



THE KALEIDOSCOPIC VIEW OF THE VULNERABLE WOMEN DURING THE PERINATAL PERIOD

Learning activity in Barcelona, 25 – 29 January 2016

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1. Why the kaleidoscopic?

When we start to prepare the learning week we want to give continuity to the work done in Verona (Nov. 2015). There, in Italy, we learned how important was observe how to observe. From this point we would like to prepare a week to help us reflect about how to accompaniment and about the professionals competences in the field of our project “vulnerable women during the perinatal period”.

We realize that vulnerability use to use as something negative and this conceptualization affects the way how professionals work. This was one of our aims: offer a new way to approach as professionals towards vulnerability and help to move towards the appreciative approach.

With these ideas in mind, the image of kaleidoscopic appears. We live our lives as fragments of a kaleidoscope, always part of guidelines that are older than us and, somehow more than the sum of its parts. "I become aware of this kaleidoscopic opens up new possibilities for understanding the family"¹.

Furthermore, a kaleidoscope shows the light of reality and something more, it is able to fragment it (the light) and break it down into different shapes and regular colors and create a new shape. Looking through the kaleidoscopic can help us to look through our lives shaping a vital route from our memories, to our present reality and our future.

The image of a kaleidoscope also means the confluence of different variable that in every personal circumstances define the vulnerability situation and, at the same time, allows to show the competences, abilities and resources on every particular case.

So, the kaleidoscope, as a metaphor can be a tool for professionals, to understand the shades of vulnerable women during the perinatal period and, but at the same time, to help them to develop a wide range of competences to face the challenges and opportunities during the process of accompaniment.

At another level, it also represents the different perspectives and professional interventions in the field of vulnerable maternity. In short, it refers to the defined complexity in the relationship and interaction between the users and the professionals who serve them.

The objectives of the week were:

- Show vulnerability of the city of Barcelona: from evidence (indicators) to policies to services
- Reflect about the intervention methodologies during the accompany:
 - Offer a theoretical framework to locate the learnings:
 - Framework of accompaniment

¹ Salvador, M. (1986). *Calidoscopio familiar: imágenes de violación y curación*. Ediciones Paidós, Barcelona

- Attachment theory
 - Group training programs
 - Action Research
- Sensitize about the positive/appreciative approach
- Practice techniques from this approach:
 - The video intervention
 - The sculpture
 - Narratives and music
- Reflect about the professionals competences and their development
 - Offer a theoretical framework to locate the learnings:
 - Framework of competences to work with families
 - Adjust the theoretical framework to the realities of the professionals involve in the project
- Reviewing and integrate learnings of the week to advance in our intellectual outputs
 - Diagnosis
 - Accompaniment
 - Competences framework

The activities of the week were structure to go from the more general (abstract knowledge as data from research) and how this is informed the policies and thus the services (the practice) getting in deep in operative aspects of the practice.

The activities were distributed during the week and during the days taking into account the model that GRISIJ use in their learnings: emotion, cognition and behavior.

2. Framework of accompaniment

Dra. Nuria Fuentes and Dra. Ainoa Mateos

A KALEIDOSCOPIC VIEW OF VULNERABLE WOMEN DURING THE PERINATAL PERIOD

LEARNING ACTIVITY IN BARCELONA, 25 – 29 JANUARY 2016

FRAMEWORK OF ACCOMPANIMENT L'ACCOMPAGNEMENT PROFESSIONNEL

DRA. FUENTES-PELÁEZ
DRA. MATEOS



WALKING TOGETHER, WE MAKE A PATH....

“Accompanying a person in need of social support suggests travel; a road, a journey, migration, coming from and going towards, effort, and the new horizon we are approaching” (Planella, 2008:8)

“Acompañar a una persona con necesidades sociales lleva consigo la idea de recorrido, de camino, de trayectoria, de desplazamiento, desde y hacia, de esfuerzo, de horizonte hacia el cual avanzamos” (Planella, 2008)

Planella, J. (2008). Educación social, acompañamiento y vulnerabilidad: hacia una antropología de la convivencia, *Revista Iberoamericana de Educación*, nº46/5.

THREE KEY POINTS

Key points: Accompaniment

- IMAGE: the image we construct of the person: elements that influence that process
- FORM: the form accompaniment takes: to work “with” someone rather than work “on” them. A “partnership model”
- LEARNING: learning to accompany a person

KEY POINT: IMAGE

- DISCOVERING A PERSON: VIEWING FROM DIFFERENT ANGLES
 1. A noun, not just an adjective
 2. Multidimensional, affected by their environment
 3. Recognising potential strengths not just vulnerabilities
 4. Time
 5. Space (directionality)

KEY POINT: FORM

- A FORM OF ACCOMPANIMENT: PARTNERSHIP (WORKING “WITH” NOT WORKING “ON”)
 - The professional's role: a guide not an instructor
 - Confluir necesidades percibidas (profesionales) y sentidas (persona)
 - A reciprocal process combining perceived needs (professionals) and feelings/emotions(?) (person)
 - Promover cooperación e implicación de la persona o grupo.
 - Promoting cooperation and allowing the person or group to take on responsibility for the process.
 - Relación de reciprocidad vs jerarquía.
 - Give and take vs hierarchy
 - Confluir la dirección del cambio hacia la autonomía y el empoderamiento vs dependencia.
 - Change through autonomy and empowerment vs dependency.

