

Main objective

The main research objective is decreasing the social exclusion risk by creation the new family assistantship working methods disseminated in public support institutions.

Detailed research goals:

1. Determination key family assistants issues (focus group with 40 family assistants)
2. Training methodology (4 main chapters ei. burnout syndrome, functional illiteracy, greater partnership/resilience and co-production)
3. Application of training methodology (40 family assistants)
4. Evaluation (8 months process)
5. E-book dissemination

Content of the training course

Core competencies	Description
Personal level	
Self-Awareness	be aware of self traits, feelings and behaviour
Critical Thinking	actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action
Self Confidence	develop and maintain inner strength based on desire to succeed;
Social level	
Human-Awareness	be conscious of the feelings and opinions of others; maintaining a positive, open, and objective attitude toward others
Accurate Listening	openness to others and a willingness to hear what they are saying and not what one thinks they should say, or are going to say
Communication	use a broad range of communication styles choose appropriate, effective ways to communicate with other and/or to audiences in diverse situations
Relating to Others	coordinate personal insights and knowledge of others into effective actions; make use of accurate interpersonal skills in interacting with others
Professional level	
Self-Management	prioritize and complete tasks in order to deliver desired outcomes within allotted time frames
Teamwork	work cooperatively and collaboratively with others to achieve collective goals
Planning	establishing courses of action for self and others to ensure that work is completed efficiently

Training Contents	Lecture	Questions & answers	Discussion	Brainstorming	Group Exercise	Role playing	Case studies	Exercise	Feedback	Video	Simulation
A.1 Burnout syndrome											
A.1.1.1 Introduction to the class – meeting the participants	✓	✓	y		✓						
A.1.2.1 Introduction to Burnout syndrome	✓	✓	✓	✓					✓		
A.1.3 A personal swot analysis											
A.1.3.1 Strength and Weakness points			✓	✓							
A.1.3.2 Opportunities and Threats			✓	✓							
A.2 My time											
A.2.1.1 Me and my time		✓	✓	✓							
A.2.2.1 My normal day – a human is more than time			✓	✓				✓	✓		
A.3 Relaxation											
A.3.1.1 Today I liked		✓	✓					✓	✓		
A.4 Me and my values – my change											
A.4.1.1 What am I focused on? Me and my values.		✓	✓	✓				✓	✓		
B.1 Introduction to the problem of the attitude - functional illiteracy											
B.1.1 Introduction to the problem of adopting the attitude towards clients			✓					✓	✓		
B.2 The problem of functional illiteracy											
B.2.1 Definition of functional illiteracy	✓		✓								
B.2.2 Problem of functional illiteracy in clients life			✓	✓	✓				✓		
B.3 Presentation of tools to work with functional illiterate families											
B.3.1 Presentation non formal methods of education	✓		✓								
B.3.2 Presentation of scenarios for working with the families			✓		✓				✓		
C.1 Social inclusion as a means of developing self-actualisation, greater partnership and resilience											
C.1.1 The role and purpose of a Public Servant											
C.1.2 The public perception of a Public Service			✓								
C.2 Partnership Working											
C.2.1. Agency Partnerships			✓								
C.2.2 Family Partnerships			✓								
C.3 Dependency & Resilience											
C.3.1 Dependency											
C.3.2 Resilience											
C.4 Co-production - Our attitude towards the client											
C.4.1 Co-produced work						✓					
C.5 Social Inclusion											
C.5.1 Social Inclusion factors						✓					
C.6 Measuring Success											
C.6.1 Whose success?											
C.6.2 The Tool	✓	✓	✓								
D.1. Chance accusations into wishes											
D.1. Improve communication with the client											
D.2 Empowerment											
D.2. Reflect our own attitudes towards the clients											
D.3 Empowerment											
D.3. Yes but....											
D.4 Feedback of the learn session											
D.4.1. Personal learning success											

Training tools (40 innovative methods in total)

