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**PSYCHOSOCIAL SUPPORT OF CHILDREN AND YOUTH IN
DIFFICULT LIFE CIRCUMSTANCES IN THE “UNIVERSITY – COMMUNITY”
SYSTEM OF PROFESSIONAL EDUCATION OF SOCIAL WORKERS
(LVIV POLYTECHNIC NATIONAL UNIVERSITY EXPERIENCE)**

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Part 1. Conceptual Justification

1.1. On the "University - Community" system of professional education of social workers

The "University - Community" system of professional education of social workers was developed at Lviv Polytechnic National University" (hereinafter - the "University – Community" system) considering social significance and practical necessity of training professionals in social work and the development of social services to address the needs of Ukrainian society. This educational system is the result of the partnership cooperation with the Faculty of Social Work, University of Manitoba (Winnipeg, Canada), developed based on the *Reforming Social Services* Canada-Ukraine Project (1999-2003) [2]. The system as created projects the advanced world-wide experience in social work and professional education in the field on Ukrainian reality, adapting this experience to local peculiarities. Its conceptual basis is primarily the values of the social work profession, the formation of social activity of the professional, integration of theory and practice, understanding of features of social work practice within the context of policy, the development of partnerships between the university and the community, governmental and non-governmental social service agencies in particular [5; 7].

Psychosocial support for children and youth (under 35) in difficult life circumstances is provided to meet the needs and take into account the potential of the child / young person on the grounds of health caring and health promoting activities of a social worker on the basis of the Law of Ukraine "On social work with families, children and youth" (2012). The materials provided present the experience of Lviv Polytechnic in the integration of theory and practice of providing psychosocial support to children and youth in difficult life circumstances (hereinafter - providing psychosocial support to children and youth), by:

- implementation of innovative social projects / services by undergraduate students on the base of social service agencies providing psychosocial support to children and young people, which is an important part of practical training of students;
- implementation of the results of scientific research done by Bachelor, Master and PhD students in the practice of providing psychosocial support to children and youth in the "University – Community" system of social work education, as created at Lviv Polytechnic.

In the selection of presentation material the preference is given to the latest 5 year experience of the Department of Sociology and Social Work, and its Social Work Program in particular, Institute of Humanities and Social Sciences (IHSN), with the emphasis on addressing the wide range of the most pressing social and psychological problems, including those related to military operations in the East of Ukraine, internal displacement of people and their families, educational, professional, scientific and practical response to the social demand of providing psychosocial support to children and youth in difficult life circumstances.

1.2. Scientific research as a tool for integration of theory and practice

The need of conducting scientific research by a social worker is notably caused by the specific request of the social environment. To effectively perform the tasks facing the social worker s/he must obtain accurate knowledge about the object or social process under study in all its

complexity and diversity. Such knowledge can be obtained through carrying out social diagnosis. The goal of social diagnosis of the state of social object is to establish the reliability of information about it and its environment, to forecast its probable changes and impact on other social objects and to develop evidence-based recommendations for the implementation of professional intervention, making organizational decisions and designing professional social actions. The technology of social diagnosis includes principles, algorithm of procedures and verification methods using different research methods of social processes [12].

In the course of empirical social research students and post-graduate students use diagnostics to assess the needs of a particular group of recipients of social services, the needs of professionals - social service agency workers (to determine the resources needed for the effective provision of social services) monitoring the delivery of social services by social service agencies and individual experts, evaluating the effectiveness and efficiency of professional clinical intervention and social programs or policies, evaluating the quality of social services rendered by analyzing customer satisfaction with by social services provided.

When a research begins, the researcher already has some idea, concept of what s/he is going to study. It makes the basis for the formulation of research problem. The formulation of research problem is the clarification of the research idea. A research question helps to narrow down the research problem. A research question — is a formal question as a request of a specific problem, the first active step in scientific research. The results of theoretical and empirical scientific research are the answer to the research question and the basis for the formulation of scientific and methodological recommendations covering micro-, mezzo- and macro level of practice [6], including the provision of psychosocial support to children and youth in difficult circumstances.

1.3. Features of practical training of "Social Work" students to provide psychosocial support to children and youth in difficult life circumstances, based on evidence-based practice in "University – Community" system

The program of practical training for social work students is based on a dynamic addition and interaction of specialized professional theory and professional activities, with the emphasis on scientific research based on evidence-based practice. The program is based on the definition of generalist practice as the application of an eclectic knowledge base, professional values, and a wide range of skills to target micro, mezzo, or macro systems for change within the context of four primary processes: (1) assuming a wide range of professional roles, (2) using critical thinking, (3) following a planned change process, and (5) placing the emphasis on client empowerment [11].

In keeping with its value system, social work often adopts an activist orientation, and advocates for changes in social services and social policies that will respond more effectively to the needs of vulnerable groups in society. Major principles, which underlie the program, are: an emphasis on professional values, social development, a commitment to social justice and change; increased attention is paid to the development of social welfare policy and community-based, family-oriented and consumer-directed services; implementation of ecological and generalist approaches in the process of training [8].

The field training has a unique and key contribution to make in any social work education program since it provides the social work student with the opportunity to integrate theoretical knowledge gained in the classroom with the realities of practice in the field. It is organized in a way

that facilitates the progressive development of the student as a professional. Students are expected to be involved into different educational and professional field placements during their social work program: a) Educational Field Placements: Introduction to Field Work, Social Work Practice and Pedagogical Practice; b) Field Practicum (1 day per week/four semesters); c) Professional Field Placements (BSW and MSW qualification papers).

Field Practicum is carried out one day per week at social service agencies, either governmental or non-governmental; it is aimed at developing students' ability to carry out scientific research, to collect data necessary for fulfilling individual tasks and writing course assignments. At the same time students have theoretical classes at the University which facilitate integration of theoretical knowledge gained in the classroom with the realities of practice which is the major requisite for training a highly qualified generalist professional - a reflective, assertive, knowledgeable and skilful person, committed to change and innovation.

Field Practices are organized as an ongoing learning process; students are expected to be placed in an agency setting for several weeks; this format of work helps them better comprehend social work values and fulfill different professional roles. This goal is reflected in the Field Instruction Model. Many parties have a role to play in the field instruction process. The social work student is the core of this model. To be successfully implemented field instruction is to be a joint venture among the University - social service agencies and the community. This necessitates clearly defined roles and ongoing communication between (a) the University field instructor, (b) the University field coordinator, (c) and the agency site supervisor [10].

One of the main tasks of practical training for social work students is to develop knowledge, skills and professional experience in the context of theory and practice integration to be able to provide psychosocial support to children and youth in difficult circumstances.

1.4. Health caring and health promoting activity of social worker as a basis for providing psychosocial support to children and youth in difficult life circumstances

Social work as an area of professional activities and an academic discipline promotes social change and development, social cohesion, strengthening the ability of people to function independently in society, and their liberation; involves people and structures to address vital issues and improve well-being [1]. More often and fairly well-being is associated with health, in the WHO Constitution (1948) in particular it is defined as a state of complete physical, mental and social well-being, and not merely the absence of disease or infirmity. Social work supports this definition of health and believes that the combination of physical, mental, social and spiritual spheres of a human being in a holistic phenomenon places health among major personal and social values and simultaneously turns it into an instrumental value - a means to achieve other purposes ranging from simple (basic needs) to higher objectives related to personal and social development, and growth [4]. People's health is a state value, strategic resource for forming the country's competitiveness and defense, which is especially important in the current conditions of integration into the European space and hostilities in the east of Ukraine.

The health of individuals, groups and communities is affected by several economic, social, political and environmental factors that can both improve and degrade it. These so-called social determinants of health are environmental conditions (in the broad sense), access to which substantially distinguishes the possibility of achieving the health of residents of different countries or even groups and communities within the country. The most important determinants of health are: income, welfare, housing, working conditions, a secure and stable environment, the availability of personal psychosocial and social support. The beneficial effect of social determinants on one's health is tangible, if a person had a healthy childhood, no bad habits, he/she leads a healthy lifestyle. So it is clear that children and youth are in need of considerable attention in the context of maintaining and strengthening health.

