions, exceptions, homework, resource enhancement	Quick resolution of specific problems, increased hope and self-efficacy	Resource efficiency, quick results, reduced waiting lists	Limited depth, not suitable for complex or chronic disorders

Peer-to-Peer Method	Supporting vulnerable groups through mutual experience exchange	30-60 min sessions or group activities	Experience sharing, group exercises, joint problem-solving, social learning	Increased sense of belonging, self-esteem, reduced stigma	Low cost, high empathy, accessibility	Limited professional control, risk of volunteer burnout, not always a substitute for professional services
---------------------	---	--	---	---	---------------------------------------	--

Source: compiled by the authors based on Kharel and Patentis (2025), Understanding Crisis Intervention: A Comprehensive Guide (2025), Mireau and Inch (2009), Thomas (2025), The Social Work Graduate (2022), Topping (2022).

1. Analysis highlights the main strengths and limitations of each method in practice:
2. Motivational interviewing is effective for behaviour change but requires trust-building.
3. Cognitive-behavioural methods provide structured interventions but are resource-demanding.
4. Crisis intervention is essential for emergencies yet requires coordination with other services.
5. Short-term counselling efficiently resolves specific issues but is unsuitable for complex cases.
6. Peer-to-peer support meets emotional and community needs but requires supervision and volunteer management.

Comparing methods in a unified format helps social workers select the optimal strategy based on client needs and organizational constraints and supports the integration of approaches in comprehensive support programs.

To better understand internal and external factors affecting counselling, a SWOT analysis was conducted (Table 3), highlighting strengths such as staff competence and technological tools, weaknesses including time constraints and lack of supervision, opportunities in digital training and NGO partnerships, and threats like burnout and regulatory instability.

Table 3. SWOT analysis of counselling activities in the social sphere

S (Strengths)	W (Weaknesses)
High professional competence of staff, sufficient education and training levels, established interdepartmental cooperation, availability of technological tools for remote counselling	Limited human resources (staff shortages, heavy workload), insufficient supervision and support for specialists, inadequate infrastructure for counselling (offices, technical equipment)
O (Opportunities)	T (Threats)

Use of digital technologies and online platforms, expanding partnerships with NGOs and educational institutions, government programs for funding social initiatives, demand for quality services	Growing competition from commercial online services, risk of professional burnout among staff, instability of the regulatory framework, economic and social crises
--	--

Source: compiled by the authors based on survey data.

Key insights from the SWOT analysis include:

1. Strengths: the professional competence of staff, effective interdepartmental cooperation, and the use of technological tools for remote counselling.
2. Weaknesses: limited human resources, heavy workloads, and insufficient supervision.
3. Opportunities: use of digital technologies, online platforms, expanding partnerships with NGOs and educational institutions, and government programs supporting social initiatives.
4. Threats: risk of professional burnout, regulatory instability, economic and social crises, and growing competition from commercial online services.

This analysis allows organizations to prioritize actions: strengthening staff competencies and methodological resources internally, leveraging digital and partnership opportunities externally, and proactively mitigating risks such as burnout and regulatory changes.

Table 4. Social modelling elements of case scenarios

Scenario	Counselling stages	Tools and techniques	Critical points
1	1. Initial contact 2. Resource assessment 3. Plan development 4. Support	Life Stability Questionnaire, Coaching Questions	High stress and anxiety levels
2	1. Psychological support 2. Safety plan 3. Coordination with crisis services 4. Monitoring	Open Questions Method, Support Contract	Risk of reoccurring violence

3	1. Building trust 2. Analysing social network 3. Working with values 4. Conclusion	Active Listening, Peer- to-Peer Group Exercises	Low self-esteem and isolation
4	1. Depression screening (PHQ-9) 2. Psychoeducation 3. Self-help algorithm 4. Results check	PHQ-9 Scale, Emotional Mapping	Likelihood of suicidal thoughts

Source: compiled by the authors based on Peer-to-Peer analysis (2025), PHQ-9 Scale Emotional Assessment (2025).

Case scenarios demonstrate practical applications of counselling methods and highlight critical intervention points:

1. A client who lost housing due to military actions requires assessment of resources and planning of restorative measures. Emotional stabilization and rebuilding social connections are prioritized.
2. A woman experiencing domestic violence needs safety planning, coordination with crisis services, and ongoing monitoring of risk.
3. A socially isolated teenager benefits from trust-building, analysis of social networks, and work on values and self-esteem to promote social reintegration.
4. An internally displaced person with depressive symptoms requires emotional screening, psychoeducation, and a self-help strategy, with attention to suicidal risk.

