



The importance and existence of interdisciplinary cooperation in the work of social care workers in the context of their education

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Abstract

This professional text brings a reflection that is based on a research probe, which is based on the thinking of social care workers themselves with a focus on interdisciplinary cooperation in the context of their profession. In the text, we will not only define interdisciplinary cooperation, the very essence of the profession of social care worker, but we will also consider the fields with which the above-mentioned workers interact, who provide direct service care for specific target groups of clients. Whether they are aware of the overlap of their profession and this overlap is beneficial to them with regard to reflection from other colleagues - other professions.

Keywords: education, interdisciplinary cooperation, professional identity, workers in direct social care

Introduction

Understanding the concept of cooperation can certainly differ for many people. However, when it comes to cooperation Experts who are to form a team striving for the same, pre-set goal should not be theirs the idea of the course and the forms of cooperation between them are different. The cooperation is "common the activities of individuals or larger communities on mutually agreed objectives, as appropriate agreed methods, instead of independent or competing activities." (Hartl, Hartlová, 2010, p. 545) The authors continue to specify the concept of cooperation by notification that the result of one is dependent and conditioned by the success of the other.

From the above definition, it is more than obvious that an intervention model based on effective cooperation is characterized by the activity of all members of the professional team, predetermined common goals, using agreed methods, interdependent activities of individual members of the professional team and the awareness of collective failure / success.

Research Survey

In interdisciplinary cooperation, each person has a certain task at the beginning. But it's good to understand the whole project. Everyone is involved in the work of others, both theoretically and in practice. Learning new concepts and methods in a new field is time consuming. The advantage of today Professional teams have the opportunity to draw from several disciplines at once. One person may not understand everything. It is enough for everyone to know their field well. In addition, it is important to believe experience of their colleagues in their fields.

How should cooperation in social services be handled directly by the actors themselves - workers in direct care? It is therefore necessary to have basic information about the fields in which the colleagues who make up the team draw knowledge for their work. A direct care worker or social worker can then draw not only information from other experts, but if it is concluded that the client needs another before he can provide care, he should be able to do so on the basis of the indicators identified choose the right expert. It is not enough just to know that the client has the opportunity to use the services other professionals, but the team social worker also seeks and expands cooperation with them and thus increases the quality of social services provided.

Bronstein (2003) ^[3] has been involved in social work processes for many years and focuses her research on them efficiency and kindness for both the client and the social workers. She is the author of the model interdisciplinary cooperation, the construction of which was based on the concept of interdisciplinary cooperation as "an effective process that facilitates the achievement of goals that cannot be achieved independent work of experts without connection to other team members." (Bronstein, 2003, p. 299) ^[3] Considers coordination, communication, cooperation and partnership. In her model, she first focused on the individual components interdisciplinary cooperation and then identified the important factors that contribute to the final form intervention.

Components of successful interdisciplinary cooperation For constructing components of interdisciplinary cooperation Bronstein (2003) ^[3] based on four theories capturing the development of cooperation in social work, namely multidisciplinary theories, services in the field of integration, role theory and ecological theory. It therefore established five interdisciplinary components cooperation:

1. Interdependence shows the dependence of experts in mutual interaction in creation common objectives and issues in the intervention process. In order for this dependency to work, it needs to experts have a good understanding of the difference between understanding different professional roles and their appropriate use in practice. It is characterized by the need for mutual communication, sharing information directly through interviews or in written form, both formally and informally. Respect for the opinion of another expert and also for his interventions in the process is also important intervention.
2. Newly created professional activities arise from an awareness of the need to coordinate the activities of individual members of the professional team. Wherever we encounter the need for the cooperation of three or more people, the need arises the position of some kind of "leader" of the team who manages what others do. Bronstein (2003) ^[3] characterizes two types of team leaders. The first, the so-called coordinator, is an "out" worker team. He is aware of who does what, how and when, but he does not participate in teamwork. It monitors the process of outside intervention. On the contrary, the integration worker is a living part of the team, he actively participates in the intervention process, he also intervenes in it with his professional activities, which, however they do not exceed the activities of other members of the professional team. Newly created professional activities form a component of interdisciplinary cooperation precisely when the team leader is his a living part. This component thus becomes a criterion for a suitable way of interdisciplinary cooperation in the provision of social services. The active involvement of the leader in the work of the team is "referred to as a solid foundation on which to build interdisciplinary teamwork." (Kagan, 1992, p. 60)
3. Flexibility expands interdisciplinary collaboration and eliminates differences between roles. It is characterized by the ability to transform disagreement into compromises and the art of creating alternative responses to the situation. It is another criterion for successful cooperation and the requirement for all members of the professional team to adapt to changing conditions intervention.
4. Collective ownership of goals leads to joint responsibility for the whole process intervention and for its results. Therefore, whether or not predetermined, common ones are achieved goals. This includes the fact that the client should be the center of professionally provided services. This conditions the participation of the client and his family in creating the goals of the intervention and determining its course. The services provided by a professional team are then an adequate answer to specific needs a client who is a partner for its members.
5. Reflections on the procedure place great emphasis on the intervention process as such. This includes not only thinking about interdisciplinary cooperation, but also talking about working relationships and work processes. This is important for team reflection on relationships within cooperation and its effectiveness. A form of such a reflex can be team supervision.

