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ANXIETY MANIFESTATION IN ADOLESCENCE

O.D. Moldovan

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Abstract: Anxiety is part of human existence and is characterized by a sense of imminent danger. It can be defined as increased emotional unrest in anticipation of danger (Rieman, 2005). It differs from fear, which is an emotional response to an objective threatening.

Fear and anxiety are an intrinsic feature of the human condition with adaptive function and are parts of the normal development. The distinction between fear and anxiety, is given by the quality of the anticipatory experience anxiety versus fear, which focuses on a specific object. The pathological nature of these feelings is due to the increasing frequency of manifestations, their severity and their abnormal persistence.

The author presents the research done on two groups of subjects (students in twelfth grade and students in grade nine) to determine the differences between their share of anxiety, and highlight the weight of one or the other forms of anxiety (veiled or overt) and the personality factors that cause anxiety.

Keywords: anxiety, adolescence, manifestations of anxiety, fear

Theoretical framework

Anxiety as pain has a protective function, a coping mechanism. It protects children and adolescents and improves their chances of survival. Different levels of expression of fear and anxiety are under genetic control.

There are many theories that attempt to explain the mechanisms of activation of anxiety. Graham in 1999 (cited Tudose Tudose, Dobranici, 2011) include:

Psychoanalytic theory - considers the anxiety as an ego reaction to imminent danger. These internalized fears are rooted in prohibited desires. As the threat is recognized, the Ego reacts by activating defense

mechanisms. Psychoanalytic theories are helpful when we want to understand the mechanisms of internalization typical for child, he managing to avoid the anxiogenic objects or situations.

Anna Freud (apud Enăchescu, 2007) considered that the anxiety in children has several steps:

- The biological mother union status, which may cause separation anxiety;
- The state of object relations, which can generate fear of losing the object of desire;
- The Oedipus complex state that can generate the appearance of character anxiety;
- The level of Over-ego training that can generate guilt.

The followers of *learning theory* regard anxiety as a result of compliance. The experience taught the child to make connection between some stimuli and the anxiety experience, he managing to avoid anxiogenic objects and experiences. By conditioning, fear can be created or reduced, say the advocates of this theory; conditioning paradigms are useful for understanding phobic behavior, but do not explain all the instances of fears purchase (Bărtănescu, Lazarescu, 2011).

The authors of *cognitive theories* – regard the anxiety as a result of knowledge by the child of stressful events. When he faces situations that he can not anticipate or that are unfamiliar the anxiety appears. Not understanding or misunderstanding of natural events cause fear in children, which is why the followers of this theory believe that cognitive restructuring, would solve the fear (Benga, 2009).

In the literature of recent years has increased the number of studies on mechanisms of developing anxiety disorders in children and adolescents.

We mention older and newer theories that try to explain the etiopathogenic process of the anxiety and phobias in children and adolescents (Andrews et al., 2008):

Psychoanalytic theory are based on the assertions of Sigmund Freud who believed that "there is an anguish corresponding to a state of biological distress, phenomenon automatically based on mechanisms of excitation on the one hand and, on the other hand, there is a sign of anxiety that is a device operated by the Ego in the face of danger, triggering defense. Anxiety is the result of repressed libidinal impulses; if the libidinal goal has not been achieved and is repressed, then in its place appears the anguish "(apud Eckersleyed, 2006).

The behavioral theorists have postulated that persistent difficulties in the separation process belong to the abnormal interaction between mother and baby. The mother limites and stifles the initial stress

of separation of the child and strengthens its abnormal response. Psychodynamic theorists believe that separation anxiety occurs when the child fails to pass through the stage of separation from the mother.

Regarding the phobic or generalized anxiety behavior in recent years were studied the predictors; it was studied in particular the "inhibited temperament construction" (Galbard, 2007).

Studies confirm that the traits of temperament and the reticence type character, shyness, inhibition, characterize the child who may subsequently develop anxiety disorders of the type of separation anxiety or phobia (Perry, 2011).

Neurobiological hypotheses. Numerous evidences appear in recent years, thanks to advances in neurosciences. The relationship between attachment, neurobiology of trauma and the development of the central nervous system was the theme of a symposium of the American Psychiatric Association for Child and Adolescent, October 1999.

Charles Zeanah (apud, Riemann, 2005) confirmed the existence of four main areas of interest in which research is conducted on the attachment of Child and Adolescent from the psychopathology development perspective, namely:

- The behavioral plasticity of the attachment;
- Attachment specific relationship - psychopathology;
- The relationship attachment - affiliation and the development of social relationships;
- The finding of the most important stage in the formation of attachment.

Genetic Hypothesis. There are many studies that claim that anxiety disorders have a familial character. Twin studies report a high rate of concordance for anxiety disorders, with significant higher in monozygotic twins compared to dizygotic (Galbard, 2007).

Studies on large population groups such as "Virginie-Twin" study support the influence and association of genetic factors as risk factors for anxiety disorders and psychopathological disorders in general. These studies provide the basis for the expression of anxiety but did not report for specific anxieties.

Types of anxiety manifestations in children and adolescents

Labellarte et al (apud Tudose Tudose, Dobranici, 2011) states that anxiety is the most frequent and common expressions encountered in child and adolescent psychiatry and that excessive anxiety, severe as intensity and frequency may fall into one of the DSM IV categories; unfortunately, continues the author, the diagnostic system is controversial given that: the high frequency of inconsistencies, comorbidity with other

disorders and lack of biological markers that would provide consistent support to the etiology established yet empirically.

Separation anxiety

The essential clinical features is the quality of the child's emotional reaction to separation from the primary attachment figure (mother or other caregiver that the child perceives as secure).

Generalized anxiety disorder in children and adolescents

Children and adolescents with this disorder seem to be always anxious about, their worries are countless and without reason. All the events are accompanied, for different periods, by: irritability and anger crisis. Observing this behavior is made by parents about the age of 6-8 years.

To consider this constant anxiety as pathological, mobilizing, it must persist more than a few weeks and to disrupt the socio-familial child interaction (Zager, Rubinstein, 2011).

Phobias in children and adolescents

Compared to the fears that are so common in the child's life, phobias are "pathological fear". "The pathological fear often manifests a tend to rise and to diversification and generalization; they become more vivid and varied, while disturbing the general state of the child "(Perry, 2011).

In children, these "irrational fears caused by clearly defined circumstances and whose presence is at least imminent" (Galbard, 2007) most often expressed as: fear of darkness (acrophobia); fear of being alone (selfphobia); fear of heights (acrophobia); fear of injections, pain (algophobia); fear of enclosed spaces (claustrophobia); fear of crowds of people (antropophobia); fear of school (school phobia); fear of death (tanatophobia).

Panic attacks in children and adolescents

Panic attack is defined as an intense experience of fear that is associated with palpitations, sweating, anxiety, choking, chest pain, vomiting, nausea, imminent death (Bărtănescu, Lazarescu, 2011).

Onset is 12 years, with a peak incidence between 15 and 19 years old (Ionescu, 2006). Masi et al in 1999 (cited by Rieman, 2005), report even the onset at 10 years based on the allegations of adult patients with panic attacks.

Pilowsky (cited by Robinson, 2010), in a longitudinal study on 1,580 adolescents, observed their progression towards depressive disorder with suicidal ideation and suicide attempts.

Hypothesis and objectives

We assumed that anxiety twelfth grade students who are in high school before an important exam (baccalaureate) is higher than ninth grade students in the school who have just passed such an examination.

The formulation of working hypothesis led us to set ourselves the following research objectives:

- Choosing groups of subjects;
- The choice of psychological tests to measure anxiety;
- Applying psychological tests to the selected groups of subjects enrolled in research;
- Choosing the statistical methods for processing the results;
- Interpretation of results from research in the theory presented in the first part.

Studied samples

Checking the assumption made previously imposed the choice of two groups of subjects: adolescents in class IX and adolescents in class XII. The two groups of subjects were selected from High School Vasile Goldis Arad. On the day of the survey were present 20 students in each class.

The distribution of classes and gender is shown in Table 1 and Graph 1.

Table 1.
The distribution by sex of the two groups

	Boys	Girls
Class XII	10	10
Class a IX-a	9	11

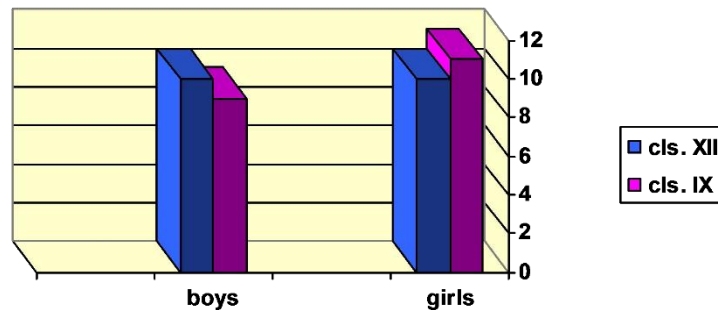


Figure 1. The gender distribution of the groups under study

Research Methodology

To check the assumption made, we chose Cattell Anxiety Questionnaire, which was applied to the subjects in both groups.

1. *Cattell Questionnaire to determine the level of Anxiety*

Also called 'self-analysis sheet'. It is a test which, although it has been validated in cases of neuroses and psychoses, can be used in the selection and counseling and guidance to detect the subjects with abnormal levels of anxiety.

2. *Working procedure*

The test was applied collectively in the morning between 9:10 o'clock in two consecutive days - one day in class XII and one day in ninth grade.

Data from subjects were processed with SPSS 17.0. There were followed the general statistics index: maximum value, minimum value, average, and aspects of comparison between averages.

The verification of the hypothesis, involved gathering data from subjects and comparison subjects between ninth grade and the grade XII.

Results and discussions

Comparative analysis of IX and XII class

We will present in Table 2. and Figure 2. the comparative situation. Total anxiety in two classes with minimum and maximum values recorded by the students' responses to questionnaires.

Table 2.
Comparison between the total anxiety averages and minimum and maximum values for class IX and XII

	IX Class	XII Class
Minimum Value	26	27
Maximum value	54	58
Total anxiety Average	44,35	50,7

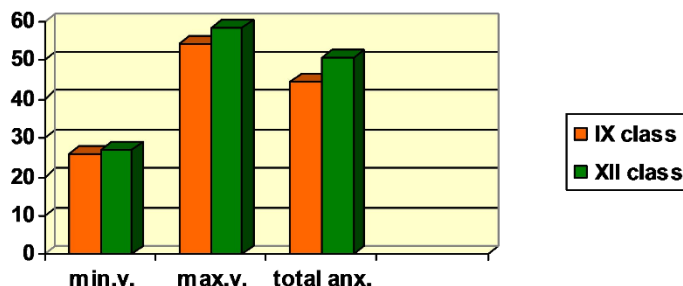


Figure 3.12. Comparison between the totals anxiety averages and minimum and maximum values for class IX and class XII

It is easy to see from the graph that the total anxiety average on the two groups is different, being higher in class XII students. In fact they recorded and greater dispersion of responses within the minimum and maximum amount of values.

As we mentioned the Class XII shows a higher rate of anxiety because of the situation obstacle that stands before them and which they must confront. Let us not forget that of the overcoming this obstacle will depend their professional future: entry to college, obtain subsidized places for large average of baccalaureate, or the reverse of this: studies paid or the need to engage somewhere until next year when they will again be able to give the baccalaureate. These are serious enough reasons for those in terminal class to present an increased anxiety.

Students in the ninth class barely exceeded an obstacle like a decisive examination. No matter how the results were for them (they managed to enter or not to the high school preferred) now the situation is somewhat stabilized and have to cope as best they can with the situation. For them, anxiety does not arise from an imminent difficult exam but from the unknown facing (new school, new colleagues, new teachers, other requirements and other laths) and from the desire to affirm themselves in the collectivity newly established, which is grade IX.

Personality factors that determine the overall anxiety, compared for the two classes are illustrated in Table 3 and Figure 3.

Table 3
Personality factors that determine the overall anxiety
compared to the two classes

Factors	IX Class	XII Class
Q3	4,47	4,92
C	3,20	3,92
L	2,27	2,60
O	6,85	7,67
Q4	5,50	6,22

Although values seem at first glance somewhat similar, though there are differences of 0.5 or even a point between the determinants of anxiety.

It maybe seen, however, higher values of all factors for Class XII sign that overall anxiety of students in this class, involves several personality factors in its determination. Quotas obtained by the terminal grade students far exceed the average values of those factors, evidence of

elevated total anxiety of these adolescents. The most significant differences arise between the factors C (0.72 difference), O (0.82 difference), and Q4 (0.72 difference). This means that the students of class XII, have an increased excitability and less ability to control and express immediate tensions in a realistic and appropriate way (factor C interpretation). The anxious tension cause some regression and impede normal growth of ego strength.

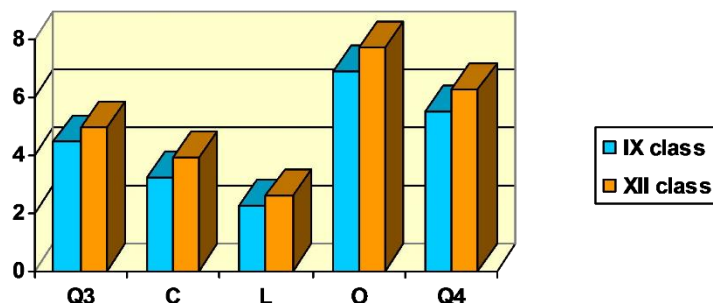


Figure 3 Personality factors that determine overall anxiety compared to the two classes.

Regarding the other two factors O and Q4 these refer to the culpability toward insecurity and respectively to the ergic tension. It seems that in the last class of high school students feel more guilt for the situation in which they are that the ones in class IX. We saw that in the ninth grade students the guilt was felt more towards people from outside, who had not managed the same performance as them. In class XII guilt is turned to himself, considering that they had not learned in time, that they were not prepared enough, or that in the present they do not allocate enough time for the following exam preparation.

The desire for appreciation and recognition (factor Q4) has, too, a different character for the two classes. Ninth graders are afraid that there will be higher expectations from the new school, that they will not be ranked among the best students or that they will fail to keep pace with new school teachers. Many of them come from general schools and there is fear, unspoken, that they will not face the level of the high school, especially when that high school has a good reputation.

The others, however, already hold a position in the class hierarchy of values, an appreciation in the eyes of parents, teachers and the colleagues. For them, the anxiety stems from the fear of disappointing the people who already had a good impression of them.

Comparative share of the manifest and veiled anxiety to the two classes can be seen in Table 4 and Figure 4.

Table 4.
The determining anxiety type for the total anxiety for the two classes

anxiety type	Class IX	Class XII
manifest anxiety (mark A)	19,5	25,35
Veiled anxiety (mark B)	22,3	25,35

If in the ninth grade, total anxiety is mainly driven by the veiled anxiety to class XII the contribution of the two types of anxiety (veiled and manifest) is equal in determining the total anxiety.

Manifested anxiety is much higher to the terminal grade students compared with the students in grade IX. The impending baccalaureate which will take place over eight-nine month is the determining factor contributing to an evident increase of manifest anxiety to these students. Let us not forget that on this examination will depend the future professional path of current students, either through obtaining a place in an institution of higher education, either by inclusion in the workforce if they fail the first version. As because of the generalized economic crisis, the number of unemployed increased and the number of jobs available decreased significantly for those with secondary education, result another reason for concern and anxiety related to the future, who brings his share of contribution in the increased rate of manifest anxiety.

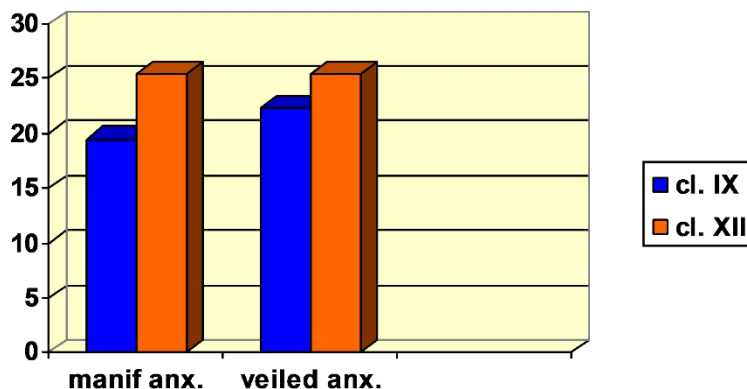


Figure 4. The determining anxiety type for the total anxiety for the two classes

For Class IX anxiety is caused mainly by the veiled anxiety. Students of this class have before them any major event with which to confront and to overcome. They have just passed such an event and their relaxation occurring after overcoming the obstacle is reflected in lower manifest anxiety in these students.

The other sources of anxiety, do not present a so great insight because they can be settled within three years, a time long enough not to feel stressed by the situation. A moderate anxiety as they have be a mobilizing factor of mental and intellectual energies to face the challenges ahead. A much more anxiety leads to difficulties in determining the maturation of the ego and in its regression.

Equal shares of manifested and veiled anxiety recorded in the last grade of high school pupils are a sign of a higher total anxiety to this lot compared to the other and of an equal contributions of the two types of anxiety in determining total anxiety.

Share of personality factors that determine manifested anxiety in the two groups can be tracked in Table 5. and Figure 5.

Table 5.
Personality factors that determine the manifest anxiety,
compared to the two classes

Factors	Class IX	Class XII
Q3	4,70	4,85
C	3,60	3,95
L	2,60	2,65
O	6,15	7,85
Q4	5,25	6,05

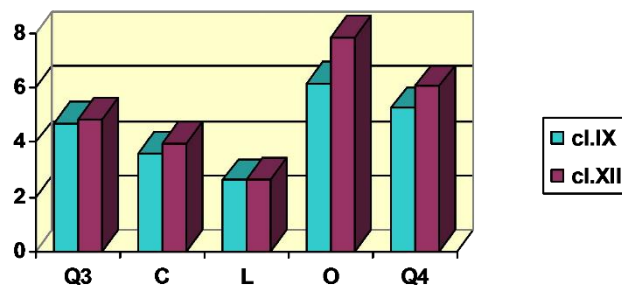


Figure 5. Personality factors that determine the manifest anxiety, compared to the two classes

The biggest difference between personality factors that determine anxiety are recorded to factor O (tendency to guilt, self-accusation and combined anxiety) recorded difference of 1.70 points. Apparently the feeling of self- culpability linked to the inability of the individual to employ correctly the time for the acquisition of knowledge (students of class XII) is much stronger than the feeling of guilt against former colleagues who failed to choose the high school wanted (ninth graders).

Indeed, for the terminal grade students their own self-accusation is stronger because the stakes is greater. On the other hand, the culpability for absences in others disciplines or the lack of attention in class, is out of time, because things have already happened and nothing can be changed. The only thing that remains is to mobilize all their physical and intellectual resources to recover most of the lost knowledge. This, however, involves physical effort and volunteer effort outside intellectual effort. Students may fear, rightly, that they will not withstand a sustained pace of learning, or they will not succeed in rhythm and in the time proposed to recover fully the knowledge required by a baccalaureate good reviews.

Next in order of size is the difference that occurs in Q4 factor between the two classes. Q4 factor refers to the yield stress or psycho ergic tension: unsatisfied desires and needs which are sources of anxiety. We took into account the need to be appreciated and valued. For those in ninth grade valuing and assessing in the new school will begin to manifest just from now on. They have in front of them all the time and the resources to imposed themselves in the eyes of teachers and fellow students and be regarded by them as students with good and very good school performance.

For those in the terminal year, appreciation and valuing have already be done. To them anxiety stems more from the feeling that they will not meet these appraisals and valuations. Students are afraid to disappoint the entourage, not to spoil their image in the eyes of the others. If we think that self-image is a reflection of what others think about the person we realize why it is so important this feeling of not to disappoint the entourage. A decrease or diminution of image value in the eyes of others, will cause automatically a decrease of the self-image, that means of the image that the subject has in his own eyes.

Changing the self-image entails other negative consequences such as the emergence of inferiority complexes, feelings of worthlessness, minimizing their intellectual capacities and their own possibilities to face new obstacles.

Share of personality factors in determining veiled anxiety is shown in Table 6 and Figure 6.

Table 6.
Personality factors that determine the veiled anxiety
compared to the two classes

Factors	Class IX	Class XII
Q3	4,25	5,00
C	2,80	3,90
L	1,95	2,55
O	7,55	7,50
Q4	5,75	6,40

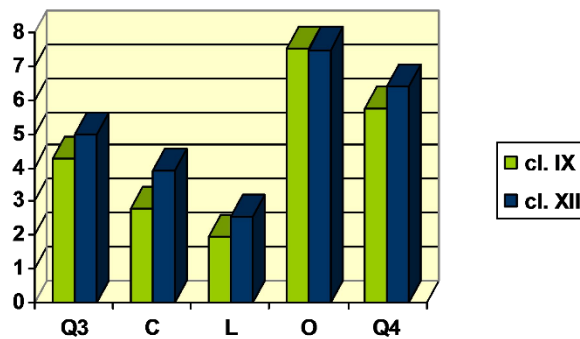


Figure 6. Personality factors that determine the veiled anxiety compared to the two classes

Only for a single factor, the factor O - insecurity towards culpability the shares of class IX are slightly higher than those of Class XII, to the veiled anxiety. It is a clue that in their inner forum the younger adolescents feel guilty not only for the failure of their friends and colleagues, but in a paradoxal way, also for their success. This is contrary to the spirit of altruism and adolescent's general tendency to come to the aid of all and make a better world. The intrapsychic tension created increase the anxiety. Even if this trend is not manifestly noted, however, their inner forum adolescents are permanently processing this and feel guilty over the whole world. This feeling causes higher rates to the factor O compared with adolescents in the terminal class.

All the other personality factors involved in determining anxiety shows higher rates in the last grade of high school adolescents compared to the values of class IX. The most significant differences are to the C factor of 1.10 points. Factor C is the ability to control immediately the tensions and to express them in an appropriate and realistic manner. Or just here the adolescents in this sample have great difficulties. On the one

hand they can not control immediately tensions as they rise as time passes. Time and his passing carries a particular tension from two points of view: on the one hand the passage of time means for the adolescents nearness exam and so the tension, the emotions and the anxiety grow. On the other hand, the passage of time means for the adolescents the shortening of the time in which they can recover some of the lost knowledge and in which they can prepare for the exam.

The most conscientious will panic, with the impression that time passes too quickly and that the left time is insufficient for the training they need. The less conscientious caution not because they have less time to learn, but because they do not know which solution to adopt to overcome the exam. They become aware that they have insufficient knowledge to cope correctly with the exam and begin to look for different alternatives, more or less correct, to keep their self-image intact and uncompromised.

Furthermore, tensions expression is not realistic. The teenager becomes more nervous and irritable as shorten the time to the exam. This can lead to frequent conflicts in the family, or even with colleagues at school. Sometimes tensions are discharged through crying or total waiver threats. The teenager do not trust their ability to cope with the first major examination of his life and emotions and tensions related to this, are growing day by day.

Even those who have a good knowledge base, and do not have cognitive gaps and have a very rigorous program to learn, not get rid of these emotions and tensions. Let us not forget that the emotional instability adds to the inherent physical and physiological changes of the age make them have a lower capacity to make decisions. And when there are temptations of all kinds (is invited to a movie, at the mall, at a party) the teenager easily gives into temptation and is going, even on the program's learning. Subsequently he feels guilty because it has not had the strength to meet their own schedule imposed and thus revolves in a vicious circle of desires and tensions that lead to anxiety, which in turn causes taking measures that will generate other anxieties .

Next on the size differences list is Q3 factor, with a difference of 0.75 between the two classes. We have already discussed in the paper the importance and significance of Q3 factor, signifying the degree of motivation in integrating the behavior in a clear concept of itself, and accepted consciously and by the social standards approved. The issue of social standards is very thorny for adolescents. Some of these standards make them to mobilize in order to reach and even surpass them and to integrate themselves into the adult world which is so complex and complicated. Some of the standards seem outdated and absurd and then

their violation is not regarded as serious. If to fit these standards they found less accurate alternative to pass the exam, it not seem to them a very big tragedy, especially because the final goal was good and also their intentions were good. But the moral conscience (which is well developed at that age) bother them constantly with guilt for the methods adopted and hence a state of increased inner tension, accompanied by anxiety. If it is known about their alternative methods, or if they are caught using them, then the self-image will collapse, and the image that others have of them will acquire negative connotations. In this way the teenager feels included in the battle of two contrary tendencies: on the one hand to win (to overcome exam) at any price, on the other hand tend to defend their own image in the eyes of others and his own eyes. The continuous oscillation between these two extremes lead to increased anxiety, sometimes accompanied by other symptoms, such as somatic ones (insomnia, nausea, headache etc.).

In this context too much anxiety leads to a regression of ego. The teenager is aware that after this examination, everyone (including the entire society) will consider him as an adult and will no longer be tolerated little subterfuge or alternatives for which until now there was some indulgence. As a defense against this tension, the ego regresses to childhood when there were no problems, when he had only to play and eat, when there were others (parents) who took care of him and were facing the daily problems and difficulties. The teenager will simulate disease states (flu, feeling unwell etc.) to avoid, at least for a short time, the continue confrontation with the problems to be overcome and resolved, and to feel again, safe and protected by adults.

For overall anxiety and its two forms, manifested the veiled anxiety we calculated using SPSS 17.0, the differences between averages and their meanings in order to have one last argument for the proposition that our working hypothesis is validated in practice.

