

Relevant disciplines in the care of young people who live in residential youth care homes

An overview

The definitions of the following disciplines were mostly taken from the free Wikipedia online encyclopaedia; they are marked as such.

Social Pedagogy

"Social Pedagogy is a discipline concerned with the theory and practice of holistic education and care. The term 'pedagogy' originates from the Greek *pais* (child) and *agein* (to bring up, or lead), with the prefix 'social' emphasising that upbringing is not only the responsibility of parents but a shared responsibility of society."¹ "As a result, social pedagogy is a 'function of society– it reflects how a given society at a given time thinks about education and upbringing, about the relationship between the individual and society, and about social welfare for its marginalised members. Consequently, social pedagogues work within a range of different settings, from early years through adulthood to working with disadvantaged adult groups as well as older people. To achieve a holistic perspective within each of these settings, social pedagogy draws together theories and concepts from related disciplines such as sociology, psychology, education, philosophy, medical sciences, or social work."²

Methods: "Hämäläinen points out that social pedagogy is not a method or a set of methods, but that any method is chosen based on social pedagogical considerations. In the past 3 main methods were defined:

1. Individual case work - with the aim to improve/develop individual life circumstances,
2. Social group work - with the aim of developing social competences,
3. Community intervention work - with the aim to develop social demographic structures.

After 1970 a lot of different methods were further derived from those three. In practice, a mono-methodical approach can be barely found; approaches/ concepts of action predominate which include more than the three classic methods.

Qualifying as a Social Pedagogue: Similar to other academic disciplines, social pedagogy is a degree-level qualification (higher education) of usually 2-5 years. There are different education routes to qualify as a social pedagogue, which vary from country to country."³

¹ https://en.wikipedia.org/wiki/Social_pedagogy [18.08.2016]

² Quoted in Mollenhauer, K. (1964). Einführung in die Sozialpädagogik. Weinheim: Beltz Verlag.

³ Quoted in Hämäläinen, J. (2003). The Concept of Social Pedagogy in the Field of Social Work. Journal of Social Work, 3(1), 69-80.

Social Work⁴

Definition: “The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

Values: Social work grew out of humanitarian and democratic ideals, and its values are based on respect for the equality, worth, and dignity of all people. Since its beginnings over a century ago, social work practice has focused on meeting human needs and developing human potential. Human rights and social justice serve as the motivation and justification for social work action. In solidarity with those who are dis-advantaged, the profession strives to alleviate poverty and to liberate vulnerable and oppressed people in order to promote social inclusion. Social work values are embodied in the profession’s national and international codes of ethics.

Theory: Social work bases its methodology on a systematic body of evidence-based knowledge derived from research and practice evaluation, including local and indigenous knowledge specific to its context. It recognises the complexity of interactions between human beings and their environment, and the capacity of people both to be affected by and to alter the multiple influences upon them including bio-psychosocial factors. The social work profession draws on theories of human development and behaviour and social systems to analyse complex situations and to facilitate individual, organisational, social and cultural changes.

Practice: Social work addresses the barriers, inequities and injustices that exist in society. It responds to crises and emergencies as well as to everyday personal and social problems. Social work utilises a variety of skills, techniques, and activities consistent with its holistic focus on persons and their environments. Social work interventions range from primarily person-focused psychosocial processes to involvement in social policy, planning and development. These include counselling, clinical social work, group work, social pedagogical work, and family treatment and therapy as well as efforts to help people obtain services and resources in the community. Interventions also include agency administration, community organisation and engaging in social and political action to impact social policy and economic development. The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions.”⁵

Methods: „Various meanings are currently associated with the term of methods of social work/social pedagogy:

Methods of social work/social pedagogy stands for ways of problem-solving that can be planned in detail, are controlled and targeted. This includes the analysis of the problem (anamnesis) and the diagnostic assessment (diagnosis), specifying or clarifying the objectives, the action plan to achieve these goals (intervention) and the evaluation of this process (evaluation). Methods of social work also stands for general concepts of action, such as psychotherapy, client-centred counselling concepts, life orientation or approaches regarding empowerment. Support in individual cases, social group work and community work are considered the classical methods of social work. School social work is a special direction of social work.”⁶

⁴ http://www.sozialarbeit.at/files/definition-international_1.pdf [16.11.2016]

⁵ This international definition of the social work profession replaces the IFSW definition adopted in 1982. It is understood that social work in the 21st century is dynamic and evolving, and therefore no definition should be regarded as exhaustive.

