

PORADENSTVO V SOCIÁLNEJ PRÁCI – AKO PRIPRAVIŤ ŠTUDENTOV NA MODERNÉ FORMY SOCIÁLNEJ PODPORY

COUNSELING IN SOCIAL WORK – HOW TO PREPARE STUDENTS FOR MODERN FORMS OF SOCIAL SUPPORT

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Abstrakt

Poradenstvo v sociálnej práci hrá dôležitú úlohu. Príprava študentov pre výkon takýchto úloh sa stala dôležitou potrebou. Pozorovania praxe študentov v príprave pre výkon poradenstva a sociálnej pomoci ukazujú, že sú pripravení hlavne teoreticky. Pri podstupovaní praktických krokov má väčšina z nich pocit bezmocnosti a neschopnosti. Analýza ich skúseností a supervízia ukazujú potrebu koncepčných zmien v ich vzdelávaní. Vzdelávacie potreby študentov nie sú naplnené. Rekonštrukcia vzdelávacích programov by sa mala zamerať na zvýšenie zapojenia praktických a obohacujúcich osobných skúseností. Súčasné nové inovácie v tejto oblasti sú zaujímavým príkladom dobrej akademickej praxe.

Kľúčové slová

Poradenstvo v sociálnej práci, vzdelávací program, akademická prax.

Abstract

Counseling in social work plays a very important role. Prepare students to perform such tasks has become need of the hour. Observation of work to prepare graduates to provide counseling and social support shows that they are prepared mainly in theory. Taking practical steps, most of them have a sense of helplessness and incompetence. Analysis of their experience and supervision show that there is need for conceptual change in education programs. Declare themselves interested in the training programs do not meet the educational needs of students. Reconstruction of the training programs should aim at increasing the involvement of the practical and enriching personalized experiences. Emerging recent innovations in this area are an interesting example of good academic practice.

Key words

Counseling in social work, education program, academic practice.

The teacher training programmes are dominated by theoretical knowledge. Their job is to counsel and provide psychological support. Recently, more and more is said and written about the need for practical skills development. Among these skills, the ability for professional assistance and giving support is the most important. But in academic practice, the development of these competencies at the university are insufficient and they are mainly experiments which don't produce valuable solutions.

We observe a strong emphasis on the effectiveness of higher education nowadays. The main benefit for students is the possibility of acquiring skills and preparing for tasks which are crucial in future. But so far, we cannot observe satisfying solutions.

Even superficial observation reveals the need for more practical education among students. However, the practice of counselling encounters significant barriers. The insufficient level of knowledge do not let students use their potential fully in dealing directly with customers service. This is particularly true when the work contains elements of therapy. In consequence, the main rules of professional ethics would be violated by offering help of non-professional counselors. However, this kind of offer might prove effective. In the counselling profession personal predispositions of advisors play a very important role that allows to make a good contact with people in need. However, the social expectations are associated with the

formal professionalism (even if it is related to the considerable cost of psycho-pedagogical aid). In this situation new question arises – how to provide students with the opportunity of gaining their first working experience, needed for occupations restricted by governmental licences.

The situation is difficult, because the practice with real client is impossible for formal reasons.

As a result, a graduate who leaves a college with a diploma authorizing him to work in the profession does not have enough practical skills. There is a typical situation that he blames the university for not having enough opportunity to meet him with real life problems in his future job.

The student's observations throughout the university are definitely insufficient. They are usually verbally instructed by experienced practitioners and scholars how to document the main rules of meetings. Those limitations do not come as a surprise – this is because of the specific nature of counselling work which requires a very personal contact with the client. To introduce of the another person into this process interferes with the person in need of support. The privacy of dialogue is the basis for help, and it could be disturbed by presence of spectator. Neither the client nor the consultant will agree about the kind of action. This kind of action violates the ethical guidance of counselling work, which ought to guarantee full consideration from the side of the adviser to those who need assistance.¹³⁷ As a result, graduates of psychological and pedagogical majors do not have an opportunity to contact with real life problems and to attempt practice.