Table 7.
The significance of difference between means

	t	significance
Overall anxiety	3,426	p < 0,01
Manifested anxiety	2,856	p < 0,01
Veiled anxiety	3,284	p < 0,01

All differences between averages are significant at a significance level $p < 0.01$. By calculating the difference between the averages, it passed the test of significance t, or Student t test for independent samples.

An extract from the meanings of T, is shown below in order to better observe where our values are located.

Table 8.

**Extract from Table significance of t.
Number of degrees of freedom = N-1**

n	p	0,10	0,05	0,02	0,01
.....
19		1,73	2,09	2,53	2,84
.....

Source: Radu, Miclea, Nemeş, Albu, Moldovan, Szamoskozi (1993), *Metodologie psihologică și analiza datelor*, Editura Sincron, Cluj-Napoooca, p. 384.

The values obtained by us for t are higher than the last record in the table at $p < 0.01$. This means that we fail to less than 1% of cases when we say that there are differences in anxiety among the students of class IX and XII graders. These differences are not accidental, but are the products of concrete situations in teenagers real life at this age. The presentation of the meanings table for differences between averages, is the latest confirmation of our working hypothesis: that there are differences in the rate of anxiety in teenagers in ninth grade than those in class XII. Our hypothesis was validated in practice and our research has proved its utility by the explanations that tried to offer in understanding this age and the anxieties facing it.

Conclusions

Anxiety is a normal and common health problem which if not treated properly can persist into adulthood. Because anxiety among adults has numerous comorbid disorders (substance abuse, depression and suicide attempts) it is very important to identify risk factors that facilitate the development of this disorder and prevent chronic symptoms.

Anxiety is present naturally in the emotional child together with fear and sadness. Almost the entire spectrum of anxiety from symptoms to syndrome can be expressed in childhood and adolescence.

The approach of anxiety disorders in terms of growth and development is becoming more common in the literature of the last years, when the development and the psychopathology of development are focused by specialized author.

The most common manifestations of anxiety in children and adolescents are: separation anxiety, generalized anxiety disorder, phobias

(specific to small child), panic disorder, post-traumatic stress disorder and obsessive-compulsive disorders.

As a working hypothesis we assumed that anxiety of students of class XII in high school which are in front of an important examination (baccalaureate) is higher than that of the students in the ninth grade of high school who have just passed such an examination.

For overall anxiety and its two forms, manifested and veiled anxiety we calculated using SPSS 17.0, the differences between averages and their meanings in order to have one last argument for the assumption that our working hypothesis is validated in practice.

Our hypothesis was validated in practice and our research has proved its utility by the explanations it tried to offer in understanding this age and the anxieties facing it.

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SOCIAL PEDAGOGY AND SOCIAL PSYCHOLOGY COMPARATIVE RELATIONS

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Abstract: The study examines the relationship between two concepts insufficiently fixed into the collective mind of the scientific community from the educational sciences branch. "Social Pedagogy" and "Social Psychology" tend to become Evelina Balaş

frontier sciences, seeking arguments to become mature sciences, with an outlined personality. The difficulties of such an undertaking are amplified because of the existence of identical areas of analysis ("educational phenomena") and also by the delay in arranging the concepts in an unequivocal and unambiguous language (ex. Psychosociology - Sociopedagogy - Social Psychology - Educational pedagogy).

Key words: Social psychology, social pedagogy, educational phenomena, psychosocial activities.

1. Social psychology. Here's a first explanation of the **social psychology**: "*Septimiu Chelcea alternative uses the terms of **psychosociology** and **social psychology**. Petru Iluţ uses the concept of **sociopsychology**, considering it "the social psychology of the sociologists". In this context, the social psychology could be a branch of psychology, like for example the family psychology, which is not totally true. However Pantelimon Golu defines it as a branch of psychology and Adrian Neculau considers it a frontier discipline (S. Chelcea, 2010, p.20). The **social psychology** is more than the convergence of these two disciplines*

contained in the title, psychology and sociology (Rada, Peltea, 2014, p.9). Further along and in the same place, breakdowns are operated: *"Currently there are talks of a psychological social psychology (PSP) and a sociological social psychology (PSS). The psychological social psychology focuses on the individual as a social actor or on the small group and for finding explanations uses psychic internal mental processes of the individual. The sociological social psychology focuses on the social context, its interest lying in how people form and define the social experience, the social institutions thus forming the social experience"* (Rada, Peltea, 2014, p.10). In exercises, applications (the volume is an academic course) the following questioning is proposed:

*"What is important in the study of **social psychology** is the influence of the social on the individual behavior, which often translates into terms of social interaction, communication or social development, power relationship etc. Look for clues of this interest in the following definitions of social psychology:*

- *„**Social psychology** is actually the science of events, of interpersonal conduct”* (Krech and Crutchfield)

- *„**Social psychology** means the study of human interaction”* (Watson)

- *„**Social psychology** explains and examines the way in which the thoughts, feelings, behavior of individuals are influenced by the actual, imagined or involved presence of others”* (Allport)

- *„**Social psychology** is dealing primarily with the study of human mental peculiarities as a socio-cultural being, and his conduct within the group to which he belongs, and also with the study of the group, collective and mass psychology, as they manifest in human activity”* (P. Golu)

- *„**Social psychology** is a scientific study of the experience and behavior of individuals in their relationship with the social stimuli”* (Sherif)

- *„**Social psychology** is defined as the scientific study of the mutual influence between individuals and their social context”* (Sabini)” (Rada, Peltea, 2014, p.10).

We encourage lecturers to adopt their own point of view, as a kind of shielding for developing the concept of social pedagogy.

The arrival of Muslim refugees in Europe as an exodus confirms the view of G. Le Bon that the age we enter is the age of "crowds" (Moscovici, 1998). *The social psychology* refers precisely to the analysis of the collective behavior, of the invasion of the passions of the mob (the people) over individual reasons. The crowd has other logical rigors, exceeding the capacity to attitude of the ego.

S. Moscovici coordinates a volume elaborated by "*European social psychologists*" (Moscovici, 1998) in which the social psychology gets a reshuffled contour, being related to "the relationship with the other". The problem of identity (self, ego) is opposed to that of otherness, establishing a relationship between *egoism* and *altruism*. Developed by the contribution of important "socio-psychologists" (as they call themselves), the volume proposes a hypothesis that could draw a frontier science.

Serge Moscovici is translated into Romanian with two books on ... social psychology: *The social psychology or The machine for forging Gods* (1994, 1995, 1997) and *The social psychology of the relationship with the other* (1998). Social psychology? Yes, it is a new science that was not given much chance to survive, a kind of unnatural thing: because "the separation pact awards the individual to the sociology and the society to the economy or the sociology" (Moscovici, 1998,p.7). But anyone, says Moscovici observes "*how the whole society resides in every individual*" ((Moscovici, 1998,p.7). Then why there is a conflict between the individual and society? This is the hypothesis that led to the emergence of "*the social psychology as a science of conflict between the individual and society*" (Moscovici, 1998, p.8). The second definition complicates the problems of the first: "*the social psychology is the science of the ideological phenomena (social cognitions- Ilut, 2009, p. 43 - and social representations – Blackwell Encyclopedia, 1999) and of the communicational phenomena*" (Blackwell Encyclopedia, 1999). The man can be wise and worthy, but within the crowd his behavior has a chance to take on the attributes of stupidity. The mass of people is passionate and the collective decisions are often (most often) instinctual, passionate, bestial. Remember the crowd of peasants in the *Uprising* of Liviu Rebreanu. Going to the manorial mansion to hold Miron Iuga responsible, they walk strictly on the alley, avoiding damaging the flowers, then align

with the hats in their hands waiting for the boyar. When asked what they want, not one can think for a reason they came to the estate. It's the respect shown for the authority. When one person in the crowd gets insolent, the others become hysterical by contagion and rush through the boyar house, stealing, destroying, killing, raping. The crowd behaves like a beast, is not reasoning, not thinking, it's blind and passionate. The rumors magically trigger specific passionate actions by the crowd. The individual loses his values and integrates into a social body.

Petru Iluț, sociologist, professor at the University of Cluj-Napoca, with a degree in philosophy, a PHD in (social) psychology, published several studies about family, about "the qualitative approach to socio-human" and also a volume on "*Social psychology and socio-psychology*" (2009). The volume, as is also the practice of Septimiu Chelcea (2010), promotes the concept of "**socio-psychology**" which "*is something more than social psychology of the sociologists and even than psycho-sociology*" (Iluț, 2009, p.13). P. Iluț definition for "**social psychology (socio-psychology)**" is difficult to grasp demanding further explanation for its elongated linguistics; the subsequent clarifications clear the view of the sociologist on the social psychology: It refers to the psyche of individuals, whose behavior changes under the influence of his existence within society.

Septimiu Chelcea in the volume "*Psychosociology. Theories, research, applications*" (2010, p. 9) prefers the term found in the title to that of „*social psychology*”, given the fact that it designates "the psychological aspects of society" or "the psychological aspects of social life". Sometimes it comes to "*understanding the mental processes of the person in contact with the social*" or refers to "*the social consciousness of individuals*". Further along (p. 16), S.C. identifies by reference, the area of concerns of psycho-sociologists: aggression / prosocial behavior, attitude, award, nonverbal behavior, organizational behavior, culture, motivation, individual perception, motivation, social influence, personal ant inter-group relationships, conflicts, health.

Pantelimon Golu and Florinda Golu identify "The applicative dimensions of the social psychology" (Golu, P., Golu, F., 2012), a generous volume thanks to the 340 references, all of allogenic psychological literature. The social psychology is "a science with its own statute" which "has spread its antennas to all areas of daily life" (Golu, P., Golu, F., 2012, p.7). So this science has an interest in "health, communication, relationships, work, leisure, justice, politics, relation to the environment" providing "strategies and suggestions to facilitate the balance between human and social world" (Golu, P., Golu, F., 2012, p.9). The area of expertise of the social psychologist is the street, the group, the social movements. He studies "the social conduct and the effect of social situations on humans" (Golu, P., Golu, F., 2012, p.12).

I suggest the concessive opinion of Tr. Herseni: "*the individual and the society are aspects of the same human reality*"; specifically, there is no individual without society nor a society without individuals" (Dumitriu, 1973, p.8). The encounter between the psychic ego and the social self generates an osmosis between the individual and his social works. Golu P. says: "*The social is composed of organizations, institutions, businesses, occupations, jobs; the psychological - of people, who inhabit all these frameworks and give them life ... The social means laws and regulations, orders and decrees, rules: the psychological - necessities and motives, desires and expectations, hopes and ideals*" (Golu, 1989, p.20) etc.

2. Social pedagogy. Not about social psychology or socio-psychology we wanted to express our opinions, because we want clarification on the issue of "*Social pedagogy*". One can easily see that psychologists and sociologists have found an interface, an area of knowledge extraordinarily exciting, in which the two sciences reach towards each other in solidarity and congruence. One relates to the individual's mental dimension, the other to the social dimension of individual, and the social psychology emerge over the research issues of both. From this "reconciliation" the "pedagogy" as a methodical and logical organization of interdisciplinary cooperation process, is excluded. Let us return, then, to "issues of the *Social pedagogy*".

Taking into account the inventory of opinions of the psychologists and sociologists, we consider that a contemporary pedagogy dictionary

would (could) contain the following plug-article for the concept of "SOCIAL PEDAGOGY": *“a branch of general pedagogy, in charge of integration of the individual into the society, by systematically accepting its requirements for a good coexistence. The value of ego stands only in relation with the accepted values of human society. The social pedagogy has the following content: self-education, communication with others, coexistence within a group, the relationship between self freedoms and social requirements, assuming civic democracy (a condition for becoming a citizen) and the content of education in accordance with the society's organizational culture. S.P. is a frontier discipline, theorized by teachers and sociologists:”* ~ First time was theorized by Paul NATORP (1899), and enhanced by the writing signed by E. Durkheim, T. Parson, and in Romania, by S. Stoian (1976), S. Cristea (1998), E. Paun (1999), D. Popovic (2003). ~ Synonymous with "sociology of education" and with "sociological pedagogy", the word competes with "socio-psychology" and "social psychology". About concept problems wrote: E. Paun (*The school - a sociological analysis*, 1999), D. Popovici (*Sociology of Education*, 2003), A. Hatos (*Sociology of Education*, 2006), E. Drobot (*Social Pedagogy*, 2008), Ioan Neacsu (*Social Pedagogy*, 2010).

In the following lines, we will refer to some of the content of social pedagogy, starting from the philosophy of education, which refers to procedures of systematic socialization of the individual through the educational process with the goal of a timely integration into society. The place of manifestation and fulfillment of personality is the society, with all its embodiments, totalitarian or democratic. Nobody can jump over its shadow, as each individual is forced to accept the social behavior and mentality of the group to which he belongs. Refusing integration even to limit of its desirability implies social exclusion.

3. Education - psychosocial activity. Through its semantic field, the word "education" has become highly productive, and is used in numerous linguistic structures. It is a noun, verb, adjective or adverb, designating a procedural reality, a relationship, an action, an endowment. From a generic sense (*educō, -are* = caring, feeding) to its contemporary meaning, the term had one of the most prolific forms of courtship through semantic enrichment and expressive nuance. *Paideia* is the Greek concept, *institutio* as the Romans called it, that then became *education*, from lat. *educatio*, meaning training, development. Beginning with the care

through nutrition and protection of the child, to the "nurturing" of existential development, the permanent target of the education was happiness, human welfare and community. It represents "*a paradoxical crossroad of the relationship with the world and life in general*", being directed "*inevitably to the past, to the cultural heritage of humankind*" (Stanciu, 2003, p.93). It has numerous definitions from various perspectives. Comenius links the education with the virtue ("*to protect the youth from the temptations of the world*"), Dottrens considers education as a tendency towards "*the full flowering of the human personality*", Mialaret view that education as an institutional activity, from which results **a product**, as requested by the society and a humanist **process** for modeling behaviors. A summary of the definitions of Education, in the spirit of the current paradigm of the curriculum is: "*activity of (self) training - (self) development of personality projected by systemic and process finalities, aiming at optimal social integration by making full use of all pedagogical resources at the level of correlation between the educator - educated, carried out in an open and (auto) perfectible internal and external context*" (Potolea, Noveanu, 2008, p.338). The definition represents "*a conceptual model claimed by the social and human sciences under different formulas*" (Potolea, Noveanu, 2008, p.338). Other opinions consider education as a dynamic development-training activity, which permanently constructs both at individual and social level. As the meaning of any existence is satisfying the social and individual needs, the **education** is the primary mean of fulfillment of personality, cause and effect for the development of the human community. Through education, the individual (positively) transforms to a desirable life into society, thus becoming socialized. In other words, education is little more than socialization, but it's obvious socialization never the less.

The concepts of **education** and **educability/ socialization** have never received any negative connotation, but agreeable descriptions, a considerate argument for the personality profile resulted from the activity of "cultivation", of "care". Symbol of behavioral progress and progressive improvement of personality, the education is a form of humanization and socialization (Potolea, Noveanu, 2008, p.339).

Whatever the *genotypic* condition (made up of the hereditary, genetic characteristics), each individual needs a *phenotypic* condition, of acquisition of behaviors resulting from contextual learning situations. The education is the consequence of a complex program of congruence between genotype and phenotype. In education, blends together customized behaviors of the human psyche, along with the context in which the process of assimilation, of social type, axiological, professional, cultural and normative, take place.

The education process is always an indirect consequence of a pedagogical situation. A *pedagogical situation* is configured in a context in which a learning act occurs and whose results are desirable. For instance, a young man arrives in a school environment, experience and activity, and emerges out of the teaching environment with knowledge, skills, capacities and assimilated attitudes. Similarly, a young man participates in a theater play, and on leaving the room has some elements of "added value" in terms of education. As a behavioral exercise, the *education*, results from a progressive sequence of learning situations (organized or random) in order to socialize, to earn the right to civic dignity.

The situational contexts generate education and educability represents the echo of exercises in social adaptation, and the accepted experience of public integration. Life is made up of a sequence of facts and phenomena, animated by people, regardless of age or personal or social status. All together and each have educational and social resources, being guidelines from which the virtuosity of some conduct is emanating. Any existential situation, in which an individual involves or assists triggers *positive* affective states (called educational influence), contrast effects (observing negative phenomena, gestures, attitudes, that generate educational conducts) and *negative* effects (negativists or defiant conducts).

The life and daily experience is a continual source of both education and non-education; the phenomena with which the people come into contact have educational and vicious, non-educational influences on them. The educability relates to the direct or indirect intervention on individuals, carried out by another (person endowed with competence and authority), by itself (expressing the wishes and aspirations), and by "community mentality" of the group.

We note that human actions influence both the negative and positive the personalities of young people, but only the educational phenomena leads them from a biological human to becoming a civilized and educated citizen. Education is "a positive transformation", thanks to which the individual is socialized, according to a project of human personality, consistent with the society that includes him. Gradual transformation aims at behavioral, emotional, attitudinal, actional, intellectual and physical changes. For such changes to have a positive direction, the educational system organizes specialized activities, according to a value-oriented curriculum, for transmission of behavior consistent with standards of profession, with personal fulfillment and social contextualization.

What happens in the *civic environment* and what is the relation between its influences and educational intervention? We have already shown that educational gain is the consequence of contextual learning, didactic learning and psycho-individual accomplishment. ***Modern civic environment*** "offers" exciting, contagious experiences to the young, based on movement, color, sound, real and virtual shows, through actors, seduced by the show, ratings and image. In such an atmosphere, any individual feels good with or without attributes, commitments or values, with or without personality. A mad world, crazy about money, comfort, entertainment, a humanized, free, democratic, tolerant, an unpredictable world, obsessed with the present, disinterested in the past and tolerant towards future is a *source of models*. There are in this civic environment education models, but also manipulative ones. Made up of communities and groups that celebrate their vices and with reworked mentalities, the modern society has attractiveness and the capacity and of inclusion. Its influences are some of the most powerful, though not always irritates the educational policies. But if the draft of human personality (expressed by the educational ideal) disregards the mentality of society, its configuration lines, the educational institutions will fail their main mission, which is to educate. Consequently, educational influences, called by teachers, *formal* (normative and didactic), *non-formal* (un-normative and didactic) and *informal* (un-normative and un-didactic) should be seen in a different hierarchy.

The society, through television or internet, proposes manipulative forms of learning more dynamic and effective, and its models are alive, attractive, shocking and personal. Formal education is trapped in a process of transmission (irrespective of the assumed model) of values of humanity, created and fixated in sets, theories, facts etc. Its adaptation to a new type of education, actually a reconfiguration of the content of education, provides a desirable congruence between the civic and educational environment. The *intellectual education* will cover both cognitive and meta-cognitive aspects, the *moral education* will integrate civic and religious morality, the *aesthetic education* will accept both kitsch and natural beauty, the *physical education* will include equally competitive kinesiology architectures, the *professional (vocational) education* will integrate the virtues of change (aspirations) and the *new educations* can become didactic fields in determination and implementation of the "old education". All human actions, educational or not, are embedded in a social context. This is a resource for creating educational situations and not at catalyst for them.

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THE RELATION BETWEEN COPING MECHANISMS AND ATTACHMENT STYLS TO ADOLESCENTS

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Abstract: The abandonment, a problem that is known worldwide met an unprecedented explosion especially in poor countries and unclear political situations like Romania.

According to the specialty literature research a large number of studies regarding the development of abandoned children has been conducted in our country. The situations of children who come from disorganized families in Romania have considerably deteriorated while the number of abandoned children has progressively grown. Furthermore, the life conditions in orphanage institutions are sometimes insecure and do not answer the optimized developmental needs of the children. A series of studies that have been realized regarding the investigation of the causes that determined children to end up in such institutions refer to the abandonment and the children who come from unorganized families and who are confronting with several problems.

Among several disorders that can be found in children who are institutionalized there are also disorders of emotional attachment. Several studies regarding the three types of emotional attachment (secure, avoidant, anxious) have compared groups of children who were raised in orphanages and groups of children who were raised by their parents and the results pointed out the presence of meaningful differences for all types of emotional attachments, the children raised in orphanages being more avoidant, more anxious and feeling less secure unlike those raised by their parents. Furthermore the studies that investigated the groups of teenagers raised within families have discovered that the emotional engagement is positively related to anxiety and rage and the coping mechanism are less adaptive. Other studies have proven

the fact that those children who start their lives engaging a secure emotional commitment show a higher self-esteem and they are using positive coping mechanisms while those who engage a less secure emotional commitment are likely to show less capability to difficulties.

In the specialty literature there are to be found numerous studies that research similar concepts with those presented here, but none of them have spoken about the subject illustrated by this one. Therefore this study represents the occasion to contribute in a small manner to the knowledge of the presented problem and simultaneously a starting point for other studies.

Key words: emotional attachment, mechanism, coping, teenagers, stress, abandonment.

Theoretical aspects regarding the study

The stress

From the psychological point of view the stress is considered a subjectively perceived strong imbalance, between the imposed requests of the organism and the capacity to answer at the stimuli (Derevenco, Anghel, Băban, 1992, pag. 27).

For Selye, (1949, *apud* Luban – Plozza, Pozzi, Carlevaro, 2000, pag. 9), who integrated the term into the medical field, the stress is “the adaption program of the body to a new situation, the stereotypical and unspecified answer to the stimuli that perturb its personal imbalance.” Hereby the stress phenomenon indicates a psychosomatic mechanism whereby the human being reacts to the physical and mental efforts, tiredness, frustration, rage but especially to conflicts that take place within his small group: the family.

The concept of coping

The concept of coping represents the assembly of cognitive, behavioral and complex strategies that humans are using in the effort of canceling or diminishing the stressful effects of the life events towards them (Vaillant, 1992, *apud* Perciun, 2000, pag. 113).

Lazarus and Folkman, 1984, (*apud* Băban, 1998, pag. 49), defined the concept of coping as “the behavioral and cognitive effort to diminish, control or tolerate the extrinsic or intrinsic requests that surpass the private means.” This definition highlights four essential aspects of the coping mechanism: behavioral and cognitive part of the processes; the coping is always a transactional process between the person and the environment, therefore engages perpetual quantitative and qualitative

changes of this relation. The transactional relation between a person and the environment also assumes mutually conditioning between coping, evaluation and emotion. The process distinguishes between the adjustment mechanisms and innate adaptation mechanisms engaging the necessity of effort and also highlights the existence of the effective and less effective types of coping (Băban, 1998, pag. 49).

The process of coping gets through three stages: *the precognition* (or the anticipation) is when the situation can be postponed or prevented, when the person can prepare for the confrontation and can evaluate its cost; *the confrontation* (or the impact) when reevaluation, redefining the situation and answer takes place; and *post confrontation* when the personal significance of what happened is being analyzed. Repeatedly the moment of precognition is stronger than the confrontation when we refer to the psycho-physical reactions. This fact had determined the outline of the so-called *stress anticipation*. When there is no moment of anticipation the psycho-physical reactions can manifest after the confrontation (Lazarus, 1986, *apud* Băban, 1998, pag. 49-50).

Emotional attachment

The emotional attachment is an affective structure of a complex intercommunication in relation to a person (idea, ideology or group etc.). It contains strong emotional symbolic elements of great impact. Among people it can be mutual or unilateral. Furthermore it is obviously asymmetrical. The person who engages emotional attachment is dependent towards the other individual. The emotional attachment engages complex expressive behavior: the lack of interest, the desire of commitment, assurance and protection. The emotional attachment can be also oriented towards people without any expressive characteristics (Șchiopu, 1997, pag. 87).

According to Stroufe, Egeland, Carlson, Collins, 2005, (*apud* Muntean, 2006, pag 194) “the theory of emotional attachment is a developing and dynamic structured theory that allows unclear and nonlinear important predictions of successive adaptation that take place. The nonlinear development of the individual can be achieved according to the following principles: integration, self-organization, distinction.” The emotional attachment is a fundamental organizational system that determines the development and is the base of mental health.

Types of emotional attachment:

- *Type A behavior* (emotional attachment characterized by insecurity, anxiety and avoidance): The representative children of this category do not seem to be affected by the absence of their mother; they start to explore immediately the unknown environment, but when they are left with their maternal figure they either show a minimum answer or

the absence of it. Even in the absence of the figure they continue to explore the play room, and when they reunite the child avoids the parent returning to his toys. The continuous concentration of these children upon the physical environment can be considered a strategy to minimize the affective behavior.

- *Type B behavior* (the emotional attachment characterized by security): The representative children of this category impatiently explore the unknown environment in the presence of their maternal figure, but when the figure is absent they show signs of longing; they feel affected in their absence. When reunited these type of children look for closeness, interaction and physical contact, and soon they return to exploring the environment. They seem capable to find a balance between emotional attachment and exploring.

- *Type C behavior* (the emotional behavior characterized by insecurity – ambivalent): this category of children frequently feels fear once they enter the play room and they remain relatively uninterested about exploring. During the procedure of the unknown situation they seem preoccupied by the presence or absence of their maternal figure. When separated by their maternal figure they manifest distress and anxiety, being affected by the separation. When reunited they look for proximity but in the same time they keep distance to their maternal figure (they are ambivalent, simultaneously seeking but avoiding the physical contact with their mother). These children manifest stress till the end of the stressful situation procedure.

