University of Bucharest
Faculty of Sociology & Social Work

From Theories to Practice – 3 weeks

Erasmus+ Project: Improving the protection and wellbeing of children in Europe: enhancing the curriculum
Selection of theories (at least 3) that can be applied to Andrei`s case study:

To the listed theories, the Professor may include more or revise the list depending on the bibliography used.

- **Attachment Theory** (Bowlby, 1980; Howe, 1995; Payne, 2012)
- **Crisis Intervention Theory** (Baldwin 1978; Caplan 1965; Payne, 2012)
- **Problem Solving** (Perlman, Compton & Galaway, Payne, 2012)
Attachment Theory
Attachment Theory

The need for attachment - part of the basic needs of human beings. It is innate and aims survival.

A secure attachment is a fundamental learning pre-aquisition (Hay, 1980).

Short overview of Bowlby’s contributions (≈ 7 minutes): https://youtu.be/3LM0nE81mIE
Attachment Theory

Ainsworth’s types of attachment:
- Secure
- Insecure
- Disorganized.

Types of attachment developed in adulthood (Main & Kaplan):
- Autonomous attached
- With disinterest attachment
- Concerned with attachment
- Disorganized attachment
Attachment Theory

Exercise #1: organise in groups of 3-4 students and discuss the following questions (7-9 groups. Estimated time: 40 minutes + 5)

Part 1 - 10 minutes
1. What are the consequences on emotional development of the child:
   a. when there is a prolonged or permanent absence of parents?
   b. there is no family or home the child belongs to?
   c. there are repeated transfers from one family to another?

2. What happens to children where one or both parents are absent?

Part 2 - share with the class the findings of your group - 3 minutes
Crisis Intervention Theory

• How we define a crisis?
Crisis Intervention Theory

Summarize the material taught in class

• Sometimes, difficult to determine what is a crisis

• People react differently to the same situation

• Social and cultural influences on crisis response

• Importance of personality traits
Crisis Intervention Theory

- The crisis: a severe emotional disorder of the individual determined by certain life events associated with *lack of skills to cope with its loss of control* over the situation.

  - manifests itself physically, psychologically, cognitive and relational.
  - experienced at an individual, group or community level
  - preceded by stressful life events (birth prematurely, various diseases) that induce a sense of loss, suffering and change.
  - Limited time a few weeks or months, after which there is an adaptive solution or at worst a maladaptive solution.
Crisis Intervention Theory

• Provide examples of the two types of life events that cause crisis (Baldwin, 1978):
  • universal experience
  • dramatic experience.

• Consider the phases of crisis according to Caplan:
  • Impact stage
  • Stage of withdrawal
  • Adjustment & adaptation.
Crisis Intervention Theory

- Exercise #2 (7-9 groups, estimated time: 30 minutes +5)
  - Identify which of the universal and dramatic experiences apply to Andrei’s circumstances – 15 minutes exercise
    - Part 1 – 3 minutes: individually, read the Andrei case study and write on a piece of paper the experiences that fit each of the category
    - Part 2 – 7 minutes:
      - in group of three compare the experiences and present arguments to the rest of the group that support your findings.
      - together, choose one type of life event that you consider defining for Andrei’s life
      - determine where would you include Andrei in Caplan’s model
    - Part 3 – 2 minutes: share to the class the selected life event with arguments and findings.
Crisis Intervention Theory

• Characteristics of crisis intervention:

  • Brief
  • Rapid
  • Actively intervenes
  • Differs depending on the focus of the crisis
Crisis Intervention Theory

Principles of intervention in crisis:

- intervention made as soon as possible,
- interventions limited in time,
- active role of the practitioner`s,
- main purpose - diminishing symptoms,
- providing support
- encourage experimentation feelings.
Crisis Intervention Theory

Levels of intervention (Rapoport, 1970):

- Level one - activities:
  - elimination of symptoms,
  - supporting the beneficiary in understanding the crisis,
  - family and community involvement,

- Level two - activities:
  - Understanding the link between the present and past crises,
  - search for ways of settlement,
  - capacity to cope
Crisis Intervention Theory

Exercise #3: (7-9 groups, estimated time: 55 minutes + 5)

The Professor can decide to request the students to work just on some of the questions listed below or add to them the questions that can be found in the Notes for the current slide

Part 1 - Continue the work within the same group and find responses to the following questions related to Andrei’s circumstances – 10 minutes

• What are the events/incidents that occurred in Andrei’s life that could be considered provoking stressor events?
• Are there additional stressors that Andrei and his family must address?
Crisis Intervention Theory

Exercise #3: (7-9 groups, estimated time: 55 minutes + 5) - continue

Part 1 -
• What further information is necessary to determine that Andrei and his mom are in crisis?
• What factors will predict the outcome for Andrei and his family?

Part 2 – Share with the class the findings of your group – 5 minutes
Problem Resolution Theory

Human existence

- a continuous process of solving problems, from birth to death, to adapt to the outside or to adapt them to their own needs.

Present the stages of intervention based on theory and problem solving (Compton and Galaway)

• Stage I – Contact
• Stage II – Contract
• Stage III – Action Steps
Problem Resolution Theory

Limits of the model:

• Difficult to use with beneficiaries with mental disorders

• Difficult to apply to beneficiaries that request for an immediate solution to their problems

• Difficult to use on beneficiaries with chronic illnesses, or whom suffered various losses
Problem Resolution Theory

Exercise #4: 6-9 groups, estimated time: 30 minutes + 10.

Notes: In order to ensure that new groups of students is formed, use different criteria: home region, rural or urban area, birth month, etc.

The list of questions below will be split for three groups as follows: Q 1-3 for group 1, Q 4-5 for group 2, Q6 for group 3).

Part 1 – Each group will consist of 3-4 students. The groups will be numbered and based on the allocated number they will work on the set of questions set. Time: 10 minutes.

Part 2 – The group will nominate a speaker that will share and advocate for the findings for his/her group with the speakers from the groups with the same list of questions. They will have to reach a common set of findings and share it with the class. Time: 5 minutes + 5.
Problem Resolution Theory

Exercise #4: continued

Groups 1, 4, 7 list of questions:

Q 1. What is the link between Andrei and his family problems and their needs?
Q2. What factors contribute to the emerging of the problem?
Q3. What factors contribute to maintaining the problem?

Groups 2, 5, 8 list of questions:

Q4. What SW knowledge and principles can be used?
Q5. What resource and opportunities has Andrei?

Groups 3, 6, 9 list of questions:

Q6. What data should be collected and how can be organized in order to be used for problem resolution?
Other theories

Depending on the structure of the subject taught, the Professor might decide to spread the Module on Theories to Practice. If deciding on the extending of the theories section, the Professor must develop the Tutor Notes file accordingly.