Volunteering might be a good solutions. The volunteer pedagogy students cooperate in the counselling environment. There are various systems of counselling work¹³⁸, but volunteering works only in some of them. Above all this applies to social guidance systems and work with the family, to solve educational problems and vocational guidance. This cooperation has an auxiliary character out of necessity.

There are a few university clinics which are an interesting example of various forms of assistance. The vocational counselling dominates the market: career centers and counselling centers (these work in all schools). These centers often involves students in cooperation, allowing them to practice consulting or training.

Beside career counselling centers we observe that clinics providing psychological and educational assistance are slowly developing. These usually employ external experts within its alumnae. They are based on rooted through the years assumption that only students who are attested by a diploma provide professionalism. Meanwhile, limited opportunities for practice bring about that graduates in teaching make greater use of their predispositions and personal experience rather than acquired knowledge in the course of study.¹³⁹

A new form of pedagogical help was created recently – small clinics where students work themselves. It is a counselling conducted by bachelor graduates (the first degree vocational graduates). Thus they gain practical skills. According to the standards for qualification of persons performing counselling, they are obliged to be professional educated in pedagogy.¹⁴⁰ The bachelor graduates fulfill this standard. In academic clinics work the authorized persons in giving advice. In this way, these advisors continue the second-degree studying of their

¹³⁷ American Counseling Association: *ACA Code of Ethics. Ethics & Professional Standards 2005*. [23.04.2012]. Dostępne na: <<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>> .

¹³⁸ Schavel M., Olah M.: *Socialne poradenstvo a kounikacia*. Bratislava: Vysoka Skola Zdravotnictva a socialnej prace sv. Alzbiety, 2010, s. 18-24. ISBN 80-8068-487-1

¹³⁹ Kargulowa A.: *W kwestii akademickiego statusu poradoznawstwa*. In: Kargulowa A. (ed.), *Poradoznawstwo - kontynuacja dyskursu*. Warszawa: Wyd. Naukowe PWN, 2009, s. 16. ISBN: 978-83-01-15973-3

¹⁴⁰ Ławniczak D., Marszałkowska M., Mierzejewska B., Polczyk D., Zeller L.: *Standard specjalistycznego poradnictwa rodzinnego dla rodziny z dziećmi. Projekt 1.18, Tworzenie i rozwijanie standardów usług pomocy i integracji społecznej*. EFS, 2011, s. 25. [23.04.2012]. Dostępne na: <www.wrzos.org.pl/download/Zalacznik_8.pdf>

specialties. In addition, the clinic held at the university provides experience under the supervision of teacher who are practitioners. This kind of clinic is open to the needs of college students as well as the needs of the local environment. The main idea of this clinic is to teach that in order to help others we have to help ourselves in the first place.¹⁴¹

There are only a few universities which were decided for such experimental solution. However, students' opinions about this type of projects are very positive. These are student's assessments who are practicing in clinics, as well as benefiting students.

The psychological help which is provided at the clinic is limited of necessity. It focuses on specific lines of action that do not require therapy. It is important to identify short and long term goals of client's life and exploring the possibilities of their realization.¹⁴² These activities can be carried out by inexperienced advisors.

The standards of social assistance are based on a whole range of diagnostic activities. These activities often require correlation between different kinds of knowledge that often exceeds far beyond competences of advisors as well as correlation between different institutions. This is when counselling is done in social work.¹⁴³ The internships or volunteering during the studies enables to join the structure of social assistance smoothly. It also helps to familiarize with institutional capacities and mechanisms used for supporting people in need.

