

Diversity and Methods in European Social Work

15th International University Week

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

Workshops - Abstracts

1. Music as a Tool for Building Interaction

Veikko Rantanen, Espoo (SF)

Promoting interaction using music means facilitating actions and reactions among people using music as the medium.

Using music therapeutically as a tool is suitable for everybody since it does not require any musical skills or talent; it is especially suitable for a person who finds verbal communication more difficult. The objective could be for example to provoke happy feeling and positive mood, as a result improving one's self awareness and quality of life.

Music will have a lot of influence in our daily living and everybody will benefit from the positive factors of music. Anybody can use music in a therapeutic way, regardless from the persons musical talent or skills.

Contents:

1. Basics of music therapy
2. Interactive exercises
3. Reflection among group members
4. Active music listening

2. Interactions between social workers and parents during the child welfare investigation process - negotiations of consent

Sabine Jørgensen/ Kirsten Ovesen, Odense (DK)

Social Work involves making decisions that impact on the lives of people in vulnerable positions. When it comes to decision making involving vulnerable children and their families several studies suggest that the relationship between parents and social worker plays an important role in the decision making process not only for the process as such, but also for the outcome. Assessments, for example, tend to become more extensive when parents do not cooperate or are unwilling to give their consent to measures suggested by social services. Social workers are also more likely to view the case as less serious if parents cooperate and see the problem in a similar way as the social worker. Further, the evidence forming the base of the assessments in child welfare is usually based on interactions between the social worker and the parents (Ponnert 2007:78-79; Egelund 2003; Holland 2000). In addition to this, social workers use of certain, specific skills within a collaborative client/worker relationship has been found likely to lead to improved outcomes for involuntary clients, including children and their families in the child protection system (Trotter 2002:38-39). Consequently the worker-client relationship is a central aspect of social work intervention within Child Protective Services.

In Denmark most welfare measures taken by the government towards children at risk need

parental consent. To a great extent the social worker is dependent on the parents' cooperation to be able to take measures to support the child and family. When parents give their consent to measures suggested by social services those measures are commonly viewed as being 'voluntary'. Measures taken without the parents consent are characterized as 'forced/coerced' or 'involuntary'.

In this workshop we aim to explore relational and interactional aspects of decision making processes in social work practice. We will look into the conditions for the relationship between social workers and parents who come to the attention of Child Protective Services in the light of the authorities' capacity/power to take action without parental consent.

3. Experience based learning/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". In this workshop the participants will learn the theoretical and practical basics of experiential education and outdoor-training. Theoretical inputs and practical exercises will alternate. Especially interaction-games will allow a first practical insight into the method. There are no background capabilities necessary for taking part at this workshop. Just do it and understand!

4. Migration and Transcultural Society

Prof. Dr. Wolfgang Behlert, Jena (D),

Germany as other European countries are countries of immigration. The current streams of migration lead to new discussion in the sociology of migration. Traditional knowledge begins to totter. For example, migration often seems to be reduced as a crisis. However, migration does not need necessarily to a loss of the own identity. In fact migration can foster the development of trans-cultural identities which are characterized by an advantage with regard to intercultural and social competence compared to mono-cultural identities. This new insight has implications for social work policies and methods with regard to migrants which are not deficit oriented any longer. In this workshop we will discuss this new approach and will develop practical strategies for an appropriate social work.

5. Coproduction in the Welfare Mix of Work with the Elderly and Families

Prof. Dr. Michael Opielka/Dipl. Soz.päd. Theresa Hilse, Fabian Walpuski, Jena (D)

The starting point of this workshop is the argument that only multi-professional and networked aid promotes the independence of people with dementia and maintains the psychosocial relief of their supporting family members. We will ask how the social meaning of co-production in case of dementia can be captured and illustrate this by three study parts - professionals, families and volunteers. Finally we want to discuss the role of social work in the case of dementia.