Experience shows that the determinants of health are often the foundation of inequality on health - violate a fundamental right that should be accessible to everyone, without distinction of

race, religion, political belief, economic or social status -maintaining the highest level of health. Health inequalities is a path to social exclusion, while overcoming them - on the contrary – is inclusion, which promotes the development of each individual and society (see. Fig. 1) [13]. Social work can overcome the inequalities in health using appropriate strategies aimed at strengthening the ability of people to independent functioning in society, their liberation through empowerment, expansion and protection of their rights and freedoms in the context of health.

The opinion of experts of *the International Federation of Social Workers (IFSW)* with respect to the recognition of health as one of the global problems and the need for involvement of social workers in dealing with it is presented in the “Health and Disease” final document (2010). In this political statement, the problem of health is named as an issue of major human rights and social justice, which requires social work to apply the identified principles in politics, education, research and practice. The two core values of social work – advocating for the rights and social justice – are perceived by social workers as understanding that all people enjoy equal rights to: (i) use social conditions that underlie human health (social determinants of health); and (ii) access services and other resources for health care and health promotion, prevention, treatment or disease management. The IFSW points to the three *main reasons* to consider *all social work as activities in the area of health*: a) almost all people social workers are involved in working with (under different working conditions and in different countries) already have health problems or live under conditions which are of high-risk of impairments; b) on a daily basis social workers in all areas of practice are beginning their work to ensure the basic conditions for health, i.e., overcoming social determinants; c) social workers are daily making efforts to enable people to access the maximized use of effective health preservation benefits, while performing specialized roles in certain settings, working as members of health teams – inter- and transdisciplinary groups of health professionals [10].

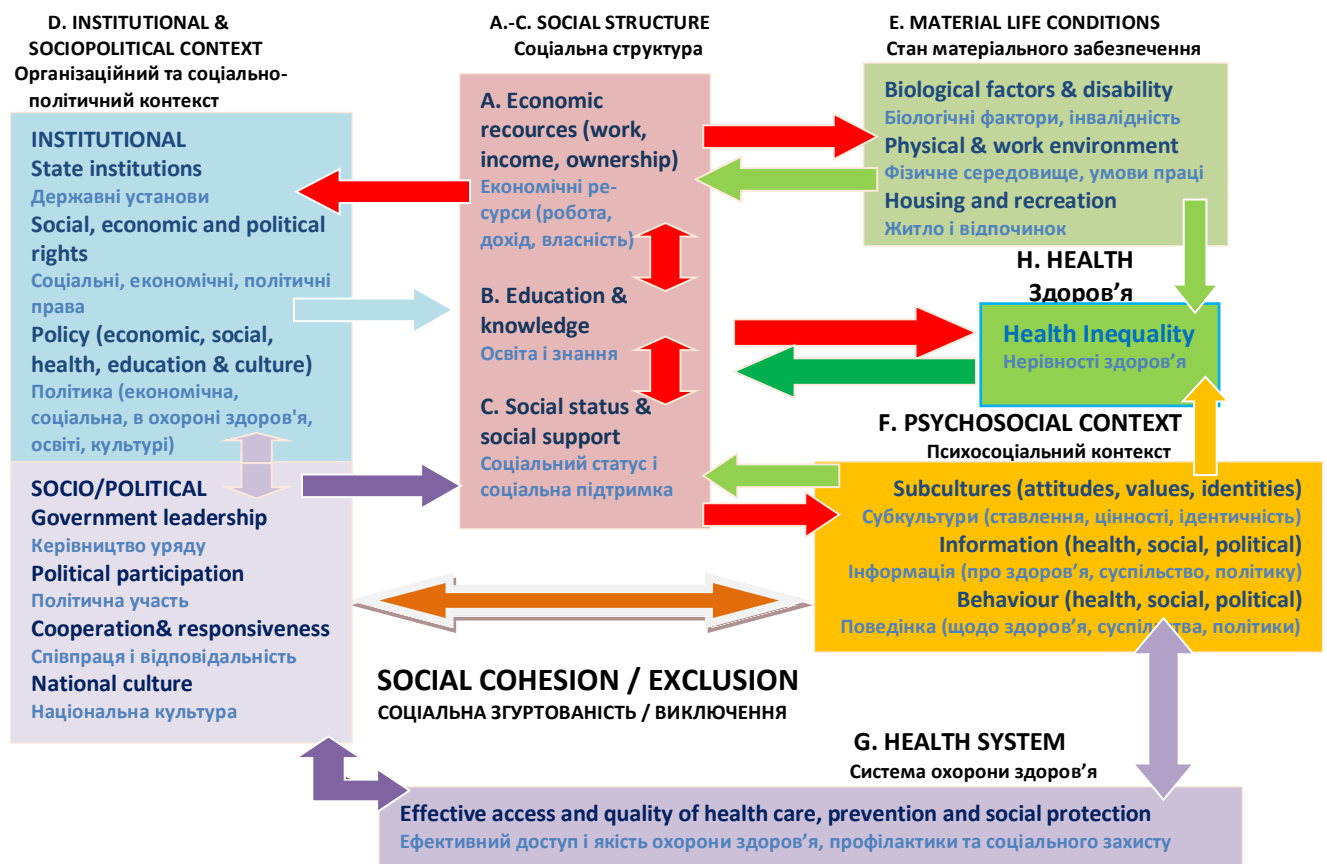


Fig. 1. The diagram of the interconnection between the social determinants of health and social exclusion (based on the WHO Commission on Social Determinants of Health, and adapted by A. Rico, R. Petrova-Benedict, and A. Basten, 2008)

Social workers project experience of people in matters of health and disease on their social, economic, political and environmental conditions, and health and its violation is considered a social experience related to human identity, relationships and opportunities. The specialists of social work value and respect the inalienable dignity of all people, which includes the following: regarding each person as an integrated personality; respect for the right to self-determination; promotion of the right to participate; identifying and developing strengths. Social worker's health maintaining activity is an integral part of professional activities aimed at maintaining the health of clients by promoting changes in the structural and functional nature, which involves, firstly, changes in the environment - creating opportunities for health by influencing social determinants of health and overcoming inequalities in health; Secondly, changes in client care practices (enrichment, deepening) through the transfer of knowledge, formation of skills and competences in the field of maintaining health, i.e., health education [3].

Biopsychosociospiritual approach promoted by social work in understanding health and its role in efforts to improve health of individuals, families, groups and communities, primarily focuses on the special attention to children and youth. This is due to age and social characteristics of this category of clients as one of the most vulnerable, which is in the process of formation of the integral personality as healthy, harmoniously developed, but with limited experience and low chances of health care. Any adverse effects may be irreversible for health and all subsequent life of a young person [4]. This is why social work is actively involved in all situations where a child or young person is in need of psychosocial support or other kind of professional intervention to create conditions of its strengths, potential, self-actualization, self-fulfilment, especially when it comes to children and youth with special needs in education, social functioning.

Part 2. The results of scientific research of students and post-graduate students and their implementation in the practice of psychosocial support for children and youth

2.1. Development and implementation of innovative student social projects / services in organizations that provide psychosocial support to children and youth

2.1.1. "A Human Being is not a Commodity!" Perepichka Roman, Mahometa Martha, Tokar Catherine, Kovalyuk Maria. The project was developed and implemented in 2015 with the financial support of the Lviv educational foundation. Supervisor - Nina Hayduk, Ph.D., Associate Professor

Psychosocial problem: In modern society, anyone can become a victim of human trafficking. Therefore, activities related to the prevention of this phenomenon become more and more important, namely, public information, particularly young people, about the problem of human trafficking.

The relevance of the project: The problem of human trafficking is important for social work since social services and charities insist on the application of socioeconomic and juridical measures to prevent human trafficking.

Target group: Students of vocational education.

Needs: project initiation and development are based on the scientific study of psychosocial problems of the target group and their needs assessment, namely ability to obtain sufficient information about the existing threat of falling into a situation of trafficking

Agency description: "Lviv Higher Vocational Art School" (LHVAS) is one of the oldest vocational institutions of Lviv. It trains more than 1,000 students including young people with special needs (hearing impairment), from different parts of Lviv region and Western Ukraine.

Goal: To assess the awareness of students of vocational education (VE) concerning human trafficking and inform young people on the problem and possible ways of combating this phenomenon by means of social work.

