

Where will you go? To Weimar, Jena, the big city, which has much good on both ends. (J.W. v. Goethe)

Professional methods in Social Work - an European Perspective?

9th International University Week
April 23rd –27th, 2007

University of Applied Sciences, School of Social Work, Jena (Germany)

Workshop Abstracts

1. Experiential education and Outdoor-Training

Prof. Dr. Ulrich Lakemann, Jena (G);

Outdoor training and experiential education are methods in social work and management, which follow the principle "learning by doing with head, heart and hand". Groups and individuals get quite unusual tasks with some more or less difficult challenges. These are for example numerous different interaction plays, climbing or boating. The target of these activities is to transfer the social and individual experiences into the everyday life and to change productively self-estimation and communication.

In this workshop we will learn the theoretical and practical basics of experiential education and outdoor-training. There are no background capabilities necessary for taking part at this workshop. We will be learning by doing. Theoretical inputs and practical exercises will alternate. Interaction-plays and an excursion with the seminary-group to a climbing-hall will allow a deeper practical insight into the method. It will be necessary to spend about 5 to 10 € for the visit at the climbing-hall, which is not included in the congress fee. To learn about the method, it will be necessary to experience oneself as an active participant. Just do it and understand!

2. Assertive Community Treatment - Extramural care and support of mentally disordered people

Mag. DSA Martin Zauner, St. Pölten (A); Menno van Veen, Groningen (NL)

In 1484, Pope Innocent VIII issued a papal bull in which he essentially stated that those who behaved strangely did so because they were possessed by the devil. (L. I. Stein, 1998). In the workshop we would like to discuss the different ways of taking care of mentally disordered persons. Especially we deal with the quality of individualized home-care for mentally handicapped people. In Lower Austria my company, a Non Profit Organisation, started a pilot project according to the Assertive Community Treatment program. This method was founded in the United States of America in the early 1970s. Dr Leonard Stein was one of the key player in its development. Together with Dr. Alberto Santos he wrote "Assertive Community Treatment of Persons with Severe Mental Illness" On their theories our project is based on.

From November 2005 to April 2006 we made a research work to evaluate our project. The key questions of the research had been:

- How do clients perceive this homecare service?
- How would mentally handicapped people define their service-needs.

To present the results of this research is one part of the workshop.

In preparation you can work on the following questions:

- What do you think is the difference between deviant behaviour and mental illness?

- If there is mental illness what causes these diseases? Ask also some colleagues and friends for their opinion?
- What happens when a community fail to integrate their mentally disordered persons?
- Is there a useful reason behind the tendency of human beings to distrust and dislike other people who appear to be different?
- What kind of care and treatment for mentally disordered people do you know?
- What kind of care and treatment for mentally disordered people do you think is appropriate and state of the art?
- In which direction should the care-system develop? Science and biomedical-research? Psychotherapy? Social trainings? All of them? In which proportion?

3. Children of families with problems - Planning process and Placement - Quality Management and Legal control

Jorn Knakkergaard, LL.M./ Anders Larsen, LL.M, Odense (DK); Prof. Dr. Thomas Trenczek, Jena (G)

Topics and issues for presentation and discussion:

- Legal control regarding placement of children with problems
- Notification to the social authorities
- Investigations
- Involvement of the child
- Involvement of the guardians
- Planning the placement
- Ending the placement
- Excursion to a child crisis intervention centre.

4. Treatment methodology of kids and youngsters with behavior problems

Drs. Maurits Wysmans, Leuven (B)/ Prof. Dr. Heike Ludwig, Jena(G)

This workshop will focus on the treatment methodology of kids and youngsters with behaviour problems. First, we 'll look at the occurrence of educational and behaviour problems and make a distinction between primary educational problems, problems of adaptation and behaviour disorders. We 'll use also several instruments , linked to the DSM, like the CBCL, the TRF and the CAS.

Afterwards, we 'll study and train on a 5 steps-program. This program includes working with the kids and youngsters, the family and with the school teachers.

In role-games (with video-feedback) we 'll practice skills in intake and 'll set up a treatment program. This means that participants have some experience in working with kids or youngsters with these problems (cases) and will be willing to share their experience. We 'll go for a real workshop. This means more work than shop.

5. Media-art-parcour – methodical elements in communication of children with nature

Prof. Dr. Erich Schäfer, Jena (G); Hanneke Sulman, Groningen (NL)

Communication media were used from the outset in their history for creative argument with the natural environment. Whether it concerns around the representation of plants in books, of tones in hearing media, of landscapes in the painting or nature endings on the television, each medium offers its own entrance for the human experience of nature. Thereby the birth of a medium always opened new kinds of the argument to me the direct environment. In the context of the workshop the studying are to test methodical components for the work with children and young people, in whom the special entrance ways are brought up for discussion to nature with different media and tested practically. The whole of the components forms a Medienparcours, which is accomplished in the summer semester2007 in the context of the Bundesgartenschau in Gera.