- *Type D behavior* (the emotional attachment characterized by the lack of organization and orientation): According to a research, Main and Solomon, 1986, (apud Birch, 2000, pag. 54), suggest that there is a fourth category, that is the type D category (the lack of organization and orientation). It has been noticeable that a small number of children didn't seem to have a coherent strategy to cope with the "unknown stress situation". Thus, their behavior is fully disorganized and disoriented and is characterized by incomplete moves and reactions sometimes discreet in relation to an unknown person or even to the mother.

Adolescence

The adolescence is a stage in life, a transitional period between childhood and adulthood that sums up more sub-stages: the preadolescence (from 14 till 16/18), the adolescence (from 16 till 20) and prolonged adolescence (from 18/20 till 25) that includes the young students as well as the integrated youngsters that are already part of the different forms of social-professional activity. Overall the adolescence is seen as an extremely rich ontogenetic development stage regarding the

psycho-behavioral pain of acquisitions and changes. As a period between childhood and adulthood, it offers a dimensional behavioral and psychological profile, more precisely by the contradiction between the young adult status requested by the adolescent and the child status given constantly by the adults. Fundamentally some authors made reference to the so-called “*adolescent personality crisis phenomenon*” or “*originality crisis*” (Şchiopu, Verza, 198; Rousselet, 1969; Debesse, 1930, *apud* Mitrofan, N., Mitrofan, I., 1991, pag. 10).

The research methodology

The general objective

This study tries to find the possible existing differences between adolescents who come from disorganized families and those who come from organized families regarding the level of coping mechanisms and emotional attachment styles.

Specific objectives

- Highlighting the differences between adolescents who come from disorganized families and those who come from organized families regarding the *coping mechanism*.
- Pointing out the differences between adolescents that come from disorganized families and those who come from organized families regarding the emotional attachment styles.
- Pointing out the differences between adolescents who come from disorganized families and those who come from organized families regarding their self-esteem.
- Highlighting the differences between adolescents who come from disorganized families and those who come from organized families regarding their emotional maturity level.

Applied hypothesis

- *Hypothesis 1.* There are significant differences between the adolescents who come from disorganized families and those who come from organized families regarding their emotional attachment styles.
- *Hypothesis 2.* The self-esteem presents a significantly lower level regarding those adolescents who come from disorganized families than those who come from organized families.
- *Hypothesis 3.* Statistics show that the emotional maturity stage regarding adolescents who come from disorganized families presents a significantly lower level than those who come from organized families.
- *Hypothesis 4.* Statistics show that there are significant differences regarding the *coping strategies* used between adolescents who

come from disorganized families from those who come from organized families.

Used methods

- *Friedman emotional maturity assessment questionnaire*
- *COPE - coping measurement process questionnaire*
- *Emotional attachment questionnaire*
- *Rosenberg self-esteem measurement scale*

The presentation of sample investigated

The examined group of the study contains 60 subjects who were equally divided into two groups. The first group assembles adolescents with the average age between 16 and 25 years with an average age equal to 19,4 years. The individuals from this group are institutionalised in the “Center for family and professional integration support for youth” in Timisoara and they willingly participated in this reasearch.

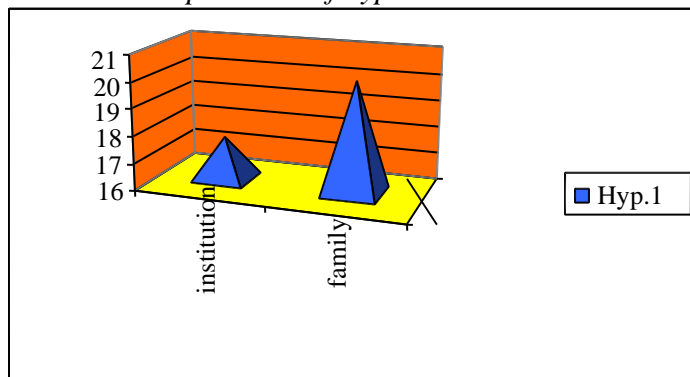
Regarding the second group, that contains adolescents with the average age between 16 and 25 with an average age equal to 19.33.

The design of the research

This study is non-experimental. More precisely, having regard to the formulation of the objectives and the hypotesis and to check if there are any differences or not regarding the coping mechanisms and emotional attachment styles between the two groups, it is necessary to achive a comparative study.

Results and discussions

5. The interpretation of hypotesis 1



Graphic no. 1 The difference between the two groups regarding the secure emotional attachment style

In order to see and understand the direction of the differences it is sufficient to notice the averages showed in graphic no 1. Thus, we will notice that the adolescents who come from disorganized families show a

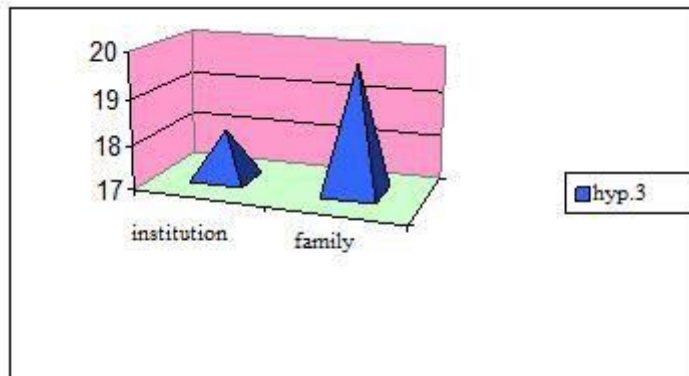
diminished emotional attachment style (17,66) than those who come from organized families(20,10).

Considering that significant differences for the research groups regarding the adolescents, the collected data support the first hypothesis. The adolescents who come from disorganized families obtained lower values than the second group, regarding the secure emotional attachment style.

6. *The interpretation of the second hypothesis (hypothesis no 2)*

The result is not statistically significant and thus the null hypothesis is not rejected. This means that the results obtained do not support the launched hypothesis, which is: *The self-esteem presents a significantly lower level regarding those adolescents who come from disorganized families than those who come from organized families.*

7. *The interpretation of the third hypothesis (hypothesis no 3)*



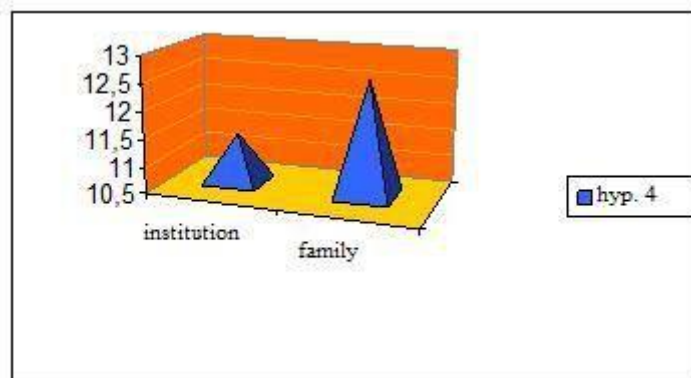
Graphic no. 2 The difference between the two groups regarding the emotional maturity level

Therefore, the third hypothesis claims that between the two categories of adolescents there are differences regarding the emotional maturity level. In order to notice the direction of the differences we will examine the averages presented in the second graphic. Thus, we will notice that adolescents who come from organized families show a higher emotional maturity level (19.88) than those who come from disorganized families (18,17).

As noticeable from the quantitative interpretation, the hypothesis regarding the “Statistics show that the emotional maturity stage regarding adolescents who come from disorganized families presents a significantly

lower level than those who come from organized families” is supported by the obtained data.

8. The interpretation of the forth hypotesis (hypotesis no 4)



Graphic no. 3 The difference between the two groups regarding the active coping

In order to see and understand the direction of the differences it is sufficient to notice the averages showed in the graphic no. 3. Thus, we notice that adolescents who come from disorganized families they tend to use less *active coping* in order to face stress(11,40) unlike the adolescents who come from organized families to whom a higher usage of the active coping is being noticed (12,63).

According to the quantitative data analyze it is noticeable that the hypotesis is valid and between the two groups of the adolescents there are differences regarding the active coping.

The studies performed on the adolescents suggest that a poor family cohesion is associated with certain symptom that indicates the presence of the stress. Thus, the level of family cohesion becomes a mental health predictor and also affects the risk for institutionalization.

Other studies underline that a higher stress among the adolescents is associated with less support from the group and less family cohesion. Thus, adolescents who come from institutions are likely to arise from families with financial or mental-emotional instability issues, all these determing factors assembling stress references.

Conclusions

The general objective of this reference is represented by the attempt to surprise if there are any differences between the group of adolescents who come from disorganized families and those who com from organized families regarding the coping mechanisms and the attachment styles.

After processing the statistical data as well as the interpretation of the qualitative and the quantitative results the following conclusions can be extracted:

Statistics show that there are significant differences between the two groups of adolescents regarding the secure emotional attachment style, the group of adolescents who come from organized families registering a higher average of this type of the attachment style (20,10), unlike the group of adolescents who come from disorganized families. The deprivation of affection and an organized family that is using some fundamental rules and principles, that offers trust and safety to children, it is possible that the children who come from disorganized families to develop a fear of abandonment, a fear that is more pregnant to them than to those who come from organized families; thus, this aspect explains the difference between the two groups regarding the secure emotional attachment style.

Additionally, the hypothesis stays on solid data and agrees with the speciality literature studies where often is mentioned that those adolescents who have grown into institutions are likely to develop an insecure emotional attachment style unlike those who have grown into organized families.

Concluding the data analysis regarding the coping mechanisms the following significant differences have been found: the active coping is more diminished regarding the adolescents who come from disorganized families (the average is 11,40) unlike those who come from organized families (12,63). The self-organization is also more diminished regarding adolescents who come from disorganized families (11,60) unlike those who come from organized families (12, 90).

These two coping strategies point out clear and useful actions that want to eliminate the stress factor, it refers to the organisation of useful steps and ways to improve and eliminate the problem. In general, the optimism, sociability, self-trust are associated in the speciality literature to adolescents who come from organized families and are likely to use those features when engaging the coping mechanism through direct actions unlike the adolescents who come from disorganized families.

Thus, there is the possibility for the adolescents who come from disorganized families to offer a social desirable answer in order to shape a positive image in front of others.

There is a significant difference regarding the emotional maturity level between the two groups. Thus, the results show that adolescents who come from disorganized families register a more diminished level of the emotional maturity level (18,17) unlike the adolescents who come from organized families (19,88).

The speciality literature speaks about the importance of the family environment considering that the equilibrium and the stability offered to children will contribute to the harmonious development of their maturity. It is possible that the life events of the adolescents who come from a disorganized family, for instance the most painful one to be their family separation, can contribute to their emotional instability.

This study proves that children who grow within an organized family can develop more properly unlike those children who come from disorganised families and are sent to institutions, where the staff is constantly changing.

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SOCIAL WORK IN THE U.S.: WORKFORCE & EDUCATION¹

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Abstract: Specialized education and training for social workers have been available in the U.S. for over 100 years. Currently, there are over 500 university programs for bachelor-level social work (a four year university degree) and over 230 for graduate-level work (or post-bachelor level). While there are differences among these programs, accreditation serves to assure some commonalities for the preparation of professional social workers. The Council on Social Work Education or CSWE is the sole accrediting body for social work programs in the U.S. The accreditation process assures that programs prepare students with specific and identifiable knowledge, skills, values and behaviors required for competent social work practice. In this plenary presentation for the *Socio Plus conference, Strategies and Ways to Develop University Curricula in the Area of Social Work Education*, the author provides an overview of the practice environments and workforce trends for social workers in the U.S. and discusses prescribed competencies for social workers and key components common to all social work programs U.S., while offering some examples of curriculum.

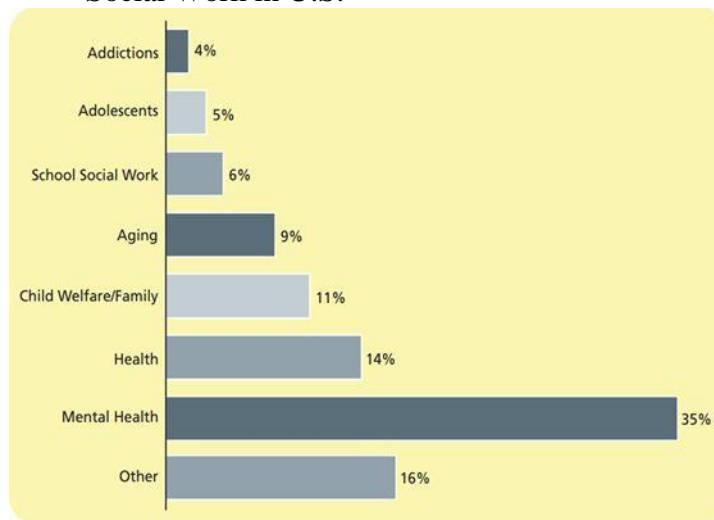
Key words: social workers, social work programs, The Council on Social Work Education

There are approximately 607,000 baccalaureate- and masters-level social workers in the United States (Bureau of Labor Statistics, 2015). As Table 1 below indicates, social work in the U.S. is a varied

¹ Paper presented to the International Socio Plus conference *Strategies and Ways to Develop University Curricula in the Area of Social Work Education*, 10-11nov.2015, Arad

profession, with professionals employed in fields as diverse as child and family services to health or medical work with the largest proportion of workers (35%) employed in mental health services. This variation of populations served and problems addressed by social workers speaks to both the range and capabilities of the discipline of social work but also to the complexity of the educational needs in order to prepare students for such varied work.

Table 1
Percent of Social Workers in Fields of
Social Work in U.S.



(Source: National Association of Social Workers, 2014)

To prepare the social work workforce, educational programs in colleges and universities operate at several levels: the Baccalaureate degree (typically designed for students to take approximately 40 courses over a four year period of time), the Master’s degree (typically designed for students to take approximately about 20 courses over a two year period of time), and the Doctoral-level degrees [either a PhD in Social Work or Doctorate of Social Work (DSW), which on average take approximately six years to complete] (Council on Social Work Education, 2014). As Table 2 below indicates, there are hundreds of programs operating at the current time.

Table 2
Number of Educational Programs in U.S.

Program Level	Number in U.S.
BSW	499
MSW	233
PhD/DSW	80

(Source: Council on Social Work Education, 2014)

To ensure the enactment of some shared standards, the quality of programs, and a common identity, social work education at the Baccalaureate- and Master-level is accredited by an independent, non-governmental organization, the Council on Social Work Education (CSWE). (Doctoral-level programs are not accredited through CSWE.) CSWE is the sole accrediting body of social work education in the U.S. (It should be noted that universities are also accredited through regional accrediting agencies that are independent organizations whose authority is recognized by the U.S. Department of Education. All CSWE- accredited programs operate in universities that are accredited through their regional agency. So, not only does the university go through an accreditation process but its social work program also goes through an additional one conducted by CSWE.) To become CSWE accredited, social work programs must demonstrate a need for the program in their geographical area, the staff and material resources are available to support the program, and the readiness for curricular and program implementation. The process for a new program to become accredited takes several years to complete. After initial accreditation, programs undergo the re-accreditation process in four years and thereafter, every eight years.

The accreditation requirements include attention to program functions and structure. Programs must demonstrate that they are rooted in the community, that is, that they are meeting community needs in terms of preparation of workers for the community and other activities such as participating in local events. Programs must also show that faculty are involved in the university and in the development of curricula and that students' educational and professional development needs are met both through curriculum and through other program activities. In order to meet these requirements, CSWE sets forth minimum requirements for program structure (Council on Social Work Education, 2015). These requirements include that each program has a director who organizes and manages program activities, that there are a minimum of two faculty for undergraduate (BSW) and five for graduate (MSW)

programs but more are required dependent upon the number of students in the program, and that there is a director of field who organizes and manages field education activities. Each director must have administrative time and so cannot teach the same number of courses as program faculty do. For field directors and BSW program directors, 25% of their time must be devoted to administrative activities and for Master's-level directors, 50% of their time is. This ensures that programs continue to dedicate their resources to those operations that maintain a stable program.

Curricular functioning is also a key component of accreditation. While the way in which curriculum is designed and delivered is not prescribed by CSWE, accreditation requires that graduates of social work programs achieve specific competencies. The following competencies are currently required of all graduates at both the undergraduate (BSW) and graduate (MSW) levels, with Master's level students requiring an advanced level of competency (Council on Social Work Education, 2015):

- Demonstrate ethical and professional behavior
- Engage diversity and difference in practice
- Advance human rights and social, economic, and environmental justice
- Engage in practice-informed research and research-informed practice
- Engage in policy practice
- Engage with individuals, families, groups, organizations, and communities
- Assess individuals, families, groups, organizations, and communities
- Intervene with individuals, families, groups, organizations, and communities
- Evaluate practice with individuals, families, groups, organizations, and communities

While these competencies are standard for all programs, programs can add to these and can slightly modify them so as to fit their context, which includes the community's needs and the university's mission and goals. For example, in order to be responsive to the community needs and university's purposes, a program operating in a teaching university in a rural southern area will need to prepare its students differently than a program operating in a research university in a large city. In this, social work looks different in rural areas, as resources tend to be fewer, access to services is limited, and relationships among providers and clients are more intimate. Thus, the rural social work program must prepare their

students to navigate this terrain, while the urban social work program must prepare their students for an entirely different set of circumstances.

In general, the shared elements of curricular design for all programs as outlined in the competencies include a number of key content areas. First, it is embedded within the competencies that students have theoretical base. While programs can choose the theories they focus on, it is typical for programs to include theories of human development, psychodynamic theories, theories of cognitive and behavioral development and social theories. Research is also a required content area. Again, how it is approached may vary, and programs may expose students to proposal writing, evaluation, or carrying out a research project. Practice is a major content area in programs and will cover practice theories, techniques, and methods at the micro, mezzo and macro levels of intervention. Another major content area is policy, in which students learn how policies are created and influenced at the agency, local, and national levels. Field experience is required of all accredited programs and students perform 400 hours in practicum at the undergraduate level (BSW) and 900 hours in practicum at the graduate level (MSW).

Finally, and quite importantly, ethics is a major content area found in the competencies. As determined by CSWE, social work values and ethics are central to the profession. CSWE utilizes the ethical guide developed by the National Association of Social Workers (NASW), a non-profit, non-governmental association. At this time, the Code of Ethics (National Association of Social Workers, 2008) entails the following values and ethics:

Value: Service

Ethical Principle: Social workers' primary goal is to help people in need and to address social problems.

Value: Social Justice

Ethical Principle: Social workers challenge social injustice.

Value: Dignity and Worth of the Person

Ethical Principle: Social workers respect the inherent dignity and worth of the person.

Value: Importance of Human Relationships

Ethical Principle: Social workers recognize the central importance of human relationships.

Value: Integrity

Ethical Principle: Social workers behave in a trustworthy manner.

Value: Competence

Ethical Principle: Social workers practice within their areas of competence and develop and enhance their professional expertise.

These six values and their related ethical principles form the foundation for both social work practice and for the education of social workers. For many programs, this means reinforcing these values and ethics in every course and some programs have an entire course dedicated to the ethical guidelines. Thus, we maintain that social work in the U.S. is an ethics-based profession. The theories used to understand issues and problems, the techniques and interventions utilized to address client issues, and the methods employed to evaluate effectiveness of interventions must all be grounded in our shared ethical standards.

Although it adds a complexity to the education of social workers, maintaining social work accreditation is important for students, particularly as most states will only license social workers who have graduated from a CSWE-accredited program. While licensing of social workers is done at the state level and not all jobs require a license, particularly at the BSW level (as some states don't offer licenses at that level), having a license does make social workers competitive on the job market. Not only is this important for their employability, but as educators, we also recognize the significant role we play in preparing students for practice. We often refer to social work as the helping profession. And, so if we are doing our job correctly, we are preparing the next generation of social workers to help others and to make a real difference in the lives of clients and communities in need.

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TRENDS OF TRAUMA - INFORMED CARE IN U.S.²

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Abstract: In the United States, there is a strong focus on providing trauma-informed treatment to clients with histories of child abuse and neglect, violence, and trauma. The following paper is a summary of a presentation that was shared at the *Socio Plus conference Strategies and Ways to Develop University Curricula in the Area of Social Work Education*. This presentation was designed to initiate a collaborative discussion between and among Universities participating in the conference to discuss how trauma is defined and what trauma-informed care is. In order to frame this dialogue, the paper will utilize the twelve core concepts of traumatic stress response in children and families as developed by the NCTSN Core Curriculum on Childhood Trauma Task Force (2012). These twelve concepts support professionals as they work to understand, assess, and intervene with children, families, and communities who have experienced trauma.

Key words: child abuse and neglect, violence, trauma, traumatic stress

What is trauma?

The Substance Abuse and Mental Health Services Administration (SAMHSA) defines trauma as, “an event, series of events, or set of

² Paper presented to the International Socio Plus conference *Strategies and Ways to Develop University Curricula in the Area of Social Work Education*, 10-11nov.2015, Arad

circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse

effects on the individual's functioning and mental, physical, social, emotional, or spiritual well-being" (SAMHSA, 2014). Trauma that results from one event that is limited in time (such as a natural disaster or car accident) is *acute trauma*. Children who are exposed to multiple traumatic events over time that are severe, pervasive, and interpersonal in nature (such as repeated abuse and neglect), and who experience long-term consequences from these experiences, are suffering from *complex trauma* (National Child Traumatic Stress Network, 2014). Trauma overwhelms an individual's ability to cope. The "fight, flight or freeze" response, designed to help children face danger can go into overdrive and the children become constantly traumatized (Child Information Gateway, 2015; Manitoba Trauma Information and Education Center, 2013).

While both *acute trauma* and *complex trauma* are important, *complex trauma* can interfere with a child's development, both physical and mental, and if not addressed by professionals in the child welfare workforce, lead to significant life-long consequences. Examples of the kinds of problems children who are suffering from complex trauma might include: mental health problems such as anxiety and depression, poor decision making skills that lead to risk-taking behavior, and addiction and physical problems such as chronic illness, obesity, diabetes, heart disease, and even early death (For more information, see the Adverse Childhood Experience Study, http://www.aceresponse.org/who_we_are/subpage.cfm?ID=43).

For children, *Child Traumatic Stress* is the condition where children who have experienced *complex trauma* develop reactions that persist and affect their daily lives after the traumatic events have ended (National Child Traumatic Stress Network, 2003). Even the systems and people designed to help them such as caseworkers, foster parents, teachers, and other caring adults can become part of the trauma experience. As we develop the workforce to respond to children who have experienced trauma, it is important to understand how we as professionals can view the child and his or her experience in a way that we can partner with the child and his family and environment in order to untangle all of the effects of the trauma and begin a healing journey. "In general, becoming a trauma-informed child welfare system involves a shift from asking, "What's wrong with you?" to asking, "What happened to you?"(Child Information Gateway, 2015).

"The 12 Core Concepts"

It can be overwhelming to determine how to begin this shift in thinking or what it actually means to be “trauma-informed” or to provide “trauma-informed care”. *The 12 Core Concepts* were developed by the NCTSN Core Curriculum Task Force during an expert consensus meeting in 2007 cover a broad range of ideas that practitioners and agencies should consider as they strive to approach child welfare intervention in trauma-informed ways (NCTSN, 2012) (For more information about the 12 Core Concepts, or to download free information sheets, see the NCTSN, <http://nctsn.org/resources/audiences/parents-caregivers/what-is-cts/12-core-concepts>).

1. Traumatic experiences are inherently complex.
2. Trauma occurs within a broad context that includes children’s personal characteristics, life experiences, and current circumstances.
3. Traumatic events often generate secondary adversities, life changes, and distressing reminders in children’s daily lives.
4. Children can exhibit a wide range of reactions to trauma and loss.
5. Danger and safety are core concerns in the lives of traumatized children.
6. Traumatic experiences affect the family and broader caregiving systems.
7. Protective and promotive factors can reduce the adverse impact of trauma.
8. Trauma and posttrauma adversities can strongly influence development.
9. Developmental neurobiology underlies children’s reactions to traumatic experiences.
10. Culture is closely interwoven with traumatic experiences, response, and recovery.
11. Challenges to the social contract, including legal and ethical issues, affect trauma response and recovery.
12. Working with trauma-exposed children can evoke distress in providers that makes it more difficult for them to provide good care (NCTSN, 2012).

Developing an International Trauma-Informed Lens: Beginning the Conversation

The *Socio Plus* conference brings together professionals who collectively can develop an international trauma-informed lens. By deconstructing these 12 concepts to examine the issues unique to Social Work education at the Metropolitan State University of Denver (MSU Denver), Colorado, USA and its surrounding communities while comparing these to the Aurel Vlaicu University and its surrounding

community agencies in Arad, Romania, insights about trauma-informed care can be reached.

Students must first distinguish if the trauma is acute or complex (concept one). One example from MSU Denver that is useful for them in making this determination is that of a young girl who suffered sexual abuse by a trusted caregiver. Not only was the precipitating event of the actual abuse traumatic, but the smell of coffee (on the perpetrator's breath during the abuse) became a trigger for the young girl. This became a significant barrier for her as she avoided coffee houses where young people often gather socially (concept ten) or the ability to bond with caregivers who drink coffee (concept three). When thinking about individuals in the Arad, Romania community who have experienced trauma, what might be a parallel example?

At the community level, the Plus Federation of Romania, an alliance of agencies in the Arad area, has formed to share resources and ideas in response to the needs of the clients they serve (concepts six and eleven). Parallel to this in the Denver area, regular workshops with the agencies who provide field internships to MSU Denver Social Work Students meet for regular professional development and dialogue. For example, the MSU Denver team recently hosted a discussion about conflict resolution for students in their field placements who are in the position of needing to address an interpersonal issue at the agency (concept twelve) in order to continue to successfully serve the client population that the agency serves. In both communities, collaboration is essential. How does each community successfully engage partners who are struggling with a lack of resources, both human and material?