⁶ Quoted in <http://www.sign-lang.uni-hamburg.de/projekte/slex/seitendvd/konzepte/I52/I5293.htm> [16.11.2016]

School social work

School social work is a service that complements youth welfare; social workers work in schools. It is the aim of school social work to improve, through targeted services regarding prevention and intervention, the situation of individual students, of the actors in and around the school system and of the entire atmosphere at school. These services are welcomed by the children, which can be clearly seen in their willingness to go to school.

Tasks of social work:

- counteract social exclusion
- contribute to ensuring school success
- strengthen and promote cohesion in school
- support students in coping with their life problems and development-based tasks
- relationship building
- detect potential and acute problems
- active problem-solving with all stakeholders
- networking in school and outside

Some of these challenges may have an adverse effect on school career. Through rapid intervention negative development can be tackled early. If required, the entire class is involved in the process. Measures to enhance the wellbeing of students in classes and schools can minimise absenteeism.

School social work is based on the systemic approach. It serves as a "connecting link" between school partnership, family system and school-related support systems. If necessary, external services, e.g. study cafés or study bars, are involved to prevent a drop in performance and negative experiences. The methods of social work include social pedagogical casework, counselling, crisis intervention, group work, workshops, project work, community work and networking, gender roles, and culturally sensitive work.⁷

Psychology

"Psychology is the study of behaviour and mind, embracing all aspects of conscious and unconscious experience as well as thought. It is an academic discipline and an applied science which seeks to understand individuals and groups by establishing general principles and researching specific cases."^{8,9} "In this field, a professional practitioner or researcher is called a psychologist and can be classified as a social, behavioural, or cognitive scientist. Psychologists attempt to understand the role of mental functions in individual and social behaviour, while also exploring the physiological and biological processes that underlie cognitive functions and behaviours.

Psychologists explore concepts such as perception, cognition, attention, emotion, intelligence, phenomenology, motivation, brain functioning, personality, behaviour, and interpersonal relationships, including psychological resilience, family resilience, and other areas. Psychologists of diverse orientations also consider the unconscious mind."¹⁰

⁷ Cf. Bundesministerium für Bildung und Frauen/STV.G/esf. (2014): Schulsozialarbeit in Österreich. Endbericht der 3. Projektphase der Pilotprojekte Schulsozialarbeit in Österreich des Schuljahres 2013/2014. p. 95-119.

⁸ Quoted in Fernald LD (2008). *Psychology: Six perspectives* (pp. 12–15). Thousand Oaks, CA: Sage Publications.

⁹ Quoted in Hockenbury & Hockenbury. *Psychology*. Worth Publishers, 2010.

¹⁰ Although psychoanalysis and other forms of depth psychology are most typically associated with the unconscious mind, behaviorists consider such phenomena as classical conditioning and operant conditioning.

“Psychologists employ empirical methods to infer causal and correlational relationships between psychosocial variables. In addition, or in opposition, to employing empirical and deductive methods, some—especially clinical and counselling psychologists—at times rely upon symbolic interpretation and other inductive techniques. Psychology has been described as a “hub science”¹¹ with psychological findings linking to research and perspectives from the social sciences, natural sciences, medicine, humanities, and philosophy.”

“While psychological knowledge is often applied to the assessment and treatment of mental health problems, it is also directed towards understanding and solving problems in several spheres of human activity. By many accounts psychology ultimately aims to benefit society.”^{12,13} The majority of psychologists are involved in some kind of therapeutic role, practicing in clinical, counselling, or school settings.

Psychotherapy

“Psychotherapy is the use of psychological methods, particularly when based on regular personal interaction, to help a person change and overcome problems in desired ways. Psychotherapy aims to improve an individual's well-being and mental health, to resolve or mitigate troublesome behaviours, beliefs, compulsions, thoughts, or emotions, and to improve relationships and social skills. Certain psychotherapies are considered evidence-based for treating some diagnosed mental disorders.