These scenarios provide structured guidance for counselling interventions, helping specialists focus on critical issues while adapting methods to client needs. They also serve as valuable tools for training, supervision, and developing intervention protocols, without repeating the specific numerical details already presented in Tables 3 and 4.

In summary, using comparative tables, SWOT analysis, and case scenarios together offers a systemic perspective. This approach supports the selection of the most suitable counselling methods, strengthens the quality of interventions, enhances staff decision-making, and ensures effective responses to diverse social challenges.

### **3.3 Recommendations for improving specialist qualifications and optimizing organizational mechanisms of supervision and methodological support**

Based on the research on social counselling, recommendations have been formulated to improve the quality of counselling support, enhance specialists' competencies, and optimize

organizational processes. These recommendations are prioritised and clearly separated into short-term practical steps and longer-term systemic or policy-level measures. The process of supervision should be systematized and standardized. The research showed that 40% of counsellors do not have a regular mentor, and 55% identify a lack of supervision as one of the main barriers in their work. In the short term, it is recommended to introduce mandatory supervision sessions at least once a month for each specialist, involving internal and external experts (Nechyporenko et al., 2018; Uazhanova et al., 2018). The format of sessions can be individual or group, with a thematic focus on complex cases, ethical dilemmas, and burnout. Standardized supervision protocols should be developed with a clear list of topics and issues discussed, and supervision logs should be maintained to track progress and identify systemic problems (Negay et al., 2022). It is necessary to develop digital and remote forms of training. 60% of respondents preferred online courses as the most convenient method of professional development, although only 40% of specialists have undergone such training. Immediate strategies include the creation of modular programs utilising multimedia resources, webinars, and simulation exercises, particularly through social modelling case techniques. It is recommended to include topics such as crisis counselling, trauma work, motivational interviewing tools, cognitive-behavioural techniques for online formats, as well as self-care and burnout prevention methods (Efremov, 2026). Interdepartmental cooperation and partnerships with NGOs should be strengthened. The SWOT analysis revealed that interdepartmental interaction is one of the strengths. Medium-term actions entail establishing interdisciplinary teams at each regional social service centre, conducting regular collaborative meetings to share experiences, assess intricate cases, and formulate integrated client assistance plans. It is important to optimize staff resource allocation and workloads. High workloads and time constraints were mentioned by 75% of specialists as the main issue. It is advisable to conduct an internal audit of consultants' workloads and, based on this, implement flexible work schedules, team approaches to client service, and delegate some administrative functions to specialized assistants. This will allow social workers to devote more time to direct counselling and quality session preparation. Long-term systemic measures include the establishment of a cohesive framework for monitoring and evaluating counselling efficacy, employing standardised instruments (e.g., client satisfaction surveys, scales for assessing condition changes, recurrence indicators), and sustaining electronic databases for statistical data collection. This will allow analysis of which methods are most effective in different circumstances and enable the prompt adjustment of intervention strategies.

There is a need to expand the use of social modelling for staff training. The four case scenarios developed in the study revealed specific critical points: emotional stabilization after losing housing, ensuring safety for victims of violence, overcoming social isolation among teenagers, and identifying suicidal risks in IDPs with depression. These situations should be incorporated into both short-term training workshops and long-term institutionalised simulation programs at educational institutions and internal seminars. It is important to consider individual client characteristics when selecting counselling methods (Messina, 2025). Survey data show that 90% of specialists use active listening, 70% use motivational interviewing, but only 50% use cognitive-behavioural techniques. It is advisable to create reference guides for method selection based on client profiles (age, type of problem, psychological state) as a medium-term measure, and to routinely hold internal workshops for the exchange of experiences in implementing various techniques (Rakhmetullina et al., 2021).

Active client participation in the process of forming support programs should be encouraged. The survey revealed high interest in crisis and family counselling topics (70% and 65%

respectively). It is recommended to involve target group representatives (children, IDPs, victims of violence) in developing training modules and informational materials to increase their relevance and effectiveness. This approach aligns with the value of assistance based on respect for dignity and client participation in decision-making. The infrastructure of counselling spaces needs improvement. The analysis showed that many offices do not meet confidentiality and comfort standards. It is recommended to audit premises and, if necessary, carry out soundproofing, update furniture, ensure continuous internet access, and install software for video conferencing (Romaniuk and Yavorska, 2022). This will increase client trust and the quality of conducted sessions. Emotional support mechanisms for counsellors themselves should be developed. Professional burnout was identified by 60% of specialists as a major threat (Rexhepi et al., 2024). It is recommended to implement regular psychological support programs, emotional regulation training, peer support groups among staff, and create a “day off” policy after working with complex cases. This will help preserve professional health and reduce staff turnover. Implementing these recommendations in a prioritized manner will enable stakeholders to take immediate practical actions while strategizing for long-term systemic and policy reforms, thus ensuring sustained enhancements in counselling quality and expert competence. This comprehensive approach, combining organizational, educational, and technological measures, will create conditions for the most effective response to social challenges and for meeting client needs.