When considering policy, another example from the Denver community is powerful. Social Work professionals in the Denver area are challenged by the recent legalization of cannabis for both medical and recreational use. With this change in policy, less is known about attitudes surrounding access to cannabis, use and addiction (Thurstone, Lieberman, & Schmiede, 2011). Because culture and policy play a direct role in trauma (concept 10 and 11), understanding the new messages professionals who work with trauma and individuals who suffer from trauma is paramount. What major policy changes might be parallel to this shift in Arad, Romania? What can we learn from Arad that could inform Social Work practice in Denver?

Conclusion

Developing a trauma-informed child welfare workforce in Social Work in order to better respond to the needs of people who have suffered complex trauma is incredibly challenging. However, the twelve core

concepts are useful to establish questions that leaders in universities and communities in multiple cultures can employ to help initiate a dialogue around what this means locally. Using the twelve concepts to identify issues that are core to the human experience and to the fabric of building social interventions is one way to start the task of developing a trauma-informed lens and bring perspectives from international contexts that enriches this process.

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CHILDREN IN CARE: A PRAGMATIC APPROACH TO UNDERSTANDING AND RESPONDING TO MALADAPTIVE BEHAVIOR³

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Abstract: According to Abraham Maslow, human beings have 5 basic needs which motivate their behaviors. By understanding these 5 basic needs and the values which drive mal-adaptive behaviors, caregivers are able to effectively engage with individuals. The purpose of this session is to discuss these 5 basic needs and the 4 goals of mal-adaptive behavior. At the conclusion of this presentation participants will be able to effectively engage with individuals in order to increase their efficacy in achieving clinical goals.

Key words: goals of mal-adaptive behaviour, misbehaviour, Maslow's pyramid

Trauma

Identifying whether an event is traumatic is more complex than one would anticipate. Given that it is the individual who is experiencing the event who determines whether something is traumatic, it can be hard for someone to determine if another has experienced a traumatic event. (i.e. While one person may find hanging onto the side of a cliff to be traumatic, another individual may purposely climb the side of a cliff as a form of exercise.) However, once an event has been identified as traumatizing, the impact of the traumatic event extends beyond the duration of the incident.

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Trauma theory proposes that there are 2 major responses to a traumatic event, reenactment or avoidance (The Center for Nonviolence and Social Justice, 2014). It is important to note that both reenactment and avoidance are normal responses to trauma; however, how one chooses to engage in reenactment and avoidance may be healthy or unhealthy. Some strategies to avoid intrusive thoughts or emotions may be healthy (i.e. reading, watching movies, or exercising) while other avoidance strategies are unhealthy (i.e. drugs, alcohol, excessive sleep). If an individual's response to the traumatic event is to reenact, they may deliberately place themselves in similar situations in order to gain mastery of the event. Engaging in psychotherapy is another method in which a survivor may reenact (telling and retelling of the event) in order to gain insight and understanding.

Long-Term impact of chronic trauma

Researchers and theorists have long understood that individuals naturally respond to a trauma in three ways: Fight, Flight, or Freeze (Manitoba Trauma Information and Education Center, 2013). In an effort to understand the physiological impact of trauma on survivors, Bruce Perry (2007) has done significant research on children who have experienced trauma. His findings indicate that in addition to the short term fight-flight-freeze response, individuals who have experienced chronic trauma may have profound changes to their resting heart rates. Perry's (2007) research with the Branch Davidian children found increased resting heart rates from the normal average of 80 beats per minute to an average of 134 beats per minute. These findings indicate that children who have experienced chronic trauma may remain in a hyperaroused state which extends past the duration of the stressor. It is important for caregivers to understand that while children in care may appear to be calm, they are in fact aroused and will respond to any subsequent stressor in a hypersensitive manner.

By understanding a child's resting state, caregivers can modify their interactions to meet the child's physiological and psychological needs. In addition to understanding the impact of trauma, it is also important to understand how the child chooses to meet their basic needs. Reality theorists propose that all human being have five basic needs which drive human behavior (Glasser, 1998; Maslow, 1954;1962). Behavior is not perceived as being good or bad; rather, behavior is a response to the choices available to the individual by their environment. If a behavior is not 'appropriate' for the environment, it becomes the responsibility of the care giver to help the individual find pro-social ways to meet his/her needs. Within this paradigm. the focus shifts from

labeling and judging an individual and their behaviors to finding how the individual can meet their needs in a socially appropriate manner.

As previously stated there are five basic needs held by all individuals. The following is a definition of these needs and how they may manifest.

1. Individuals need to have a sense of **belonging**. In order to meet this need they will engage in behavior which helps them establish a sense of belonging. If there are no pro-social ways to belong, the individual may engage in anti-social ways to belong (i.e. I am a member of an afterschool club vs. I am a member of a gang).
2. Closely related to belonging is a sense of **identity**. People need to know who they are. And, similar to belonging, if an individual cannot have a positive sense of self, then he/she may meet this need by developing a negative identity (i.e. I am smart or if I know I am not smart, then I am stupid. I am a 'good' friend vs. I am a 'good' enemy).
3. The third basic need is for **power or control**. Individuals need to feel that they are able to exert influence over their environment. As with the previous two needs, this may occur through pro-social or anti-social behaviors (i.e. I can help my neighborhood vs. If I am not allowed to help my neighborhood, then I can hurt my neighborhood. Either way, I can affect my neighborhood).
4. The fourth basic need is the need to feel important. Individuals need to know that they matter and have value. As with the other four needs, this can manifest in pro-social or anti-social behaviors (i.e. I can be a business leader vs. I can be a crime leader, but either way I will be a leader).
5. Finally, the fifth need is the need to live **free of pain**. Being pain free is both an emotional and a physiological state. Individuals who are experiencing pain will find ways to stop feeling pain (i.e. If an individual is in emotional pain they may choose to use/abuse substance to stop feeling the pain).

Caregivers of traumatized children who are able to understand these factors are able to modify their responses to children who engage in problematic behaviors. Given that all behavior has meaning, the difficulty lies in effectively assessing what needs are being met by misbehavior. By accurately assessing the needs, caregivers can provide a therapeutic response which is able to meet the individual's needs while maintaining a healthy environment.

Behavior Management Techniques

The *Theory of Psychological Ownership* states that “Whoever owns the space... controls the space... and is responsible for the space”. If we apply this theory to caregiving environments, adult caregivers are responsible for the environment which children inhabit. To that end, it is important that adult caregivers effectively assess and respond to behaviors exhibited by the children.

Most intervention strategies are either environmental (involving the physical environment) or interpersonal (involving interpersonal relationships). The most proactive intervention strategy is **structuring the environment**. Implementing rules, consistent routines, and developmentally appropriate processes which allow children to safely explore their world and succeed. While many facilities have a litany of rules for children to follow, play therapy reduces these rules to three core values: (1) No hurting yourself, (2) No hurting others, and (3) No hurting this place. By implementing these three rules the caregiver is able to provide a safe environment where the child can safely engage in their world.

Another form of environmental structure is **proximity control**. Adults use proximity to help a child modulate their response to stimuli. When a child is starting to decompensate or escalate, an adult can move toward or away from the child in a non-verbal gesture of support. Effective use of proximity control involves a caregiver approaching from a calm physical state. Rapidly moving toward a child in a heightened state is not to be confused for proximity control.

A third form of environmental structure is **prompting**. Caregivers who are prompting tell the child what they can anticipate. This may take the form of giving the child a prompt that an activity may end in 3 minutes, that story time is occurring after math, or that a game will end after the completion of a task. Similar to other environmental tasks, prompting is conveyed in a calm, matter of fact manner.

The fourth environmental behavior management technique is to have the child **take space or a time out** from an activity. The purpose of a time out is to reduce stimulation so that a child is able to calm down and re-engage once they are able to appropriately engage with the environment. It is important that the caregiver have a clear sense of where a time out should physically occur as the goal is to reduce stimulation so that a child is able to change his/her behavior.

In addition to the four major environmental strategies, there are five core interpersonal behavior management strategies. The first of these is **planned ignoring**. When engaging in planned ignoring the caregiver deliberately chooses to ignore a behavior. However, this can

only be used when the problematic behavior is not a safety issue. A typical example is a child doing repetitive movements which are distracting (i.e. pen tapping on a table, swinging their legs) yet inherently harmless.

A second interpersonal technique is a **short caring gesture**. As the name indicates, this is a very brief response to a child's behavior. It is important that the caregiver be very aware of the child's sense of self as making positive statements to children with negative self-image can create cognitive dissonance and cause a behavior outburst. If we continue the pen tapping example from above, the moment the child pauses in tapping the pen, the adult would thank the child for sitting quietly. If the child then resumes pen tapping, the adult would then engage in planned ignoring and praise the child when they stop the tapping behavior. It is not unusual for a child to notice that they are controlling the adult's praise. However, given that the child is now searching for ways to gain positive attention, this is a desired response.

At times a child may be engaging in a task which is difficult for him/her to master. In order to help the child complete the task, a peer or an adult may engage in **hurdle help**. Hurdle help is used to help an individual complete a few steps of a task in order that he/she can complete the larger objective. If an individual is very frustrated it may be better to let him/her take space and try at a later time. Therefore, when using hurdle help, it is important to assess if the child is merely struggling with a small problem-solving difficulty, or if the child is struggling with a larger issue.

Re-directing is another form of an interpersonal behavior management technique. When using this technique the adult helps the child channel their energy into another task which is pro-social. If we continue with the pen tapping example, perhaps the child is engaging in pen tapping but the repetitive noise is causing other children to escalate. The caregiver may choose to re-direct the child into handing out paper to the class or some other physical activity which allows the child to expend energy. As with other behavior management techniques, the caregiver must be able to assess if the child is escalated or merely needing to expend energy.

The final interpersonal technique which we will be discussing is a technique frequently used by adults, **directive statements**. As the name suggests, the adult tells the child what to do. A caution with this technique is that this can quickly result in a power struggle as the child can refuse. When a child refuses it is easy for an adult to fall into a power struggle with a child. Given that power struggles are lose-lose exchanges, the adult should avoid them at all costs.

One strategy that an adult can use to disengage from a power struggle is the **three step process**. The steps of the three step process are:

- First, **validate what the child needs or wants**. This step is not permission giving, rather indicating to the child that you have heard and acknowledge what they are conveying.
- Second, the caregiver **states the limits and/or reality**.
- During the third step the adult either **provides the child with choices or helps the child develop choices**.

Example of the Three Step Process:

- A caregiver and child are in a supermarket.
- The child (C) sees some candy they want and states “I want candy”.
- The adult (A) states “You want that candy” (Step 1)
- (C) Yes, I want that one!
- (A) You want that candy. I didn’t bring money for candy today. (Step 1 and Step 2)
- (C) But I want it! (Crying)
- (A) You really want that candy and it makes you sad that you can’t have it. We don’t have money to buy candy today. Do you want to get candy the next time we come to the store? (Step 1 and Step 2)
- (C) I want the candy this time!
- (A) You really want that candy and we don’t have the money. Let’s figure out if there is a chore you can do to earn extra money for the candy next time. Would you rather take out the trash or sweep the floor? (Step 1, Step 2, and Step 3)
- (C) Sweep the floor
- (A) OK, do you want to sweep the floor in the morning or at night? (Step 3)
- (C) At night
- (A) OK, so you are going to sweep the floor at night for how many days to earn the candy? Two or Three nights? (Step 3)
- (C) Two
- (A) Ok, So you are going to sweep the floor two nights. I am so excited for you. Why don’t you pick out which candy you want and hide it in the back of the box... that way it will be here next time we come.

As indicated in the above example, the adult may need to move through the steps a few times before completing all three steps of the process. Congruent with other behavior management techniques, this technique can be used as long as the child is calm enough to understand the process.

The above behavior management techniques are adapted from play therapy techniques and from Cornell Universities Therapeutic Crisis Intervention curriculum (2001).

Goals of Misbehavior

Adult caregivers who are effective in managing a child's behavior understand what is motivating behaviors. According to Dreikurs (1991) there are four major goals of misbehavior attention, power, revenge, and display of inadequacy. When a child is engaging in misbehavior the caregiver will have normal reactions to the behaviors. In order to modify the behaviors caregivers can use strategies to address the goal of the behavior without reinforcing the negative actions. The following chart address the four common goals, normal reactions the misbehavior, and strategies which can be used to modify the behaviors.

Goal of Child's Behavior	Normal Reaction from Caregivers	Strategies to Change Behavior
Power/Control	Engage in power struggle	Give Choices (whenever possible) Give the child useful ways to feel powerful
Attention	Give attention but then get tired of reinforcing and ignore	Ignore the behavior (no eye contact, no words, nonverbally let the child feel cared for) Give small tasks which they can be in charge of completing
Revenge	Feel hurt; Retaliate when attacked	Make sure things are fair; Use logical consequences
Display of Inadequacy	Give up, maybe they are unable to function	Reinforce small steps in the right direction; Don't coax or pity Create small successes for the child

Conclusion

The purpose of this paper was to help adult caregivers understand children living in care. The paper briefly discussed how trauma manifests with children and the long term consequences of trauma. The discussion included an overview of the five basic needs which motivate behavior. The paper offered examples of major types of behavior management techniques, environmental and interpersonal and how to utilize them to achieve positive outcomes. Finally, the paper discussed the goals of misbehavior and how to meet the child's goals while changing the behavior. While this paper is far from an exhaustive discussion of the impact of trauma and how to behavioral intervene with traumatized children in care, the reader is able to use this information to gain an understanding of the key factors which influence behaviors for children in care. By applying these techniques, a caregiver is able to engage with a child to support positive behavioral outcomes. It is to that purpose that these constructs are taught in social work educational settings.

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GOOD PRACTICES IN MENTAL HEALTH IN ROMANIA⁴

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Abstract: The present study tries to highlight the importance of socio-professional reinsertion of people who contacted a mental disease at some point in their lives. We also want to present the progress society has made with the help of the National Programme for Mental Health but also the nongovernmental organizations. They accessed European Funds, conducted studies and elaborated reports on the socio-professional reinsertion level of the mentally disabled but most importantly, they created practical opportunities to increase these people's quality of life. The article highlight the main orientation of the project, SPSM-Employability and Mental Health in Europe: urgent needs for training, social integration and employability whose main objective is the improvement of techniques used by professionals in the social and occupational insertion of people with mental disabilities on the labour market. The project aims the improvement of abilities and practices of all involved parties: beneficiaries, professionals and employers engaged in the labour market insertion and social reintegration of beneficiaries. The project is a plea for reflection, search and implementation of viable solutions for supporting people in vulnerable situations at a certain point of their lives.

Keywords: rehabilitation, reintegration, facilitation, opportunities, mentally disabled, good practices

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1. The reform in the domain

The reformation in the field of mental health has begun immediately after 1989 and continues up to this point. In spite of all the good intentions, we still notice some concerning aspects such as:

- lack of vision and strategy at central level;
- lack of financial resources;
- lack of cohesion;
- low respects for the human rights and human dignity;
- insufficient emphasis on the person's integration in the community;
- non-acceptance of an explicit set of values.

At macro level, new and important opportunities have been created for vulnerable people after the promulgation of Law 487/2002 on mental health and protection of people with mental disorders republished in 2012, (http://www.dreptonline.ro/legislatie/legea_sanatatii_mintale.php).

Along with the elaboration of the *National Programme on Mental Health* (<http://www.cnas.ro/page/programul-national-de-sanatate-mintala.html>) a series of governmental and nongovernmental organizations have been created. They are actively involved in the improvement of care services, increase of life quality of people with mental disorders. Some of them are listed below:

- Romanian League for Mental Health - www.lrsm.ro
- Association for Integrative Therapies "Sfantul Nectarie" - www.cancersuport.ro
- Europrotector Romania Association www.euro-protector.ro
- National Association for the Protection of Patients - www.protectiapacientilor.ro
- Ryma Association-www.ryma.org
- Humanitarian Association Impreuna.Info-www.impreuna.info
- P:T:R Association - <http://mariangheorghe.webs.com/>
- Univers Plus Foundation-universplus@yahoo.com
- Alliance for Health Romania-www.aliantapentrusanatate.ro
- Avangarda Foundation-<http://www.fundatia-avangarda.ro>
- Estuar Foundation <http://www.estuar.org/>

2. Important steps

Significant steps have been taken in Romania in the past few years in terms of increasing the quality of life, reducing the symptoms and gaining independence but also in the field of social relations. Emphasis has been placed on the development of self-knowledge abilities, handling disease symptoms, stress and emotions in difficult situations,

self-acceptance, communication and bonding with others. Compliance to treatment should be encouraged and maintained, self-care abilities (body hygiene, clothing, nutrition) and social activities (household activities) should be developed as well as aggression management by highlighting barriers which prevent access to the labour market of people with severe mental disorders. In this respect, health specialists have developed intervention programmes centred on occupational rehabilitation and their efforts have been directed towards the achievement of the following main objectives:

- preparing and assessing cognitive and social rehabilitation programmes which support the social inclusion of these people;
- creating a transferable training product (elaborating a handbook of cognitive and social rehabilitation techniques);
- promoting occupational opportunities of available or protected jobs for groups or people with high exclusion risk with emphasis on active measures (lifelong learning, qualification, etc.)
- (http://www.estuar.org/download/Raport_Cercetare_Estuar_A5.pdf).

All these projects are based on generally valid humanitarian principles:

- Responsibility of community team;
- the community's involvement;
- Balance between the components of the system;
- Continuous care;
- minimal restrictive alternatives;
- Emphasis on rehabilitation;
- Specialization of care;
- The involvement of beneficiaries and their families in the process of care.

The improvement of care programmes for people with mental disorders, the steps taken in the improvement of life quality as well as the efforts made for their socio-professional integration have been based on the evidence of clinical and community practice. The *National Programme for Mental Health* and the nongovernmental organizations aim to lower the morbidity caused by mental disorders and the improvement of health parameters. The priority objectives are:

- raising awareness among decision makers;
- reducing risk and vulnerability factors for mental illness;
- public awareness on the concept of mental health in the value system of Romanian society.

Studies have revealed that the main mechanisms that lead to discrimination/stigmatization are mostly:

- lack of funding and efficient management of existing resources;

- insufficient specialists and lack of patience and concern of the staff;
- lack of public information, which turns into prejudice and
- intolerance towards people with mental health problems;
- lack of assistance programs / social inclusion and community services dedicated to people with mental health problems;
- lack or insufficient level of development of social services for people with mental health problems;
- lack of public information.

Responsibility for the improvement of mental health services lies with key actors in the system that have the same goals which they try to achieve in a unitary and persistent manner:

- professionals in health care - psychiatrists, psychologists, nurses, doctors and pharmacists - who play the main role in treating people with mental health problems;
- Civil society representatives - representatives of NGOs, teachers, priests, social workers - expected to have an active role in prevention, post-admission monitoring and social inclusion of people with mental health problems;
- central and local authorities, which play an important role in developing policies and strategies, change the legislative framework and financing / developing programs and services addressed to people with mental health problems;
- population.

3. Good practice

The results of practical, clinical and good practice research as well as everything linked to mental health can be found in numerous information sources such as health magazines: *Viața medicală* (Medical life), *Psihologia azi* (Psychology today) , *Medic ro* , *Revista română de psihiatrie* (Romanian Psychiatry Revue), *Psychology*, *Revista de psihologie* (Psychology Revue) and web resources: www.msf.ro, www.ms.ro, www.psihiatria.ro, www.psihiatru.ro, www.medline.ro, www.romedic.ro),

In terms of beneficiaries` expectations and needs, the NGOs have identified the following needs during the projects they have conducted:

- socializing, spending time in a pleasant way;
- communication, social and family integration;
- professional development and integration;
- Support and recovery from episodes of illness;
- improving leisure and socializing activities and socializing (more trips, more bonding activities, contact between beneficiaries from

different centres, more parties , reading rooms/libraries, badminton or football pitches, new groups wanted by beneficiaries) publishing an online magazine;

- providing jobs for beneficiaries;
- developing protected units;
- promoting products made by beneficiary in sheltered workshops and developing partnerships for selling these products;
- providing material rewards to beneficiaries who contribute to the activities of centres (with handmade products);
- Constant mediation of relations with the employer.

All these remarkable achievements of social services in NGOs concerning the mentally disabled should be known. We need to mention that they make lobby and advocacy concerning:

- creating protected jobs, protected units;
- implementing a programme that meets each beneficiary`s pace, sleep and weekend schedule;
- develop more centres – more centres in the country;
- larger, more spacious spaces for the increasing number of beneficiaries;
- space only for certain activities (work, recreational, sport activities);
- funds for leisure activities and trips;
- paid activities for beneficiaries.

In terms of good practice, the studies conducted through several projects have revealed that the most appropriate care for people with mental disabilities is the biological care: psychiatric evaluation and medication, admission in psychiatric hospitals and the GP`s or family physician`s examination. Non-biological care is equally important, complementary and advisable: appeal to a psychologist, to a social worker, communication with the family, friends and appeal to the church and the priest. Obviously, each patient needs individual care because s/he has his/her own unique personality. Treatment always starts from patient to treatment and not vice versa.

A remarkable result is the national network for mental health “MindReset” which is the result of a project financed by a SEE 2009 – 2014 grant, within the NGO Fund in Romania and the General Direction for Social Work and Child Care. The project was gained and conducted by the Estuar Foundation in partnership with the Romanian League for Mental Health between March 2015 and April 2016. This network unites all NGO and governmental organizations which handle people with mental disorders but also other organizations which handle people with SEN (<http://www.estuar.org/>).

The network displays all institutions handling people with SEN from Arad city and County on a virtual map:

- Psychiatric Hospital Mocrea -<http://www.spitalmocrea.ro/>
- Psychiatric Hospital Capalnas-
<http://spitaluldepsihiatricapalnas.blogspot.ro/>
- Emergency Hospital Arad -<http://www.scjarad.ro/>
- Dezvoltarea Popoarelor Foundation-<http://www.fdpsr.ro/>
- Neuropsychiatric Recovery and Rehabilitation Centre Cuvesdia-
<http://www.dgaspc-arad.ro/centre/centrul-de-recuperare-si-reabilitare-neuropsihica-cuvesdia>
- Recovery and Rehabilitation Centre Petris-<http://www.dgaspc-arad.ro/centre/centrul-de-recuperare-si-reabilitare-petris>
- Centre for Integration through Occupational Therapy–Tabacovici-
<http://www.dgaspc-arad.ro/centre/centrul-de-integrare-prin-terapie-ocupationala-tabacovici-arad>
- Protected House – Mierlei -<http://www.dgaspc-arad.ro/centre/locuinta-protejata-mierlei-arad>
- Protected House–Ceahlau - <http://www.dgaspc-arad.ro/centre/locuinta-protejata-ceahlau-arad>

Another project with favourable impact on developing programmes for socio-professional integration of people with mental disorders is *I decide for myself (Decid pentru mine)* (<http://www.decidpentrumine.ro>). The results of the project are:

- Public café "I decide for myself!" – a new initiative;
- Living library online on www.decidpentrumine.ro ;
- Advocacy platform for people with psycho-social disabilities in Romania;
- Guide for the employment of people with psycho-social disabilities.

The report entitled *Research on the quality of life of people with psycho-social disabilities* identifies the vulnerable points and draws the decision makers` attention upon some concerning aspects such as: general deterioration of the population`s health, expansion of abuse and addiction to psychoactive substances, higher suicide rate, repletion with stress factors (economic downturn, rising unemployment, lower living standards), expansion of aggressive and violent behaviours. The study shows that 350 people worldwide suffer from depression, 25% of Europe`s population presents symptoms of depression or anxiety and in Romania over 113.500 people are mentally disabled.

The report stresses out the following ideas that should be carefully considered:

- There is no health without mental health.

- Mental health is a dimension of quality of life and a resource for a positive development.
- Every person has the right to mental health; maintaining and promoting mental health is a responsibility of the whole society.
- Each community member is responsible for the company's general climate and his/her attitude will ultimately influence public dimension of mental health.
- Users of mental health services should have the same status as any health service users.
- The category "isolated symptoms", estimated at 18-20% punctual prevalence.
- The number of psychiatric beds is among the lowest in Europe (76.1 beds per 100,000 inhabitants).
- Continuity of care is often confined to the continuity of certain psychotropic drug administration.
- The concept of therapeutic team and community care is little valued.
- The public opinion maintains the negative image of mental illness, of carriers of these diseases, of care premises and even of care providers.

The following things could be done in the future:

- Promulgation of intervention programmes through continuous assessment:
 - psycho-motor: precision, speed, eye-movement coordination etc.;
 - mental- technical thinking, mental involvement in a manual or intellectual activity:
 - ability to work individually or in teams after given indications or based on a plan (for activities which require precision).
- Assessment of personality and behaviour of the disabled person taking into account some individual traits: cooperation, mental or emotional stability, psychological balance, the degree of activism, adapting to group activity, for example for others.
- Assessing the remaining functional potential of individual development as well as the level of instrumental school acquisitions: writing-reading, counting, communication.
- Observing and questioning (interview) beneficiaries in terms of their desire, motivation, restraints (fears) for requalification and professional training.
- Awareness of the need to choose a profession.
- Acquiring information about existing profession.

