

## COMMUNICATION PROPOSAL

3rd Biennial UNAFORIS - 19 and November 20, 2014 - Saint-Ouen

**Social formations in transformation: everybody's business?**

**"Mental Health and Social Work Assistants: From training to work together"**

**Communication suggested by 4 students ASS : Lucie ANTIER Clementine GAGNEUX, Aurélie LETOURNEUX, Carolane POULARD and 1 former : Regis ROBIN**

**ARIFTS - Site Angers**

Former :

This experiment is part of an approach such as networking and partnership. As long as it is innovative, it shifts at least traditional training methodologies.

Mental health is a good indicator of changes in society, as well as the practices of social workers and community health. She comes to question the issue of partnership working, that of (the) network (s) and ultimately that of a "working together", also promoting the experience of otherness.

The participation of a group of 5 students ASS second year in connection with one of their trainers, the SID (Awareness Week Mental Health) enrolled in these dimensions there. This cooperation with professionals in mental health and various fields, representatives of voluntary associations, "users", was effective for the first meeting of project development (September 2013) to be held that week (March 2014).

In the context of "the study of community," a group of students performs ASS2 so each year (and since 2008) a study on the topic chosen at the national level and then present the results in the presence of users , families, representatives of associations, volunteers, social workers, medical, paramedical, medical and social elected ... and join in the conversation. Some examples of themes: "Mental health: how to care for all? "; "How to talk without stigmatizing? "; "Mental illness, mental suffering and isolation"; "Information and mental health" ... On a range of 5 to 6 months, the students involved and participate in meetings set up by the steering committee.

The message of social formations considered "everybody's business" was able to take shape in the experience of reflection and shared construction (+ "hazards" associated methodological ...).

The need of the other, meeting, sharing, collective experience building, inviting the sense that we want to give to the partnership, the question of the meaning given to "work together" s' also registered from the beginning of the formation of SSA, particularly in one of four areas of expertise, the DC4, called "involvement in dynamic inter-partner, institutional and inter-institutional." In partnership working, the relationship between the different parts is centered around a common object the collective gives meaning, with stakes in terms of logical complicity, equality, rules, etc. Any message important to the formation of ASS: there can be complementarity without recognition and consideration, differences ... as well as the recognition of the meaning of each other's presence, a common goal. "There are no complementarities without differences (...) It is recognizing the differences, far from corporatism or 'turf war', we can bring out the complementary and combining

the skills for assessment and increasingly complex intervention. "For this, it must be a question of shared interest, conflict negotiated risk-taking (s), ethics, accountability, conflict, sharing, and therefore the difference. The training of SSA is also inspired by this to try complementary rather than coexistence! As well as the accompaniment to a work of stigmatization and attempted desecration on mental health is also what led the instructor invited students to this shared experience.

The skills learned in these occasions are undeniable, promoting a form of reflexivity, a practice, a search for meaning from and in coordination with the practices, to also put into words "what do we do together? Why? How? ... ". Do not forget also that "social expertise" (DC2) can be defined as including "who has acquired great skill by doing", "An expert is one who lives in an art, a craft that s' learn by doing. "

This "environmental study" is also part of societal interactions initiated by the meandering "mental health and social instability," but also in those of "public health", inviting future SSA to initiate an approach of global social reality.

In the end there and the official order, training programs, and there is the way it implements it, with the margins of initiatives that can help us. In the same vein, other complementary initiatives (cross-training ASS - IFSI, ASS - TISF, RESPPA ...) have also been tested and sustained.

The emergence of this project and its implementation are thought of as another form of "integrative alternation". Students currently in the third year of SSA training, you will then share the experience of this teaching sequence.

#### Students :

As part of our second year of SSA training, we had the opportunity to participate in the week of information on mental health.

This is a national event that revolves around three objectives:

- Raising public awareness about mental health and mental disorders.
- Encourage meetings between professionals, consumers, the environment, caregivers, the general public.
- Awareness of prevention stakeholders, guidance, care, structures working in this sector and enhance their actions.

This year's theme was: information and mental health. Three questions were then selected:

- How can the media to participate in informing and fight against stigma?
- How to change stereotypes of the general public with respect to mental disorders?
- The use of the Internet allows it to better inform, heal and help each other?

It was expected of our work that we do is the echo of what vehicle in society and on the internet about mental health.

We chose to develop audio-visual support, we felt was most appropriate for our approach. Indeed, the documentary was intended for a broad audience, since we presented at the "flagship day" of the SID. Combine sound and image seemed to us some momentum, and authenticity in the words collected.

We have developed our approach in 3 steps:

1-Switching, identify problems and issues that the theme "Information and Mental Health" inspired us. For this, we initially established questionnaires to collect impressions and representations of the population on mental health. We have found that it is often associated with mental illness, the concepts of fear and suffering. These responses guided the result of our work.

2-We met professionals working in conjunction with mental health, to understand how they contribute to informing the general public, and what place does mental health in their work.

3-The meetings, which we filmed allowed us to achieve our documentary by selecting the necessary information.

The details of this work have guaranteed us a certain autonomy in the form of our intervention and its contents, while remaining within the framework of the social worker degree.

Throughout this project, we were accompanied by one of the trainers ARIFTS has been involved for several years in the organization this week. His role was then to guide us, give us food for thought and to move towards some partners.

Working in small groups allows to benefit from a more thorough and regular than in the usual context of training support.

Also, we were able to enjoy a real support in terms of methodology.

The instructor-student relationship takes on a different meaning since the teacher-learner dimension is less resonance.

Thus, this experience has led us to design learning differently.

Although it sort of context of usual training. This work has allowed us to acquire or at least reinforce some knowledge about mental health and skills, particularly in terms of methodology. Indeed, this work falls within the remit of our two training "social expertise" ("Observe, analyze, exploit the features that characterize an individual situation, an intervention territory and populations and anticipate their evolution - professional sleep: Is information and training to change its practices - Develop and transfer professional knowledge "), but also in the DC3," professional communication in social work ("Develop, manage and transmit information - Establish professional relationship ").

Meet different professional users, to help familiarize us with the interview techniques. In compliance with the ethical framework, it seemed necessary at meetings to inform people about the project and include the context of the broadcast.

The order we had was to make an inventory, not to provide answers or solutions. In this sense we really entered into a research

The complexity of our work was to select the information and transmit it to a diverse audience of medical social workers, users, associations, family. Therefore, we had to adapt our way of advertising to make a reality which lies within the competence area "professional communication in social work."

This work was punctuated by numerous meetings, which allowed us to develop a network that we can mobilize to date, as part of our degree.

This project does not fit into the regular training regimen, we thus rendering actresses thereof.

### Former :

#### Conclusion - Opening:

This experience is part of what could be a transformation training in the sense that it comes as close to the ground, concrete connection therewith, in addition to placement experiences, reflection workshops and analysis, as well as lessons lectures. This is good to experience a shared reality while experimenting strengths, interests, limitations, hazards and meandering "dynamic partnership" and a project methodology included in the real.

In a "disintegrating society" (Serge Paugam), this teaching sequence can also participate in that pick, connect, which crumbled, fragmented, disintegrated. It falls within the perspective of user participation, participatory democracy, to a "narrative democracy"

This involvement in the WSIS, the initiatives shown by the student in question, show them up actor in training, and stands out as a posture sometimes called a consumer. In this networking, they were then able to develop their "power to act", demonstrating their ability to be "of proposals" that sometimes struggle to get to work social workers; but perhaps it is only a matter of "communication" on their "social expertise"? ...