Project objectives:

1. Investigate the VE students' awareness about human trafficking issues through empirical social research with the use of questionnaires.
2. To increase the awareness of students VE students regarding human trafficking.
3. Perform flash mob "A human being is not a commodity."
4. Inform residents, particularly young people, about the problem of human trafficking and ways to counteract this phenomenon.

Methods of project implementation:

1. Group discussion of the problem of trafficking;
2. Discussions and workshops;
3. Flash mob

Project outcomes: Satisfied needs of population, young people in particular to obtain the necessary information regarding human trafficking by means of social work, namely the organization of different form (group and with a mass audience) discussions, debates and workshops as well as conducting flash mob. The outcome of the project is the awareness of young people about human trafficking by means of social work.

Illustrations to the project



2.1.2. «Gates of Dreams». Nazar Natalya, Nazar Olesya, Khodak Katherine. The project was developed and implemented in 2014 with the financial support of the Lviv educational foundation. Supervisor - Nina Hayduk, Ph.D., associate professor

Psychosocial problem: According to the "Tyzhden.ua" newspaper dated June 1, 2013, about 8 thousand children in Ukraine are deprived of their parents due to termination of parental rights, and about 100 thousand children in Ukraine live on the street. The above figures do not include those children who are "on the edge", i.e. almost one step away from living in the street.

The relevance of the project: Neglect of children and adolescents who are at risk of going to the streets, which is a threat to the normal psychosocial development of minors, and therefore for society as a whole.

Target group: Children aged 10 to 16 who are at risk of becoming "street children" (children at risk) and visit the "Children and Youth Social Center" of "Caritas L'viv, Ukrainian Greek Catholic Church Charity Fund."

Needs: Initiation and development of the project are based on the scientific research of psychosocial problems of the target group and their needs assessment, namely attention on the part of family and community, personal development for the future.

Description of "Children and Youth Social Center" (Center) is the result of the project "Mobile Work with Youth in Ukraine" CF "Caritas L'viv UGCC." Center promotes the process of reintegration and social adaptation of children and young people who find themselves in difficult situations, prevention of child, adolescent and youth homelessness, support for families who find themselves in crisis situations.

Goal: to enable children to feel that they are needed and draw their attention to the resources they already have, their talent, the desire to do something useful, the availability of organizations whose services they can use.

Project objectives:

1. To conduct an empirical study (survey);
2. To choose the most urgent need for the respondents;
3. To develop an action program;
4. To implement an action program;
5. To conduct process evaluation during the implementation of the project and at the stage of completion.

The methods of the project:

1. Tour to the "Arena Lviv" stadium;
2. Organization of mini-football training and tournament;
3. Purchase of prizes for the tournament (a cup and a ball);
4. Purchase of gifts for children of the Centre after the project;
5. Masterclass of a famous footballer of "Karpaty" Football Club

Project outcomes: Activities conducted in the project contributed to the awareness of children of negative events in their lives including the possible threat of becoming "street children".

Illustrations to the project



2.1.3. "Creation of the department of psychological, legal and information support for orphans" / "The Development of Psychological, Legal and Informational Support for Orphans" / VulshynskaAristina, Dzhavadyan Olexandra, Lyuta Maryana, Tatarchenko Diana. The project was developed in December 2015 and approved by Lviv Education Foundation for financial support for its implementation in 2016. Supervisor - PhD, Associate Professor Tatiana Shapovalova.

Psychosocial problem: One of the problems of orphans is limited opportunity to fully develop, socialize and function in society, they lack natural social and educational environment that can effect their upbringing and development.

The relevance of the project: The solution of the problem is possible by creating the appropriate conditions as a basis for the successful development of orphans.

Target group: Orphans aged 10 to 18

Needs: Initiation and development of the project is based on the research study of social and psychological problems of the target group and their needs assessment, namely harmonious psychological development, information and legal competence, successful integration into society.

Description of the organization: "Maltese Aid Service" is a charitable organization providing a variety of psychological and social services to orphans, foster families, family type homes (FTH), elderly people worldwide.

Goal: To create a department of psychological, legal and information support for orphans at the Maltese Aid Service in Lviv.

Project objectives:

1. Provision of psychological support and information help;
2. Providing information on existing legal possibilities;
3. Involving and working with prospective parents;
4. Creation of a hotline for ongoing support and counselling for orphans, foster families, FTH and potential parents.

The methods of the project implementation:

1. Conducting round tables with leading charitable organizations to share experiences;
2. Informing the public about the functioning of the department and the services provided through radio, newspapers, informing in transport;
3. Conducting psychological tests to assess the moral and psychological state of children;
4. Support of foster families and FTH.

Project outcomes: Successful implementation of the project will provide the awareness of orphans in their rights and opportunities; can reduce psychological stress and help them sort out their internal problems; will provide information support to orphans.

Illustrations to the project



2.1.4. “Creating a Summer Camp to Promote the Development of Children with Special Needs and Opportunities for Their Active Leisure” Dudok Roman, Maslyak Julia, Strus Mariana, Hreptyk Roman. The project was developed in December 2015 and approved by Lviv Education Foundation for financial support for its implementation in 2016. Supervisor - PhD, Associate Professor Tatiana Shapovalova.

Psychosocial problem: one of the problems for children with disabilities is the lack of opportunities to fully develop and function in society despite their great inner potential; lack of proper assistance that would promote revealing and strengthening of both existing internal resources of the child and the resources of the social environment.

The relevance of the project: to date, the number of students of “Dzherelo” Educational and Rehabilitation Centre (hereinafter - ERC) is close to 200. The problem is not covered in society, it is not discussed, let alone being solved. People with disabilities remain invisible in the modern society, they are daily faced with moral, psychological and material hardships.

Target group: children with disabilities aged 6 to 12, students “Dzherelo” ERC.

Needs: initiation and development of the project are based on the research study of social and psychological problems of the target group and their needs assessment, namely the development of the children's internal resources, the participation of the children in active leisure activities.

Description of the organization: “Dzherelo” ERC provides high-quality family-oriented services for the maximum number of children and youth with special needs and children at risk in Ukraine serving as their integrator into the society and a model of service delivery to children and youth with special needs.

Goal: To create a camp for the organization of leisure and help in the development of children with disabilities at the “Dzherelo” ERC aimed at revealing the hidden abilities and potential of each child.

Project objectives:

1. Organization of active leisure for the children;
2. Promotion of the comprehensive development of children;
3. Search for the hidden talents of children and their development.

The methods of the project implementation:

1. Introduction of new and improvement of existing methods for rehabilitation of children;
2. Creation of interest groups;
3. Involvement of volunteers and philanthropists, educators and rehabilitation experts to organize additional classes.

Project outcomes: Successful implementation of the project will create a framework for the development of talents and creativity of children promoting their physical development and integration into society.

Illustrations to the project



2.2. Development and implementation of research-based recommendations based on undergraduate theses

2.2.1. The social and psychological adaptation of the child with disabilities to inclusive education/ bachelor qualification work in the 6.130102 training stream - "Social Work" / Mariana Monich. The thesis was defended in May 2011. Supervisor — Professor Volodymyr Picha, Doctor of Sociology

Psychosocial problems (relevance). The concept of inclusion provides for equal inclusion of people with special needs in all spheres of public life. Inclusive education is aimed at creating an environment in which children with disabilities can be taught in usual secondary schools and still have all opportunities for the full development of their personality. The introduction of inclusive education in schools encounters some difficulties caused particularly by negative attitude to such innovations from some teachers and parents.

Research question: "What are the features of a professional social worker activities to support a child with special needs in a period of his/her social and psychological adaptation to inclusive education?"

Goal: To determine the characteristics of professional activities of social workers related to the support of a child with special needs in a period of social and psychological adaptation to inclusive education.

Characteristics of the target group. Target group includes children with disabilities who are in difficult circumstances caused by the difficulties of social and psychological adaptation of the child to inclusive education. Difficult circumstances can be as follows: learning difficulties, persistent failure; violation of relationships with peers, parents, teachers; reluctance to attend school; somatic manifestations (headache, sleep and appetite disturbance, abdominal pain); dejection, increased fatigue; increased anxiety, emotional disturbances; signs of attention deficit, prolonged inability to communicate. Representatives of this target group *need* professional support in the process of their social and psychological adaptation to inclusive education, in particular taking into account the specific abilities of a child and creation educational environment that would meet child's needs regardless of its features / differences.