- Acquiring information about the demands of each profession.
- Assessing the individuals` psycho-individual development level and their individual and social autonomy. Ability to adapt to workplace;
- Interest and motivation;
- Skills for professional training;
- Ability of integration at the workplace;
- Ability to perform tasks at a satisfactory level;
- Opportunities to highlight low mental development with other superior features (sensory, motor) as well as with other positive temperamental traits.

Conclusions

Nowadays people who contacted a mental condition at some point in their lives are considered a socially disadvantaged group. European social policies promote direction for improving the life of this category of population, one of them is equal access to initial and continuous training for reintegration in real life. In most of the time they face serious issues when seeking employment, because of different obstacles like: cognitive disabilities, inabilities, lacks of vocational experience. Therefore they need constant support and the present project tries to make a small contribution to the improvement of vulnerable people`s lives.

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THE DEVELOPMENT OF TRANSVERSAL COMPETENCES, A REQUIREMENT OF THE ECONOMIC ENVIRONMENT⁵

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Abstract:The role of academic environment consists mainly of responding positively to the changes on the labour market by providing it with specialists who can successfully face the requirements. Due to its complexity, the field of social work is in need of personnel with multiple professional, specific and transversal competences.

Thus, training specialists in the field of social work services is a complex process, which involves constant changes in the curricula according to the requirements of the economic environment. The dialogue between academic and economic environment as well as the feedback of graduate students have signalled certain dysfunctions in the contents of courses, teaching methods, etc. The necessity of developing competences such as conflict management, interpersonal communication, and creativity has also been pointed out.

The article is actually a project whose aim is to adjust the academic educational offer to the requirements of labour market, namely to implement modern teaching methods that would develop transversal competences.

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Keywords: Transversal competences, interactive teaching methods, curricular adjustment, higher education

Introduction

The evaluation of Romanian higher education reveals *"a system whose ties to the environment are insufficiently explored and analysed; a system with its own logic and coherent unfolding but which is too little involved in society, rather disconnected from it"* (ARACIS, 2010,p. 15). Quality evaluation in higher education can be made by relating it to the institution`s own objectives (*fitness for purpose*) or by relating it to universal, pre-set standards.

Romanian higher education is much criticised mostly for its rigidity or poor adjustment to the chaotic social evolution of past few years and rather poor quality of the educational act.

Arguments for the necessity of adjusting the curriculum to the requirements of the economic environment

The students' low level of professional insertion especially in their field of study has been a warning for the academic environment. Thus, scholars have constantly tried to improve the quality of educational act which would result in better trained students, able to meet the requirements of a constantly changing labour market. Therefore, the academic environment has encouraged the dialogue with the economic environment which has offered numerous suggestions for the improvement of dysfunctions but has also encouraged functional practices in universities.

The need of adjusting the curriculum to the requirements of the economic environment is justified by certain dysfunctions signalled by employers and even graduates. We mention here only some of them:

- the development of study programmes (especially Master programmes) is not preceded by an analysis of the need or requirement for such programmes on the labour market; Master students graduate fields of study no longer required by the labour market.
- emphasis on theoretical development rather than on the acquisition of competences;
- insufficient knowledge in their field of study.

The Master Programme in Social Work Services organized by Aurel Vlaicu University- short description (Hatos, 2014)

Aurel Vlaicu University of Arad meets the need for the training of social workers since 1999 when the study programme Didactical Theology-Social Work started functioning within the Faculty of Theology. Currently, in “Aurel Vlaicu” University we have a Bachelor study programme (Social Work) and a Master programme (Social Work Services). The Master programme in the field of social work is called *Social Work Services* and covers a wide field of activity, namely services. Therefore, the competences aimed by the disciplines focus on knowing specific intervention areas, understanding how these services work and receiving counselling in accessing community resources.

The Master programme *Social Work Services* is an institutional structure for training in the field of social work designed for students who want to be specialists in this field. The Master programme Social Work was created as a result of the students` need for professional development. Its purpose is to cover the requirements of the labour market in Arad county and beyond.

The syllabus is adjusted to the topic of the master programme and unfolds for a period of 4 semesters. A condition for graduating the programme is the acquisition of 120 credits.

Some of the competences covered by the curriculum of this master programme aim to:

- elaborate professional projects for the development of health and social work services
- Consultancy in accessing community resources for people and groups at risk of social exclusion and consultancy in developing entrepreneurship services in health and social work services
- Assuming a role in counselling, intervention or other methods used in social work services
- Comparative analysis of social and health policies in Romania and EU so as to adjust good practices to national peculiarities
- Analysis and use of communication and professional relationships with beneficiaries of social work services

The graduates of the Master programme Social Work Services will have the opportunity to enrol in one or more of the following domains, acknowledged by the Classification of Occupations in Romania: Social Worker higher level: Code: 244601, Researcher in social work: Code: 263510, Counsellor for addictions: Code: 263502, Career Orientation counsellor: Code: 241208, Specialists in social work and counselling: Code: 2635

Apart from these, the graduates of the master programme can benefit from employment on positions not mentioned in the COR, such as:

coordinator of social department in social work institutions, manager of social work agency, chief of social service, supervisor etc. SocioPlus Project - *Training, documentation and access services for students in Undergraduate and Master Studies in Sociology and Social Work* is a project conducted by Aurel Vlaicu University in partnership with the University of Oradea. Its purpose is to increase the relevance of the study programme Social Work, Bachelor and Master studies for the labour market, based on an analysis of needs. Another goal is the development of SocioPlus network between relevant actors (universities, business environment, public authorities, social partners). Universities try to improve their ability to support the development of educational management.

The disciplines studied within the Master programme Social Work Services at Aurel Vlaicu University of Arad focus on the development of competences required by specialists in social work from private or public services, according to European Qualification Framework. Their diversity and complexity assign an interdisciplinary character to the programme. The courses are similar to courses studied in other universities.

Pedagogic techniques, competences and knowledge required by employers

Employers consider as priority the development of general competences related to professional counselling and use of communication in professional relationships during the Master programme *Social Work Services*.

Besides these competences, employers rank with high scores also the following competences:

- Identifying specific needs of the target group, monitoring cases and assessment of how situation has improved
- Identifying, analysing (explaining) and solving problems and conflicts in organizations and communities
- Analysing social communication. Analysis and assessment of strategies and personal, group and mass communication processes, organizational communication.

A report from the project notes that most employers underline the importance of having teamwork abilities, of managing work time properly and acting in stressful situations. They also consider important the students' non-refundable project writing and implementation skills, which are competences targeted in the programme *Social Work Services* through one course, namely *Development of projects in social work services*.

Generally speaking, employers had the same observations and remarks regarding the graduates of the Bachelor and Master programme: assigning more hours for internship, more rigorous organization of internship stages for a better knowledge of the students' field of activity, development of transversal competences as consequence of involvement in activities conducted by the institution.

Adjusting the curriculum by using modern teaching methods

A fundamental and priority objective of higher education is the training and development of competences in the field of innovation and entrepreneurship to meet the requirements of constantly changing work places. In social work, namely in social work services, transversal competences along with specific competences play a defining role in one's career. They are defined as acquisitions in terms of values and attitudes which don't exceed the limits of a certain field/study programme and are expressed by the following descriptors: autonomy and responsibility, social interaction, professional and personal development. The development of these competences involves using modern and interactive methods and a multidisciplinary approach of contents/disciplines.

Transversal competences for the occupational standard aim:

- Objective and argumentative approach both theoretical and practical of certain problem situations seeking for an efficient solution, respecting values and principles specific to social work
- Applying techniques of efficient work in multidisciplinary teams developed around hierarchical positions at intra- and inter-organizational level.
- Objective self-assessment of professional training needs and the identification of resources and ways of personal and professional development aiming the insertion and adjustment to the demands of labour market

The dialogue with employers conducted during the Socio-Plus project revealed the need for developing useful tools for a proper adaptation of master graduates on the labour market. Therefore cognitive, affective resources need revaluing and this goal can be achieved only by using modern methods and interactive strategies. More than undergraduates studies, Master programmes need to train graduates with real competences in the field of social work services. Specific competences are supplemented with transversal competences which have been strongly debated upon during discussions with employers. They have signalled poor preparation of master students in this respect,

especially in communication, work management in social work institutions, teamwork, etc.

Data obtained after analysing the employers` and graduates` answers as well as after comparing the study programme *Social Work Services* with other similar national and international programmes are relevant information in our attempt to improve the study programme of Aurel Vlaicu University, Arad.

All suggestions and recommendations are listed below:

- creating premises for a serious involvement of Master students in field/office activities etc.;
- Rigorous monitoring of students` internship;
- Assigning more hours for internship and introduction of new internship stages;
- Introduction of topics related to *refugees and multi-ethnic communities, people with disabilities* in the discipline ***European policies for security and social work***
- ***Adjusting the contents of the discipline Development of projects in social work services with emphasis on project work***
- Providing career counseling services and creating a database which grants employers access to information on the students` involvement in extracurricular and voluntary activities etc.
- Using teaching methods that develop competences in teamwork, communication, relationships with peers and other institutions, abilities in giving new solutions, working under pressure, proper time management skills etc.
- More seminars for the course *Development of projects in social work services*.

We will focus only on the development of transversal competences and in particular the ones ranked as absolutely necessary by employers. They consider these competences mandatory for the students` efficiency and also a prerequisite for performance in social work services. Transversal competences – are acquisitions in terms of values and attitudes that transcend a particular field/study programme and are expressed by the following descriptors: autonomy and responsibility, social interaction, personal and professional development.

Transversal competences are expressed by:

- **Attitudinal competences** are general values, motivations and effects that should accompany students in their future interventions, namely in their future profession. For the Master students of the programme Social Work Service these competences refer to the development of values such as respect

for beneficiaries, assuming humanistic values specific for this field of activity, respect for docimologic regulations etc.;

- **Strategic competences** are externalized in learning skills and critical thinking;
- **Social competences** are required for the settlement of a harmonious relationship with peers or clients, for good collaboration and leadership etc.;
- **Communication competences**: written and oral communication, presentation of new ideas and solutions.

Employers in the field of social work (public or private services) consider some of these competences extremely valuable. The most appreciated skills are:

- Time management skills;
- Teamwork skills;
- Stress management skills; tense situations and conflict management skills;
- Skills in communication and relationship with beneficiaries, peers, etc.

The importance given by employers to various transversal competences, which are considered useful to SAS Master programme graduates is presented in Table below. The ranking is made on a scale from 1 (not important) to 4 (very important).

These skills/competences can be developed by using certain modern teaching strategies which would involve students directly and would develop their communication and teamwork skills. Some of these methods are: *methods for the development of creative abilities*: the cube, jigsaw technique, Know/what to know/have learnt chart, reciprocal teaching, Mind-mapping, Tour of Gallery, and *methods for the development of critical thinking*: brainstorming, Frisco, „synectics, „Phillips 6/6”, brainwriting.

The topics approached by the courses from the syllabus of the study programme *Social Work Services* favour the use of interactive teaching strategies. They have an active-participative character and therefore activities conducted during lectures favour cooperation, teamwork and communication.

The course in *European policies for security and social work* is the ideal framework for the development of teamwork skills because students have to design strategies or policies in the field of social security. The use of interactive methods in this context leads to the development of dynamic communication relationships and information exchanges between students. The relationship depends on the influences, behaviours, socio-cognitive conflicts and group mentality.

Table1.

Average values of competences specific to study programmes

Transversal competences	SAS
Design and conduction of sociological research, cultural studies, market studies	2,2
Social data management systems; knowledge and procedure usage of specific software and databases social indicators	2,9
The construction and use of social indicators	2,6
Diagnosis of social problems	3,0
Professional counselling and social integration	3,5
Managing relationships in organizations	2,5
Development, implementation and evaluation of projects, policies and social work programmes for different vulnerable groups	3,2
Communication and professional relationships with the beneficiaries of social work programs and other actors	3,3
Use of specific intervention methods in the direct work with beneficiaries of social services	3,4
Analysis and use of professional networking and communication with beneficiaries and other stakeholders	3,5

Source: Hatos, A., (2014). *Guidebook for Sociology and Social work on the labor market*, Oradea: University of Oradea Publishing House, p150-152

The analysis of specific situations and interhuman - interinstitutional relationships in the field of social work and health services, a competence targeted by this course can be achieved by giving students proper contexts for observation, analysis of realities in human relations within organizations. These observations will be turned into skills that can be used in real situations at work.

Conflict management in social work is a quality, namely a skill that can be trained and developed through case studies; these situations are mostly related to cases of professional deontology in the field of social work. The course *Career development in socio-medical services* can successfully approach real situations debated with practitioners in the field of social work. Their aim is to improve interpersonal relations, sharing experiences, confronting ideas, developing individual responsibility, etc.

The ability to act properly under stress and time management skills are achievable goals of internship stages. Students have the opportunity to get involved directly and complete tasks in a real, sometimes tense environment. I consider that Fishbowl Technique places students alternatively in two situations: active participants in a debate and also observers of interactions that take place (Pânișoară, 2008, 360).

A modern and efficient technique used for the development of C3.3. competence: *Designing efficient solutions in specialized intervention and counselling* is the *Tour of Gallery* which “*is a technique of learning by cooperation where students divided into micro-groups work together to solve a controversial issue which has more possible solutions*” (Negreț-Dobridor, Pânișoară, 2005, 226). This method stimulates creativity, develops critical thinking and encourages respect for other peers and tolerance.

So, the stimulation of students’ interest for their own training involves some efficient and valid methods, such as: heuristic approach, problem-solving, case study, role play, etc.

We can definitely state that case study is a method specific for the field of humanities, used especially in sociology – social work. The practical character of social work has led to what Ioan Cerghit (2006, 232). stated: the need for finding ways to bring training closer to real life situations, to practical and productive social activities. Intervention skills, research skills, systematization of collected information, finding solving alternatives are considered the most valuable competences developed by the graduates of Master studies in Social Work Services; all these competences are trained and assessed by the case study method. Thus, cases of abuse identified by the mass media, abandonment and drug abuse can be the premises for an analysis on the influence of environment and education on human behaviour. Debates that emerge from these analyses are guided by the teacher in the right direction and they stimulate students in supporting proper ways of solving certain issues. Problem-statement as modern teaching method perfectly fits into the category of techniques which involve students in constructing information, developing cause-effect relationships and drafting the picture of a social phenomenon, for instance. The advantages of this method are obvious: development of operating schemes of divergent thinking and training creative skills. Knowledge of social policies in the field of professional insertion is possible through the transmission of information by lecturing on a certain topic. It can also be inferred through problem-statement, construction of proposals/measures and confronting the issues with the reality. In this way, students discover possible and valuable solutions or they can criticise the existing model. The method

can be used in Master studies because students already have some information in their field of study. It can also be used in the Master programme *Social Work Services*, especially in the course European policies for security and social work. Problem-statement leaves room for discussions, debates, discovery of solutions but it also creates a context which favours dialogue, discussions, revaluing of ideas and consequently the development of transversal competences.

Conclusions

Training in social services involves the development of a wide range of skills, given that the Master programme in Social Work Services aims to prepare specialists that would be able to practice social work in any type of social services. Thus, practitioners in this field captured the importance of transversal competences as prerequisite for performance in this area. Counselling various categories of people, intervention in critical situations, instrumenting certain cases, coordination in case management are only a few examples of situations that require professional approach, ability to relate to the others, team work and conflict management skills. Obviously, universities, the student and employers share the responsibility for the development of these competences but universities have the duty to create a stimulating, relaxed and optimal environment for the development of these competences.

Considering the profile of an ideal employee as well as the peculiarities of social work activities, we believe that graduates of Master studies in the field of social services need critical thinking to find viable solutions, to handle time pressure properly and also to be able to face all tasks that they are confronted with. Graduates have to be good listeners and need good communication skills. Therefore, teachers will focus on using methods for the development of creative abilities but also of critical thinking; all measures will be taken to train outstanding specialists.

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PERSONALITY TRAITS AND AGGRESSION IN EGALITARIAN AND PATRIARCHAL FAMILIES⁶

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Abstract:

The study presents comparative data about the aggression dynamic in the family based on its egalitarian and patriarchal characteristic. Tests have been applied to 40 people from 20 families, 10 families of egalitarian type and 10 of patriarchal type. The obtained results can be used as guidelines in the counseling of families with dysfunctions generated by aggressive behavior.

Keywords: *family, egalitarian, patriarchal, aggression, personality traits*

Argument

In contemporary society, the family knows an extremely fast transformation. Only in the last two decades it has known unexpected changes. These changes, materialized in the proliferation of juvenile cohabitation, a higher marriage age or big age differences between partners, the late arrival of a child, education level alignment of the partners, strong social life participation of the wife, widening of the generation gap, have led to an increased rhythm of the role changing in families and their defective assimilation by the partners. Hence possible aggressive reactions to the behavior adopted by one of the family members.

⁶ ~~Paper presented to the International Socio Plus conference *Strategies and Ways to Develop University Curricula in the Area of Social Work Education*, 10-11nov.2015, Arad~~

Theoretical reasoning

A fundamental concept used in this study is that of family, referring especially to family types. In order to summarize several family definitions, Adina Băran in her book „Family today. A social-pedagogical perspective” defines family as follows:

„Family is a social group that will or will not include adults of both genders (for example, single parent families), will or will not include one or more children (for example, couples without children), that can or are not born in their marriage (for example, adopted children or a partner`s children from a previous marriage). The relationship of the adults can or cannot originate in marriage (for example, couples that live together) they can or are not sharing a common house (for example, couples that commute). The adults can have or not have a sexual cohabitation and the relationship can involve socially valorized emotions such as: love, attraction, respect for the parents and admiration.”

The individuals` life in the family institutional frame contains two essential elements: a biological side, constant, almost unchanged during time and a social side, in permanent change. From a sociological point of view, family represents the typical example for a primary group characterized by strong relationships of the “face-to-face” type through the association and intimate collaboration of all its members. (Băran, 2006) From here we can point out some family typologies. One of them would be related to the origin family (the father family) and the conception family (conjugal family). The first one is the family in which you are born and raised and the second one is the one built through your own marriage. Family can also be characterized through the inclusion level of the family group in the nuclear family (consisting of husband, wife and their children) or extended (that includes the other relatives). Another criterion to be taken into consideration in the study of the family would be the way authority is exerted. We distinguish between three family systems: patriarchal, matriarchal or egalitarian. In the patriarchal system, the authority in the family is held by the eldest man in the extended family or by the husband in the nuclear family type. In the matriarchal systems, the authority is held by the eldest woman or the wife. Obviously, the present confirms that the most common model is represented by the egalitarian system, the power and authority being equally divided among husband and wife.

At some point, the dynamic of the family relations can include such acute aggression elements so that the family is destabilized. In the attempt to explain these imbalances we have taken into consideration aggressive behaviors. From the theories that explain aggression we have based this study on the one of the aggressive behavior as a reactive

behavior. According to the reactive theories, the aggressive behavior is a reaction to the frustrating, disagreeable situations. Freud's theory about the fact that when the expression of instincts is frustrating an aggressive impulse is being induced has been later assumed by other scientists from the Yale University in the USA. This theory states that "the emergence of aggressive behavior is always based on the existence of frustration" and "the existence of frustration always leads to certain aggression forms" (Dollard, Doob, Miller, Mowrer and Sears apud Berkowitz, 1989).

Based on the results obtained from the research regarding the frustration – aggression relation that have been developed during time, researchers consider that in the frame of this relation "one must take into consideration the emotional and moral maturity/immaturity of the people, as well as the determined tolerance to frustration, among others, the character and temper, education and life experiences" (Preda 1998, p. 46).

Objective of the study

Identification of the personality characteristics, including the aggressive dimension with regard to the appurtenance to the two family types: patriarchal and egalitarian.

Study hypothesis

There is a significant difference in the aggression dimension depending on the appurtenance of the members to a patriarchal and an egalitarian type family.

Work variables

Independent variable: the family system (patriarchal and egalitarian)

Dependent variable: the personality dimensions (Edginess, Aggression, Depression, Excitability, Sociability, Calmness, Domination tendencies, Inhibition, Honesty, Extroversion, Emotional instability and Masculinity)

Test group

In this study we have investigated the members of two family lots, women and men, a total of 40 people from the Arad County.

The first lot consisted of 10 egalitarian type families with ages between 20 and 30 years and the second lot made out of 10 patriarchal type families between the age of 45 and 60 years.

Used instruments

Freiburg personality questionnaire (FPI) is a multiple phase personality questionnaire developed by J. Fahrenberg, H. Selg, R. Hampel and is built by combining a classic psychological system with one extracted from the psychiatric nosology that can be used in the clinical domain, as well as in the non-clinical (see Annex 1).

FPI contains 212 items, grouped in nine scales to which another 3 scales have been added by the authors so that a global image of the investigated personality can be obtained. The questionnaire is administered in group or individually, with no time limit (usually, it takes around 30-40 minutes to complete the questionnaire). The answer charts are corrected with the help of an answer grid or the computer. In order to perform an investigation with the FPI you require the questionnaire, the answer sheet for an isolated exam, the correction and elaboration of the final profile being facilitated by 12 grids (one for each variable of the questionnaire) and the presented scales.

The content of the questionnaire questions refer to states and behaviors, attitudes, habits and bodily complaints.

The construction of the FPI is based on the factor study of the items and their grouping in the nine factors that describe the personality dimensions that are part of the questionnaire. The interpretation of the questionnaire is based on the use of the behavioral criteria - that explains the two poles of the each scale – and that are described in the test manual. Plus, based on the inter correlation study between the questionnaire's scales, certain relations between these have been established that allow a more nuanced interpretation.

The test authors operate with two standard types, in stanine or in nine nominal classes and T quotas. The original manual of the test contains standards for all questionnaire forms, separately for the feminine and masculine population. A general standard for both populations is also presented. The stanine standard is being worked with more often, separately for the feminine and masculine population. The standardization in nine normalized classes is a very precise allotment system proportional to the Gauss curve. In such a standard, the average is situated around the class 5 level, 54% of the population being found between classes 4 and 6 – this being the area in which the normal average behavior oscillates. Any abnormality from this area is interpreted as tendency (classes 2-3; 7-8) or as specific dominant note (classes 1 and 9).

Data analysis and interpretation

Is there a significant difference in the aggression dimension depending on the appurtenance of the members to a patriarchal and an egalitarian type family?

In order to verify this hypothesis the two subject groups (patriarchal type and egalitarian type families) have statistically been compared through the personality traits as decisive factor for the aggression and the independent variable, family type, using the Independent Sample Test method (analysis between the average differences).

Table no.1*T SPSS Test*

				t-test for Equality of Means			
		F	Sig.	t	df	Significance threshold	Average difference
FPI1	EDGINESS	,000	1,000	,731	38	,469	,450
FPI2	AGGRESSION	1,038	,315	-1,659	38	,105	-,850
FPI3	DEPRESSION	,707	,406	-1,148	38	,258	-,650
FPI4	EXCITABILITY	2,526	,120	-2,484	38	,018	-1,200
FPI5	SOCIABILITY	,041	,841	,788	38	,436	,400
FPI6	CALMNESS	,089	,767	3,920	38	,000	1,750
FPI7	DOMINATION TENDENCIES	1,128	,295	-2,081	38	,044	-1,050
FPI8	INHIBITION	1,328	,256	-,982	38	,333	-,500
FPI9	HONESTY	1,484	,231	-,458	38	,650	-,300
FPI10	EXTRAVERSION	,021	,887	-,204	38	,839	-,100
FPI11	EMOTIONAL INSTABILITY	,468	,498	-3,427	38	,001	-1,700
FPI12	MASCULINITY	,056	,814	-,873	38	,388	-,450

From Table no. 1 we can observe at 38 statistical liberty degrees a coefficient $p < 0,05$, so that for the next personality dimensions the following significance thresholds have been obtained: FPI4 Excitability ($p=0,018$), FPI7 Dominance tendencies ($p=0,044$) significant from a statistical point of view, FPI6 Calmness ($p=0,000$), Emotional instability ($p=0,001$) strongly significant from a statistical point of view.

Table no. 2 Differences based on the family type (N=20 people, women and men, members of egalitarian type families, N=20 people, women and men, members of patriarchal type families).

Table no. 2

	Group	N	Mean	Std. Deviation	Std. Error. Mean
FPI1	1	20	4,70	1,949	,436
	2	20	4,25	1,943	,435
FPI2	1	20	4,35	1,694	,379
	2	20	5,20	1,542	,345
FPI3	1	20	4,95	1,932	,432
	2	20	5,60	1,635	,366
FPI4	1	20	4,55	1,191	,266
	2	20	5,75	1,803	,403
FPI5	1	20	5,80	1,609	,360
	2	20	5,40	1,603	,358
FPI6	1	20	5,75	1,372	,307
	2	20	4,00	1,451	,324
FPI7	1	20	5,05	1,791	,400
	2	20	6,10	1,373	,307
FPI8	1	20	4,40	1,729	,387
	2	20	4,90	1,483	,332
FPI9	1	20	3,85	2,277	,509
	2	20	4,15	1,843	,412
FPI10	1	20	5,10	1,518	,340
	2	20	5,20	1,576	,352
FPI11	1	20	4,35	1,387	,310
	2	20	6,05	1,731	,387
FPI12	1	20	5,55	1,538	,344
	2	20	6,00	1,717	,384

From Table 2 we can extract significant differences from a statistical point of view in the aggression dimension depending on the family type, so that the personality dimensions Excitability, Calmness and Emotional instability have higher values in the patriarchal family type, whereas in the egalitarian family type the Domination tendency as a personality dimension has high values.

