

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?

**7th International University Week
May 9th –13th 2005**

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

Abstracts

Guest Lectures

a.) Case management with unemployed in Estonian context

Karmen Lai, Tallin (Estonia)

Social work and social work education have always taken into account the changes in the society. Sometimes these changes are slow, sometimes these changes are very rapid, taking place inside the sphere of social work, like in present-day Estonia.

Changes in the society are followed by new challenges and difficulties for social work, but also by opportunities. There are lots of client-groups who are in need of appropriate services – unemployed people, people living below the poverty line, children without care, people infected with HIV etc. It follows that there is a need to constantly redefine social work, emphasizing in this case the role of social workers as an important influence in society. There is a need to pay more attention to making the problems of clients and client-groups more visible and protecting material, mental and social resources of the clients.

The best means for protection against poverty and social exclusion is inclusion in the work force. In other words it is important to invest in the increase of employment so that more people who could cope with their everyday lives. The unemployment rate last year (2004) in Estonia was 10,7%, the highest rate was among young people – 20,6%. In order to reduce the unemployment rate, the state has educated and hired case managers who started their work in January 2004. The idea of case management (evaluation, goal setting, intervention, evaluation, service development and management) is to avoid the deepening of social problems and to help every person accordingly to his/her needs. Hence the goal of case management is independent coping of the client. Case management is one possibility in transition from service-based approach to needs-based approach in today's welfare and employment system.

Key words: unemployment, case management, intervention, action plan

b.) Parent-management training with families of delinquent juveniles in Belgium

Drs. Maurits Wysmans, Leuven (B)

Oppositional-defiant and anti-social behaviour by adolescents can be a 'nuisance' to parents, teachers and society. For the adolescent too there are potentially damaging consequences, even in the long term: an increased risk of unemployment, criminality, bad physical and mental health etc. The phenomenon occurs rather often and faces social work with a persistent problem, with current treatments all too often producing poor results.

Usually parents, teachers and educators make a twofold demand for help: in the first place, they desire a clear diagnosis. In the second place, they desire a treatment that is specially adapted to their child / adolescent. To put it otherwise: 'What is going on and what can we do about it?'

The social worker translates this twofold demand into educational terms. After rounding off the diagnostic phase, the social worker has to examine which is the correct treatment. After all, an important factor in developing and preserving such problems is parental educational behaviour. In addition to this, the adolescent absolutely needs individual counselling.

A new methodical concept was developed based on the methodology of educational support, which itself is based on the 'idea of empowerment'. This newly developed methodology of treatment, which is very much inspired by the Patterson-model, starts from and appeals to parental educational skills.

The presentation will discuss experience and research about the training Involving parents, teachers and educators in dealing with antisocial behaviour by adolescents in Belgium.

c.) Barriers in social work with Romany children in the Czech Republic

Jitka Dvořáková (CZ)

National and racial minorities were from the beginning of human development. Most of Roma people living in the Czech Republic are come from the Slovak Republic, and „Czech integrated gypsies“ were mainly killed during the Second World War. Now we can see let's say the semicentennial history of Roma integration in our country. The one who knows the previous „historical“ situation of Roma – especially conditions for living (Roma people lived and somewhere still live in underground shelters or were moving away from one place to another; their way of livelihood were mostly trades – smithery, basketry, horse trade, making mangers or cauldrons, little bell founding; production of musical instruments, etc.), must say – that they made a big step on their integration to the majority population. Roma people are now on the intersection of integration – they can't insist on their traditional way of living and on the other side they are not able to admit new life as a copy of „white“ majority population. Most of the problems affect children as well.

The purpose of social work with Roma people is in shrinkage of tension between coexistence of majority and minority, in highlighting the specific Roma problems with emphasis of Roma diverseness. Future of Roma minority is of course in her children, so social workers have to cooperate with parents and teachers on promoting children's interest to visit school and continue on higher level of education (secondary school, pertinently university).

d.) Street children in Zambia

Jana Capkova (CZ)

From an incentive of the University of South Bohemian in Ceske Budejovice, Faculty of Health and Social Studies and MUDr. Stanislav Kusy, coordinator of a foreign aid for developing countries, we started two projects in Zambia. The first is „Health Centre in Lusaka“, the second one is „Chingola Street Children“. Both projects are targeted to take care of street kids and orphans. Our faculty sends students to Zambia. These students work as social workers and advisory teachers with children in need in Zambia.