The results obtained. Empirical research was conducted at Lviv secondary school № 95 attended by children with special needs. It was found that children with special needs have been quite successfully involved in inclusive education receiving additional correctional assistance from psychologists, speech therapists and other specialists. The process of social and psychological adaptation took place without major complications. It was found that there was mutual positive impact on students with special needs, and the other students and their parents.

The application of theoretical and empirical research methods revealed that the activity of a social worker aimed at supporting the child during its psychosocial adaptation involves several areas. They are as follows: setting up communication between a child with special needs and his/her classmates by organizing group sessions and games in particular; dispelling stereotypes and overcoming prejudice of parents and students to persons with disabilities; support for the child's family; work on the formation of realistic perception of their particular child by the parents; participation in the work of the multidisciplinary team to enable: professional and timely diagnosis of child development and the presence or absence of both health problems and functioning in society; creating safe and supportive environment for child's learning (adapting premises and training program in particular); defining the objectives of working with the child for its harmonious development and ways of achieve this; mitigate and overcome difficulties and obstacles which may arise.

The important outcome of the research is developing scientifically-based guidelines as follows:

- The main condition for successful social and psychological adaptation of the child at school is his/her adequate training to attending school dealing with both cognitive abilities and social competencies. That's why the work of a social worker with the family a year before school starts is

so important. The social worker can advise parents about possible difficulties and ways to avoid them. If necessary, the social worker can engage other experts to conduct a proper diagnosis;

- Social workers can organize special courses or training for parents of children with special needs in order to inform them how they can psychologically prepare children for school and what experts they should consult to make school study an interesting achievement for the child and not a traumatic event. In particular, the social worker can advise what games the child can play in order to learn the rules of conduct at school;

- After the start of studies social workers should consult families on how they can help their child at home to consolidate knowledge obtained and develop his/her independence. The learning process should be aimed not only at absorbing the curriculum but also at the formation of social skills. It is necessary to adapt the learning objectives to the needs of the child and not put unattainable objectives. Not only the child must adapt to school but first of all school has to be adapted to the needs of the child;

- Social workers should organize additional communication games, e.g. the so-called "*The results obtained*". It is necessary to strengthen the work of multidisciplinary teams in schools (psychologist, social pedagogue or social worker and teacher of primary school).

Implementation of the research results consists in the application of the results of research and developed on their basis scientifically-based guidelines for the prevention / relief of child's difficulties of social and psychological adaptation in schools attended by children with special needs.

2.2.2. Social work with families raising children with special needs (exemplified by the city of Lviv) / Bachelor qualification work in the 6.130102 training stream - "Social Work" / Maria Borovska. The thesis was defended in May 2012. Supervisor – Sophia Stavkova, Coordinator of the Field Instruction program of social work students

Social problem (relevance). A situation when a family has a child with special needs can affect self-determination of the child and / or limit his/her functions, cause strong emotional reactions of all family members, create a source of stress and additional challenges for the family changing relationships among its members and between the family and the social environment.

Research question: "What is the professional activity of social workers to provide favourable conditions for the families with children with special needs?"

Goal: To determine the content and features of providing services to families with children with special needs in the community of Lviv as well as professional competence necessary for professional social worker to work with such families.

Characteristics of the target group. The target group are families of children with disabilities who are in difficult circumstances. A child with special needs changes functioning and psychological climate of the family, its social and material status often leading to social isolation. The representatives of this target group **need** professional support in the course of their life to overcome difficult life circumstances and create social environment that would meet the needs of children with disabilities, regardless of their features, according to the "Convention on the Rights of Persons with Disabilities" ratified by Ukraine.

Empirical research was conducted at the Lviv city centre of social services for families of children and youth, Charitable Foundation "Vidkryte serce" ("Open Heart"); NGO "Bat'ky Dzherela" ("Dzherelo Parents"), "Dzherelo"ERC; "Down-syndrome "Prominchyk" CF, Lviv secondary school № 95 by semi-structured interviews.

The results of the study. It was determined that the main problems of families with children with special needs are: psychological, financial, medical, rehabilitation problems, limited access to information, problems of education and leisure activities with disabled children; social isolation, access. The main forms of work with families raising children with special needs in the community of Lviv, are performed by governmental organizations and a significant number of non-governmental organizations (over 40). Governmental organizations, namely, medical facilities, social service centres, department of labour and social welfare, educational and rehabilitation centers provide services according to their mandate and they are often standardized / unified for all

population groups in difficult circumstances. Governmental services are more aimed at providing direct information, legal or psychological services. Non-governmental organizations according to their mandate and missions are more proper for the provision of services tailored to the individual needs of each family and child, which are: rehabilitation, creating comfortable psychosocial environment for families and children with special needs aimed at breaking social isolation and lobbying the interests of such families, but do not rule out the provision of information, advice on legal issues and support through social support etc. A synergistic effect of the cooperation of governmental and non-governmental organizations on families raising children with special needs has been found. Both parents and experts stress the fact that meeting the needs by providing services by governmental and non-governmental organizations of Lviv is necessary but insufficient. It occurs because of insufficient number and excessive workload of specialists in social work in governmental organizations, absence of "Family Support Center" in Lviv, formed on the principle of "single window"; experts also noted that for full meeting the needs of families and children with special needs the support of parents is not enough; it is necessary to form social environment accessible and beneficial to all its representatives, regardless of features / differences of each.

It was found that the activity of social workers to support families raising a child with special needs provides a number of ways. They are inspection and evaluation of social needs, family case work; planning and determining methods of intervention; providing social support, lobbying and promoting community resources; monitoring and evaluation of the quality of social services, working in multidisciplinary teams.

An important result of the research is developing scientifically-based guidelines, including the following:

The main condition for successful work with families in difficult circumstances raising children with special needs are:

1. Informing, timely response and early professional intervention to prevent crisis situations in families with children with special needs, monitoring of family life. It is advisable to check especially those families who refuse further social support during social inspections, and continue observing whether they don't need it and can cope with their problems themselves;

2. Creation of Lviv Family Support Center which would unite experts into multidisciplinary team and perform the aforementioned functions on the principle of "single window";

3. Increasing the number of social workers, teachers and psychologists both in governmental and non-governmental organizations that work directly with children with special needs and their parents. Thus, experts with less workload can pay more attention to a particular solution of the problem, lessons with children, their rehabilitation etc. Social work specialist, in turn, can provide more consultations and, respectively, more support. It is necessary to pay more attention to supervision, plans of work with families who are under social support, determine whether there are positive changes in solving existing problems;

4. Governmental and non-governmental organizations need to maintain a close relationship through cooperation, and seek to increase the number of organizations with which they can collaborate and provide support to families raising children with special needs to enhance synergistic effects. Communication with medical institutions, which, according to the researcher, provide first aid most needed services to the families such as medical services, provision of medicines and equipment for children with disabilities is urgently needed;

5. Non-governmental organizations should introduce more various actions and other activities aimed at fundraising and obtaining other donations; try to ensure financial support for their activities from the state;

6. Social workers can organize multidisciplinary teams and be their leaders, hold special training and / or involve other appropriate specialists to conduct training for parents of children with special needs to inform and enhance their resources to overcome difficult life circumstances.

Implementation of the research results consists in the use of the results of research and developed scientifically-based guidelines in governmental and non-governmental organizations of

Lviv, where services to families raising children with special needs are offered to prevent negative impact of difficult life circumstances on the family.

2.2.3. The influence of environmental social and cultural conditions on the child's socialization process/ bachelor qualification work in the in the 6.130102 training stream - "Social Work" / Tetiana Kurylyshyn. The paper was defended in June 2015. Supervisor — Associate Professor Marta Kozak, PhD

Psychosocial problem (relevance). The relevance of the work is conditioned by the fact that all sorts of children's social formation problems undermine their spiritual, physical and moral health. For the formation of socially mature society the adjustment of inculturation and socialization processes of the child, his/her transformation under the influence of society and culture is necessary.

Research question: "How is sociocultural impact of environmental conditions on the process of socialization of the child evident?"

Goal: To disclose features of social and cultural impact of environmental conditions on the process of socialization of the child, including the role of the family and social services in this process.