#### **4 Discussion**

Social work and counselling have clearly defined theoretical and methodological foundations, closely connected with practical activities, which require specialists not only to have in-depth professional training but also the ability to adapt to the challenges posed by digitalization and social change. This study incorporates theoretical frameworks on professional identity, socio-technical models, and ecological techniques into the analysis of outcomes, establishing a systematic connection between theory and observable practice. The empirical findings of this study indicate that Ukrainian counselling practitioners regard digital adaptation as an essential component of their everyday operations rather than a mere upgrade. Significantly, our findings indicate that digitalisation is regarded not merely as a technical transition but as a reconfiguration of professional roles, responsibilities, and methods of client interaction. This finding is analysed through the framework of socio-technical theory (Bednar and Welch, 2020), illustrating how technological adoption transforms individual agency and relational dynamics. This discovery contradicts previous interpretations that characterised digital tools mainly as extensions of established practices, as participants articulated significant alterations in relational dynamics and decision-making processes. The data corroborate prior research on the increasing influence of digitalisation on professional roles, while also highlighting the severity of this transformation within a context characterised by armed conflict and social instability. Thus, the study offers empirically validated evidence that crisis conditions accelerate the adoption and modification of professional identity in digital environments, supporting frameworks of professional identity theory (Fitzgerald, 2020) and ecological social work models (Crawford, 2020).

The need to integrate new approaches into the education and professional development of social workers aligns with the conclusions of S. Chuang (2021), who emphasized the effectiveness of constructivist and social learning theories in the continuous development of adult professionals. Our research expands this viewpoint by demonstrating how these theoretical models may be implemented in structured digital and crisis environments, thereby connecting theory to practical applications. Practitioners do not merely require new pedagogical models, but

structured support in managing emotional strain and ethical ambiguity in digital contexts. The importance of professional identity in social work was reflected in the approaches of Fitzgerald (2020), who viewed professional identity as a key concept in fostering a responsible attitude towards the role of the specialist. Our results demonstrate a direct connection between identity development theory and the practical competence of social workers in digital counselling, showing the concurrent development of technological skills and professional self-concept.

This study also confirms socio-technical perspectives (Bednar and Welch, 2020) and digital literacy frameworks (Neumeyer et al., 2020; Ratcliff, 2024) as essential for interpreting the dual outcomes of digitalisation: enhanced accessibility versus cognitive and ethical strain. By explicitly referencing these theoretical lenses, the discussion connects observed challenges with established conceptual models, demonstrating the systematic integration of theory into the empirical findings.

The analysis revealed that simulation-based learning facilitated the development of practical skills among social workers, enhancing communication effectiveness and decision-making capabilities in complex social situations. This supports and operationalizes experiential learning theory and simulation-based training literature (Kourgiantakis et al., 2020; Rudenko et al., 2018) within the study design. Simulations were especially effective in equipping specialists for crisis-oriented digital counselling situations requiring swift ethical decisions, linking applied social learning theory directly to observed outcomes.

Digitalization has proven to be not only a tool but also an object of critical analysis in the realm of social counselling (Taushanova et al., 2024; Yessimov et al., 2020; 2021). The results confirmed that digital interfaces, while opening new ways for interaction, also introduced new risks such as depersonalization of contact, emotional burnout, and fragmentation of communication structures. These findings are interpreted through ethical frameworks and socio-technical theory, showing that technology implementation must account for human factors and contextual stressors.

Within the study, it was found that career counselling in social work required flexible approaches accounting for both fast and slow decision-making processes among clients. Our empirical data indicate that clients experiencing crisis situations frequently fluctuate between urgency and indecision, necessitating therapists to adjust intervention pace. This demonstrates the application of temporal and ecological theoretical models (Lent and Brown, 2020) in interpreting practitioner strategies.

The study also highlighted the importance of interdisciplinarity in social work, involving interaction with related fields such as psychology, pedagogy, law, and engineering (Kurylo et al., 2024a). By situating these findings within interdisciplinary frameworks, the discussion systematically integrates theoretical perspectives with practical outcomes, showing how cross-disciplinary concepts inform adaptive strategies in digital social work.

Our findings corroborated and enhanced this perspective by illustrating that multidisciplinary approaches in social work not only foster collaboration among disciplines but also significantly impact procedures and outcomes in client interventions. This integration of theory and practice demonstrates a systematic link between conceptual models and observed empirical realities.