There are over a thousand different psychotherapies, some being minor variations, while others are based on very different conceptions of psychology, ethics (how to live) or techniques. Most involve one-to-one sessions, between client and therapist, but some are conducted with groups, including families. Psychotherapists may be mental health professionals such as psychiatrists or psychologists, or come from a variety of other backgrounds, and depending on the jurisdiction may be legally regulated, voluntarily regulated or unregulated (and the term itself may be protected or not).”¹⁴

Child: “Counselling and psychotherapy must be adapted to meet the developmental needs of children. It is generally held to be one part of an effective strategy for some purposes and not for others.”¹⁵ In addition to therapy for the child, or even instead of it,

while cognitivists explore implicit memory, automaticity, and subliminal messages, all of which are understood either to bypass or to occur outside of conscious effort or attention. Indeed, cognitive-behavioral therapists counsel their clients to become aware of maladaptive thought patterns, the nature of which the clients previously had not been conscious.

¹¹ “Psychology is a Hub Science”. Association for Psychological Science *Observer* (September 2007).

¹² Quoted in O'Neil, H.F.; cited in Coon, D.; Mitterer, J.O. (2008). *Introduction to psychology: Gateways to mind and behavior* (12th ed., pp. 15–16). Stamford, CT: Cengage Learning.

¹³“The mission of the APA [American Psychological Association] is to advance the creation, communication and application of psychological knowledge to benefit society and improve people's lives”; APA (2010). *About APA*. Retrieved 20 October 2010.

¹⁴ <https://en.wikipedia.org/wiki/Psychotherapy> [18.08.2016]

¹⁵ Quoted in Skumin, V. A. (1991). Pogranične psihicheskie rasstrojstva pri khronicheskikh bolezniakh pishchevaritel'noĭ sistemy u detei i podrostkov [Borderline mental disorders in chronic diseases of the digestive

children may benefit if their parents speak to a therapist, take parenting classes, attend grief counselling, or take other actions to resolve stressful situations that affect the child. Parent management training is a highly effective form of psychotherapy that teaches parents skills to reduce their child's behaviour problems.

"Many counselling preparation programs include courses in human development. Since children often do not have the ability to articulate thoughts and feelings, counsellors will use a variety of media such as crayons, paint, clay, puppets, bibliocounselling (books), toys, board games, et cetera. The use of play therapy is often rooted in psychodynamic theory, but other approaches such as Solution Focused Brief Counselling may also employ the use of play in counselling. In many cases the counsellor may prefer to work with the care taker of the child, especially if the child is younger than age four. Yet, by doing so, the counsellor risks the perpetuation of maladaptive interactive patterns and the adverse effects on development that have already been affected on the child's end of the relationship."¹⁶ "Therefore, contemporary thinking on working with this young age group has leaned towards working with parent and child simultaneously within the interaction, as well as individually as needed."^{17,18}

Child and adolescent psychiatry

"Child and adolescent psychiatry or Paediatric Psychiatry is a branch of psychiatry that focuses on the diagnosis, treatment, and prevention of mental disorders in children, adolescents, and their families. It investigates the biopsychosocial factors that influence the development and course of these psychiatric disorders and treatment responses to various interventions."¹⁹

Clinical Practice – Assessment: "The psychiatric assessment of a child or adolescent starts with obtaining a psychiatric history by interviewing the young person and his/her parents or caregivers. The assessment includes a detailed exploration of the current concerns about the child's emotional or behavioural problems, the child's physical health and development, history of parental care (including possible abuse and neglect), family relationships and history of parental mental illness. It is regarded as desirable to obtain information from multiple sources (for example both parents, or a parent and a grandparent) as informants may give widely differing accounts of the child's problems. Collateral information is usually obtained from the child's school with regards to academic

system in children and adolescents] (in Russian). Moscow: Zhurnal nevroptologii i psikiatrii imeni S.S. Korsakova. OCLC 117464823. Retrieved January 18, 2015.