According to the theoretical concepts, in the patriarchal system authority in the family is held by the husband when in the egalitarian

system the power and authority are relatively divided among husband and wife.

In order to identify the aggression tendency in the for personality dimension types between men and women we will use the T Test from SPSS having as independent variable the masculine gender and the feminine gender and as dependent variable the personality dimensions Excitability, Calmness, Domination tendencies and Emotional instability.

Table no. 3

Test T SPSS

		Levene's Test for Equality of Variances		t-test for Equality of Means			
		F,,	Sig.	t	df	Sig. (2-tailed)	Mean Difference
FPI4	Excitability	,257	,615	2,484	38	,018	1,200
FPI6	Calmness	,019	,890	-2,323	38	,026	-1,150
FPI7	Domination tendencies	,703	,407	1,652	38	,107	,850
FPI11	Emotional instability	,404	,529	2,042	38	,048	1,100

From Table 3 we can observe at 38 degrees liberty statistical data with a coefficient of $p < 0,05$, so that for the next personality dimensions the following significance thresholds have been obtained: FPI4 Excitability ($p=0,018$), FPI6 Calmness ($p=0,026$), FPI11 Emotional instability ($p=0,048$) significant from a statistical point of view.

From Table no. 4 we can extract statistical differences between women and men from a personality dimension point of view: in the Excitability dimension for men we have obtained increased values that indicate irritability states, reduced tolerance to frustration, foolish talk (threats), lack of patience, discomfort, violent emotions, rage and aggression, and in the Emotional instability dimension, the masculine gender subjects show an unstable spirit, are always tensed, impassive, violent and often feel misunderstood and aggrieved. In the Calmness dimension, the women have obtained increased values the show patience, optimism, good humor with fast and efficient action.

Table no. 4.
Differences based on gender

	sex	N 1.bărbați 2.femei	Mean	Std. Deviation	Std. Error Mean
FPI4	1	20	5,75	1,650	,369
	2	20	4,55	1,395	,312
FPI6	1	20	4,30	1,658	,371
	2	20	5,45	1,468	,328
FPI7	1	20	6,00	1,522	,340
	2	20	5,15	1,725	,386
FPI11	1	20	5,75	1,803	,403
	2	20	4,65	1,599	,357

Thus the hypothesis is being partially validated which states that there are significant differences in the aggression dimension based on the affiliation of the members to the patriarchal or egalitarian family type. From a statistical point of view, in the patriarchal family type the dominance belongs to the man who is aggressive, whereas the egalitarian family is characterized by a psychological and moral equilibrium.

Conclusions

The study's main objective was the general investigation of the aggression reality in the family, the identification and analysis of the aggression types in family, hence we investigated the members of two family lots, women and men, in total 40 people from the Arad County. According to the theoretical concepts, in the patriarchal system the authority is held by the aggressive husband, whereas in the egalitarian system the power and authority are relatively divided between husband and wife and there is a psychological and moral equilibrium.

One of the study's limits could be the social desirability because we are talking about a delicate subject that is under social opprobrium and tends to be masked and maintained only in the limits of family intimacy.

The obtained data has confirmed partially the first two hypotheses, so that from a statistical point of view significant differences have resulted depending on the affiliation of the members to a certain family type and also significant differences depending on the education level of the family members. These aspects can guide us in the counseling of aggressive people in couple, meaning we can reconsider the values that the patriarchal or egalitarian family structure is based on. Important in this is the embracing of behaviors based on knowing the status-role of

each family member and adjusting it at a cognitive and relational level when needed.

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MASTER'S DEGREE CURRICULUM DEVELOPMENT FOR DISCIPLINE: CAREER DEVELOPMENT IN SOCIO-MEDICAL SERVICES⁷

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Abstract: Development of the master curricula in the Discipline: *Development of the Career in Socio-Medical Services*, in the Socio-Plus Project, is realized after the market research and adaptation to local needs.

In adapting and improving the subject's curriculum, we aimed to improve the professional skills (cognitive, functional and attitudinal) and the transversal skills of the students, for a better integration in the labor market.

For this purpose, there was realized an analysis of the course description and course contents that were taught by the time the project was implemented.

It was concluded that it is necessary to adapt the contents of the subject in the labor market.

For this purpose, the Subject's sheet: *Development of the Career in Socio-Medical Services* and course content topics were modified to fit on acquiring new practical skills and improving students' abilities.

Key words: curriculum, Masters Degree, career development, socio-medical services.

Introduction

We improve the academic curriculum in higher education, the Social Work Services Master Degree, in a European Interuniversity Project: SOCIOPLUS, developed between the University of Oradea, Faculty of Social Sciences and partner: "Aurel Vlaicu" of Arad. This

⁷Paper presented to the International Socio Plus conference *Strategies and Ways to Develop University Curricula in the Area of Social Work Education*, 10-11nov.2015, Arad

Project is a part of the Sectorial Operational Programme Human Resources Development 2007-2013, POSDRU/156/1.2/G/139751.

In adapting and improving the subject's curriculum, we aimed to improve the professional skills (cognitive, functional and attitudinal) and the transversal skills of the students for a better integration in the labor market.

In this paper, we refer to the Curriculum Object: *Career development in the field of social and medical services*, that was piloted at the Social Work Services Master Degree.

Objective of research

The main objective of the project SOCIOPLUS is to build and implement a better curricula for the students through the development of the curriculum in five programs (both at the undergraduate and three Master's level) and increase the relevance of curricula for the labor market, based on needs analysis.

Research methodology

I analyzed and compared the course: *Career development in the field of social and medical services*, which is taught at present Social Work Services Master Degree at the Faculty of Science of Education, Psychology and Social Work in "Aurel Vlaicu" University of Arad, other sheets of similar discipline masks from other universities.

I analyzed and compared the data sheets, whose contents were adapted according to the course description on the application of skills SWOT analysis of social workers in the labor market.

The study group

The study group consisted of students in second year at Social Work Services Master Degree, at the Faculty of Science of Education, Psychology and Social Work in "Aurel Vlaicu" University of Arad, which was piloted in the second semester of implementing short-term expert, discipline *Career development in the field of social and medical services*.

Research results

Next, I will present the adapted course: *Career development in the field of social and medical services*, which is currently taught in the Social Work Services Master Degree, at the Department of Faculty of Science of Education, Psychology and Social Work in "Aurel Vlaicu" University of Arad.

Subject

This discipline is taught in the second year of study in the second semester and it has the type assessment Exam discipline regime is mandatory and walks around. It has two hours of course per week and an

hour of seminar. That means that the total hours of curriculum is 28 hours of course, which race 14 hours of seminar.

The contents

Table 1. The content of courses and seminars of *Career development in the field of social and medical services*, the methods of teaching and learning and number of hours in this Object

Course	Methods of teaching/ learning	Hours
<ol style="list-style-type: none"> 1. Employment, occupation, profession, career - definitions 2. From educational and vocational guidance, career development 3. Career development stages. Practical ways career building 4. Profession- trades social the specified social-medical services 	Interactive lecture, Demonstration, Debate, Heuristic approach, Modeling, Problem solving, Algorithmic, Brainstorming, Cooperative learning, Reflection	4
<ol style="list-style-type: none"> 1. Particulars process knowing each. Interpersonal Relationships 2. Self-Knowledge, Self-Esteem 3. Informing the personal and professional skills 4. Election vocational and personal development 	Interactive lecture, Debate, Solving problems, Brainstorming, Cooperative learning, Case study	4
<ol style="list-style-type: none"> 1. Personal promotion 2. Creating employment opportunities 3. Sources search for a job 4. Job interview 	Interactive lecture, Demonstration, Solving problems, Algorithmic, Brainstorming	2
<ol style="list-style-type: none"> 1. Career decision - social worker with responsibilities in social-medical services 2. Design and career planning 3. Professional vocation 4. Determinants of option professional 	Demonstration, Modeling, Solving problems, Algorithmic, Graphic organizer	2
<ol style="list-style-type: none"> 1. Particulars entrepreneurship 2. Legal forms of development entrepreneurship 3. Rights and obligations of employer and employee 	Debate, Workshop, Exercise of reflection, Workshop,	2

4.Responsibility and role in developing organizations career in social-medical services	Demonstration, Case study, Project	
Seminar	Methods of teaching/ learning	Hours
<ol style="list-style-type: none"> 1.Career counseling 2.Register Occupations in Romania, framing a social worker profession in Romania and E.U to specialization 3.The role of personality careers. Tests temperament and personality 4.Curriculum vitae 5.Letter of intent 6.Letter of recommendation 7.Communication training - modes and communication techniques. Social client communication assistant. Limits and difficulties. Communication inter-professional and teamwork. 	Debate, Workshop, Exercise of reflection, Case study, Projects, Working visits, Solving problems, Brainstorming, Research Practice, Exemplifications, Sheets study models.	14

The evaluation

Tabel 2. The evaluation after the type of activity, evaluation criteria and percentage of the final grade. Minimum standards for performance

Activities type	Evaluation criteria	Assessment methods	Percentage of the final grade
Courses	-Presence activities; -Contribution of the activities; -Ability to communicate and present ideas; -Making individual training portfolio.	-The attendance sheets; -Individual training portfolio	20%
Seminars	-Presence activities;	-The attendance	80%

	-Contribution of the activities; -Ability to communicate and present ideas; -Making individual training portfolio at the: a) European systems of initial teacher training; b) Teacher competence profile of European; c) Training programs for initial teacher	sheets and observation contributions -Support projects -Check individual training portfolio	
Minimum standards for performance			
<ul style="list-style-type: none"> - Achievement of minimal workload during teaching activities (course and seminar); - Realization of individual training portfolio, on at least two of the three dimensions set out in the evaluation criteria. 			

Conclusions

The discipline's contents, in combination with the expectations of the epistemic community representatives and professional associations and employers' representatives in the related program concluded that courses and practical activities were adapted to the needs of the labor market in terms of *Career development in the field of social and medical services*.

We can say that, by adapting the contents of the courses and seminars, the general and specific objectives of the discipline *Career development in the field of social and medical services* have been achieved. Students acquire knowledge about the main elements of the labor law, were they are able to identify peculiarities of medical and social services and to develop an integrative vision on work and career. They conducted a SWOT analysis: the strengths, opportunities, weaknesses and threats in *Career development in the field of social and medical services*.

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A PROJECTIVE IDENTITY PERSPECTIVE ON VIOLENT VIDEO GAMES CONTROVERSY⁹

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Abstract: While the debate continues on whether video games are good or bad in academic communities around the world, some fundamental questions remain unanswered, questions that might change the perspective this problem has been looked upon so far: what exactly do we mean by “good” and “bad”. Many studies have been conducted by advocates of either side, most providing contradictory and debatable evidence to sustain either perspective.

This article aims to constructively analyze some of the most impactful claims which set this debate in motion using projective identity as a vantage point, a crucial state made possible by digital games in a very profound way. By means of comparison, analogy and critic interpretation of facts, we try to identify what “good” and “bad” could possibly mean when talking about digital gaming.

Keywords: projective identity, digital gaming, violent video games controversy.

What is projective identity?

While the term seems to speak by itself, most non-gamers and most psychologists would tend to understand it differently, misunderstand or oversimplify it, along with overlooking some crucial implications it has on the gamer. Projective identity is definitely not projected identification, and although the terms may be similar they reflect different concepts altogether.

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Therefore, in order to understand how projective identity works in digital gaming we should first and foremost establish the context and framework in which it is made manifest: digital gaming.

Since none of the definitions found in literature satisfies this article's specific needs, we will take the freedom to define digital games as interactive simulated environments, available on a wide range of platforms (consoles, PC, tablets, smartphones etc.) operated through a user interface, with the aim to entertain, educate or train consumers.

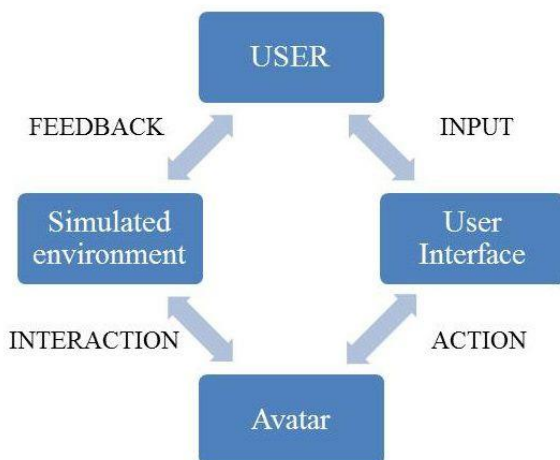
Since simulation alone is interactive in most cases and is in fact a virtual emulation of environments, featuring elements that can be manipulated, assuming digital games and simulation are in fact the same thing might be an easy but wrong assumption.

There are two key-differences between digital games and simulation. "One is that most (but not all) video games have a win state, and the other is that gamers don't just run a simulation, they microcontrol elements inside the simulation". (Gee 2008)

The win state is something that simulation can emulate as well. If the "win state" of an airplane pilot is to safely land the aircraft in bad weather or to successfully avoid a storm on the simulator in order to pass his evaluation, then obviously, his goal becomes a win state. On the other hand, the training and evaluation is what the simulated environment ought to be about by design, and it only becomes a win state for the pilot. In this case, the win state of the simulation is no more than the win state of any exam, training or evaluation session. In games, the win state is something desirable by default, residing in the very core of it by design.

The second difference is deeply connected to the projected identity factor. While in simulations one directly interacts with the environment, in games, an anchor is used to do it for the gamer. This anchor is most of the times, an avatar which is both part of the simulated environment and part of the user since the user cannot interact with the environment in absence of it.

Graphically, the process looks like this:



First off, the user interacts with the avatar through the user interface. This action is in fact a competence since the user must know and understand both the input methods and the user interface, and get familiar with them in order to

master enough input skill to ensure the desired commands are given to the avatar as intended. After the avatar is successfully and efficiently under the control of the user, it starts interacting with the environment. The user only gets the desired feedback if the process is successfully completed. Different constructs of various designs which make up the genres of the video games have placed this avatar in many positions.

In some video games, the avatar is simply an entity which commands armies to perform different actions while queueing productions and constructing buildings. While all of these actions are just commands given to obedient subjects, all of these have to be carried out in full detail, since none of the subjects would do anything unless instructed upon. This kind of “supreme commander” avatar represents the standard construct for most real-time-strategy and turn-based-strategy games.

A different type of avatar is found in virtual sim games, where the “sims” have behavior and freedom and are uncontrollable by the avatar. In most city-building games, the population is made out of such sims. They have satisfaction levels based on various – and sometimes very complicated – systems which push them to act in various ways. The avatar has ways of channeling and influencing their behavior but not force them since their actions are their own.

While there are many more forms avatars can take in games, we will not list them here, but instead look upon the least-abstract and most personal type of avatar found mainly in role-play games. This genre has rapidly taken over and successfully leads the gaming industry.

In a role-play-game or RPG, the avatar is simply a creature, a person, which can be shaped in various ways, from the looks to the skills and is very versatile when it comes to mirroring the general and specific preferences of the user. This type of avatar is highly customizable, usually humanoid (and if not, a cool version of other creatures, inspired from reality or pure fiction) and reflects the user’s temperament, personality and character, values and beliefs in many ways.

One of the most successful genres to emerge was the MMORPG – massively multiplayer online role-playing game. In this type of RPGs, massive numbers of players are integrated into the same world, interacting with it and with each-other in either PVE (player versus environment) or PVP (player versus player) activities which can take different organizational forms: cooperation, competition, team-based cooperation or competition and so on. These games tend to form large communities of avatars from the vantage point of the simulated environment which translates into user communities outside of the game world.

In the RPG genre, the avatar really shines, being the direct projection of the user's identity. Thus, a definition of projected identity could be formulated so that it becomes understandable in the specific way we intend it to be understood: as the virtual embodiment of a person, carrying the psychological traits, values, and emotions into the game world.

How does projective identity work?

One crucial aspect of projective identity is that not only the user shapes the identity of the avatar, according to self, but the environment, experiences, expectations and roles that avatar assumes also shapes the way the user develops. There is virtually no limit in the exchanges between the identities.

For instance, if the user's identity in a F1 racing game is the pilot's, the pilot is now the user and controls the vehicle. As the user dictates the behavior of the driver in terms of driving style, fair-play, technique, strengths and weaknesses, the experience of "being a car", backfires – so to say – to the user which experiences the feel of a flat or used-up tire which might require a pit stop. This effect causes the user to adapt his behavior to the requirements of the game, to give in to its limitations, practice, solve problems, and develop into "being" a better car for the next race. As drivers in real life "become" the vehicle they operate, so does the user become the avatar, which in this case, is actually a car. The disappearance of the driver avatar when driving the vehicle follows the same rules as the disappearance of self when driving a real vehicle in real life.

The learning process takes place in a continuous form and shapes the user's perception, widening it to blend in with the avatar and the only impairment the user might face in getting constant unobstructed feedback in a continuum in this way, is his inability to control the avatar in terms of input skills and/or user interface efficient employment.

The feedback effect of projective identity occurs because of the way social identity works (Wenger, et al. 1998, 2002). If we take another example of a game in which the avatar is a 14th century knight, the user projects his identity upon it, but not only the avatar hosts the projection of the user, rather the user himself hosts the knight in reversed effect.

Let us say, for instance that this particular user wants to kill innocent peasants because they mock his heraldry – which is part of the storyline in the game. Let's suppose that the game-world rules will either not allow him to do so – by invalidating attack action attempts upon civilians or innocent people – or will penalize him for doing so – either by attacking him with an overwhelming number of guards or by lowering an important score or rating. This automatically means that the

social identity taken by the user within the game is enforcing its rules upon him. This way, in order to have a satisfactory game experience he has to comply to a certain conduct while in this role, since his current identity dictates: he is a good knight.

Even more complex, if while in a MMORPG, one's avatar tends to have a nasty behavior toward other players' avatars, the other players will perceive the user, not the avatar and the relationship will pierce through the virtual veil and will have the feel of a user-to-user conflict. But if the performance of the user within the game according to the role he plays is low which bothers co-players, the relationship will be filtered from avatar to avatar, regardless of the attitude or character of the low-performing user.

In other words, mimicking reality, a poor professional will have his status altered professionally, while a poor member of society will have his social status altered if not both. In MMORPGs, the same type of mechanism seems to apply. The only difference being that the semiotic domain in this case is the game, and just like physicians play the physics game, and all of them have certain levels of acknowledgement and recognition, performance, hierarchies, restrictions and liberties provided by these rules of the physician's scientific community, Rift* players play the Rift game, transferring the same behaviors inside the semiotic domain of Rift.

While the semiotic domain of some digital game is comparable in terms of scientific or social importance to "serious" semiotic domains like linguistics or chemistry is beyond the point of this paper and even if it may not seem so at a first glimpse, highly debatable, especially since many of the games dabble very much in many sciences, even though they ought to serve the purpose of entertainment.

Are in the end digital games good or bad?

This topic is highly debated with fervent advocates on either side. On one hand we have "90% of pediatricians and 67% of parents which agree or strongly agree that violent video games can increase aggressive behavior among children", (Grabmeier 2014) and since most successful commercial video games contain violence, these views cause matter to many. On the other hand, while sales of violent video games have significantly increased – from 1994 to 2014 by 204% (Morris 2015, Pollson 2015) – violent crime rates have decreased by 37% and murders by juveniles acting alone by a significant 76% in the same time.

* Rift is a MMORPG (massively multiplayer online role-playing game) which is situated in a fantasy world, and is characterized by in co-op play, competitive co-op play, solid community, and a very complex, active combat and social roles in-game system

A simple critical analysis of the two aspects presented above instantly reduces them to words, numbers and opinions, none of which hold any scientific value whatsoever. The fact that 90% of the pediatricians used to believe that witnessing aggressive behavior will reduce the likelihood of being aggressive because it would cause repulsion before Bandura's theory proved the opposite, didn't make them less wrong. Thus, by syllogism, it would be safe to assume they have beliefs now in the light of Bandura's theory which they ought to have learned. Whatever the case, neither experience nor public opinion were ever considered scientific evidence according to the scientific method.

As for the second argument insinuating how increases in video game sales should have led to higher crime rates if violent video games were indeed increasing aggressive behavior, is pure speculation. There are so many things, from policies and regulations to fluctuations in living standards which can cause crime rates to raise or drop (Goldberger et. al. 2008) that the sales in video games is probably somewhere at the bottom of the causality factors, and correlation does not equal causality.

With the general public issues and large-scale 10-years long studies clarified as unreliable for at least the aforementioned reasons, we can aim at some other, more specific claims that appeal to psychological theory to sustain them.

Among the most frequently quoted experts in the debate are Bushman BJ and Anderson CA (Hall, Day, 2011) which have conducted a series of experiments identifying desensitizing effects caused by violent media consumption (Bushman, Anderson, 2009) a study which ended up drawing rash conclusions from very low differences between control and experimental groups. They did the same study on both video game consumption and violent video content. Their methods and results were highly debated by the opposing scholars, who argued that aside from the fact that the differences between scores were too low at best; the methods used during the experiments were not consistent with the way media is consumed in general which renders their study irrelevant, alongside the inconsistencies and errors found in the methodology used by the two. (Greitemeyer 2014)

On the other hand, the voices of contradiction claims violent video games are rather beneficial to the development of certain skills, and fast-paced action in an environment that requires intense focus will increase peripheral attention and reactive decision-making capabilities (Ferguson, 2007).

While the debate rages on between two factions, one thing becomes clearer and clearer: the problems are addressed in very different

ways, and starts looking more like a clash of beliefs, and beliefs have nothing to do with science.

In this situation, one can only take the facts and make sense of them as they are. If studies are inconclusive because they try to contradict each-other with research that measures completely different aspects of the problematic, then another approach is obviously needed to shed some light on the matter.

From the vantage point of projective identity, all studies can be taken into consideration as valuable information and the reason for this is the very mechanic upon which projective identity functions. Logic dictates that if two phenomena are circularly-interconnected, they must influence each-other since the very principle upon which the wheel functions stand behind it.

Although it may be so that video games cause aggressive behavior, desensitize, fire-up aggressive tendencies in adolescents, it is also true that not only adolescents play video games, there has to be a dormant aggressive tendency to begin with that will be fueled to fire-up, and aggression is nothing more than human nature after all. As for desensitization, aside from the fact that not nearly enough evidence has been provided to prove it, even if violent games would actually cause desensitization, it can, nonetheless be one of the negative aspects of playing video games. It would make sense from a projective identity perspective for desensitization to take place, especially when talking about highly realistic-looking and sounding environment and effects.

Taking an example of a brutal and aggressive, M-rated** FPS (first-person-shooter)** – Quake, it's easy to see that the purpose of that game is to entertain through fast-paced action involving a wide variety of weapons, brutal effects, gore and blood, in a Sci-Fi anarchic future, where factions or just individuals shoot each-other to the death. In this particular game, shooting others is what you ought to do. The avatar is invisible to the user, and the only thing the user sees out of the avatar is the end of gun barrels. While such a game could be easily looked upon as aggression incarnate, it's unrealistic setting, alongside constant revival of the fallen, combined with the amount of rockets an avatar can withstand before actually dying to be resurrected at a beacon, makes it pure fiction

** M rating in ESRB (Entertainment Software Rating Board) stands for mature, 18+ respectively, and recommends the rated software only for mature consumers.

*** In a FPS game, the view of the user is only limited by the edges of the monitor as if in the middle of the action, hence the name "first-person" which comes from the first-person perspective.

for any non-pathological mind, and if none of it can be transposed in real life because it makes no sense, it can't form grounds for aggressive behavior. Assuming that such content can lead to aggressive behavior within the age group that should consume the game, is like assuming a teenager shouldn't watch Tom & Jerry because there is a risk he might try to fly an umbrella from atop of a building.

On the other hand, if such a game is played by a child which cannot relate to the fiction as pure, and cannot taste the formal aspects of the game and stays stuck in the informal graphical blood-soaked, brutal environment, that only means the game is simply not for him and he should not, by any means, play it.

Studies have to take into consideration the variety of video games, even violent video games. Violence is part of life and nature, and trying to ban or take out of the market video games on the basis that they contain violence and children have access to it is like banning shows depicting lions hunting zebras or fighting with hyenas. A child may be as visually traumatized or heartbroken after seeing a lioness hunting a zebra-cub as can be after playing a video game that contains violence, even if he is the protagonist of the violent act. Because while the assumed in-game identity as an avatar shapes in its turn the thoughts and feelings of the user, the user has the plug, and can decide when the game stops. Obviously, like any other media type, the consumption of age-appropriated material is crucial in order to avoid psychological trauma or behavior mimicry from fictional characters – which have indeed a strong potential to cause changes in behavior.

The benefits of video games go as far as the simulation environment has the capacity to integrate senses and vividly simulate worlds, situations, relationships, connections, content and so on. It has the capacity to teach through various methods and what games teach can indeed be lethal or beneficiary for the individual or society. Like any other forms of media or culture out there, games mimic reality, twist it into fantasy and stimulate cognition, feelings, through the exploration of areas or environments, behaviors or mechanisms, reactions and interactions.

Both good and bad have been present in our cultures, arts, games and stories for as long as humanity has existed, and never the so-called promotion of certain behaviors have been destructive on the long-run. The finality matters, the lessons learned, the experience gained, the perspectives explored, and the development that follows them.