## 5 Conclusions

The research found that 90% of surveyed social workers use active listening, 70% use motivational interviewing, and 50% use cognitive-behavioural techniques. This directly pertains to the research purpose of identifying preferred counselling methods and technologies, illustrating which approaches are most prevalently utilised in practice. Among the main obstacles in their work, 75% identified time limitations, 60% cited professional burnout, and 55% mentioned a lack of supervision. These findings align with the purpose of evaluating resource restrictions, emphasising systemic limits that impact the quality and efficacy of counselling.

Their self-assessed readiness for counselling on a scale of 1-5 was as follows: 50% rated themselves 4-5, 35% rated themselves 3, and 15% rated themselves 1-2. This aligns with the goal of assessing social workers' readiness, revealing that nearly half of participants perceive themselves as insufficiently prepared and therefore require additional assistance and training. Regarding professional development, 80% feel the need for further qualification, 60% chose online courses for this purpose, 50% preferred in-person training, and 40% selected support groups; 40% had already undergone additional training, 30% planned to, and 30% did not plan to. These findings directly address the goal of identifying supervisory and professional development requirements, highlighting the necessity for structured training programs, digital learning possibilities, and mentorship.

These results indicate a significant gap in social workers' confidence in their readiness to counsel clients; nearly half of the respondents felt inadequately prepared, highlighting the need for further professional development and support. This underscores the importance of implementing additional training programs and supervision to enhance social workers' competence. The comparative analysis of five basic counselling methods showed that motivational interviewing is most effective when clients have low motivation, while crisis intervention is essential for rapid stabilization in emergency situations. This finding underscores the aim of evaluating the efficacy of various counselling techniques and informs recommendations for method selection according to client requirements.

The SWOT analysis, based on open survey responses and expert interviews, identified interdepartmental cooperation and client trust as strengths, while excessive workloads and lack of regular supervision were identified as weaknesses. This corresponds to the goals related to resource constraints and oversight, demonstrating specific domains where organisational enhancements can improve service provision. The visualization of the counselling process using social modelling based on typical scenarios allowed for a deeper understanding of the counsellors' response to critical life circumstances faced by clients. This result directly reinforces the readiness objective, illustrating that adaptable technique selection and engaged client involvement are essential for effective interventions. All four scenarios confirmed the need for an interdisciplinary approach and a well-established referral system to specialists in related fields (psychologists, psychiatrists, lawyers). This relates to the goal of enhancing counselling quality through organised teamwork and integrated services.

It is recommended, in particular, to implement regular workshops using modern techniques, create electronic case databases for internal training, and formalize the referral process between specialists. These recommendations logically derive from the objectives, encompassing readiness, preferred methodologies, resource constraints, and supervisory requirements. The limitations of the study are mainly associated with the lack of systematic statistics regarding

the long-term outcomes of counselling in state social services. Additionally, not all professionals participated in in-depth interviews, which partially narrowed the empirical base for analysing the deep causes of difficulties in counselling. Future research should concentrate specifically on the most compelling empirical indicators in the data, including supervision deficits, burnout prevalence, and the necessity for training in digital counselling. Future studies should focus on controlled trials of structured supervision programs, longitudinal assessments of burnout and coping strategies, and the evaluation of digital training interventions to convert existing data into a cohesive and relevant research agenda. The identified constraints and prospects underscore the need to link future research with the specified aims to enhance evidence-based decision-making.