PART A.2	The skill of saying "no" and not hurting anybody at the same time
TIMING:	30 minutes.
AIM:	✓ To learn an assertive technique, to be able to reject a request without having a guilty feeling.
EQUIPMENT:	Model situations in pair.
Participants will need:	Model situations.
Attached tools:	A model situation sheet.
PROCEDURE:	<p>To get more time it is also suitable to be able to reject further tasks, which may stress us and prevent us from having more time for ourselves. That is why it is very suitable to learn to say "no" without having a guilty feeling.</p> <p>We will ask the participants to divide into couples. Each of the couple will get a sip with his/her role. Their task will be to play a sketch in 5 minutes so that those people, who are to reject the task given by a close person, are able to save their time – that is, to reject the additional task. After playing all sketches we will reflect how the individuals were able to reject, how the other in the couple accepted the rejection. How they were feeling. At the same time, we will ask the other participants how it would be possible to reject in a more sensitive way.</p> <p>MODEL SITUATIONS</p> <p>A: Your friend asks you to lend him your car. But he is a hopeless driver, and you will perhaps need the car. Try to reject him so that it is assertive in your opinion.</p> <p>B: You are the friend who wants to borrow the car.</p> <p>A: A managing social worker wants to assign to you another duty, and you would lose your day off, which you will have only for yourself after a long time, because you have been at work every day recently. Try to reject him.</p> <p>B: You are the managing social worker and you know that this personal assistant has always been very helpful, and you want to assign to him the duty of other assistant, who said he needed the day off urgently.</p> <p>A: A colleague calls you at 10 p.m. that he urgently needs you to take over the tomorrow's duty, but you have a day off tomorrow.</p> <p>B: You would like to go out with a friend, but you have a duty. That is why you call your colleague to take it instead of you, but you will not tell him/her the real reason.</p>
TIPS:	Remember that you do not reject a human, but only a favour or task he/she requires from you.

CHAPTER B.2	B.2.2. Functional illiteracy in my clients life - Brainstorming
TIMING:	40 minutes
AIM:	<ul style="list-style-type: none"> ✓ to know how to show signs of functional illiteracy in customers life ✓ to learn how to use a new tool for the diagnosis functional illiteracy ✓ to talk each other about the problem of functional illiteracy ✓ to see if there is a reflection about clients behave
EQUIPMENT:	A3 flipchart, markers, materials for participants
Participants will need:	Materials with diagnosis of functional illiteracy
Attached tools:	Materials with diagnosis of functional illiteracy
PROCEDURE:	<p>Start brainstorming with participants about what kind of signs they see in their customers behave which testify about functional illiteracy. Write in flipchart every manifestation of functional illiteracy in customers behave.</p> <p>Take a tool (scenario to diagnosing functional illiteracy) and try with participants talk about real problems of clients in relation in the use of tool.</p>

PART C.3	Dependency and resilience
TIMING:	10 minutes
AIM:	<ul style="list-style-type: none"> ✓ To reflect signs of dependency ✓ To reflect barriers to users
EQUIPMENT:	Flipchart paper, sticky notes, paper table cloth
Participants will need:	Model situations in large group
Attached tools:	None.
PROCEDURE:	<p>First of all let the group brainstorm, discuss and list up signs of dependency. Make two lists, one for the users and one for the professionals. Than let the group brainstorm and discuss about resilience. What are the barriers to resilience for users and community? List it up into two lists with sticky notes and look and discuss the relationship between the lists.</p>
TIPS:	The trainees may restructure the notes to show the correlation between the different lists.

PART D.2	Our attitude towards the client
TIMING:	One hour
AIM:	<ul style="list-style-type: none"> ✓ To reflect my attitude towards the client ✓ To learn the see the client with all his resources ✓ To meet the client equally ✓ To feel your own resources that my strengthen you
EQUIPMENT:	None.
Participants will need:	Model situations in pair
Attached tools:	None.
PROCEDURE:	<p>The social worker and a client sit facing each other. The social worker thinks about a difficult situation with a client he had.</p> <p>The social worker observes the client and contemplates his or her own emotions: what do I feel?</p> <p>The social worker thinks about which resources he or she will need: what supports me, what makes me strong, what are my competences, what is my experience? How does this feel? These feelings are allowed some time, then the social worker chooses a person to symbolise these resources and that person stands behind the social worker.</p> <p>Now the social worker looks at the client. What are their resources, strengths? What makes up the client? Then a person is chosen to stand behind the client.</p> <p>What changes for the social worker?</p> <p>The experiences are discussed in small groups or in the whole group if there is a wish to do so.</p> <p>Take as much time as you need to decide who shall stay in place of the resources for yourself and next for the client.</p> <p>Take as much time as you need to feel into yourself step by step, without the resources and next with the resources standing beside you or the client.</p> <p>All the participants shall take over the role of the social worker that seeks his resources</p>
TIPS:	

PART D.1	Transfer criticism into wishes
TIMING:	Half an hour
AIM:	<ul style="list-style-type: none"> ✓ Not respond immediately to a charge ✓ To learn to hear the wishes and needs of the clients
EQUIPMENT:	None.
Participants will need:	Model situations in pair
Attached tools:	None.
PROCEDURE:	<p>The trainees work in pairs. Both partners think about a small discussion they had with a client where the client has made the social worker serious accusations. Then one of the partners takes over the role of the client, the other one that of the social worker. The "Client" starts to make serious accusations to the social worker. The social worker does not reject, justify or in any way interfere with the allegations. Rather, he tries to ask the client what he wants. Next the pairs are changing the roles.</p> <p>Reflection: What was that like for you? Did you feel relaxed?</p>
TIPS:	Take your time to reflect how you felt in the role of the client? Have you ever been asked about your wishes being the client?