According to Renotírová (2006) ^[7, 10], the purpose of special pedagogy is to teach and educate a handicapped individual so that he can accept his condition internally and participate smoothly in society, family life, leisure, work processes, and so on. Valenta (2006) ^[10] takes a new approach to the problem. He claims that education is insufficient in educating individuals with disabilities, but a much larger concept of the author refers to it as social treatment and rather knows that it includes education, among other things. It is apparent that special pedagogy is guiding these efforts toward social pedagogy, and there is room for collaboration and mutual assistance among these unions in dealing with the disabled in connection to the rest of the population and everyday life.

Based on Bakošová (2005) considers pedagogy, terminology (compensation, environment, prevention...), and a common interest in the same target group to be the common basis of the researched science (special pedagogy) and scientific discipline (social pedagogy), addressing common issues regarding the relationship between the integration process and the social environment. However, in terms of the target group, it also encompasses activities in which the social pedagogue interacts with children with impairments, who are the subject of special pedagogy. It therefore identifies the areas of practice in which a social pedagogue could and should operate while interacting with children who are at risk, endangered, or socially disturbed, as well as children with disabilities:

- collaborates in the construction and operation of facilities that assist disabled individuals and their families;
- advises teachers or other professionals who work with people who have disabilities;
- ensures the integrated pupil's social standing (status) in the context of a regular primary or secondary school;
- aids in the creation of a leisure and leisure activity offer for disabled children;
- it is looking for opportunities for at least partial socialization, resp. absorption into society, in the case of more severely challenged youngsters;
- individuals who are socially disadvantaged participate in preventive and reeducational (resocialization) activities, as well as post-incarceration care;
- according to Bakošová, (2005) through education and other forms of communication, it impacts public attitudes toward individuals with disabilities and the underprivileged.

The respect and positive attitude towards other workers from different organizations is the basic component for effective cooperating relation. For establishing team cooperation is crucial that other members accept individual differences, learn to understand, respect others, and build personal relationships with other members of the teams. Every member is important and can bring something unique to the team. The multidisciplinary practice is

unique even in the challenges which are involved. The cooperation of people from various fields brings differences for example in values, language, the ways of dealing with problems, strategies, and diverse elements of professional behavior. The barriers to effective cooperation are mainly in the field of trust, responsibility, communication, and fight for power. (Stárek, 2021) ^[8]

We can state that a special pedagogue participates in all of the above-mentioned areas of activity of a social pedagogue, as they all deal primarily with people with disabilities or social disabilities.

A socio-pedagogical method can be used to investigate and improve the social context from which people with behavioral and emotional disorders emerge and which is a source of threat and disruption. When we approach the problem in terms of symptoms and re-education, however, we are using a more unique pedagogical approach (Průcha, 2006) ^[6]. According to Határ (2010) ^[5], these techniques can lead to two types of educational interventions:

1. **Socio-pedagogical intervention:** This is a procedure of social-educational measures in which the social pedagogue first intervenes in the child's social environment (so-called pedagogy of the environment), attempting to stimulate positive influences and prevent negative influences, and thus indirectly influences the child's personality through his environment.
2. **Special pedagogical intervention:** the special pedagogue works from the individual to the social environment in the opposite way. It focuses more on working with the child to successfully reintegrate him into his social context (school, family, peers), and so has an indirect impact on the environment through the child's personality.