¹⁶ Schechter, Daniel S.; Willheim, Erica (2009). "When parenting becomes unthinkable: Intervening with traumatized parents and their toddlers". *Journal of the American Academy of Child and Adolescent Psychiatry*. **48** (3): 249–54. doi:10.1097/CHI.0b013e3181948ff1. PMID 19242290.

¹⁷ Quoted in Lieberman, Alicia F.; Van Horn, Patricia; Ippen, Chondra G. (2005). "Towards evidence-based treatment: Child-parent psychotherapy with preschoolers exposed to marital violence" (PDF). *Journal of the American Academy of Child and Adolescent Psychiatry*. **44** (12): 1241–8. doi:10.1097/01.chi.0000181047.59702.58. PMID 16292115.

¹⁸ Quoted in Donner, Michael B.; VandeCreek, Leon; Gonsiorek, John C.; Fisher, Celia B. (2008). "Balancing confidentiality: Protecting privacy and protecting the public" (PDF). *Focus on Ethics. Professional Psychology: Research and Practice*. **39** (3): 369–76. doi:10.1037/0735-7028.39.3.369.

¹⁹ Quoted in Sadock, Benjamin J; Sadock, Virginia A; Kaplan, Harold I (2009), Kaplan and Sadock's Concise Textbook of Child and Adolescent Psychiatry, Lippincott Williams & Wilkins, ISBN 9780781793872

performance, peer relationships, and behaviour in the school environment."²⁰ "Psychiatric assessment always includes a mental state examination of the child or adolescent which consists of a careful behavioural observation and a first-hand account of the young person's subjective experiences. The assessment also includes an observation of the interactions within the family, especially the interactions between the child and his/her parents."²¹

"The assessment may be supplemented by the use of behaviour or symptom rating scales such as the Achenbach Child Behaviour Checklist or CBCL, the Behavioural Assessment System for Children or BASC, Connors Rating Scales (used for diagnosis of ADHD), Millon Adolescent Clinical Inventory or MACI, and the Strengths and Difficulties Questionnaire or SDQ. These instruments bring a degree of objectivity and consistency to the clinical assessment."²² "More specialized psychometric testing may be carried out by a psychologist, for example using the Wechsler Intelligence Scale for Children, to detect intellectual impairment or other cognitive problems which may be contributing to the child's difficulties."²³

Diagnosis and Formulation: "The child and adolescent psychiatrist makes a diagnosis based on the pattern of behaviour and emotional symptoms, using a standardized set of diagnostic criteria such as the Diagnostic and Statistical Manual (DSM-IV-TR)"²⁴ or the International Classification of Diseases (ICD-10).²⁵ "While the DSM system is widely used, it may not adequately take into account social, cultural and contextual factors and it has been suggested that an individualized clinical formulation may be more useful."²⁶ "A case formulation is standard practice for child and adolescent psychiatrists and can be defined as a process of integrating and summarizing all the relevant factors implicated in the development of the patient's problem, including biological, psychological, social and cultural perspectives (the "biopsychosocial model")."²⁷ "The applicability of DSM diagnoses have also been questioned with regard to the assessment of very young children: it is argued that very young children are developing too rapidly to be

²⁰ Quoted in Rutter, Michael and Taylor, Eric. Chapter 2, Clinical assessment and diagnostic formulation. In Rutter and Taylor (2002)

²¹ Quoted in Angold, Adrian. Chapter 3, Diagnostic interviews with parents and children. In Rutter and Taylor (2002)

²² Quoted in Verhulst, Frank and Van der Ende, Jan. Chapter 5, Rating scales. In Rutter and Taylor (2002)

²³ Quoted in Sergeant, Joseph and Taylor, Eric. Chapter 6, Psychological testing and observation. In Rutter and Taylor (2002)

²⁴ Quoted in American Psychiatric Association (2000), Diagnostic and Statistical Manual of Mental Disorders DSM-IV-TR Fourth Edition, American Psychiatric Publishing, ISBN 978-0-89042-025-6

²⁵ Quoted in International Classification of Diseases (ICD), *World Health Organisation*, retrieved 2008-07-02