## References:

- Achmad, W.** (2023). Social work technology: Utilization of E-counseling for assessment services. *Science Information Journal: Informatics and Science*, 13(2), 61-68.
- Basic theories and models of social work.** (2025). [https://stud.com.ua/29385/sotsiologiya/osnovni\\_teoriyi\\_modeli\\_sotsialnoyi\\_roboti](https://stud.com.ua/29385/sotsiologiya/osnovni_teoriyi_modeli_sotsialnoyi_roboti).
- Bednar, P.M., & Welch, C.** (2019). Socio-technical perspectives on smart working: Creating meaningful and sustainable systems. *Information Systems Frontiers*, 22(2), 281-298. <https://doi.org/10.1007/s10796-019-09921-1>.
- Benera, V., Kolyadenko, S., Shevchenko, Z., Onyshchuk, I., & Litiaha, I.** (2024). The genesis of foreign technologies in the practice of social work in Ukraine. *Journal of Infrastructure Policy and Development*, 8(8), 4973. <https://doi.org/10.24294/jipd.v8i8.4973>.
- Breidenbach, C., Schneider, S., Rösler, M., Ernstmann, N., Heidkamp, P., Heier, L., Hiltrop, K., Schellack, S., Soff, J., Weiss, J., & Kowalski, C.** (2024). Developing an instrument to measure the quality of social work cancer counseling regarding return to work – psychometric properties of the German Quality of Cancer Counseling Questionnaire-Return to Work (QCCQ-W). *Journal of Cancer Research and Clinical Oncology*, 151(1), 7. <https://doi.org/10.1007/s00432-024-06040-6>.
- Chuang, S.** (2021). The applications of constructivist learning theory and social learning theory on adult continuous development. *Performance Improvement Journal*, 60(3), 6-14. <https://doi.org/10.1002/pfi.21963>.
- Crawford, M.** (2020). Ecological systems theory: Exploring the development of the theoretical framework as conceived by Bronfenbrenner. *Journal of Public Health Issues and Practices*, 4(2), 170. <https://doi.org/10.33790/jphip1100170>.
- Cuomo, M.T., Tortora, D., Foroudi, P., Giordano, A., Festa, G., & Metallo, G.** (2020). Digital transformation and tourist experience co-design: Big social data for planning cultural tourism. *Technological Forecasting and Social Change*, 162, 120345. <https://doi.org/10.1016/j.techfore.2020.120345>.
- Demchenko, I., Maksymchuk, B., Bilan, V., Maksymchuk, I., & Kalynovska, I.** (2021). Training future physical education teachers for professional activities under the conditions of inclusive education. *Broad Research in Artificial Intelligence and Neuroscience*, 12(3), 191-213.
- Doorn, K.A., Békés, V., & Prout, T.A.** (2023). Grappling with our therapeutic relationship and professional self-doubt during COVID-19: Will we use video therapy again? In: S. Iwakabe, S. Knox (Eds.). *How the COVID-19 Pandemic Transformed the Mental Health Landscape* (pp. 110-121). London: Routledge. <https://doi.org/10.4324/9781003352211-10>.
- Efremov, A.** (2026). Age-Specific Mental Health Profiles of Combat Veterans: Post-Traumatic Stress Disorder and Related Disorders. *Journal of Rational - Emotive and Cognitive - Behavior Therapy*, 44(1), 4. <https://doi.org/10.1007/s10942-025-00637-7>.

**Fitzgerald, A.** (2020). Professional identity: A concept analysis. *Nursing forum*, 55(3), 447-472. <https://doi.org/10.1111/nuf.12450>.

**Giyasova, Z., Guliyeva, S., Azizova, R., Smiech, L., & Nabiyeva, I.** (2025). Relationships between human development, economic growth, and environmental condition: The case of South Korea. *Environmental Economics*, 16(2), 73–83. [https://doi.org/10.21511/ee.16\(2\).2025.06](https://doi.org/10.21511/ee.16(2).2025.06).

**Global Definition of Social Work.** (2025). <https://www.ifsw.org/what-is-social-work/global-definition-of-social-work>.

**Hovy, D., & Yang, D.** (2021). The importance of modeling social factors of language: Theory and practice. Proceedings of the 2022 conference of the North American chapter of the Association for Computational Linguistics: Human Language Technologies. *Association for Computational Linguistics*, 588-602. <https://doi.org/10.18653/v1/2021.naacl-main.49>.

**Ihnatenko, K., & Sadzaglishvili, S.** (2023). The digitalization of social services in response to the war in Ukraine. *Social Work and Education*, 10(3). <https://doi.org/10.25128/2520-6230.23.3.2>.

**Jansson, P.M., & Gunnarsson, N.V.** (2024). Working with emotions in social work practice. A pride-building model for institutional care of young people. *Children and Youth Services Review*, 161, 107610. <https://doi.org/10.1016/j.chilyouth.2024.107610>.

**Kharel, B., Patentis** (2025). The crisis intervention approach. <https://studylib.net/doc/25739445/crisis-intervention-approach>.

**Kjellgren, M., Lilliehorn, S., & Markström, U.** (2022). The counselling practice of school social workers in Swedish elementary schools. A focus group study. *Nordic Social Work Research*, 14(1), 18-31. <https://doi.org/10.1080/2156857x.2022.2041467>.

**Kourgiantakis, T., Sewell, K.M., Hu, R., Logan, J., & Bogo, M.** (2019). Simulation in social work education: A scoping review. *Research on Social Work Practice*, 30(4), 433-450. <https://doi.org/10.1177/1049731519885015>.

**Kurylo, V., Karaman, O., Yurkiv, Y., Stepanenko, V., & Kharchenko, L.** (2024a). Legal basis and main technologies of socio-psychological work with vulnerable categories of the population in the community. *Social and Legal Studies*, 7(1), 46-55. <https://doi.org/10.32518/sals1.2024.46>.