Description of the target group. Children in difficult life circumstances are considered in the context of a family in crisis - family category, in which adverse economic, social, and psychological circumstances are formed under the influence of internal or external factors or social isolation takes place that temporarily impedes performing parental duties of caring for their children properly; social organizations working with this category of clients.

In the empirical study it is found that in a family environment, the main problems of the formation of child personality are stipulated by the willingness of parents to child rearing, level of general and educational culture, opportunities for their implementation (including material and living conditions, structure and type of family, availability of free time, way of its spending, family subculture etc.), the nature of relationship and the degree of coherence of parents in matters of education, their individual characteristics, values and their hierarchy.

Within the framework of bachelor qualification work empirical research was conducted based in the Lviv City Centre of Social Services for Families, Children and Youth, "Caritas L'viv UGCC" Charitable Foundation, "Pokrova" family house. It is based on interviews with experts working with children (5 experts), and survey of 27 children attending the Crisis Centre of "Caritas L'viv UGCC" CF and are students of "Pokrova" family house.

Obtained results. The research results demonstrate the impact of socio-cultural environment on the process of socialization of the child. It was determined that governmental and non-governmental social services play an important role as agents of change of socio-cultural environment, provide effective services that contribute to solving the problems faced by children, directly influence the process of socialization of the children by changing their socio-cultural environment.

Scientifically-based guidelines for impact on the socialization of the child by changing the sociocultural environment are as follows:

- Create institutions by the type Crisis Centre of "Caritas L'viv UGCC" Charitable Foundation in every administrative district of the city, which will allow social work to cover a significant number of children in difficult circumstances;
- Disseminate the information about existing institutions that offer professional social assistance among children and young people using all possible resources;

To correct social and cultural environment in which children in difficult circumstances are raised the following is recommended:

- a) Service for Children should direct all children who are registered as such that are in difficult life circumstances to Crisis Centres,
 - b) To develop a special corrective program for parents whose children are registered in a Crisis Centre, that will allow to influence the family as a place of socialization of the child;
- To form a network of counselling centres for families (Family Support Centres) to help families in crisis;

- To establish cooperation and coordination of services among governmental organizations and NGOs that will comprehensively meet the needs of the target group;
- To create and teach educational programs to develop in children the values of family relationships (relevant programs in kindergartens, schools, clubs domiciliary, etc.);
- To promote family values, including the growing role of moral and spiritual component in family relations through the media engaging religious communities and NGOs.

Implementation of the research results consists in the use of scientifically-based guidelines elaborated on the basis of empirical research by social services and organizations working with children who are in difficult circumstances, which will help optimize social work.

Illustrations to the thesis



2.3. Development and implementation of scientifically-based guidelines on the basis of Master theses

2.3.1. Methods of inclusion of children with visual impairments in the environment of general education /Master's qualification work on specialty 8.13010201 - "Social Work" / Uliyana Kyrylchuk. The thesis was defended in December 2011. Supervisor — Associate professor Liliia Klos, PhD

Psychosocial problem (relevance). Currently inclusive education of children with visual impairments in Ukraine is on the way of implementation. There are several important factors of legal, psychological, social and other nature, hampering the process of inclusion of blind children in mass schools, therefore the clarification of these factors and identification of the possibilities for social work to eliminate or mitigate their impact is a key issue both from scientific and practical points of view.

Research question: "What are the possibilities of social work in promoting the implementation of inclusive education of children with visual impairments in Ukrainian secondary schools?"

Goal: Based on the study of current approaches to inclusive education of children with visual impairments identify the characteristics of its implementation in Ukrainian society and to identify methods of optimizing this process by means of social work.

Characteristics of the target group: Children with impaired vision (blind and visually impaired children).

Needs: Psychological unpreparedness and prejudgement of the society; social adaptation, rehabilitation and integration of visually impaired children in the society; optimization of conditions for the development and self-fulfilment of each child according to his/her potential; special and pedagogical support, inclusion of children with visual impairments in the educational environment of secondary schools.

Empirical research of the state of implementation of inclusive education in Ukraine was carried out at base of the high school located in Velykyi Lubin', Gorodotsky district, Lviv region, where on January 9, 2011 the first in Ukraine initiative of receiving secondary education by a totally blind child outside a special school for the blind was launched.

Obtained results. Regulatory framework for the education of children with special needs today is not completely developed, while international treaties on the rights of people with disabilities and documentation on education of people with disabilities (Salamanca Declaration) define included (inclusive) education as a priority reform in special education.

The main factors that hinder the implementation of inclusive education of children with special needs in secondary school are: prejudgement and psychological unpreparedness of society, including fears of parents of abled children as to certain threats to their children; unwillingness of teachers to work with special children; stigma manifested in the dominance of the idea that children with disabilities should be educated in special schools and boarding schools; unwillingness of parents of children with disabilities to let them outside the family or a specialized institution because of the aforementioned stigmatization; the chances of ridicule and humiliation; inadequate logistical support of educational process in secondary schools, inadaptability of premises, small amount of funding for education, lack of trained specialists (teacher assistants) and specialized professionals (tyflopædagogues, correction pedagogues, speech therapists, etc.).

The advantages of inclusive education compared to special are: (a) for a child with special needs - social integration in the group, meeting the need for communication, cooperation activities with peers, expanding the network of social relationships, maintaining contact with the family; (b) for peers who learn together with special child - acquiring empathy, opportunities to perceive the world from the standpoint of equality, tolerance and humanism. The disadvantages of inclusive education are: lower quality of the received educational services, incomplete mastering of the curriculum may take place etc.

The activities of social worker in facilitating the implementation of inclusive education of children with special educational needs don't duplicate the functions and roles of social pedagogue as they imply the involvement of all levels of practice and are based on the methods of social work. In particular, need *assessment* of children with visual impairments and their family environment in order to adapt the school environment to the needs of the child; *development and implementation* of programs for improving adaptation processes of a child with visual impairment or other nosology in the school environment; *work with families* raising children with visual impairments (pedagogical patronage); *training and informing* the school community using arguments on the benefits of inclusive education both for the child and for the school community as a whole, with a view to dispel fears and overcome resistance to the implementation of the principles of inclusion; *work in the community* with the involvement of governmental and non-governmental social organizations dealing with the problems of persons with disabilities; *popularizing* the values of inclusive education; *fundraising* — searching for and engaging donors to assist in the logistics of equipping schools for teaching children with visual impairments etc.

Scientifically-based guidelines. *At the macro level:* Lobbying for legislative changes to facilitate the implementation of key provisions of international documents for inclusive education. *At the mezzo level:* Promoting the ideas of inclusive education, social welfare and social services, health care in the community (round tables, conferences, press conferences involving media, authorities, departments of education, representatives of schools and boarding schools, PMPC specialists of psychological, medical and pedagogical boards, representatives of the departments of social protection and social security, parental sector) to disseminate information about the features and benefits of inclusive education not only for the target group but also for society as a whole; moral and economic incentives for education workers to implement inclusive education of children with visual impairments in public schools (awards, acknowledgments, bonuses for teachers who work with children with special needs); introducing the positions of "teacher assistant", "tyflopædagogue" in schools; developing training programs for teachers who will work with visually impaired children, involving psychological, medical and pedagogical boards, methodists of boarding schools for blind children; establishing international cooperation with foreign experts for the implementation of good practices of inclusion of children with visual impairments. *At the micro level:* Working with the child and the family – providing social and psychological support and social patronage.

2.3.2. The role and place of inclusion in modern Ukrainian society based on the example of inclusive education/Master's qualification work on specialty 8.03010101 - "Sociology" / Alina Negaj. The thesis was defended in December 2015. Supervisor - Associate professor Larissa Klymanska, DSc

Psychosocial problem (relevance): The sphere of education, particularly school which was supposed to be the basis for full socialization of a personality in modern Ukrainian society does not fulfil its function for some children with limited health abilities (LHA). At best, it takes place in the form of social integration, but not inclusion. Social inclusion is not identical to social integration and involves the movement of society to the individual with special needs, the adjustment of individual elements of the social environment to the abilities of a person with disability.