²⁶ Quoted in Rousseau, Cécile; Measham, Toby; Bathiche-Suidan, Marie (2008), "DSM IV, Culture and Child Psychiatry", *Canadian Academy of Child and Adolescent Psychiatry*, **17** (2): 69–75, *PMC 2387108*, *PMID 18516309*

²⁷ Quoted in Winters, Nancy; Hanson, Graeme; Stoyanova, Veneta (January 2007), "The Case Formulation in Child and Adolescent Psychiatry", *Child and Adolescent Psychiatric Clinics of North America*, **16** (1): 111–132, *doi:10.1016/j.chc.2006.07.010*, *PMID 17141121*

adequately described by a fixed diagnosis, and furthermore that a diagnosis unhelpfully locates the problem within the child when the parent-child relationship is a more appropriate focus of assessment."²⁸ The child and adolescent psychiatrist then designs a treatment plan which considers all the components and discusses these recommendations with the child or adolescent and family.

Treatment: Treatment will usually involve one or more of the following elements: behaviour therapy, cognitive-behaviour therapy, problem-solving therapies, psychodynamic therapy, parent training programs, family therapy, and/or the use of medication. The intervention can also include consultation with paediatricians, primary care physicians or professionals from schools, juvenile courts, social agencies or other community organisations.

Counselling

"Counselling stands for a professional type of psycho-social counselling that supports the clients in their various areas of life and life stages so they can develop specific skills relevant to everyday life; it includes the clients' personal resources and works in a preventive and development-oriented way. With the increasing complexity of all areas of life and the psycho-social aspects, counselling becomes more and more widespread in the psycho-social field. In comparison, therapy characterises a curative intervention that involves treatment, cure and disease management."²⁹

"Counselling is acting in a world that is constantly changing and that demands, from modern societies and their members, increasingly faster and more frequent flexibility with regard to social integration and personal life management.

It is the task of counselling to accompany people in challenging life contexts or situations and in crucial stages of development and life crises; to support them in their respective life contexts in a way that is informative, preventive and promotes development; and to support them in their orientation, planning decision-making and coping processes by utilising their own personal and social coping resources."³⁰ "The term psycho-social includes an idea of man and society that always considers the individual psychological and social well-being in the context of existing socio-cultural living and environmental conditions."³¹

"Counselling is done in private practices or institutions on the basis of an agreement in different counselling areas, such as occupation; education and employment; personality, youth, education, partnership, family, migrant, and migration counselling; counselling regarding health and addiction; or mourning. It is carried out in the form of individual, pair, family, or group counselling.

²⁸ Quoted in Egger, Helen (July 2009), "Psychiatric assessment of young children", *Child and Adolescent Psychiatric Clinics of North America*, 18 (3): 559–580, doi:10.1016/j.chc.2009.02.004, PMID 19486838

²⁹ Quoted in Bamler V., Werner J., Nestmann F.: *Psychosoziale Beratung*. In: *Entwicklungen und Perspektiven*, Resonanzen-Journal 01/2013

³⁰ Quoted in Nestmann F.: *Übergangsberatung*. In: *Handbuch Übergänge*. Beltz Juventa 2013

³¹ Quoted in Bamler V., Werner J., Nestmann F.: *Psychosoziale Beratung*. In: *Entwicklungen und Perspektiven*, Resonanzen-Journal 01/2013

Counselling focuses on a personal, client-centred conversation with people who seek advice. The clients' common problems include challenging developments or major changes in life, the desire for development of one's own personality or improvement of social integration. It is the aim of the counsellors to focus these issues and to support those seeking advice in their coping and in their personal development. Counsellors in the psycho-social field create a situation-related counselling process, which is individual and creative and takes into account their clients' social and cultural environment. They promote the clients' personal responsibility and support their own efforts to develop their behaviour and experience patterns and to improve their personal state. It is becoming increasingly important not to work in an exclusively problem-oriented but rather in a resource-oriented way.³²

Other relevant disciplines include:

School pedagogy

Paediatrics

Judiciary

³² https://de.wikipedia.org/wiki/Psychosoziale_Beratung [16.11.2016]