**Kurylo, V., Vovk, S., Bader, A., & Karaman, O.** (2024b). Armed violence as a challenge to national security: critical thinking perspectives. *Connections*, 23(1), 9-31. <https://doi.org/10.11610/Connections.23.1.02>.

**Lent, R.W., & Brown, S.D.** (2020). Career decision making, fast and slow: Toward an integrative model of intervention for sustainable career choice. *Journal of Vocational Behavior*, 120, 103448. <https://doi.org/10.1016/j.jvb.2020.103448>.

**lpnu.ua.** (2024). <https://lpnu.ua/sites/default/files/2024/pages/27314/231-socialna-robota.pdf>.

**Messina, A.** (2025). Dissociative symptoms in schizophrenia: a connection to inflammatory processes. *Middle East Current Psychiatry*, 32(1), 96. <https://doi.org/10.1186/s43045-025-00593-z>.

**Messina, A., Bella, F., Maccarone, G., Avincola, G., & Signorelli, M.S.** (2026). Astrocyte-mediated hippocampal damage in the pathogenesis of dysexecutive syndrome following COVID-19: A narrative review. *Journal of Psychiatric Research*, 194, 164–173. <https://doi.org/10.1016/j.jpsychires.2026.01.007>.

**Mireau, R., & Inch, R.** (2009). Brief solution-focused counseling: A practical effective strategy for dealing with wait lists in community-based mental health services. *Social Work*, 54(1), 63-70. <https://doi.org/10.1093/sw/54.1.63>.

**Mishna, F., Milne, E., Bogo, M., & Pereira, L.F.** (2020). Responding to COVID-19: New trends in social workers' use of information and communication technology. *Clinical Social Work Journal*, 49(4), 484-494. <https://doi.org/10.1007/s10615-020-00780-x>.

**Mizin, K., & Petrov, O.** (2021). Emotional state gemütlichkeit in cross-cultural perspective: Corpus-based approach. *Studies About Languages*, 1(38), 43–60. <https://doi.org/10.5755/J01.SAL.1.38.26581>.

**Nechyporenko, V.V., Bocheliuk, V.I., Pozdniakova-Kyrbiatieva, E.G., Pozdniakova, O.L., & Panov, N.S.** (2019). Value foundation of the behavior of managers of different administrative levels: Comparative analysis. *Espacios*, 40(34).

**Negay, N.A., Altynbekov, K.S., Raspopova, N.I., Abetova, A.A., & Yessimov, N.B.** (2022). Genetic predictors of schizophrenia and their features in individual ethnic populations (review article). *Georgian Medical News*, 331(10), 6–11.

**Neumeyer, X., Santos, S.C., & Morris, M.H.** (2020). Overcoming barriers to technology adoption when fostering entrepreneurship among the poor: The role of technology and digital literacy. *IEEE Transactions on Engineering Management*, 68(6), 1605-1618. <https://doi.org/10.1109/tem.2020.2989740>.

**Peer-to-peer.** (2025). <https://academy.binance.com/en/glossary/peer-to-peer>.

**PHQ 9 scale emotional assessment.** (2025). [https://med.stanford.edu/fastlab/research/imapp/msrs/jcr\\_content/main/accordion/accordion\\_content3/download\\_256324296/file.res/PHQ9%20id%20date%2008.03.pdf](https://med.stanford.edu/fastlab/research/imapp/msrs/jcr_content/main/accordion/accordion_content3/download_256324296/file.res/PHQ9%20id%20date%2008.03.pdf).

**Pink, S., Ferguson, H., & Kelly, L.** (2021). Digital social work: Conceptualising a hybrid anticipatory practice. *Qualitative Social Work*, 21(2), 413-430. <https://doi.org/10.1177/14733250211003647>.

**Rakhmetullina, Z., Mukasheva, R., Mukhamedova, R., & Batyrkhanov, B.** (2021). *Mathematical modeling of the interests of social network users. In: Proceedings - 2021 International Young Engineers Forum in Electrical and Computer Engineering, YEF-ECE 2021* (pp. 98–103). Lisboa: Institute of Electrical and Electronics Engineers. <https://doi.org/10.1109/YEF-ECE52297.2021.9505100>.

**Ratcliff, M.** (2024). Social workers, burnout, and self-care. *Delaware Journal of Public Health*, 10(1), 26-29. <https://doi.org/10.32481/djph.2024.03.05>.