The practice of teaching enables students an opportunity to develop their competencies that require exercising and sensitivity – for example empathy and communication skills. These are two basic characteristics that determine the quality of the work of practitioners. They are necessary conditions effective helping.¹⁴⁴ It is also worth mentioning that providing internships to first-degree graduates increases the availability of psychological-educational and social help for a larger group in need. It is one of the main direction for guidance develop.¹⁴⁵ Social needs which arose as a result of the civilization changes greatly exceed the capabilities of support systems – which is clearly shown in various social study reports.¹⁴⁶ Out of charge counselling at the university clinic brings benefits to the local environment.

Summary

The teacher becomes the pedagogue by his job.¹⁴⁷ It should be clearly emphasized that the teachers competences are complex in turns of working with people and problematic families.¹⁴⁸ This requires the need to interfere with human problems and to develop their specific humane capabilities. People studying the humane and social majors choose the profession according to their own predispositions and social sensitivity. They usually

¹⁴¹ Kredatus J.: *Pomahame inym. Dokazeme pomoc sami sebe?* In: Tokárová A., Kredátus J., Frk V. (ed.), *Kvalita života a rovnosť príležitostí- z aspektu vzdelávania dospelých a sociálnej práce*, ACTA FACULTATIS PHILOSOPHICAE UNIVERSITATIS PREŠOVIENSIS, Humanistický zborník 10 (AFPh UP 139/221). Prešov: Prešovska Univerzita, 2005, s. 54. ISBN 80-8068-425-1

¹⁴² Drapela J. V., Hrabal V.: *Vybrane poradenske smery*. Praha: Univerzita Karlova, 1995, s. 7-8. ISBN 80-7184-011-4.

¹⁴³ Ławniczak D., Marszałkowska M., Mierzejewska B., Polczyk D., Zeller L.: *Standard pracy socjalnej z rodziną z dziećmi. Projekt 1.18, Tworzenie i rozwijanie standardów usług pomocy i integracji społecznej*, EFS, 2011. s. 15-22. [23.04.2012]. Dostępne na: <http://www.wrzos.org.pl/projekt1.18/download/SPS_RZD_23luty.pdf>.

¹⁴⁴ Skałbani B.: *Poradnictwo pedagogiczne. Przegląd wybranych zagadnień*. Kraków: Wydawnictwo Impuls, s. 54. ISBN 978-83-7587-283-5

¹⁴⁵ Jasnoch M.: *Specjalistyczne poradnictwo rodzinne w Polsce, Projekt 1.18, Tworzenie i rozwijanie standardów usług pomocy i integracji społecznej*, EFS, 2011, s. 26. [23.04.2012]. Dostępne na: <www.wrzos.org.pl/projekt1.18/download/Ekspertyza%20ZE%20RzD.pdf>.

¹⁴⁶ Niesporek A., Szarfenberg R.: *Rodziny z dziećmi, ze szczególnym uwzględnieniem rodzin w których występuje przemoc*. In: Szarfenberg R. (ed.), *Krajowy raport badawczy. Pomoc i integracja społeczna wobec wybranych grup – diagnoza standaryzacji usług i modeli instytucji*. Warszawa: Wspólnota Robocza Związków Organizacji Socjalnych, 2011, s. 27. ISBN 978-83-929874-7-5

¹⁴⁷ Kwaśnica R.: *Wprowadzenie do myślenia o nauczycielu*, In: Z. Kwieciński, B. Śliwerski (ed.), *Pedagogika, podręcznik akademicki*. Warszawa: Wyd. Naukowe PWN, 2004, s. 297. ISBN 83-01-14118-2

¹⁴⁸ Kościelniak M.: *Kompetencje zawodowe a osobowość pedagoga*. In: Sajdak A., Skulicz A. (ed.): *Paradygmaty akademickiego kształcenia pedagogów*. Kraków: Wyd. Uniwersytetu Jagiellońskiego, 2010, s. 117-124. ISBN: 978-83-233-3009-7

spontaneously form interpersonal relationships¹⁴⁹ and are ready to help in social situations needs.

The inception of practical training under the supervision of specialists will serve all: carrier the development students and continuously increasing number of people needing assistance.

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