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THE EVALUATION OF THE SCHOOL PROGRESS IN THE OUTLOOK AND THE PRACTICE OF THE TEACHING STAFF FROM THE PREUNIVERSITARY EDUCATION¹⁰

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Abstract: The evaluation represents a means of forming and changing of the pupils’ attitudes towards their school activity. By using an arsenal of actions that are specific to the evaluating act we determine for the pupils attitudes that have a major role for the level of their school performances. Starting from these premises we are presenting here an ascertained micro research realized within two elementary schools from Arad county. The research was based on the way the current evaluation is perceived, conceived and implemented by the teaching staff from those schools. The method of collecting the necessary data for this research was the questionnaire, applied to all the teachers, independent of their length of service and their level of studying.

Key words: evaluation, attitudes, school performances, questionnaire

Introduction

The concept of evaluation is transforming both on a macro-structural and on a micro-structural level. As far as the level of the teaching process is concerned we are interested not only in the development of the didactic evaluation but also by the development of the pupils’ ability to evaluate themselves. Thus, the educational desiderate compounds a new register of competences, unlike the traditional attributions that are centered on transmitting information and the evaluation of appropriation of the transmitted information.

¹⁰ Paper presented to the International Socio Plus conference *Strategies and Ways to Develop University Curricula in the Area of Social Work Education*, 10-11nov.2015, Arad

The evaluation is conditioning the dynamic of the class in such a manner that we can say that *there is no efficient learning without evaluation*. It is acting within the class using instruments that are specific to the analysis of the pupils' progress both as a group and as individuals. Extending itself on the components of the teaching system it is aiming at their description and their analysis for showing their efficiency, for appreciating the degree of realizing its objectives and also for detecting the different effects foreseen or not. The evaluation is not only being limited to the instructing activity but it is also part of a general concern that regards the way the institutions that deal with the efficient realization of school curriculum and school projects are functioning.

Offering a special attention to the appreciations made on the students and knowing the fact that these are tending to become what they are expected of, by confirming the expectations, facilitates the stimulation of the pupils and the outlining of a positive image on his/her own person. As a result, the appreciation is also extended within personal relationships.

The relation between the procedures of the evaluation and the school efficiency is manifested in the transformation of the external motivation, of the appreciations coming from the teachers and other persons, into an internal motivation, as a refreshing factor that is making the activity of the pupils more dynamic. The pupils' degree of motivation for studying represents a sustained effort and intense activities which determine the internalization of the external requirements as to become propelling forces of learning that are determining from inside the student's behavior.

The research method

The problem to be researched aimed to the following aspects:

- the conception of the teaching staff regarding the role that the evaluation is playing in the schooling activity
- the types of alternative evaluation instruments frequently used to encourage the students' learning efforts
- the perception of the teaching staff towards the motivating effect of the evaluative actions for the students' learning progress
- *The objectives of the research* have been formulated as follows:
 - the identification of the way of planning the evaluation on the practical and applicative level
 - the identification of the changes that occurred because of the requirements of the reform of the evaluation concerning the mentality of the teaching staff

The hypothesis of the research was formulated like this:

If the teachers aren't fully informed about the changes that are introduced in the field of the evaluation of the school results and about the role it plays on the pupils' schooling progress, the students' performances at school remain in the dimension of informational quantity.

The sample of subjects was made up of 50 teachers from 2 schools from Arad.

In order to process and interpret the data offered by the answers to the questionnaires the method of the descriptive analysis of contents was used.

Both open questions and multiple choice questions as well as argumentative questions have been used to elaborate the questionnaires. Our purpose was to obtain much richer information.

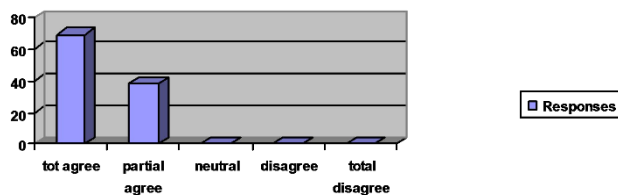
The answers to the questionnaires will be presented and interpreted on groups of questions.

The analysis and the interpretation of the results have been as follows:

The teachers' point of view regarding the evaluation and the relationship with the teaching and learning act

Item 1: The evaluation is an activity that is integrated in the teaching-learning process

68% of the teaching staff is in total agreement with the fact that the evaluation is an integrated part of the teaching-learning process and 32% agree with that idea. No answer has been registered for any of the remaining two options.

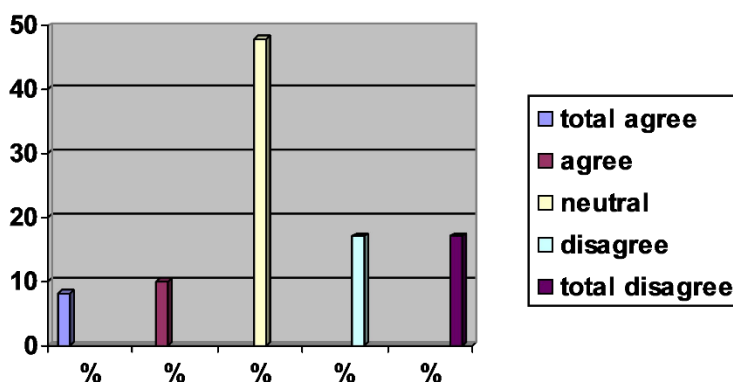


The relationship evaluation-teaching-learning

Item 2: Any evaluation is finalized by a grade that is registered

The varied answers of the teaching staff for this item are: 48% of them are showing a neutral attitude towards this aspect and 34% are either in disagreement or in total disagreement with this fact. The

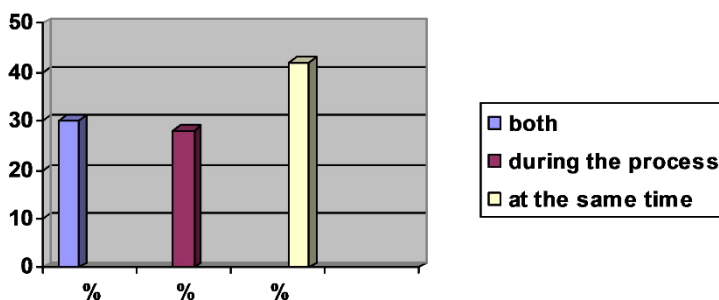
18% of the teachers who agree with this aspect think that otherwise the students wouldn't be stimulated to learn, to mark the students' progress or lack of progress to establish a measure of assimilating the notions that had been taught. The ones who disagree or remain neutral towards this aspect consider that the grade doesn't always reflect the reality and that the appreciations, the verbal encouragements, the praises and so on constitute modalities that allow a better knowledge/acquaintance of the student and an opportunity to encourage him/her to do his/her best to accomplish the tasks provided.



Finalizing the evaluation by a grade

Item 3: It is necessary to have the evaluation projected at the same time as the didactic approach or is it better to be done along the way?

30% of the ones involved in this micro-research agree with the fact that the evaluation must be projected at the same time as the didactic approach because the strategy of evaluation is established together with the setting of the objectives and the ways of achieving them and that allows very well acknowledged action by the teacher and the student both having known right from the beginning what it is to be followed. The 28% of the people who declared that it is more useful to project the evaluation along the way consider that this way they know very clearly what it is to be evaluated, they can early adopt to the situation and also to the level of the class. 42% consider that the projection of the evaluation is done together with the didactic approach but at the same time it could also be reconsidered along the way so as to be able to make realistic and pertinent appreciations.

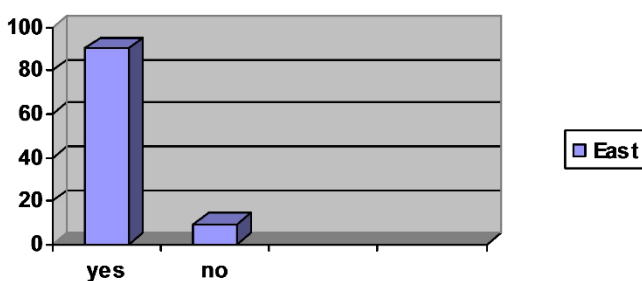


The projection of evaluation

The teachers' attitude and perception about the motivating effects of the evaluation in the educational process

Item 4: Do you communicate the evaluation/appreciation criteria to your students or you do not find it necessary because they can be read between the lines?

90.32% of the ones interviewed consider it is very useful to communicate the evaluation criteria to their students because they allow a better self evaluation, they provide a good means of understanding the tasks, they reduce the doubts that occur during the evaluation period to get them mobilized to make them aware about what they are working for, to acknowledge how much they know or how much do they have to know. The 9.68% left consider that it isn't necessarily useful to specify them because they can be contextually understood.



Communication of the evaluation criteria

Item 5: When you evaluate do you follow the progress made by the student at that moment or/and the progress that the student is capable of?

35% stated that the moment they evaluate they keep in mind the progress registered by the student at a certain time because they can thus

correct the missing points and they can improve their knowledge and 65% of them consider both variants because they think that like this they can respect every child's own rhythm, they can encourage him/her, they can motivate him/her for his/her progress and performance, they can stimulate his/her interest and they lead the student to as high competences as possible according to each child's rhythm and possibilities.

Item 6: Describe three modalities of evaluation used in the class which you consider motivating for the students' efforts and progress

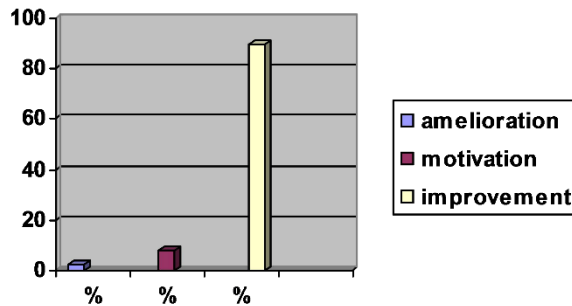
The modalities of evaluation most widely used are the written ones like the tests, the test papers, the multiple choice tests or secondly positioned the self assessment cards, oral assessments, verbal discussions and only afterwards come the independent work and the games. The teachers consider that these ones are chosen according to the class and to the student, according to the previously established objectives. For the primary classes it was seen that independent work and role plays are most commonly used because they combine the work with the games and the learning. Projects or portfolios are rarely used although they are said to allow a complex evaluation as they also check the way in which students cooperate, share tasks, search and discover new information as well as elements of character like punctuality, perseverance, honesty, responsibility for the group and for the result.

The role played by the evaluation in the didactic act

Item 7: According to you, what is the role played by the evaluation in the didactic process? Establish a hierarchy of those in order of importance

This is the way this hierarchy is set: the first is the amelioration of the teaching – learning process, the second is the students' motivation, the third place is occupied by the improvement of the results the students get, the hierarchic differentiation of the pupils is the fourth and the sanctioning of the results is on the last position.

90% of the teaching staff considers that the most important role played by the evaluation is the one to make a contribution to the improvement of the teaching-learning process and the improvement of their results and the least important one is the sanctioning of results.



The role played by the evaluation

Item 8: Do you consider that the results obtained after the evaluation of the students offer information about:

- The students learning activity
- The teacher's didactic activity
- Both

95% consider that the results obtained after the evaluation of the students offer information both about the students' learning activity and the teacher's teaching activity. 5 % consider that the evaluation offers information about the students' learning activity.

4. *Frequently alternative evaluation instruments used and their role in the efficient evaluation and the motivation of the students*

Item 9: Do you think that the use of alternative evaluation instruments is efficient or not?

a. Yes. Why?

b. No. Why?

97 % consider that the use of complementary evaluation instruments is efficient because they allow a more nuanced evaluation, the students like them more, they are about the results obtained over a longer period of time, they offer the students the possibility to discover different abilities they have, they give teachers the opportunity to see the changes that occur when it comes to pupils' interests and attitudes, they make pattern and monotony disappear, they develop cooperation, they contribute to the improvement of learning and they activate it. 3 % don't consider the use of these instruments as being efficient because they "don't offer relevant information about the students' level of knowledge"

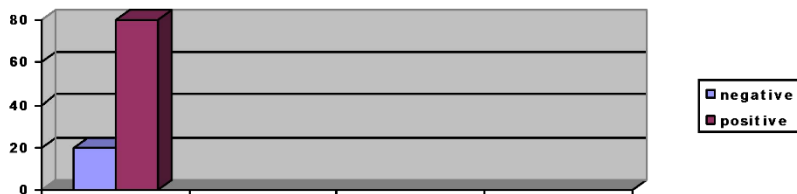
Item 10: Check the frequently used instrument and cross out the one that is not used:

- 1.the investigation
- 2.the project
- 3.self assessment
- 4.the portfolio
- 5.class work

77% of them frequently use self assessment techniques. Class work is used by 80% and 45% don't use very often the portfolio and the investigation.

Item 11: Which is your students' attitude towards the use of the alternative evaluation instruments?

80% consider that the students have a positive attitude towards the use of the alternative evaluation instruments because "it offers them the possibility to get better grades than following the classic tasks", "it offers them more opportunities to stand out in front of their teachers and classmates", "they find themselves involved in different learning situations that help them understand what they can do with the things they know or guess". 20% consider that the students have a negative attitude "because they consider that some of them take too much of their time and that's why they accept them just formally"



Students' attitude

Item 12: What modifications would you propose for the present system of evaluation?

This item being an open answer one there was a great variety of answers. 25% of them didn't respond to our solicitation. The other 75% made proposals concerning the lowering of the minimal standards in evaluation and moving the accent from the quantity of information that need to be assimilated to occasions that would offer to the student the opportunity to think.

Conclusions

The processing of data is highlighting the fact that the manner of conceiving and the manner of using the evaluation when it comes to motivating students' school progress, have to become a priority besides marking because it allows a better way of getting to know your students and an essential source of improving their future activities.

The questionnaire that was applied during the micro-research regarding the impact that the evaluation has on school practice: the teachers that were interviewed confirm the idea of understanding and practicing quite a personalized way of the evaluation. Another poorer aspect shown by the analysis of the results from the questionnaire regards the use of complementary methods of evaluation. The investigation, the portfolio or the project must be regarded as a real support in the current evaluation not as an optional method. According to the objectives of the instruction, to the characteristics of the school subject, to the type of content and to the age particularities of the pupils, the teacher must choose the most suitable of the traditional and complementary methods of evaluation. The use of complementary methods of evaluation is useful both for the pupils and for the teachers: the pupils have the possibility to discover and demonstrate new interests, hidden abilities and the teacher gets an extra information regarding competences that the student cannot demonstrate by oral, written or practical tasks (for example relational competences).

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FORMING WORK SKILLS AND ABILITIES THROUGH AN EDUCATIONAL CURRICULUM TAILORED TO GERONTOLOGICAL SOCIAL WORK INTERVENTION IN ALZHEIMER DESEASE¹¹

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Abstract: The purpose of this theses is to identify and describe the present situation regarding the intervention of social work in the specific work with people who suffer from Alzheimer dementia, on one side, and on the other side to indentify the necessary needs of the curriculum in training the social workers who will work with elderly people as well as with people with Alzheimer dementia and their relatives.

Considering it is a current social issue I will make an inventory of the methods and working technics which are necessary in the work of the social worker with these social categories, creating in this way an understanding (of the pacient and it's relatives) as they are found at the base of the acquisitions of the social work skills in Romania, as well as on the international level, as a result of the educational process of traing on the university level.

The study conducted in the west of Romania, in the Arad county, Timisoara and Hunedoara, used the method of basic survey, evaluation of the educational curriculum of the program of study for social work on a sample of 100 participants (40 relatives, 27 specialists, 33 students - years I, II, III in social work studies) of the University "

¹¹ Paper presented to the International Socio Plus conference *Strategies and Ways to Develop University Curricula in the Area of Social Work Education*, 10-11nov.2015, Arad

Vasile Goldis " in Arad as well as in the 9 day centers, residential centers identified in the three counties, in the work with people suffering from dementia.

The result of the study skores on one side the needs of a personalized intervention in the work with people suffering from dementia and with their relatives and the importance of family support for prevention of institutionalized abandonment, but especially the need of gerontological specialists in social work offered by those in the social work area, through an adaptat/ tailored curriculum to intervention in this non- contoured social category.

Key words: curriculum, Alzheimer dementia, systemic approach, work skills and technics, social gerontology.

1. Introduction

Taking into account the difficulty of an exact diagnostic, the geriatric assessment should represent a multidimensional, multidisciplinary approach, designed to evaluate an older person's physical and mental health, as well as socioenvironmental circumstances. All of these are relevant for the correct diagnosis and for the process of identifying the adequate strategies for prevention, treatment and rehabilitation. Clinical gerontology represents the biology and pathology of getting old, incorporating both gerontology and geriatrics(Hurjoi, 2004). In treating patients with Alzheimer dementia, social intervention is as important as medical treatment, due to the fact that humans are essentially social beings and any form of intervention must be holistic and include the social dimension. This implies defining the needs and existing problems and develop adequate and integrated strategies for problem solving. Today, gerontological social work represents all the professional activities for elderly people, aimed at assisting them in improving and increasing the quality of life (Stanciu, 2008).

In this context, the social worker has to possess a strong set of values and moral standards, as well as skills and abilities suited for the specific needs of this group. He must represent their rights and interests, offering the necessary support, but also respecting them as individuals with special needs and a voice of their own.

The intervention for elderly people with Alzheimer dementia follows the same procedure as the services provided in gerontology, but the individual needs differ significantly (Morcan, 2012). Specifically, the social worker must adopt an ecosystem approach, which allows him to focus on identifying resources best suited to the assessed needs

(Coulshed, 1993) and on facilitating the adjustment process between man and environment. Searching for the causes of the problem represents a waste of time and resources, without any positive consequence for intervention or treatment.

In order to provide the best services for this category of patients, the social work should be aimed towards three directions of intervention (Morcan, Tranca, 2012). First, the accurate identification of these clients is essential for developing individualised intervention models for their needs. Second, the social worker must facilitate and offer support services and access to resources, help to identify solutions for problems, as well as monitor the progress of the client during intervention. Third, but not last, the social worker must be involved in creating and implementing strategies for the development of social services for people with mental illnesses, based on the needs of patients and their caregivers.

This multilevel approach can be implemented only by highly trained professionals, which underlines the importance of a university curricula adapted to the specific domain of gerontological social work.

Family assessment must include basic demographic data, educational and occupational background. The genogram contains relevant information regarding name, age, health, the relationship and the frequency of contact with the person with Alzheimer dementia or with other family members. Other important information refers to the description of the problem, onset, and previous case management of the illness and so on. By using the Vickery method and presenting the information to the family, the social worker can help them clarify and establish the goals, monitor the existing change and identify problems or challenging situations from their family background.

2. Methodology

2.1 The Research Objective

In this study we aimed to identify and describe the present situation regarding the intervention of social work in the specific work with people who suffer from Alzheimer dementia, on one side, and on the other side to test the effectiveness of the university curricula regarding the gerontology domain by assessing the level of knowledge and skills of students enrolled at the Social Work department, UVVG Arad.

2.2 Hypothesis

- The lack of appropriate preparation of the specialists at Gerontological Social Work department, can determine the decrease of the number of concrete actions meant to improve and

to protect the life of people with Alzheimer dementia, as well as the prospective of reducing the inequalities regarding the health status of these people and of their relatives, in the studied zone;

- We assume that applying the lobby and advocacy policies shall determine the increase of the awareness of the population regarding Alzheimer dementia, seen as a stand-alone syndrome as well as a part of the mental health domain ;
- If the adapted educational curriculum for the Social Work department level thesis will take into consideration the formation of specialists through the development of skills and working techniques specific for the Gerontological Social Work department, then we shall be able to intervene by increasing the quality of life for both the person suffering from Alzheimer dementia and the relatives.

2.3 Variables

In order to test our hypothesis we used a correlation with the following variables: the family functionality (conduct, emotional, cognitive and social disorders of families). Also, in order to test the efficiency of the university curricula, we assessed the knowledge and skills level of students enrolled at the Social Work department, UVVG Arad.

2.4 Participants

The study was conducted in Arad, Timisoara and Hunedoara. For the first study, we involved a sample of 40 caregivers of patients with Alzheimer dementia, which were treated in 9 day centres and residential centres from the three counties, specialised in the work with people suffering from dementia.

The second study involved a sample of 60 people (27 specialists in social work and 33 students enrolled at the University "Vasile Goldiș" in Arad, the Social Work department - years I, II, III).

2.5 Instruments

For the assessment of depressive symptoms, we applied the Beck Depression Inventory. For measuring the other variables, we developed three questionnaires: one for assessing the community perception of the general characteristics of Alzheimer dementia, one for identifying the activities of specialists working in care centres for patients with Alzheimer dementia (20 questions with open and closed answers) and one for evaluating the level of knowledge and skills of university students.

2.6 Procedure

For the first hypothesis we used a descriptive design, with the following variables: the level of knowledge regarding public health policy, new directions for government programs better adapted to the characteristics of Alzheimer dementia, the positive or negative perception of developing social services for patients with Alzheimer dementia and their caregivers, as well as the perceived functionality of social services provided to patients with Alzheimer dementia.

For the assessment of the level of knowledge developed on the basis of existing university curricula, we developed and applied a questionnaire. The results can offer a perspective on the current situation of the training level of students enrolled in the courses at the Social Work department and the degree to which they respond to the real needs of patients with Alzheimer dementia and their caregivers.

The research also used observation methods, structured interviews and questionnaires.

3. Results

In order to test the hypothesis, we statistically analyzed item 8 of the general questionnaire regarding Alzheimer dementia. This item refers to the public health policies known in the general population. The results were the following: 89% of the respondents (122 people) gave a negative answer, meaning that they didn't know any public health policy regarding people with Alzheimer dementia and only 11% (15 people) gave a positive answer.

We used the statistical test chi-square in order to test the significance of the results. The value obtained ($\chi^2 = 0,983$, $p = 0,005$) suggests that only 11% of the general population are aware and have knowledge about the existing public health policies designed for people with Alzheimer dementia and their caregivers. The answers included the mention of mental health laboratories, the Memory Centre, the existence of residential centres for people with Alzheimer dementia, media campaigns for public awareness, community centres and so on.

For the second hypothesis, item 14 from the specific questionnaires for specialists and caregivers is very important and it refers to the direction that the governmental programmes should go in order to be more adequate to the needs associated with Alzheimer dementia. Taking into account that the respondents are confronted daily with the problems and difficulties associated with Alzheimer dementia and know the problems very well, we could classify the most needed governmental programmes in the community and the residential centres. The most important program would be home care services for patients

and caregivers, followed closely by the development of service centres, as an alternative to home care. Also, an important dimension would be the development of good practice models regarding the relationship with patients and caregivers, as well as implementing governmental programmes for educating and training caregivers, so they can stimulate and support the long term autonomy of the people with Alzheimer dementia, by focusing on their strengths, not their weaknesses. So the hypothesis regarding the need to apply the lobby and advocacy policies it is maintained, a fact that shall determine an increase of the level of awareness of the population regarding Alzheimer dementia, seen as a stand-alone syndrome as well as a part of the mental health domain. Using the statistical test chi-square, we tested the significance of the results and the value obtained ($\chi^2 = 8,212$, $p = 0,00$) indicated significant differences between the responses.

Regarding the positive aspects associated with the development of social services for people with Alzheimer dementia, for caregivers and for specialists working in this domain (item 15 from the specific questionnaires for specialists and caregivers), 92% of the respondents gave a negative answer.

From the point of view of the community perception of public health services in the three counties, the positive aspects associated with specific actions in this domain were poorly represented. The same percent was registered also regarding the positive aspects which can support the development of social services for people with Alzheimer dementia and their caregivers, with 92% of the answers being negative. The few positive aspects mentioned are undermined by the lack of structure at a national level and the discriminating management, in contrast with other European countries. In this context, the few funds allocated to this health segment, the lack of community services, the bureaucracy, the attitude of marginalization and the lack of interest adopted by officials, all contribute and nourish the negative perception of people with Alzheimer dementia, which spreads to every aspect of their life.

All the results indicate the weak representation of the positive aspects associated with specific actions in the domain of Alzheimer dementia.

The results of the questionnaires applied to evaluate the level of assimilated knowledge during the three years of study, level thesis, at the Social Work department, indicate a rather low level of training, with the value of over 65% of specific gerontological knowledge, in conformity with the present educational curricula. The level of knowledge provided at the Social Work department, has proved not to be sufficiently adapted

to the gerontological intervention, in general, nor to the intervention in the case of Alzheimer dementia in particular.

The adaptation to the content is possible by consulting the legislation in force, the job responsibilities of the social worker that works with the person suffering from dementia or the relatives; respectively by creating some educational offers, degree type, specialised in supporting counselling in the respiro centers for the caregivers.

4. Discussions

In the era of “social psychiatry”, the patient is approached as a whole system, a “bio-psycho- social being” (Dr. I. Cucu). From this point of view, a new profile of the psychiatric social worker should be derived, who could assume part of the responsibilities of the psychiatrist, by offering professional social assistance in a hospitalised environment, in the community, but most of all in the person’s home, as a way of prevention, support and intervention.

The social worker must intervene in the rehabilitation process, as a link between the person and the existing services, while ensuring that the person has the possibility to work, to establish a relationship with the community, to act and decide on his own, to benefit from a secure family environment. All of these are important so the person with Alzheimer dementia can receive support, but at the same time feel confident to act in an independent manner. To attain this objective, the social worker offers counselling services and intervenes in the person’s environment and contact, being able to offer a psycho-social response in a nondirective and no manipulative manner.

The new approach of social intervention in psychiatry evolved from “the sufferance of a social organism”, the way it was defined in the first forms of institutionalised intervention, with a strong religious character, towards “the social being created by society”, a concept which emerged at same time with a new science – anthropology.