6. Social Care in intercultural context

Prof. Dr. Olaf Scupin, Jena (D)

In progress

7. Social Work with youth at risk – street work

Dipl.Sozpäd. Sandy Hildebrandt/Dipl.Sozpäd. Danny Hildebrandt, Jena (D),

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

8. Integration through Exchange - Transnational Exchanges as a new chance for disadvantaged and unemployed youth

Dipl.Sozpäd. Antje Schlemmer, Jena (D),

In times of 24 % youth unemployment in the whole European Union, transnational exchange programs supported by the European Social Fund are a helpful way to offer disadvantaged young people transnational mobility and new future prospects. Within the IdA (Integration through exchange)-program a two months internship-stay in another EU member state increases their occupational skills and chances on the labor market. Unemployed young people leave their narrow social and educational environment behind and get the chance to handle unfamiliar situations and surroundings (e.g. accommodation, language barriers...) with a long-term-effect on their future life course.

9. The 6th and the 7th sense

Prof. Dr. Mike Sandbothe, Jena (G);

The 6th and the 7th sense can be described as “master senses” that can help us to intensify and coordinate the use of our five well known senses of external perception. These “external” senses are well explored by biologists and physiologists. The same goes for the 6th sense. It is scientifically explained as our “internal” sense of kinesthetic proprioception, i.e. our faculty to perceive internal states of our muscular system, our skeleton and organs. In contrast, the 7th sense still seems to be more or less unexplained. It is related to our faculty to perceive and modify electromagnetic, mental and morphic fields. What that is? You are invited to discuss and experimentally experience the social function of your 6th and 7th sense in the course. Literature: Moshe Feldenkrais: Awareness through movement, London: Harper 1991; Rupert Sheldrake: The sense of being stared at and other aspects of the extended mind, New York: Crown 2003.

10. Social Work and the Decline of the Welfare State - How can social workers effectively influence the social context of their clients to meet the personal challenges their clients face?

Ronald Schurer, Groningen (NL)

How can social workers effectively influence the social context of their clients to meet the personal challenges their clients face? Europe faces a severe economic and social crisis of which its consequences is beginning to show. Both public and private wealth that’s been accumulated over the past generations have taken a powerful hit. The full costs of the crises have yet to be determined, but it’s not an unrealistic expectation that people in general will suffer from a severe decline of the welfare state due to massive budget cuts taken by their governments. This

is currently happening in southern Europe and northern Europe will probably follow suit, perhaps in a less dramatic way.

The social care sector in most European countries can't escape the massive budget cuts governments are making. At the same time the demand for help from people is increasing, due to crisis. Large groups of people are unemployed, are having financial problems and are dealing with the psychological consequences. So, what will this mean for the role of social work in a time when there is less money to spend?

One way of tackling this dilemma is to find different ways of organising social contexts and communities in taking care of people in a vulnerable situation. The central question in this workshop will be: what contribution can social work make to realize sustainable helping communities for their clients? Examples we will draw inspiration and lessons from are the 'Welfare New Style' concept from the Netherlands, the failed Big Society concept from UK Prime Minister David Cameron, the seemingly successful ABCD method from the USA. We will analyze and discuss these concepts, exchange knowledge from our respective countries, and hopefully conclude with some fresh ideas to take home with us.

11. Social rights of disabled people and the transmission of the UN Convention on the Rights of Persons with Disabilities

Prof. Dr. Arne von Boetticher, Jena (D)

There are approximately 650 mio. people with disabilities in the world, but in only about 45 states there are explicit rules about the protection of rights of disabled people. The general assembly of the United Nations therefore adopted the Convention on the Rights of Persons with Disabilities in December 2006. The convention has so far been signed by 154 states, 124 of them have also ratified it to make it legally binding within their country. In the workshop we want to get in overview, how the rights of disabled people are protected within the participating countries (so please bring along an idea, how this works in your county) and compare/contrast this to the approach of the UN convention. Finally, we want to have a closer look at the new approach of "inclusion", meaning that society has to adapt to the different forms of disabilities in a way, that disabled people can live a self-determined life as everyone else, and in what way this approach has already been realised in legislation and in social work in the participating countries.