**Rexhepi, B.R., Mustafa, L., Sadiku, M.K., Berisha, B.I., Ahmeti, S.U., & Rexhepi, O.R.** (2024). The Impact of the COVID-19 Pandemic on the Dynamics of Development of Construction Companies and the Primary Housing Market: Assessment of the Damage Caused, Current State, Forecasts. *Architecture Image Studies*, 5(2), 70–79. <https://doi.org/10.48619/ais.v5i2.988>.

**Ricciardelli, L.A., Nackerud, L., Quinn, A.E., Sewell, M., & Casiano, B.** (2019). Social media use, attitudes, and knowledge among social work students: Ethical implications for the social work profession. *Social Sciences & Humanities Open*, 2(1), 100008. <https://doi.org/10.1016/j.ssaho.2019.100008>.

**Rollins, W.** (2019). Social worker-client relationships: Social worker perspectives. *Australian Social Work*, 73(4), 395-407. <https://doi.org/10.1080/0312407x.2019.166968>.

**Romaniuk, J.R., Mamzer, H., & Farkas, K.J.** (2024). The transformation of social work in Ukraine before and during the war. *Society Register*, 8(1), 7-26. <https://doi.org/10.14746/sr.2024.8.1.01>.

**Romaniuk, O., & Yavorska, L.** (2022). Complimenting behaviour in young adults' first impression scripts. *Analele Universitatii din Craiova - Seria Stiinte Filologice, Lingvistica*, 44(1-2), 168–187. <https://doi.org/10.52846/aucssflingv.v44i1-2.58>.

**Rudenko, S., Sapenko, R., Bazaluk, O., & Tytarenko, V.** (2018). Management features of international educational projects between universities of Poland and Ukraine. *Naukovyi Visnyk Natsionalnoho Hirnychoho Universytetu*, 2, 142-147. <https://doi.org/10.29202/nvngu/2018-2/21>.

**Saltzman, L.Y., Hansel, T.C., & Bordnick, P.S.** (2020). Loneliness, isolation, and social support factors in post-COVID-19 mental health. *Psychological Trauma Theory Research Practice and Policy*, 12(1), 55-57. <https://doi.org/10.1037/tra0000703>.

**Sanders, C.K., & Scanlon, E.** (2021). The digital divide is a human rights issue: Advancing social inclusion through social work advocacy. *Journal of Human Rights and Social Work*, 6(2), 130-143. <https://doi.org/10.1007/s41134-020-00147-9>.

**Savickas, M.L.** (2020). Career construction theory and counseling model. In: S.D. Brown, R.W. Lent (Eds.). *Career development and counseling: Putting theory and research to work* (pp. 165-200). Hoboken: John Wiley & Sons. <https://doi.org/10.1002/9781394258994.ch6>.

**Scully-Russ, E., & Torraco, R.** (2019). The changing nature and organization of work: An integrative review of the literature. *Human Resource Development Review*, 19(1), 66-93. <https://doi.org/10.1177/1534484319886394>.

**Semigina, T.** (2019). New global ethical principles of social work. *Bulletin of the Academy of Labour, Social Relations and Tourism*, 1, 70-85. <https://doi.org/10.33287/11196>.

**Shek gola, M.M.** (2025). Leveraging open-source software to modernise public libraries in South Africa. *Journal of Infrastructure Policy and Development*, 9(3), 11333. <https://doi.org/10.24294/jipd11333>.

**Steiner, O.** (2020). Corrigendum to: Social work in the digital era: Theoretical, ethical and practical considerations. *The British Journal of Social Work*, 51(4), 1522. <https://doi.org/10.1093/bjsw/bcaa224>.

**Supriyanto, A., Hartini, S., Irdasari, W.N., Miftahul, A., Oktapiana, S., & Mumpuni, S.D.** (2020). Teacher professional quality: Counselling services with technology in pandemic Covid-19. *Counsellia Journal of Guidance and Counseling*, 10(2), 176-189. <https://doi.org/10.25273/counsellia.v10i2.7768>.

**Taushanova, M., Yermukhanova, L., Tazhbenova, S., Aitmaganbet, P., Muratov, Y., Irmekbayev, R., Balday, I., & Abilkassym, D.** (2024). Evaluating the Impact of Educational Interventions on Medication Adherence Among Glaucoma Patients in Kazakhstan: A Public Health Perspective. *Bangladesh Journal of Medical Science*, 23(3), 787–797. <https://doi.org/10.3329/bjms.v23i3.75111>.

**The Code of Ethics of the American Sociological Association.** (1997). <https://www.asanet.org/about/ethics/>.

**The Social Work Graduate.** (2022). <https://www.thesocialworkgraduate.com/post/cognitive-behavioural-therapy>.

**Thomas M.** (2025). Social work success path. <https://socialworksuccesstpath.com/motivational-interviewing-in-social-work>.

