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ELINA TURUNEN & ANNA-MARIA ISOLA & HEIKKI HIILAMO

SPECIAL PASSENGERS: CAPABILITIES RELATED TO MOBILITY EXAMINED THROUGH THE TRAVEL REIMBURSEMENT SYSTEM OF THE NATIONAL HEALTH INSURANCE

The National Health Insurance (NHI) reimburses the costs of some trips to health care and rehabilitation. In order to reduce the costs of taxi transport reimbursed by the NHI by ride-sharing, the Social Insurance Institution adopted central dispatch services for each hospital district in the years 2010–2014. A right to use a service does not necessarily mean materializing of that right. Resources need to be converted into functionings. We ask how passengers experience the travel reimbursement system to increase or restrict capabilities related to mobility. In total, 16 persons were interviewed in the years 2014–2015. Capabilities were affected by conversion factors related

to the passenger, the close ones, the environment, organizing of the services and the performance of the driver, for example help in accordance with individual needs. Social aspects such as knowing the passenger, showing initiative, communication and trust were experienced as vital.

MERJA TARVAINEN: NARRATIVE REVIEW OF NARRATIVE SOCIAL WORK

This article engages in a narrative review of narrative social work by exploring the following research question: What are the main points of narrative social work? The theoretical basis of this study is constructed through the concepts of narrative, narrative environments and narrative practice. The data were retrieved from two international databases SocINDEX and Scopus, and eighteen articles were analysed by deploying data-driven, thematic analysis. The existing literature focuses on several dimensions of narrative social work: (1) clients and their stories

in narrative environments, (2) ethics in a narrative practice, (3) the structures and conditions of narrative environments and (4) the narrative of social work. The majority of the existing literature seems to be theoretical. Thus, empirical research concerning both narrative social work and advancements in the theoretical and methodological interplay between narrative work and social work is needed.

SONJA MIETTINEN:

WHAT DOES SEBASTIAN WANT? A CASE STUDY ON THE POSSIBILITIES OF SERVICE USERS WITH PROFOUND INTELLECTUAL DISABILITIES TO PARTICIPATE IN THE SHAPING OF THEIR EVERYDAY LIVES

Even though the equal right of persons with intellectual disabilities for self-determination is today widely acknowledged, it is still unclear how this right could be realised for individuals whose disabilities include more significant restrictions in their ability to communicate and to make independent choices. This article describes, by means of an empirical case study, some ways in which persons who are categorised as “profoundly” intellectually disabled practise self-determination in their everyday lives. The aim is to both conceptualise and illustrate the kinds of practices of self-determination that are accessible to these individuals. In addition, the article highlights the need to develop the work practices of social care so as to enable also people who are extensively

dependent on care and support from others to participate in the decision-making.

**TARU KEKONI &
KAARINA MÖNKKÖNEN &
MARJA SILÉN-LIPPONEN &
MIIA TIIHONEN & TERHI SAARANEN:**

INTERPROFESSIONAL LARGE-GROUP SIMULATION FROM THE PERSPECTIVE OF STUDENTS’ LEARNING

This article describes the significance of a new simulation learning method – the large-group simulation – from the perspective of social work and social psychology students’ learning experiences. A large-group simulation is a drama-based simulation with the help of actors and professionals. It can be followed by hundreds of students and professionals from different disciplines at the same time. In this article we examine what students learned about interprofessional teamwork and what kind of learning experiences they reported after taking part in the large-group simulation. The data were collected from students’ learning reflections in two large-group simulations, and analyzed by inductive qualitative content analysis. Learning experiences consist of perceiving the preconditions of interprofessional teamwork and the benefits it produces. The results of the study show that large-group simulations promote the learning of interprofessional collaboration because a lot can be learned by observing others while they work.