12. Rock as the only Drug? Chances of keeping or becoming clean in the scene. A contribution to prepare the support of young musicians.

Prof. Dr. Jörg Schulz, Jena (D)

The participants will be introduced to "drug careers" of several known or even famous rock musicians. They will get an impression on what it means to be an addict by a general overview about drugs and their use. The relationship between taking drugs and its effect on body, soul and social affiliation with each other will be discussed. We also will try to feel the strength of music and discuss the likes and dislikes of musicians regarding styles of music, recreation and personal meaning partly combined with a shot of spiritualism. The lesson will be finished by a (small) rhythmical experience and an anticipated feeling of rock 'n' roll tendencies by oneself.

13. Peer relations, mental distress and quality of life in schools - what to do about it!

Dr. Veslemoy Wiese, Porsgrunn (Nor); NN.

The presentation will build on two research projects, “The Janus-Face of Schools” and “A Meaningful Life in School?”. Both projects build on qualitative as well as quantitative data, connected through a questionnaire developed from an interview guide. Primarily, the research concerns the age group 13-16, but data has been collected from students 11 – 18. Outcomes from the research process has been applied in participatory processes in classroom settings aiming at recognition of diversity and encouraging participation towards inclusion. Data obtained from the questionnaire has been used as vehicles for stimulating discussion and reflection among in order for students to work towards more inclusive environment.

In the workshop some findings from the research project will be presented and how data obtained from the questionnaire are applied to initiate classroom reflection and action will be shown. We will work with the questionnaire itself, translated into English for the occasion, in order that the students can reflect on their own school experiences, discuss what it is like to be a marginal as well as a central student in the classroom and reflect on the implications for social work of learning about and working with young peoples’ experiences from school.

14. Sexual negligence within adolescence - construction of a problematic issue?

Prof. Dr. Georg Neubauer, Jena (G);

Social workers are discussing the term „Sexual negligence within adolescence” after two social worker, Bernd Siggelkow and Wolfgang Büscher, has published a book about Youth sexuality in the City of Berlin in 2008.

Their results differ from studies, which were made since the last thirty years in Germany. The results of these studies since 1972 are:

- Most of the adolescence use contraceptives
- Adolescence are faithful and lives monogam
- The age of sexual intercourse had not raised in the last 20 years

We have interviewed social workers in Thuringia about their experiences with youth sexuality, so we can discuss the problematic behavior of youth from different views.

15. Conflict Resolution by Mediation

Prof. Dr. Thomas Trenczek, Jena (D)

Conflicts are normal, they appear in every kind of live situation, at work, at home, at school, in the neighbourhood ... Conflicts very often seem to be unpleasant and irritating, but most people do not know how to deal with them in a constructive way.

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 and workplace disputes, family disputes, in personal injuries and damage of property, community and neighborhood disputes, even in criminal conflicts.

In this workshop Prof. Trenczek will introduce the basic philosophy of conflict management and mediation as a so called alternative dispute resolution technique. Students will learn something

about conflict and conflict resolution, their own conflict behavior as well as perform some mediation exercises. Prof. Trenzcek is an accredited mediator and author of several publications incl. Handbook of Mediation and Conflict Management.

16. Exposure

Mia Dickmanns, Leuven (B)

Exposure strives to position the client at the centre of attention, focussing on his abilities and possibilities. In fact, exposure is an immersion in the environment of the client, with the intention to join the client 's living world. In doing so, alignment with and loyalty to the client in an attentive en faithfull manner will challenge and at the same time empower sociale workers in their job. As a consequence, the quality of care will be radically changed and improved. What has to be done (for the client), will be done.