

Support for professionals in rehabilitation

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Key topics

- Relevance of the topic
- Theoretical background
- Planning
- Methodological foci
- Content foci
- Experiences, perspectives

Relevance of the topic

- In BA courses little attention (mental health, rehabilitation, psychology)
- Professional socialisation, time spent in the profession, must not be left alone
- A lot of experience during work – need for reflection
- Burn-out prevention is less likely to be implemented on organizational level
- Constantly growing knowledge of the field – it must get to those already working
- Life-long learning is important from the professional's point of view

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Conscious planning of further training



Theoretical framework

- Psychology is a part of rehabilitation for more than 70 years
- Systematic approach
 - Support person-client: it is a separate system whilst being a subsystem of a bigger, comprehensive system
- Support for support persons
 - Supervision
 - Case analysis
 - Psychological support/consultation/therapy
 - **Post-graduate training**

Planning

- Bottom up process: directed by needs
 - General needs in rehabilitation
 - Particular needs of the group
- Top down process: directed by theory
 - Typical challenges of the field
 - Efficient methods and relevant topics in supporting professionals
- Professional consulting
- Various occasions, thematic work

Planning

- Important steps of designing a course
 - Mapping the population for whom the course is relevant and their roles in the field
 - Identification of the knowledge gap
 - Focus on results of the course
- The 4 major principles of planning
 - Clarity
 - Capacity
 - Consistency
 - Commitment

Planning

- The 4 principles of planning
 - Clarity
 - The comprehensive goal is clearly set
 - The population is clearly identified
 - Internal goals of the course are clearly set
 - The planning and management of the process are clearly drafted
 - Assessment and result indicators are clearly defined

Planning

- The 4 principles of planning
 - Capacity
 - Staff and material requirements of the design and implementation phases
 - Participants, trainers, support staff
 - Involvement of policy-makers

Planning

- The 4 major principles of planning
 - Consistency
 - Consistent focus on achieving pre-defined goals
 - Harmony of theory and practice
 - Harmony of requirements and services

Planning

- The 4 major principles of planning
 - Commitment of all parties
 - Course design team
 - Trainers
 - Participants
 - Support staff

Methodological foci

- Adult learning
 - Active, proactive
 - Methods and content which fit requirements and former experience
 - Interactive processing
 - Naming requirements
 - Monitoring learning results

Methodological foci

- Methods and tools which have proven to be efficient:
 - Individual / in pairs / small groups / group
 - Discussion
 - Clarifying concepts
 - Discussion of different topics, organisation of answers
 - Structured worksheets
 - Discussion of cases / examples / own experiences, drawing conclusions
 - Communication practices (e.g. identification of verbal/non-verbal strategies, intentions)
 - Problem-solving/self-knowledge questionnaires

Content foci

- Some of the major thematic units:
 - Types of crises, characteristics and consequences for the individual
 - Grouping situations and life events which may evoke crisis
 - Becoming disabled: characteristics of this state of crisis
 - Essentials of crisis intervention
 - Losing the bio-psychosocial balance and its consequences

Content foci

- Some of the major thematic units:
 - Duties of a competent professional
 - Duties, roles, competencies
 - The role of efficient communication and empathetic verbalisation
 - The concept of empathy, communication skills
 - Factors of conflict resolution
 - Conflict resolution strategies, assertive communication

Content foci

- Some of the major thematic units:
 - Types of stress, characteristics and impacts on the person
 - Stress-evoking events, symptoms and consequences
 - Ways of overcoming stress
 - Emotion-centred and problem-centred solutions
 - Burn-out therapy and coping
 - Burn-out, phases, symptoms, prevention and intervention

Experience, perspectives

- Professionals from the different scenarios of rehabilitation
- Building professional networks
- Sharing experience
- Community-building
- Learning is proved to be most efficient when it takes place in practice and is experience-based

Thank you for your attention

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