I was in Zambia from July to November 2004 and worked in Kasisi orphanage the first month. This institution is near the capital town. There are about 200 orphans. The second and the third month I spent with street kids in Chingola. The poorest neighborhoods are named as "compounds". There is not any water supply system and electricity in some compounds. People live in small brick houses without windows and without furniture very often. Hygienic conditions are horrible and people suffer from various illnesses (AIDS, cholera, tuberculosis, malaria etc.). Many orphans and street kids come from these parts of town.

There is an organization in Chingola, which takes care of street kids and orphans. It is Chingola Children Centre (CCC). People from CCC supply children in need by foods and clothes. MUDr. Kusy and his "Health Centre in Lusaka" provide health care for children. Students from our faculty teach the children basics of reading, writing and counting, basic hygienic habits, drawing, singing and principles of effective health prevention. High number of the children are used to life in the streets. They obtain money by begging or stealing. Our students work with them there and they offer them to go to a school. The school is a small building in Chingola next to the centre. This school is only for street kids and teachers are our students. The highest motivation is a food. The main aim of our project is to help the children with integration to the Zambian society.

The presentation of a case study will give an insight to the possibilities and difficulties of social work with street kids in Zambia.

Workshop Abstracts

1. Experiential education and Outdoor-Training

Prof. Dr. Ulrich Lakemann, Drs. Tineke Boonsma; Melanie Sternberg

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 outdoor training and experiential education. There are no background capabilities necessary for taking part at this workshop. We will be learning by doing. At the first day theoretical inputs and practical exercises will alternate. At the second day 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 6,50 € (not included in the congress fee) for the excursion. Climbing shoes can be lend for 2,60 € or please take gym shoes with you.

Please notice: there are no background capabilities necessary for taking part at this workshop. We will be learning by doing.

On Thursday afternoon we will experience the theme "Experiential Education: Drama as a learning medium". Drama in education is a mode of learning. Through the participants' active identification with imagined roles and situations in drama, they can learn to explore issues, events and relationships. In drama, participants draw on their knowledge and experience of the real world in order to create a make-believe world. In creating and reflecting on this make-believe world, participants can come to understand themselves and the real world in which they live.

In this workshop we will take notice of the possibilities and the meaning of drama in social work by theoretical inputs and practical exercises. In addition to that, we can interchange our knowledge about drama in social work in the different countries.

2. Psycho-education – method of treatment and rehabilitation in psychiatry

Prof. Dr. Klaus Dresler, Melanie Brückner, Teresa Riethmüller, Christine Sziligeti

This workshop will combine theory and practice of a new form of psychosocial intervention. Psychoeducation (sometimes called 'family interventions' or 'psychoeducational family therapy') can be used in any type of mental illness. It involves a health care professional informing the patient and/or their carers about the illness with which they have been diagnosed. The individual concerned

should also be given the opportunity to describe their own symptoms, experiences and any exacerbating or relieving factors. This then enables a more cohesive and successful care plan to be drawn up. Information can be provided on medication, prognosis, alleviating and aggravating factors. Psychoeducation is particularly helpful in schizophrenia. Persons with schizophrenia and families can be helped to understand how high expressed emotion environments can perhaps help to maintain or aggravate symptoms (cf. <http://www.schizophrenia.com/>, a non-profit web community providing in-depth information, support and education).

The workshop starts on Tuesday with an city walk to different institutions for psychoeducational treatment in Jena

3. Social group work with delinquent youth

Dipl. Sozpäd. Ralf Schumann, Cindy Klein;

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?

4. Violence Prevention with school kids

Dipl. Sozpäd. Conny Beeker; Nicole Pensler, Patrik Pfuch

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.

5. Coping with Stress in Social Work

Prof. Dr. Gerd Grampp, Cindy Klein, Elke Nier, Silke Pühringer

Social work is a working area where you are often very close to the clients and their personal way of living, their emotions and problems. Every day the challenge is to help these people and take care of yourself at the same time. Especially beginners in the field of social work are concerned by the burn-out-syndrom.

This workshop will help you to comprehend stress causes and gives you a choice of possibilities to cope with stress. Come and join us to experience your own possibilities!

6. Introduction to mediative conflict management

DSA Mag. Andrea Janowsky, Mediator; Prof. Dr. Thomas Trenczek, Mediator (S.C.Qld.)

Mediation is a process in which the parties to a dispute, with the assistance of a neutral third party (the mediator), identify the disputed issues, develop options, consider alternatives and endeavour to reach

an agreement. The mediator has no advisory or determinative role in regard to the content of the dispute or the outcome of its resolution, but may advise on or determine the process of mediation whereby resolution is attempted.