6. Social Work in the Transformation of the Welfare State

Prof. Dr. Michael Opielka, Jena (G); Margo Kikas, Tallin (Est)

Paper Margo Kikas: Welfare state reforms in East-Central European countries in general and in Estonia in particular. I would like to concentrate on the problems of the post-communist era, including attempts to build democracy and capitalism, the rise of nationalism, and social problems such as increasing inequalities and unemployment. We will explore the fall of Soviet welfare state and raising the new one (western?). We try to cover the most sensitive social problems of seven countries in the region.

7. Quality-Management with the ISO 9000 family in Social Organizations

Prof. Dr. Reiner Adler, Jena (G); Nancy T. Kinney, Ph.D, St. Louis (USA)

We will present the situation of quality management in social services within the countries of the participants. The concept of the ISO 9000 family will be presented. We try to establish a SWOT-analysis concerning the implementation of the ISO 9000 family in different countries and organizations.

8. Social group work with delinquent youth

Dipl.Sozpäd. Ralf Schumann, Weimar (G);

You will get intensive insight into social group work with delinquent youth. We offer exercises and real-world examples to strengthen your existing knowledge and to build on your foundation of methods. We'll also have a look at the interdependence between theoretical and practical skills. Furthermore we'll practise the execution and evaluation of social group work – with examples which do you know like special roles in groups, work with confrontation, coping with conflicts or similar aspects.

This workshop will hopefully support the use of your knowledge in working life. For your preparation:

- You may gather different examples of situations in groups, which are interesting to talk about.
- Young people who are delinquent often live in special situations. Think about their characteristics.
- Confrontation and trust – what do you think about it?

9. Fields of Work in Youth Social Work (on the street, schools, vocational training, migration,...)

Dipl.Sozpäd. Andreas Amendt, Jena (G);

Fields of Work in Youth Social Work:

- legal basis, target groups and methods of Youth Social Work in Germany
- disadvantaged youths and unemployment, the role of Youth Social Work in vocational training programmes
- school social work: Does the early bird catch the worm?
- streetwork: Chances and borders of outreaching approaches!
- migration and interculture in Youth Social Work, excursion to the Jugendmigrationsdienst Jena

10. Violence Prevention with school kids

Dipl.Sozpäd. Conny Beeker; Jena (G);

Violence preventive work for school kids (in the age of 6 – 12 years) requires special methods and solutions. The main focus is on the one hand to increase self-confidence because lack of self-confidence is one typical reason for violent behaviour of small children. On the other hand, learning and practising peaceful ways to solve conflicts is essential as well. The basis of this work is the development of social competences of the children, for example, with the help of cooperative games.

The workshop bases on long standing experiences in violence prevention work with school kids. The lessons will be very practical. The participants have the chance to practise the exercises and the games.

11. Social Work and Research – the example Euregio Maas Rhein

Ilse Vanderstukken/Gwendolyn Verhulst, Hassel (B)

In this workshop we teach participants what the importance of regions and regional cohesion policies are in social work.

The Community strategic guidelines are an important part of the new cohesion policy starting in 2007. On the basis of the strategic guidelines, the Member States draw up their cohesion policy priorities.

The guidelines contribute to the realisation of other Community priorities, such as those deriving from the Lisbon strategy and the integrated guidelines for growth and jobs. They are mainly concerned with investment, jobs, knowledge and innovation, territorial cohesion and cooperation.

We will have 3 topics: the meaning of borders for studying, for working and for social problems.

First we start by presenting existing research, then we experience on an individual level what this topic means to a European student of social work.

What does it mean different educational systems of Social Work? What is the meaning of borders in my personal life? What does it mean to be a cross-border worker? Is the border creating or solving the social problems?

Students will prepare themselves by reading the publications by consulting the following websites:

http://ec.europa.eu/publications/booklets/move/27/index_en.htm

<http://ec.europa.eu/publications/booklets/move/38/en.pdf>

12. Principles of peace education and conflict resolution in social work

Dr. Veslemoy Wiese, Porsgrunn (Nor)/N.N..

The aim of the workshop is to work with concepts such as diversity, recognition, development and conflict resolution. Together, we will explore how, through methods based on dialogue and conscientization, we can uncover cultural variation and common themes in practices developed in the various countries of the workshop participants.

The workshop is built upon the use of “thinking tools”, models for analyses of social and personal contexts, situations and situatedness and is based on participatory methods of working.

Phases:

1. Conscientization: Application of principles of participation in the formulation of key themes of the workshop.
2. Analysis of the key themes according to the principle of “the cone” and “the iceberg”: How micro contexts reflect macro concerns.
3. Cultural analysis and standpoint formations: How diversities in culture, class and gender express themselves in local situations.
4. Conflict resolution, Analysis of contradiction: How ways of being reflect differences in ways of thinking and acting.
5. Policy formation and action-taking: What are our proposals for dealing with situations/problems that have been uncovered in the course of the workshop.

Each workshop has 4 sessions of 3 hours (Tue: 09.30-12.30/14.00-17.00h; Wed: 09.30-12.30/14.00-17.00h.) Participants of workshops stay in the same workshop for the whole period of 12 hours. Some workshops include excursions esp. in session III.