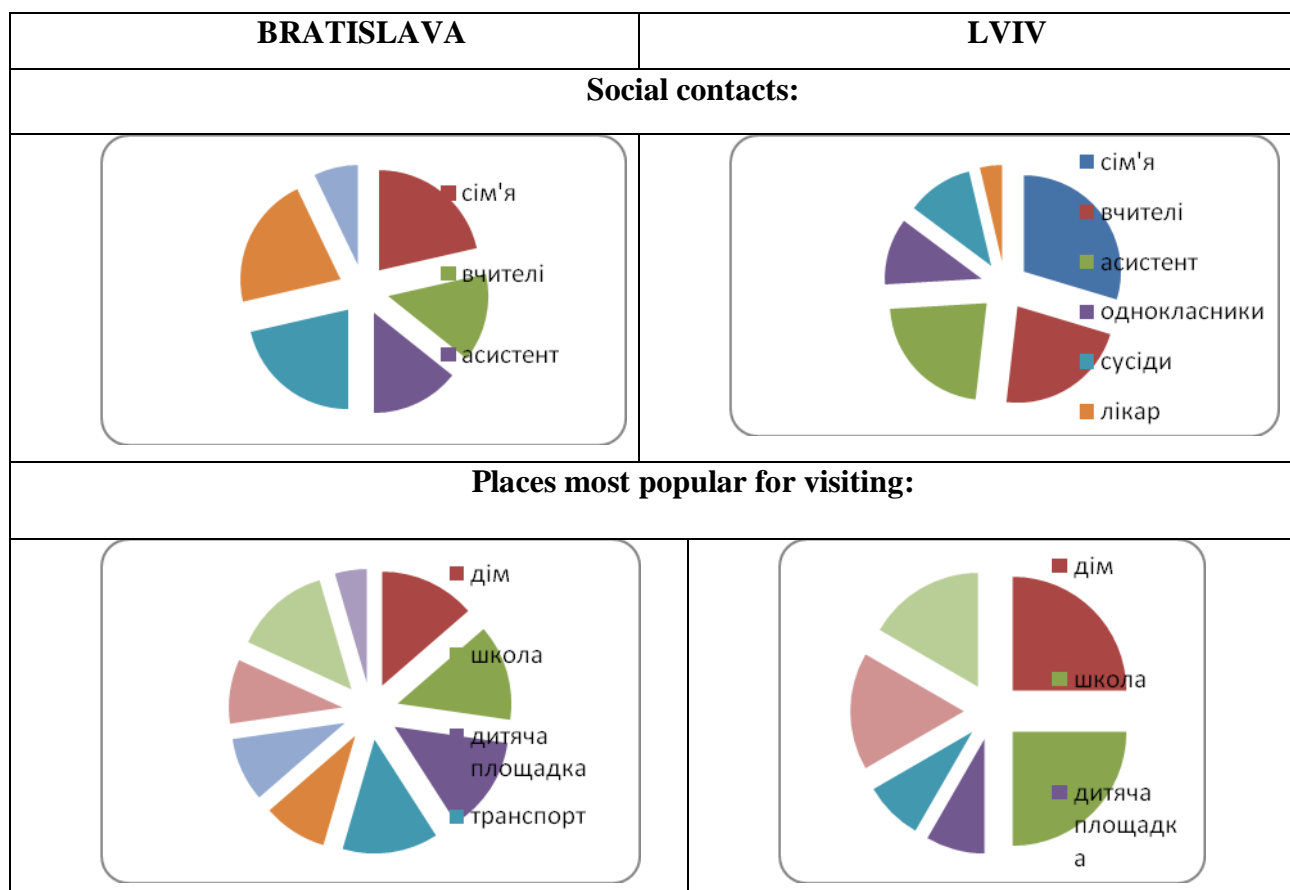
Research question: "What is the difference between integration and inclusion of a child with LHA in school environment and how does inclusion affects school (children with and without LHA)?"

Goal: To determine the content and features of inclusive education as a tool for social inclusion in Ukraine.

Obtained results. The research was conducted in three stages. The *first stage* helped to find the features of communication of child with LHA in ordinary school, to define the specificity of her/his learning and complications that arise during learning. It resulted in the derivation of the concept "isolation of the child with LHA within the framework of studying in a regular school," which described the process of avoiding interaction of both the child with LHA with others, and of teachers and children without LHA with this child and testified about the features of integration of children with LHA into a common school. At the second stage we conducted in-depth interviews with experts (staff of secondary school number 95, Lviv with inclusive education) and found that children's access to inclusive schools in Lviv can be considered open; success in school community with joint studies of children with LHA and without joint studies don't differ, children help each other; in inclusive schools special emphasis is made on the social and psychological formation and development of the child. Introduced concept - "progressive socialization of students of inclusive school" — allowed us to characterize the effective process of socialization of the child studying in the inclusive school, the formation of "healthy" value orientations of tolerance and social cohesion in children with and without LHA. *The third stage* involved the comparison of the level of social inclusion applying the technique of E. Chornoboy, Representative of the Canadian Centre for Disability studies, which allowed to hear the voice of the target group - children with LHA. We interviewed four children with special needs in the city of Bratislava (Slovakia) and 8 students of inclusive educational institutions of Lviv applying the method of "visual interview". The technique is easily adapted to the abilities of children with LHA and is a talk of the interviewer with the respondent, when the latter is provided with images accompanied by the questions of the interviewer. During visual interview respondents are shown pictures with pre-coded by the researcher possible answers. To determine the degree of satisfaction of the social environment the respondent is provided with three separate images as emoticons: red - dissatisfaction; yellow - indifference; green - fun. It thus seems possible to understand the specifics of the child with special needs in society and to determine whether she feels comfortable in it. If necessary, a visual interview process can be supplemented by commentaries of family and / or friends of the respondent.

Comparative analysis of the results showed dramatically different attitude of the child with special needs to the social environment in Slovakia and Ukraine.

Fig. 2.1. Comparative analysis of elements in social inclusion. The city of Lviv. Bratislava



The research results obtained by the method of "visual interview" confirmed the hypothesis that for the child with special needs school in Ukraine is the largest centre of social activity.

Thus, the use of innovative methods of evaluation of social comfort of the child in society as a whole or in its parts and institutes enable social workers, teachers, eventually, policy makers to assess the need for psychosocial support of children and young people with specific psychosocial development features.

2.3.3. Foster family and family-type orphanage: Practical aspects of functioning /Master's qualification thesis on specialty 8.13010201 - "Social Work" / Mischyha Yulia. The thesis was defended in December 2015. Supervisor - Associate Professor Marta Kozak, PhD

Psychosocial problem (relevance). Since 2006 the process of deinstitutionalisation of care for orphans and children deprived of parental care in Ukraine has begun. The current system of custody of these children combines two trends: the reorganization of residential institutions and the development of the forms of family care. These forms of care include foster family and family-type orphanage. Thus, the study of practical aspects of functioning of foster families and family-type homes becomes increasingly relevant.

Research question: "What are the main problems of operating foster care and family-type orphanages and what are their reasons?"

Goal: To describe the practical aspects of functioning of foster families and family-type orphanages in collaboration with social workers.

Characteristics of the target group: Foster family (hereinafter - FF) is a family that has voluntarily took 1 to 4 children from institutions of care for orphans and children deprived of parental care for raising and cohabitation. Family-type orphanage (hereinafter - FTO) is a family (created at the request of the couple or individual who is not married) which takes no less than 5 orphans and children deprived of parental care for raising and cohabitation. Part of the Master's qualification thesis is a conducted empirical research on the base of Lviv center of social services

for families, children and youth. It is based on interviews with experts working with parents of FF / FTO (14 experts).

Obtained results / response to the research question. The main problems that arise during the operation of FF and FTO are lack of proper contact of foster parents with children and their unpreparedness for solving a large number of social and everyday problems; the reason is overestimation of their own educational potential by foster parents and misrecognition of the children's institutionalization experience, which manifests itself in the form of antisocial behaviour and consumer attitudes; shifting by foster parents the fulfilment of their parental responsibilities to experts due to insufficient experience in raising status children, lack of time, lack of desire to improve as foster parents, lack of self-confidence. The cause of these problems is dissatisfied ambitions of foster parents; their state of health; children's selfishness; antisocial behaviour and consumer attitudes of children raised in institutions before; lack of proper foster parents' selection mechanisms, overestimation of their educational potential by foster parents; difficult adaptation period; insufficient educational and outreach activities. These problems of functioning of families and their causes are related primarily to micro- and mezzo levels of social work practice. If they are resolved the preconditions for the preservation of physical and mental health of both children who are in FF / FTO and their caregivers will be formed.