Worker in direct care, in the Czech Republic

The professional classification "social worker / direct care worker" is defined by the Social Services Act (No. 108/2006 Coll., hereinafter referred to as the Act), according to which a worker in direct social care is the one who performs:

- direct service care for persons in outpatient and residential social services facilities,
- basic educational non-pedagogical activity, which consists in deepening and consolidating basic hygienic and social habits,
- care activities in the person's household,
- under the supervision of a social worker, activities which belong to him (eg basic social counseling, educational, training and activation activities and others).

The Act also presents the conditions for the exercise of this profession, which include professional competence under this Act. Education within the accredited qualification course "Worker in direct social care / Worker in social services" is most often used to obtain professional competence.

Qualification courses for workers in direct social care consist of general and special parts. The general part includes the following thematic areas:

- introduction to quality issues in social services; quality standards of social services;
- basics of communication; development of communication skills; assertiveness; alternative methods communication;
- introduction to psychology; psychopathology; somatology;
- basics of health protection;
- ethics of the worker's activity in social services; human rights and dignity;
- basics of prevention of social dependence on social services;
- socio-legal minimum;
- methods of social work.

The content of the special part of the course includes the following topics:

- basics of patient care; basics of hygiene; introduction to the issues of psychosocial aspects of chronic infectious diseases;
- activation; educational techniques; basics of leisure time pedagogy;
- prevention of ill-treatment and abuse of persons to whom social services are provided;
- basics of teaching home care;
- professional experience;
- crisis intervention;
- introduction to disability issues;
- managing the actions of a person (to whom a social service is provided) that endangers his or her health; and the life or health and lives of other natural persons, including the rules of gentle self-defense.

A special part of the course must be devoted to at least 80 teaching hours. Teaching schedule hours for individual thematic areas of the special part of the course is determined taking into account to the professional orientation of course participants.

Reconnaissance Probe

Qualification courses Worker in social services have their specifics, which are based from the concept of teaching, lecturers, lectured topics and last but not least from composition of the participants of the educational

group. Because the vast majority of students in these courses are the people who have obtained it education at secondary vocational schools (less so at primary schools, secondary schools) schools, with the exception of people with a university degree) and who are more accustomed to practical teaching, which devotes less time to theories than is the case in secondary schools, is quite understandable result of a survey conducted by authors with 92 respondents at retraining courses Worker in social services. The survey was conducted in the cities Benešov, Prague and Zlín. Through a simple questionnaire (roughly after 20-30 hours of teaching from the start of the course) to find out whether the respondents were lectured theory in the general part of the course seems necessary, inspiring or unnecessary. Respondents could also state the reasons for the chosen answer. 77% of respondents said they had a theoretical part the course seems unnecessary, 16% perceived it as inspiring and only 7% as necessary. Of the 77% of respondents who considered the theoretical part unnecessary, their answer justified 55%. The most common answer was "in practice, theory is useless to me", then "it doesn't tell me anything", "I don't like it" or "I don't want to do this job anyway".

The course participants do not understand the topic of interdisciplinary cooperation on a theoretical level. Within the definitions and concepts they believe in 75% that they will not be affected by this model because they do not see it as a simple tool. In the context of a case study, which was published to course participants, where it was necessary to link the fields of social work, pedagogy, special pedagogy, health care, law in the context of a specific case, however, 90% of participants perceive as important that cooperation it must exist and function.

A convenient topic that we have not already explored, but would be interesting is the professional identity, which has a close connection to the motives for education. Here we can present the research that took place with university students of social work. „In relation to studies the professional identity means for 40% of respondent professional level of knowledge, abilities, and experiences. For almost one-third of respondents the professional identity means positive relationship towards their work with high level of expertise and human approach towards target group. For rest of the respondents the professional identity means personal approaches, goals in their profession, or moral and other values.“ (Stárek, 2022, p. 41) ^[9]

Conclusion

Retraining courses A worker in direct social care is usually filled by students education at secondary vocational schools (less so at primary schools, secondary schools) schools, with the exception of people with a university degree). Our experience of several previous years, when in the general part of the course they were very negative about the theoretical education, led us to find out the reasons for their refusal, and also to think about optimizing the current situation. We surveyed through a survey we conducted on retraining courses concludes that most listeners negate the theories they lecture because of their belief in them they will not be useful in practical professional life.

The results of our research led us to the conclusion that it is necessary to motivate students to theoretical education and to change their general attitudes and beliefs that theories in social work are unimportant and useless to them in practice.

There must also be a reflection on the challenges for direct care workers, whether they are technological challenges that will help their hard work. Among other topics that correspond to the topic of social work is also the essence of interdisciplinary cooperation, which does not only concern social workers.

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