Mediation is an universal dispute management method used in different conflict areas like commercial disputes, family disputes, in personal injuries and damage of property, community and neighborhood disputes, even in criminal conflicts.

In this workshop the trainers will introduce the basic philosophy of mediation as a so called alternative dispute resolution technique. Participants will learn something about conflict and conflict intervention, their own conflict behavior and communication skills as well as perform some mediation exercises.

7. Methods of Quality Management in Social Work

Prof. Dr. Reiner Adler, Katja Flicke, Sandra Sommerfeld

The workshop „Methods of Quality Management in Social Work” deals with the question why quality management is important in the social sector. Especially the situation in Germany (compared to other countries) and the requirement of quality will be included. According to that the so called ISO-norm will be presented. For a better understanding an excursion to a German educational establishment is part of that workshop as well. Planned are short reports, discussions and small group works to create a final presentation.

8. Music-agological Work – Role of Music in Social Work

Uwe Köhler, Hannes Schwedat, Stephanie Weber

Music is as old as human being itself. It develops and unfolds strength and power in body and mind, which aren't easy to understand rationally. The effects of music, rhythm and sound can be used flexible for the work with people, to practise their moves, to cope with stress or as a creative expression. Music gives space to play and understand, space, where the worlds between can be tested and relationships can be established and changed.

This workshop will show the variety of therapeutic and pedagogical use of music in a practical form. A workshop to join in and try out.

9. Case Management in Clinical Health Care

Prof. Dr. Olaf Scupin, Susanne Graudenz, Christiane Ritschel

In response to current constraints in health economics most European countries have introduced hospital financing systems based on flat rate fees per case. In the case of Germany, this system will see lengths of stay in hospitals being reduced from a current period of 7 days to 3.5 days in the future. The risks associated with shorter hospitalization periods include the risk of readmission owing to premature discharge.

There is a also a direct link between hospital readmission and the inability of patients to care for themselves appropriately at home or the inadequate care skills of relatives. 53% of readmissions are the direct result of self-care deficits and inadequate discharge planning. Targeted programmes designed to support relatives' and patients' ability to cope with illness and post-discharge care enables potential hospital readmissions to be avoided.

With this background in mind it is possible to distinguish three clinical case management models: insurance and health-policy oriented group case management (disease management programme, integrative medicine, etc.), institutional case management (primary nursing, care management, etc.) and individual case management. The workshop will draw on practical examples (film) to present the various dimensions of care practise. Based on a client-oriented action model, participants will exchange views on differing modes of perception and intervention approaches in medical and social work care settings.

10. Special Approaches in Child Care: Reform Kindergartens in Jena

Andrea Birner, Prof.Dr. Georg Neubauer

Thuringia is the cradle of reform education in Germany. Many famous persons (not only Goethe and Schiller) lived in Thuringia and founded in the period of 1900 till 1933 reform schools, for example: Peter Petersen and his Jena-Plan-School and Hermann Lietz and his Country-Education-Home-School. Before this time Friedrich Fröbel founded 1840 the first kindergarden in Bad Blankenburg, not far from Jena. This education model was copied in many countries outside Germany and also the name was taken over.

After the reunion of Germany 1990 reform education came back to Thuringia, especially in Jena. In the workshop we will look to preschool education in Jena. Tuesday will have an introduction in Montessori education by Andrea Birner and we will visit her Montessori-Kindergarden in Jena. Wednesday we will visit a Waldkindergarten (forest kindergarden) who is led by Andy Most a graduate of FH Jena and then a Waldorf-Kindergarden (a special kindergarden founded by follower of the philosopher Rudolf Steiner, who lived for a while in Weimar near Jena). In the afternoon we will visit the Jena-Plan-Kindergarden next to the FH Jena where we finish our workshop in a final round.

11. Street social work - low threshold approaches in Social Work

Andreas Amend

Session 1 (Basics)

- Theoretical basis of streetwork (acceptance, outreach, critical partiality)
- Brief history of streetwork as a method of social work in Germany
- Target-groups and issues of contemporary streetwork

Session 2 (Practice)

- Standards in practice
- Possibilities and limits of streetwork
- Obstacles in streetwork (trust, reliability, closeness vs. distance; repression vs. understanding)

Session 3 (Excursion)

- Visit to the German Red Cross drug-streetwork project "Chamäleon"
- Presentation of the work of "Chamäleon"
- Questions and answers

Session 4 (Future)

- Streetwork in times of globalization
- Streetwork in times of low budgets
- European dimensions of streetwork

Please note: Due to the limited capacities of our partner "Chamäleon" this workshop is limited to a maximum of 10 participants.