Scientifically-based guidelines for improving the functioning of the FF and FTO:

The training program for candidates for foster parents must have the following characteristics: duration 6 months; should involve experts of various specialties and current foster parents (with practical experience); evaluation of the psychological state of the family of candidates for foster parents; deep psychological preparation of candidates for foster parents; on-site practical training in operating FF / FTO; introduction of the practice for foster parents to develop their own list of duties; if a prospective adoptive family have own biological children, the conversation should be conducted with them as well to prevent "children's competition"; conducting mutual support meetings of acting foster families to exchange experiences among foster parents on a regular basis, for example, quarterly.

- For the effective functioning of FF / FTO: one social worker should support either one foster family or one family-type orphanage; social services should be given more tools to influence; increase the number of permanent positions for social workers in the Centers of Social Services for families and youth that will reduce the workload per specialist so that one social worker supervised a maximum of two foster families. This will reduce the level of formalization of relations between the FF and the social worker. We can also suggest retraining of the staff of social services so that everyone has the qualification of a social worker. It will allow the staff to perform their duties effectively, timely identify the needs of foster families and professionally respond to the circumstances and difficulties that arise in the functioning of foster families. Another way to increase the number of professionals in social services working with foster families is to increase the state order for training of social workers. It is advisable to develop appropriate specialization and / or provide the opportunity of receiving postgraduate education of social workers at training courses for assisting FF / FTO.

Implementation of the research results is the practical use of developed scientifically-based guidelines by social services who work with foster families and family-type orphanages.

Illustrations to the thesis



2.4. Development and implementation of scientifically-based guidelines based on PhD theses research

2.4.1. School counselling of students with hyperactive disorder in the USA general school /PhD thesis on specialty 13.00.01 - "Theory and History of Education» / Teresa Falaseni. Supervisor - Associate professor Liliia Klos, PhD

Psychosocial and pedagogical problem: The originality of current stage of development of the Ukrainian state, democratic transformations, education reforms are accompanied by the transformation of social life and changes in education. In this context, the urgent problem of modern Ukrainian pedagogical theory and practice is *psychological and educational* support for children in the process of inclusive education. The importance of this task in our time is caused by increased tendency to increase the number of children officially diagnosed with various kinds of developmental and behavioural disorders, including hyperactive disorder. Since children with hyperactive disorder lack the development of skills necessary for studying at school, school adaptation, behavioural disorder leads scientists to conduct in-depth analysis of the problem of provide them with learning support in the educational space. The very problem of socialization, training and education of children with hyperactive disorder in terms of school facilities is reflected fragmentarily.

Research question: "What is the model of learning support of children with hyperactive disorder in secondary school?"

Goal: To determine the content and features of providing learning support to students with hyperactive disorder in inclusive educational space.

Characteristics of the target group: School-age children with hyperactive disorder with / without attention deficit.

Research outcomes: The study was conducted during 2013-2015 at "Dzherelo" Education and Rehabilitation Centre and the "Dzherelo parents" NGO, Lviv secondary schools attended by children with mental and physical disorders.

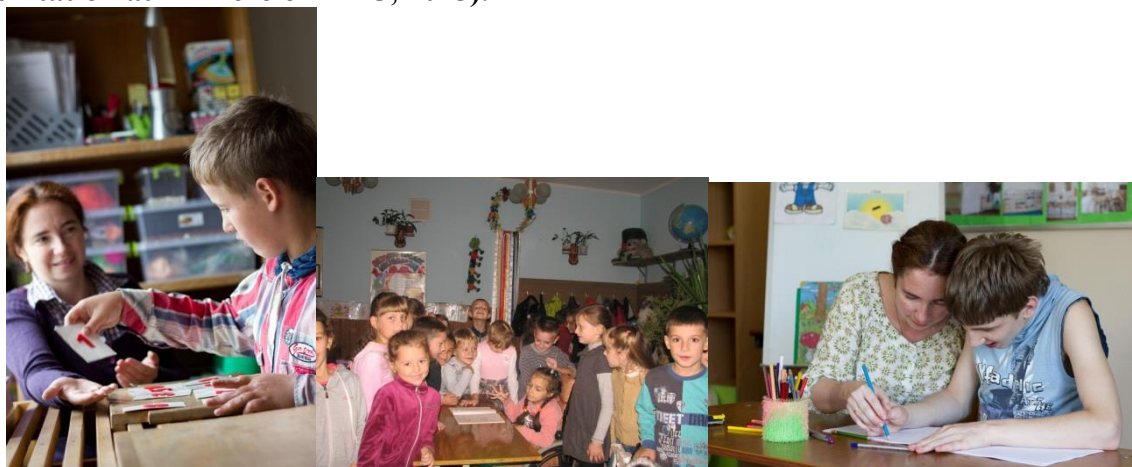
Family is the main child life environment and significant factor of the formation of his/her identity, and therefore his/her future. No doubt this concerns a child with hyperactive disorder, since his/her family experience is really crucial. Research has shown that the main factors that determine the outlook on the development of children with hyperactive disorder, the possibility of self-actualization are the characteristics of the child's family. American psychiatrist R. Barkley singles out 11 key steps during the interaction of parents with children with hyperactive disorder: 1) provide feedback to their child here and now; 2) provide feedback more often; 3) act and not cry; 4) foresee a problem that may occur; 5) do not personalize child's problem or disorder; 6) practice forgiveness; 7) respect the child and his/her features; 8) focus on the consequences for the child; 9) use incentives to reinforce desired behaviour, and don't punish the child instantly; 10) regularity and consistency in the actions of the parents; 11) the motivation of the child. [9]

Working with children with hyperactive disorder requires considerable efforts of teachers in three main areas: first, the development of deficit functions (attention, behaviour control, motor control); secondly, working out specific skills of social interaction with adults and peers; thirdly, if necessary, corrective work needs to be performed to control behaviour. Individual training program in this case is an auxiliary tool for getting quality education by a child with special needs. However, it is psychological, medical and educational consultation (PMEC) that has to become an organizer, because it determines the child's educational path together with her parents. The right to choose the form of education and educational institutions is the choice of parents. In cooperation with parents the focus is on providing information about educational rights of the child and the rules of conduct during the assessment of the child in PMEC. Corrective exercises are developed for children aimed at preparing the child for school mode, adapt educational supplies if necessary, examine strengths and systematically consolidate the rules of conduct. Teachers are provided with methodological support stating the basic rules in the organization of educational process: *personalization* - creating conditions for self-fulfilment of the student using adaptation tasks, performing tasks in different ways; formation of motivation of achieving success; rejection of analytical presentation of learning

material and using *multisensory approach* instead - teaching material on the basis of preserving the unity of content, auditory and motor characteristics, to support the development of a child's perception of the integrity of the material; *proper organization of information space of the classroom* - there must be objects in sight of student, in the field of his/her attention that help mastering the material and do not distract; *corporate approach to learning* — involvement of classmates to support students with hyperactive disorder / attention deficit in the classroom and outside the classroom (dining room, library etc.); *systematic dialogue with the child's parents* and the school administration on the progress of students and the need for additional special education services.

The results of implementation: organization of round table discussions at the regional level in Lviv, presentations on inclusive education and the role of P MEC in the development of inclusive education at national conferences and as a result, in cooperation with "Dzherelo parents" NGO proposals were submitted and the draft Law of Ukraine "On education" was included in public discussion; at present there are contradictions regarding the right to inclusive form of education when one document contradicts another - a fundamental right to an inclusive form of education is an excerpt from the minutes of P MEC, today there are no criteria for the evaluation of children with special needs, corrective training programs do not meet the individual abilities of children. The scientifically-based guidelines were developed and a series of workshops for Lviv primary school teachers were conducted on the issue of providing learning support for students with special educational needs in inclusive classrooms.

Illustrations to the thesis (students of Lviv secondary schools №13 and 98 undergoing rehabilitation at "Dzherelo" ERC, 2015).



