

Blaž Mesec

AN INDEFINITE OR ONLY A LONG WAY TOWARDS A COMPREHENSIVE SYSTEM  
OF SOCIAL WORK EDUCATION?

(EMOTIONALLY TAINTED CONTRIBUTION TO THE HISTORY OF LJUBLJANA SCHOOL OF SOCIAL WORK)

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The fortieth anniversary of University of Ljubljana School of Social Work is an opportunity to describe its development from its foundation in 1955 until now, and above all to describe the efforts of its teachers and associates to establish an adequate and comprehensive system of social work education which would be comparable to European and world standards, a system educating for a variety of professional roles in the various fields of practice and allowing students to achieve the highest professional and scientific qualifications within the academic framework of social work. Trying to achieve this goal, the school has been meeting with an unforgivable absence of awareness about the significance of the profession of social work for social development, and with a widely spread indifference of relevant and responsible parts of its social surroundings towards the School.

Bernard Stritih

A VIEW OF SOCIAL WORK IN THE PRESENT FOR THE FUTURE

*Bernard Stritih, Ph. D., is senior lecturer of social work at University of Ljubljana School of Social Work.*

School of social work has survived its 40 years of existence in the times of rapid and deep social transformations, especially since 1991. Among other things, social institutions have radically changed their ways, as have ideas or theories about society and people's experiencing of themselves. Social work is one of few professions which attempt to understand the people in their social contexts. The School's research team has found in the past few years that what is predominant in the framework of institutional help of social services to client systems is the so-called »hard« (pathological-diagnostic, causal) model. At the same time it has become clear that in many situations it would be appropriate to develop the »soft« (functional, problem oriented, dynamic) model. The paper presents some experiences in developing the »soft« model of help and some theoretical foundations of this approach.

Gabi Čačinovič Vogrinčič

SOCIAL WORK WITH FAMILIES

(A CONTRIBUTION TO THE DOCTRINE)

*Gabi Čačinovič Vogrinčič, Ph. D., is associate professor of psychology of family and social work with family at University of Ljubljana School of Social Work.*

The author presents the basics of the doctrine of social work with family. Several concepts are pointed out which give names to the specificities of the way social work approaches the complex social problems of families. The paper at once clarifies the concepts and pleads for their use. An expert must in all instances establish a social work-specific working relationship: (1) he or she must negotiate for a goal-oriented project and (2) as a participant in the given family system he or she must discover (or co-discover) and name (or co-name) the possibilities and the contribution of the family.

## ABSTRACTS

Lea Šugman Bohinc  
SOCIAL WORK – A SCIENCE?

*Lea Šugman Bohinc, M. A., is junior researcher at University of Ljubljana School of Social Work.*

The author presents her vision of the School and social work as a new science, founded of the change of the epistemological framework of scientific research. She leans on Pask's *Theory of Conversation* which takes into account interpretational mental activity and the unavoidable inclusion of (the characteristics of) observers in observation, as well as establishes the obtained consensus of the participants of conversation as its only truth-value, i. e., an analogy.

Milko Poštrak  
SOCIAL CULTURAL WORK

*Milko Poštrak, M. A. is junior researcher at University of Ljubljana School of Social Work.*

The paper is a condensed summary of the theoretical framework the author has been developing for the field of social cultural work or the field of »use of creative techniques in the counselling process«. His starting point is clearly inter-disciplinary and it is based on the assumption that art as well as science - as two forms of creative human enterprise - are part of everyday living world of the people. Thus it has to be borne in mind that in researching humans, one always researches their »nature«, i. e., culture. The questions of creativity are also tackled, since they are still unclear and escape all attempts at strict scientific definition.

Srečo Dragoš  
THE THEORY AND PRACTICE OF THE SCHOOL

*Srečo Dragoš, M. A., is assistant lecturer of sociology at University of Ljubljana School of Social Work.*

The paper discusses the relation between theory and practice (in general and in social work) in three parts. The first part relates to the Slovenian history in which the dilemma of theory and practice has been given effect as an alternative choice., which has, typically, ideologically blocked the developments of several professions. The second part gives an example of how the problem of the interweaving of theory and practice is solved in sociology as a general social science which precisely because of its theoretical orientation cannot afford to neglect practice (everyday life). The third part gives an analysis of the School's study programmes in the period of its transition from 2-year to 4-year studies. Here, a positive and a negative trend clearly stand out: the former can be seen in a no less than three times as many specifically social-work courses, whereas the latter is evident in the expulsion of practice from the programs, which may again lead to the false dilemma about the alternative choice between theory and practice.

Vito Flaker  
THE PREMISES OF COMPULSORY MEASURES IN THE FIELD OF MENTAL DISTRESS  
AND THEIR TRANSFORMATION

*Vito Flaker, Ph. D., is senior lecturer of social work at University of Ljubljana School of Social Work.*

The author starts by analysing the basic premises of the measures undertaken by the state in the field of mental distress, known generally as compulsory treatment or compulsory hospitalisation. With the changes in the field of mental health the imprisonment into psychiatric hospitals and related institutions ceases to be necessary, even becomes undesired, and should be replaced by different measures. The premises of obligatory measures in the field of mental health are, first, that a situation demands it and that somebody represents a danger for oneself or others, or else, that he or she urgently needs help. Analysing these assumptions, the author concludes that ob-

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ligatory measures should include an analysis of risk, an assessment of mental soundness, as well as a plan of diminishing the risk and strengthening of personal faculties. As many forms as possible will need to be searched for, in order to bridge the gap between actual and virtual identity that emerges in founding someone »not in his/her sound mind«. Further, the author analyses the characteristics of private, public and institutional spaces which determine the introduction of the measures and their carrying out, as well as the role of different measures in solidifying or dissolving the career of a mental health service user.

Pavla Rapoša Tajnšek

THE PROFESSIONAL IDENTITY OF SOCIAL WORKERS  
AND THE REPUTATION OF SOCIAL WORK IN PUBLIC

*Pavla Rapoša Tajnšek, M. A., is lecturer of social work at University of Ljubljana School of Social Work.*

The paper summarises the views of two American authors who research negative stereotypes and myths about social work in public and compares them to the Slovenian situation. The most important factors of preserving the stereotypes are presented, those that arise from social work practice, organisational frameworks, the characteristics of workers and the establishment of professional criteria. Strategies are offered that may change the inadequate image of social work in public on the micro and macro levels.

Nino Rode

FROM TWO YEAR TO FOUR YEAR PROGRAMMES AND FURTHER  
(AS SEEN BY THE TEACHERS AT THE SCHOOL)

*Nino Rode, B. A., is assistant lecturer of methodology at University of Ljubljana School of Social Work.*

In the 90's, School of Social Work has grown from a two year school to a four year one, but at the same time the change of legislation defeated the transition. This has initiated a need, or at least a wish, to become a faculty which has been prevented. The author tried to find out how this situation influenced the views of teachers on the School's perspectives. First, he surveyed the minutes of the School's formal organs, in order to establish to what extent the differences in opinions and proposals are reflected on the institutional level. Personal events have been recorded in a series of interviews. He was interested in particular the interpretations of events and the opinions about the perspectives. The survey of the minutes shows a clear distinction between the »old brigade« and the young generation. The respondents agree in their views on the initial stage of the transition. But the consensus stops when they estimate to what extent the transition to the four year programmes has solved the problems which it was supposed to solve. The difference between generation grows when they consider the reasons for transition. The closer we get to concrete state and solutions, the lesser is the consensus even within the generations.