Although the university curricula of social work departments introduced new disciplines, like psychiatry, psychopathology, and criminology and so on, we cannot assume the students are really trained in psychiatry related aspects. The social policies should focus on introducing a new dimension of training in social work, from the point of view of psychiatry. The action plan developed for the reform of mental health is based on the idea of improving mental health care services and has clear short and long term objectives. But the human resources section of the action plan doesn’t include the necessity of hiring more social workers, so, in reality, the link between the mental health system and the social services in week and, most of the time, unproductive.

An efficient public health policy in Romania should be based on training specialists in working with persons with Alzheimer dementia, in geriatric assistance centres: professionals trained in psycho geriatrics, medical staff, social workers, psychologists, occupational therapists and operators.

5. Conclusions

The direct contact with the client can reveal important facts about his interaction with others, as well as his strengths and difficulties in communication. At the community level, a successful family intervention for a patient with Alzheimer dementia involves team work. This means establishing specific objectives, with the same meaning for all family members, otherwise the results can be catastrophic. (Kirst, Grafton, Hull, 2001).

Ch. Zastrow referred to the social worker's "intuition", based on fact that they must develop the capacity of "reading" beyond the image presented by the client, mostly in a concealed manner.(Zastrow, 1998)

In the general practice, the most representative model is the interlock between individual intervention (micro) and community intervention (macro). Social work policies must reconsider the approach of patients with Alzheimer dementia and their caregivers, by offering individualized services, which go beyond the diagnosis and focus on the real needs. At the same time, a new course of action should be aimed towards establishing a distinct legislation for Alzheimer dementia and adequate services and facilities for people affected by this illness.

The current trend is to transfer the responsibility of care from institutions into the community and the family, but long term care in a specialized institution remains a necessary solution, required by the demographic aging of population and the increase (Ory, Hoffman, Sanner, 2003) of severely disabled people, which depend on constant care.

In this context, the image and role of the social worker as a specialist in gerontological social work remains the only hope and support for increasing the quality of life of patients with Alzheimer dementia and their caregivers, but also underlines the importance of specialized (Revista Română de Sănătate Mintală, 2007) training (Buzducea, 2009) in this field.

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SOCIAL POLICY FOR CHILDREN WITH PARENTS WORKING ABROAD¹³

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Abstract: In the context of the European Union, which meant, among others, the opening of borders and regulation of labor relations in what he regards Romanian nationals, Romania face massive migration of a number increasingly more people to countries with economies more developed where better conditions and more favorable working. This phenomenon exploded and higher in the "poorest" of the country, where entire communities migrate leaving behind a huge number of children. A direct consequence of depriving the parents' migration is the child of parental affection and the necessary supervision of its normal development. After starting the mother or both parents working abroad, amid deprivation affective and lack of supervision by the parent, children face a number of problems of greater or lesser importance in the school, group of friends in the community.

Key words: migration, protection, parents, children.

Migration and its implications for the protection of children (causes, characteristics, effects)

In the context of the European Union, which meant, among others, the opening of borders and regulation of labor relations in what he regards Romanian nationals, Romania face massive migration of a number increasingly more people to countries with economies more developed where better conditions and more favorable working.

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This phenomenon exploded and higher in the "poorest" of the country, where entire communities migrate leaving behind a huge number of children.

At the end of June 2007, official figures provided by the National Child Protection Authority indicated a total of 82,464 children whose parents are abroad. Although it is a topic widely publicized, the situation of children with parents working abroad has been less studied.

At this time there are no known negative or positive consequences caused by their parents who work abroad. There are some official statistics (unfortunately insufficient), and several studies of non-governmental organizations; these studies refer the matter some problems and are a good place to start. Late twentieth century was marked by global transformations in all areas of social life (economic, political, spiritual), which had a significant impact on the family institute, values, norms and behaviors in this sphere.

The family as the natural and fundamental element of society has undergone significant changes in recent decades. In recent years the company has accumulated a lot of problems related to the physical and moral health of the family, the social-economic and environmental conditions in which it operates disastrous and develop.

Economic changes as labor occupation policy in housing, education, healthcare etc. have a worse quality of life as consequences of the modern family.(Boots, Radulescu 2002). Preteens temporarily disintegrated families appreciate their high manual skills, character and sometimes outside, but showed a lower position in the team of peers, reduced self-confidence.

Among them, Preteens families differ temporarily disrupted by the quality of self-esteem. Children with parents abroad are a vulnerable group in situation of risk, the main negative effects of migration of parents being decreased interest in school or delays in mental development.

The absence of parents of children does not always directly, but indirectly, by producing effects that lead to family separation. A group of children who are most at risk of various forms are those who come from broken families and, especially, when it is the mother who leaves to work abroad. In these situations, it is most likely to occur abandonment or exposure of children to abuse from adults who take care of stay.

The negative consequences are felt by parents leaving children first, psychologically - yearning for the absent parent may result in the child a sense of loneliness for some time.

A direct consequence of depriving the parents' migration is the child of parental affection and the necessary supervision of its normal

development. Given their parents for longer periods and the remaining children in the care of people who can provide emotional support and education, these two consequences may turn their negative effects on health and psychological development of the child, involvement in school activities and their results, engage them in deviant behavior or inconsistencies age and subjecting children to exploitation or abuse other. (Gavrila, Horvath, 2009)

The causes of this migration are very simple: a precarious financial situation, the desire to achieve professionally achieving a brighter future for children, youth and parents wants a detachment of a more independent life etc.

It is believed that the phenomenon of migration are economic and social factors: the lack of a job or the desire to find a better one; lack of money; lack of housing (in urban areas); the desire to give families a better life; the belief that work is rewarded to the true value; social imitation (examples succes works at the individual level); family conflicts.

Going abroad in search of jobs is considered by most an effective strategy to circumvent poverty. Beyond the immediate economic benefits of migration, the consequences of separation from parents to children, and large become more apparent over time.

A general effect of this situation is that school performance of students with parents working abroad are not in accordance with the available cognitive thereof shall operate within their ability school performance and school failure resulted in situations conditioned or repetition or drop out is common.

Students with parents working abroad, most often, are left with grandparents or other relatives or neighbors who do not have the necessary authority over the children and fail to manage situations of everyday life in favor of psychosocial development optimal for students to develop social-emotional for a coherent integration.

Furthermore, interest and occasional parental responsibility is not the highest.

Another factor that generates eşesc school in preparation for life of students is communication deficiată or Inefficient teachers at school and tutor children semiabandonăți and this not only disrupts monitoring by parents, the school situation of pupils and provides context favorable of antisocial behavior from students who know free. (Gh Nistor. 2009), is a dramatic lack of emotional support for children of parents who temporarily leave to work abroad.

This can lead not only to depression but also pathological forms that can be completed by suicide. There are numerous cases of pupils

who decided alone to die by suicide in solitude. This not only was semnlat of school psychologists (teachers counselors, school psychologists, etc.) but some cases were covered by the press in Romania or international, emphasizing state of deplorable in which the standard of living in Romania, for most people below human dignity, according to analyzes by the Institute for Quality of Life of the Romanian Academy. At the end of 2006 "Soros" has launched the first national research on labor migration for Romanians abroad: temporary dwelling abroad.

Economic migration of Romanians: 1990- 2006 (Coordinator: prof. Dumitru Sandu). The study comprised three research Quantitative survey research at national and micro-regional level two counties: Teleorman and Vrancea; qualitative research in the six communities in the country with high index of emigration and four foreign community in Italy, Spain and Serbia.

The study shows the profile of those who left to work abroad (how, who, where and how?) As well as the causes and consequences of migration for work abroad after 1989.

In March 2007 a second study was launched under the program policies and institutions in international migration: work migration from Romania. 1990- 2006 (Monica Serban Stoica and Melinda). The study analyzes changes of legislation and successive duties of main public institutions involved and the effects of these changes. Study enable understanding the phenomenon and assess the impact of any new institutional configuration changes.

Research Foundation "Soros" aims to determine the impact of absent parents left to work abroad on the children left behind and to propose measures that adverse effects can be mitigated.

The research results. The largest category of migrant parents who miss their kids are near fathers. The study indicates that there are approximately 115,000 middle school students whose father is abroad. Of these, 21% live without their father for a period of between 2 and 4 years, and 28% even more than 4 years. In most cases the only father abroad (94%), children left behind in the care of mothers. As regards mothers, 15% of children live without them for more than 4 years, and 21% for a period between 2 and 4 years. Half of the mothers of these children are missing their next child of one year. For students whose mother is abroad support extended family is important. Only 58% of them live with their father.

Data show that children who have both parents in the country, 34% live without parents for at least two years, and 54% less than a year. This means that in the age group 10-14 years, from about 2,000 children nationwide live for at least two years in the absence of both parents, and

almost 19,000 are in the same situation a year. 65% of these students are in the care of grandparents, 24% are cared for aunts and uncles, and the remaining 11% others.

The main positive effects are related to the welfare of pupils whose parents are abroad. In most cases parents' migration increases the standard of living of the child left home.

As other studies have shown, foreign income are used mostly to improve the living conditions and the endowment with durables. It is noted for example that in the case of children whose parents work abroad needs, the percentage who have a mobile phone is higher than for children without parents left (mobile phone seems to have turned into a good basic necessities for children - to nationally 75% of middle school students have their own cell phone).

Computers and video game consoles are more common in migrant households than in others. And other personal belongings that we could consider age-specific (bicycle, mp3 player or Ipod, rollers) are held in a higher share of children of migrants than others.

Beyond material wealth, migrant children, especially those with both parents, tend to have a higher share of foreign travel experience compared to other children. 34% of children with both parents working abroad have traveled abroad as opposed to only 14% of non-migrant children. 20% of children with both parents spent their summer vacation 2006 abroad from their parents.

Among the negative effects it is interesting to note that the departure of one of the parents in some cases causes damage to the child's relationship with the parent remaining at home. Thus, if the father went abroad, the percentage of children who do not have a very good relationship with their mother is greater than in other cases.

The same can be seen even more so if the relationship between child and father while the mother is out of the country.

The family is the main source of support for children when faced with a problem, especially if the problem is related to the school. In children with migrant parents percentage of those who say they do not go to anyone to help them in school issues is significantly higher than for children without migrant parents.

One of the responsibilities which highlights the essential role of the family in progeny protection training. The manner in which parents work abroad performs that function for, on the one hand custody of the child of a member of the extended family or other platforms for raising and education, and secondly how the father realized this (legal or not).

There is a change of roles, it is the woman who leaves home since manages to find a job easier. There are frequent situations where both

parents decide to leave leaving children in the care of others. Duration absence of a family member, or both, may be associated with a number of problems or failure of the child's needs. If the investigated population studies can appreciate that in general terms the need for affection (64% feel that they are loved by anyone; 59.3% feel lonely). When asked by what means they keep in touch with parents, respondents said, in most cases, it is the preferred way telephone conversation (35.9%). Separating children from one or both parents gone to work abroad for a prolonged period of time generates feel abandoned, with repercussions personality. Verbal violence is supported by acute deprivation complained of subjects, irrespective of their studies, originally identified in the family home and then recovered in relation to friends, schoolmates and caretaker. (Gavrila, Horvath, 2009)

After starting the mother or both parents working abroad, amid deprivation affective and lack of supervision by the parent, children face a number of problems of greater or lesser importance in the school, group of friends in the community.

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PREVENTIVE MEASURES / PREVENTION OF DEVIANCE¹⁴

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Abstract: There are a variety of opinions among specialists on inter- and multidisciplinary approach to deviance. Developing and applying measures of prevention should be in the team, this program requiring the participation of all courts in the social system, regardless of the level of seniority or responsibility of each type.

Depending on the causes of the specialized nature of the stage and the situations covered, ranging from preventive measures mentioned: psycho-pedagogical and psycho-sociological measures. They aim, following early detection and removal of negative factors, cultivating interpersonal relationships appropriate to achieve a positive family socio inserts.

For this, it requires detection by social services and other factors (counselors, educators, teachers, professors, health professionals) conditions inadequate family environment or group, even before outlining some symptoms of disturbance of socialization of minors.

Key words: preventive measures, deviance, minors.

There are a variety of opinions among specialists on inter- and multidisciplinary approach to deviance. Developing and applying measures of prevention should be in the team, this program requiring the

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participation of all courts in the social system, regardless of the level of seniority or responsibility of each type.

They aim, following early detection and removal of negative factors, cultivating interpersonal relationships appropriate to achieve a positive family socio inserts.

It is, therefore, of:

- Social therapy and family therapy, where applicable;
- Filling the family, its physical absence when it is incompetent in terms of education;
- Testing and detection of children with school adaptation and integration issues;
- Educational and vocational guidance through the application of diagnostic and formative methods and procedures, capacity building and skills learning students;
- Training concepts and moral judgments, feelings and moral habits, positive character traits;
- Avoiding errors of moral authority, professional competence or attitude from educators.

Professional social measures

These measures arising from psychosocial and psycho social teaching, aiming to prevent the risk of adaptive failure (Cosmovici, Light, 1999):

- Counseling for choosing a profession in accordance with subject skills;
- Support placing young man in a profession suited to the interests, aspirations and capacities;
- Achieving genuine social maturation and an effective social and occupational integration;
- Prevent any acts of indiscipline within or outside the workplace;
- Preventing the abandonment of useful work performed by young people through measures taken at the place of employment.

Measures psychological and psychiatric professionals

These are geared towards detecting and eliminating or mitigating causative factors of an individual nature, organic or neurological containing pathologically predisposing to certain conditions, of deviant behavior. Psychological and psychiatric medical measures include (Boudon, 1997):

- Early detection of children with different types of disorders (of character, behavioral, emotional, aggressive tendencies, tendencies to psychopaths or other mental illness), objected to juvenile delinquency (Selosse, 2006);

- Pedagogical measures and various forms of medical treatment psychiatric/ psychotherapeutic to prevent developments disharmonious, antisocial personality minors;
- Health education and pedagogical measures that the family is advised how to behave in relation to certain conduct disorders of children (Gavrilă-Ardelean, Horvath, 2009);
- Hospitalization in order to diagnose difficult cases in terms of psychiatry, endocrinology, psychology, etc., (Muntean, 2007).

Social legal measures

These measures allow increasing social influence by popularizing laws and legal propaganda in general.

In the legal field, prevention of crime constitutes a sanction order, one of the objectives of punishment and trial.

General prevention is achieved by setting the law to the facts constituting the offense; society members were informed of the consequences of committing such acts and to sanction their legal limits.

Special Prevention is achieved through correct legal qualification and sanctioning specific crime committed by a person (Pop, 2002).

Ways of intervention

In forming components conscience and moral conduct are principally used some traditional methods: convinced by explanations, demonstrations, lectures, discussions, clarifications, conferences and lectures themed moral stories, advice, exhortations, recommendations and debates with moral content, drive process work.

At any time of the above mentioned methods of applying ethical evaluation is recommended (by approving disapproval), accompanied by incentives.

- *The belief* suggests multiple meanings of any educational factor: fundamental principle of education, an educational, psychological process, trait, attitudinal and finality, not least, moral ideal (Rădulescu, Banciu, 1999).

- *The explanation* is a form of limited exposure of a subject (basically, law, theorem phenomenon, camera, expression, situation, etc.) by presenting logical reasons, relationships, functions, details, etc. interpretative way It is often accompanied demonstration.

- *The call* is a method comprising the open debate of issues of education in order to act upon the conscience and moral experience of students; It helps build healthy public collectively. It takes place usually in the business adviser / class master class with a small group, individual or parents. The call requires the preparation of a suitable climate for all dialogue partners can participate and sincerely expressing their views. Suggestions have a stronger effect than direct interventions and

clarifications have a force of conviction successive higher than ready-made truths.

- *Encouraging* express an impetus, stimulation, call to action, optimize activity. Using it with tact pedagogic favors better results in education and moral education, thus increasing student confidence in their forces, to experience success and satisfaction in overcoming the difficulties inherent in the business school.

- *The call* is one of the ways in which educational instructors agency expresses moral requirements and expectations towards students.

- *The conference* is a way of conveying knowledge to a large mass of auditors as continuous exposure on various topics. It can be a form of self-contained or part of larger events. If the volume of transmitted knowledge is high, they can be phased in between a series of conferences.

- *The paper* is a method practiced, especially in secondary school or higher education; It is to develop, present and discuss in plenary a small stretch works on a given theme, by one or more members of the class (group). Method contributes to the development of creative thinking, the formation of independent work skills and critical thinking. The reports may cover events in class work, school, media, expressing their own opinions and conclusions. They will determine commentaries and discussions among colleagues, moderate counselor or teacher to clarify the topic addressed.

- *The lecture* is a transmission method by the teacher of a large volume of information on a topic prepared in advance. Especially at the secondary school, lectures content is staged: after stage enunciation, develops and then issue conclusions drawn character of the project. During the lecture can use examples, rhetorical questions and small demonstrations to maintain student interest. When the lecture aimed at defending moral causes (internalization of a principle of moral values), using expressive means and immersing themselves are dialogues, it turns pleading.

- *The story* alive and plastic comprises exposing a subject or theme that contain particular data and facts. No matter what learning is used, the account must contribute to understanding that knowledge is communicated to the formation of skill to distinguish the essential, to compare facts and phenomena, to obtain moral conclusions. It is usually used low grades. The efficiency of the story depends on the ability of the teacher to awaken the imagination and engage students in conducting emotional narrative. It therefore recommends the use of rhetorical means, dramatic, expressive language and an intuitive suitable material.

- *The advice* is the guidance he gives a class teacher, a student, a parent of an action to achieve educational requirements. Effectiveness

depends on good advice knowledge of the case, the situation and the circumstances and the personality in question, educator tact and experience, the existence of affective communication, mutual trust. As part of the arsenal of means by which the specific case applies a specific solution (individualization of educational action), the advice is indispensable moral and civic education, career counseling, training a correct attitude towards life and community. Advice is given sometimes and through maximum thoughts, proverbs or aphorisms that condenses the moral experience of humanity and incite reflection, the reflection of positive affective.

- *Example* is a real model or ideal, a person with his qualities is an example to follow in terms of moral behavior, social, aesthetic, etc. In educating children, Example (parents, teachers, great personalities, etc.) has a great influence. The resort is the example of the power of suggestion of psychological behavior of others and the need for imitation that the child manifests in relation to adult actions. Examples of indirect child are discovered in the mass media, literary readings, biographies, reporting, trips etc.

- *The moral exercise* is a form of exercise that is done systematically and consciously, through deeds and actions to transform the habits and skills of moral conduct (respect norms of discipline conscious, help, responsibility to the community goods). Since antiquity, it was found that "morality cannot learn like arithmetic" (Aristotle), but only through practical action, by putting the student in a position to behave responsibly. The exercise aims to train and develop the required availability moral behavior in different life situations.

- *The analysis* and the case study method is a form of active learning and training; It is to discuss a proposed event (the particular situation of a person, an institution) and recording information on the subjective reactions to the environment and the time in which the phenomenon opinions about them. It provides students the opportunity to analyze, comment and debate the moral behavior of the subjects (Boots, Neamțu, 1999).

- *The approval* is the method by which manifests recognizing and rewarding positive conduct / student outcomes. Being sensitive to the opinion of adult and peer approval has a strong influence on children education. The educational practices, approval of intentions, initiatives, wishes and positive results of the behaviors of the educated also vary: look approvingly praise expressed verbally against an individual, group or the entire staff, praise expressed in writing (letters, addresses), the agreement, gratitude, reward and rewarding. Using differential

conditional approval concrete forms of educational success and socio act professional students.

- *The reward* is a form of approval, recognition and favorable assessment of the conduct, results, merit or achievement (individual / collective). It may be moral or material. Moral compensation results in an appreciation, popularization in the media, or decoration invest with confidence individually or collectively. It may be granted by family, school or other social factors, which produce differentiated content. The educational, reward itself and the context in which it is given cause for joy and satisfaction have an incentive effect, causing repeating that action or committing other positive action, especially when the reward comes from parents, teachers or other persons with moral authority in social / community (Giddens, 2001).

- *The disapproval* education is a method of expressing the intent unfavorable appreciation, events, actions, behavior or school discipline contrary to generally accepted social norms in order to prevent and combat deviations of conduct. Reverse Connection triggers emotions and negative feelings (guilt, guilt, shame, dissatisfaction), student trying to avoid a recurrence once disapproved. As approval, disapproval is its educational forces in view the sensitivity of children from adults (parents, teachers) and collective / group to which they belong. The effects are even stronger disapproval with how students are higher sensitivity. Depending on the gap between requirements and behavioral manifestations disapproved apply forms more or less drastic disapproval: irony, rebuke, mistrust, warning, punishment and pause in speech, drawing attention, appropriate verbal expressions or gestures (Allport, 1995).

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Book Review

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Raluca Buhaş, *Ne-am cunoscut online...Evoluția relațiilor de cuplu în spațiul virtual [We met online...The evolution of relationships in the virtual space]*, Cluj-Napoca, Eikon, 2015, 199 p.

Concerned with a relatively new field – the sociology of the Internet and of computer mediated interpersonal relations, the writer brings to the attention of those interested a very exciting and under-researched topic in the Romanian sociology – the evolution of romantic relationships developed in the virtual world. “In a constantly moving and evolving world, this type of human relationship is regarded as a normal and natural social process. Moreover, the virtual space is preferred by some people, being described as an effective, comfortable and less expensive way of choosing a partner” (p.60).

The aim of the book is to study romantic relationships initiated online, better say “lasting romantic relationships, those in which the partners reach a high degree of emotional-affective and cognitive involvement” (p.64). Over five chapters, the study presents theoretical approaches on family, the psychosocial determinants of choosing a partner and of computer mediated relationships, as well as two studies, a qualitative and a quantitative one, which manage to deepen the analysis of couple behaviour in the online environment.

After summarising the definitions of family found in the specialist literature and highlighting its fundamental features, the writer focuses on the ways family is discussed from the perspective of symbolic interactionism, of structural functionalism, of systems theory, of the social exchange theory and that of the family life cycle theory. The comparative analysis of the traditional family and of the modern and post-modern family models shows different criteria for choosing a conjugal partner, but also complex changes of family life in the contemporary society. Looking at a European context, the writer presents sociodemographic characteristics of the Romanian family, such as the drop in the age of the first sexual intercourse, the marriage rate (which is above the European average), the increase in the average age of first marriage, the drop in fertility rate and the increase in the average age at which women have their first child.

The theoretical model is further shaped by presenting the most important determinants of partner selection: culture, education, social traditions, physical attractiveness, complementarity, the “Romeo and Juliet” effect, the “hard to conquer” effect, need of affiliation, socio-biological factors. In the writer's opinion, “the process of selecting a partner is, after all, an association between various influence factors” (p.57), in the case of the offline environment the decisive ones being: spatial proximity, socio-cultural, axiological and value similarities, physical attractiveness and biological factors.

At the end of the theoretical exploration the writer presents the sociological and sociopsychological perspectives on computer mediated romantic relationships. Underlining the difference between the the construction/evolution patterns of romantic relationships initiated in the virtual environment and those established in the offline reality, the writer points to the following important influence factors in the online selection of a partner: sociocultural homogamy, physical attractiveness, identity structure and communication style. Using the specialist literature, the writer outlines the socio-demographic profile of the Internet user who looks for online romantic relationships. Thus she observes that women over the age of 40 and people who have university degrees turn more often to this way of establishing relationships. When looking to online interpersonal relations from a positive point of view, the writer mentions the following things: the online lack of inhibition effect, the hyperpersonal communication theory, disclosing the true I and the virtual space as a “playground” theory. The theories that support the negative perspective on relationships developed online are also presented: the social presence theory, the theory of social cues and the theory of media channels. Opting for a positive approach, the writer considers that “the virtual environment can be an extremely dangerous and unsafe world when the users do not take minimum precautionary steps or belong to social groups at risk – children, in particular. But an online interaction that takes place in natural, healthy and socially desirable conditions is likely to result in socialisation that will benefit the users” (p.89).

The qualitative sociological research, conducted by the writer, aims to explore the world of romantic relationships begun in the virtual space and it was carried out by individually interviewing people who have developed such relationships. After presenting the methodological aspects, in the fourth chapter of the book the author outlines a socio-demographic profile of subjects and of partners in romantic relationships, which is followed by the presentation and analysis of the results obtained after interpreting the information gathered. The analysis of the key factors in the initiation and maintenance of an online relationship reveals

the importance of sociocultural, axiological and value similarities in selecting the partner, "the major role of sincere and open communication between the partners" (p.105), but also the valorisation of the affective-emotional support provided by the partner. The analysis of the other thematic dimensions is also very interesting: the dynamics of the romantic relationship from the online environment to the offline environment and the social acceptance of relationships initiated in the virtual space.

The complex and detailed quantitative research represents a significant part of the study, although the writer claims the sample's lack of representativeness due to the relatively small number of subjects. The research limitations are accepted because of the mainly exploratory-descriptive nature of the research. The writer outlines the profile of people who have initiated relationships in the online environment and that of partners in romantic relationships, carries out a comparative analysis of the subjects' opinions about the criteria for selecting a partner and the factual data recorded, presents the characteristics of communication in the online environment, the particularities of romantic relationships developed in the virtual space and the offline dynamics of these relationships.

The novelty and complexity of the issue, the relevance and coherence of the theoretical information, the integrated research method, the thorough analysis of the data are only some of the arguments that recommend this book.

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