2.4.2. Professional training of future occupational therapists at universities of Canada / PhD thesis on specialty 13.00.04 - "Theory and Methods of Professional Education" / Ivanna Bagrii. Supervisor — Associate Professor Nina Hayduk, PhD

Psychosocial and pedagogical problem: Significant increase in the number of people with disabilities because of prolonged hostilities in Eastern Ukraine only confirms the need for the training of occupational therapists in our country. Occupational therapist is a specialist who identifies, examines and evaluates human needs and helps to join the vital employment, contributes to providing psychosocial support, which is of importance and value to the client, including a child and a young man who are in difficult circumstances.

Research question: "How is the training of occupational therapists organized at the universities of Canada, and what are the possibilities of applying identified Canadian experience in Ukraine?".

Goal: Based on comparative analysis reveal didactic teaching principles and technologies of training future occupational therapists at universities in Canada, and to develop ways of their implementation in Ukraine, given the progressive ideas of this experience.

Characteristics of the target group: People with special needs, children and young people, who need psychosocial support and assistance in engaging in vital employment. Ternopil regional

educational and rehabilitation centre and Lviv city rehabilitation centre “Dzherelo” ERC contributed to the study.

Research results. The study was conducted during 2013-2015 at Lviv Polytechnic National University, and during scientific internship at the University of Manitoba, Winnipeg, Canada (January-April 2015). Based on the theoretical and methodological analysis of Ukrainian and foreign sources conceptual bases of professional training of occupational therapy specialists in Canadian universities were analysed, and the structure and logic of the process of preparing social workers to the professional activity as occupational therapists were presented on the example of training module developed by the author: “Technologies of health preservation in social work: Occupational therapy” that was introduced in the content of training of social workers at “master” educational qualification level, “social work” specialty at Lviv Polytechnic National University. The method of training of social workers to professional activities in occupational therapy was theoretically substantiated and evaluation of the results of mastering of the content of the training module by Master students of “Social work” specialty was performed. The subject of training module is presented with emphasis on the application of theory and practice of occupational therapy in Ukraine. The content of the thesis served as the basis for developing the training module (Table. 1). The experience of teaching “Technology of health preservation in social work: Occupational therapy” training module and test results make it possible to recognize that after taking “Technology of health preservation in social work: Occupational therapy” training module the level of mastering knowledge and skills in occupational therapy by the students of the Master's program in the “Social work” specialty is defined as *high and very high*. Thus, it can be stated that teaching “Technology of health preservation in social work: Occupational therapy” training module to students of Master's program in the “Social work” at Lviv Polytechnic National University has high impact on the formation of their competencies in the specialization of occupational therapy.

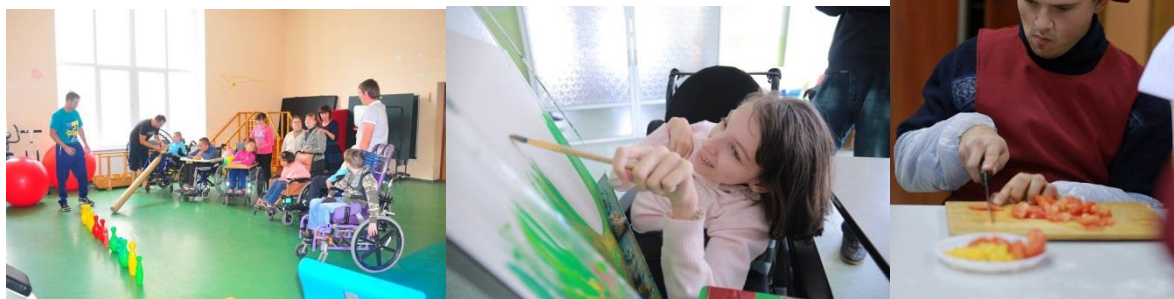
Table 2.1

Structural and logic model of “Technology of health preservation in social work: Occupational therapy” training module

<ul style="list-style-type: none"> - <i>Occupation / activities</i> - <i>Occupational therapy / health preservation technology</i> - <i>Profile of occupational therapy:</i> The scope of employment, factors of client, performance skills, performance patterns, context and environment, requirements for professional activities - <i>Stages of professional intervention:</i> Employment profile, analysis of occupational performance, interventions plan, implementation of professional intervention, evaluation of professional intervention, support for health in the process of involvement in employment - <i>Practical employment patterns in the global experience:</i> Therapy by occupation, model of human-environmental-occupation performance, Australian occupational performance model, Stream model, Canadian model of occupational performance and engagement, and Model of human occupation - <i>Interdisciplinary nature of occupational therapy</i> - <i>Application of occupational therapy internationally</i> - <i>Individual training and practical work</i> - <i>Group teaching and practical work</i> - <i>Testing</i>

The analysis of the curricula of “Bachelor” educational qualification level, the “Social Work” specialty at Lviv Polytechnic National University and Canada's McGill University, “Bachelor of Science”, specialization “Occupational therapy” found matching of a number of courses that meet the requirements for admission to the Master's program of specified stream and specialization of McGill University.

For the first time in Ukraine the progressive ideas of Canadian experience in training occupational therapists were included in the content of the Master's program of the "Social work" specialty. This study made it possible to justify the scientifically-based guidelines with which the author of the research considers appropriate to apply to the Ministry of Education and Science of Ukraine, namely: a) to include disciplines in occupational therapy in the curricula of institutions of higher education (including postgraduate education) that train social workers and other professionals of social sphere and health care; b) to introduce specialization in occupational therapy using the international experience of Master's programs in the field of professional education; c) to reflect the content of training professionals to perform occupational therapy in the relevant documents; d) to translate foreign publications on the theory and practice of occupational therapy into Ukrainian; e) to adapt foreign experience of occupational therapy to the conditions of Ukraine; and e) to include Ukrainian terms in occupational therapy in new editions of Ukrainian bilingual and monolingual dictionaries.



Conclusions and Implications

The 15-year experience of educational, scientific and practical activities of the Department of Sociology and Social Work, Lviv Polytechnic National University, indicates that social work as a professional sphere and branch of science has got fertile ground in Ukrainian society. The diversity of social work defines its mission - to serve the most vulnerable population groups in expanding their rights and opportunities, overcoming social injustice and solving numerous social problems, acting as the trigger of social change and social development on the way to personal growth, improving the quality of life and welfare, among the manifestations of which displays there is achievement of full health.

Training students of the "Social work" profession at Lviv Polytechnic is based on professional values as a guide in the future activity of social workers. This is primarily the focus on the human with her/his unique personal characteristics, problems and needs largely caused by the environment. In promoting effective solution of the problems of those who found themselves in difficult circumstances, especially children and young people unable to overcome life's difficulties and needing psychosocial support, the foundation of professional social workers is the idea of health preservation. Based on the "University - Community" model the system of training of social workers at the Lviv Polytechnic confirms its effectiveness and efficiency by numerous educational, scientifically-based and practice-oriented interventions of social work students into the process of implementation of innovative, integrated social services - family-oriented, community-based and client-centred.

Through their own initiative the students conducted research and suggested their *own guidelines for change*, creating / improving social services for: forming the centres of psychological, social, legal and information support of orphans; social and psychological support for families raising children with special needs; promoting the inclusion of children with visual impairments and hyperactive disorder in the general education space; developing personal potential of children by promoting the development of their skills, talents, and the formation of social skills

through their inclusion in socially useful work; the organization of leisure and help in the development of children with disabilities; developing social skills, skills of successful socialization of children and youth; promotion of the socialization of children by influencing the socio-cultural environment of their living conditions; using the potential of non-governmental organizations for the rehabilitation of persons with disabilities; informing young people about the problem of human trafficking and the possible ways of combating this phenomenon; promoting the inclusion of children and young people (both with disabilities and without them) in society by using methods of social work, psychosocial and socio-pedagogical influence, occupational therapy etc.

Students' projects completed during 2011-2015 and developed scientific guidelines and recommendations for governmental social services, NGOs, educational and rehabilitation institutions, social work professionals, community leaders, volunteers and clients contributed to the introduction of change into the legislation on inclusion of children and youth with special needs, improvement of social functioning due to social adaptation and integration of children and young people into society as consumers of services as well as the formation of a new generation of social workers: creative, harmoniously developed, ready for professional work.

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