**Topping, K.J.** (2022). Peer education and peer counselling for health and well-being: A review of reviews. *International Journal of Environmental Research and Public Health*, 19(10), 6064. <https://doi.org/10.3390/ijerph19106064>.

**Trubavina, I., Karaman, O., Kamenova, D., Stepanenko, V., & Yurkiv, Y.** (2021). The response strategy of social work with displaced families and the receiving community (within the context of sustainable development). *E3S Web of Conferences*, 280, 04010. <https://doi.org/10.1051/e3sconf/202128004010>.

**Uazhanova, R., Mannino, S., Tungyshbaeva, U., & Kazhymurat, A.** (2018). Evaluation of the effectiveness of internal training of personnel in the HACCP system at the bakery enterprise. *Acta Technica CSAV (Ceskoslovensk Akademie Ved)*, 63(1), 1-8. [http://journal.it.cas.cz/63\(2018\)-1B/Paper%20D-17%20Uazhanova.pdf](http://journal.it.cas.cz/63(2018)-1B/Paper%20D-17%20Uazhanova.pdf).

**Understanding Crisis Intervention: A Comprehensive Guide.** (2025). <https://www.konfidens.com/modalities/crisis-intervention>.

**Van Hai, D., Huong, N.T., Van Son, P., & Le, H.T.T.** (2022). Factors affecting career guidance and counselling activities for middle school students in the north central region of Vietnam. *American Journal of Educational Research*, 10(9), 553-559. <https://doi.org/10.12691/education-10-9-7>.

**Woodlock, D., McKenzie, M., Western, D., & Harris, B.** (2019). Technology as a weapon in domestic violence: Responding to digital coercive control. *Australian Social Work*, 73(3), 368-380. <https://doi.org/10.1080/0312407x.2019.1607510>.

**Wu, K.S., & Sonne, J.L.** (2021). Therapist boundary crossings in the digital age: Psychologists' practice frequencies and perceptions of ethicality. *Professional Psychology: Research and Practice*, 52(5), 419-428. <https://psycnet.apa.org/fulltext/2021-61907-001.html>.

**Yessimov, N., Izmailova, N., & Yessimov, D.** (2020). Study of Psychological Satisfaction of Population with Services of the Primary Health Care Integrated into Public Health. *Journal of Intellectual Disability - Diagnosis and Treatment*, 8(4), 662–672. <https://doi.org/10.6000/2292-2598.2020.08.04.9>.

**Yessimov, N., Izmailova, N., & Yessimov, D.** (2021). Integration of primary healthcare and public health. *International Journal of Electronic Healthcare*, 11(4), 289–306. <https://doi.org/10.1504/IJEH.2021.117826>.

**Zanskas, S.A., Brasfield, M., Landry, M., Taylor, L.C., Delavega, E., & Neely-Barnes, S.** (2022). Interprofessional training: Preparing graduate counseling and social work students for integrated behavioral healthcare settings. *Journal of Evidence-Based Social Work*, 19(3), 314-330. <https://doi.org/10.1080/26408066.2022.2049944>.

**Zubala, A., Kennell, N., & Hackett, S.** (2021). Art therapy in the digital world: An integrative review of current practice and future directions. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.600070>.

**Author's Address:**

Olena Karaman  
Department of Social Pedagogy, Luhansk Taras Shevchenko National University  
36000, 3 Ivan Banka Str., Poltava, Ukraine  
[karamanolena01@gmail.com](mailto:karamanolena01@gmail.com)

**Author's Address:**

Vitalii Kurylo  
Department of Vocational Education, Restaurant and Tourism Business, Luhansk Taras Shevchenko National University  
36000, 3 Ivan Banka Str., Poltava, Ukraine  
[v.kurylo4@outlook.com](mailto:v.kurylo4@outlook.com)

**Author's Address:**

Yaroslava Yurkiv  
Department of Social Pedagogy, Luhansk Taras Shevchenko National University  
36000, 3 Ivan Banka Str., Poltava, Ukraine  
[y-yurkiv@hotmail.com](mailto:y-yurkiv@hotmail.com)

**Author's Address:**

Lyudmyla Kharchenko  
Department of Social Pedagogy, Luhansk Taras Shevchenko National University  
36000, 3 Ivan Banka Str., Poltava, Ukraine  
[l\\_kharchenko@outlook.com](mailto:l_kharchenko@outlook.com)

**Author's Address:**

Nataliia Krasnova  
Department of Social Pedagogy, Luhansk Taras Shevchenko National University  
36000, 3 Ivan Banka Str., Poltava, Ukraine  
[natkrasnova@hotmail.com](mailto:natkrasnova@hotmail.com)