KEY POINT: LEARNING

- LEARNING TO LISTEN
- LEARNING TO LOOK
- ALLOWING OURSELVES TO BE CHANGED BY THE PROCESS

A POSITIVE APPROACH

“ El “acompañamiento” en su vertiente práctica no es una práctica nueva, lo que es novedoso es la carga positiva que ha ido tomando en el trabajo con personas en situación de dificultad” (Planella, 2008:3).

In a practical sense “Accompaniment” is not a new approach, what is new, however, is that currently it is on a positive trajectory, transforming work with people in risk situations (Planella, 2008:3)

Planella, J. (2008). Educación social, acompañamiento y vulnerabilidad: hacia una antropología de la convivencia, *Revista Iberoamericana de Educación*, n°46/5.

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LA VISION KALÉIDOSCOPIQUE DES FEMMES VULNÉRABLES DURANT LA PÉRIODE PÉRINATALE

ACTIVITÉ D'APPRENTISSAGE À BARCELONE 25 – 29 JANVIER 2016

THANK YOU

DRA. FUENTES-PELÁEZ
DRA. MATEOS

MERCI



3. Intervention Model of GrisiJ: learning and group methodology

Dra. M. Àngels Balsells and Dr. Pere Amorós

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LEARNING ACTIVITY IN BARCELONA, 25 – 29 JANUARY 2016

INTERVENTION MODEL OF GRISIJ: LEARNING AND GROUP METHODOLOGY

M. ÀNGELS BALSELLS I PERE AMORÓS



INTERVENTION MODEL OF GRISIJ: LEARNING AND GROUP METHODOLOGY

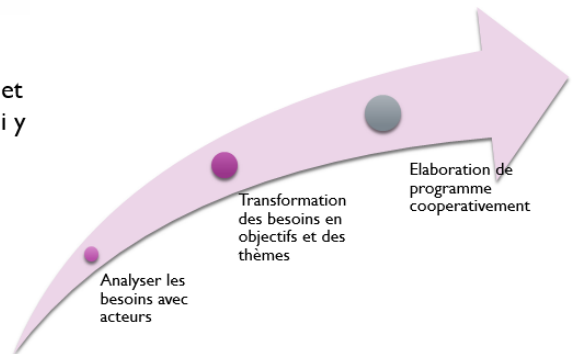


- Le Groupe de recherche sur l'Intervention Socio-éducative de l'Enfance et de la Jeunesse (GRISIJ) est spécialisé dans **l'élaboration, l'implémentation et l'évaluation des programmes d'éducation familiale** pour les familles et les enfants qui vivent en situation de vulnérabilité
- **TOUJOURS Programmes méthodologie de groupe**
- Trois principes: Contexte, analyse et réflexion, sensibilisation

INTERVENTION MODEL OF GRISIJ: LEARNING AND GROUP METHODOLOGY



- Le but de notre recherche est celui **d'améliorer la pratique** et le développement personnel et professionnel des personnes qui y participent
- Toujours on faire l'élaboration de avec tous les **acteurs concernés**: les partenaires sociaux, les professionnels, leurs propres familles et aussi les jeunes



CERTAINS EXEMPLES DE PROGRAMMES D'EDUCATION FAMILIALE DU GRISIJ



■ Marcher en famille

Son principal objectif est d'encourager l'acceptation et la mise en œuvre de la mesure de protection pour rendre plus facile le retour, le plus tôt possible, des enfants au foyer et renforcer la réunification une fois qu'ils sont rentrés.

CERTAINS EXEMPLES DE PROGRAMMES D'EDUCATION FAMILIALE DU GRISIJ

- **Apprendre ensemble, grandir en famille.**

Centré sur la promotion du développement et de la cohabitation familiale lors de la transition de 6 à 12 ans par l'encouragement des relations positives entre les parents et les enfants conformément à l'exercice d'une parentalité positive.



CERTAINS EXEMPLES DE PROGRAMMES D'EDUCATION FAMILIALE DU GRISIJ



- **«Programme de soutien pour les adolescents en accueil»:** fondée sur les besoins différentiels
Elaboration des jeunes accueillis



- **«PFAFE»** d'un programme de soutien et de formation pour les familles d'accueil élargies.

NOTRE MÉTHODOLOGIE DE GROUPE

① Groupes de soutien et groupe d'apprentissage

② Dimensions d'apprentissage

③ Rôle du professionnel

④ Techniques et des stratégies

I. GROUPES DE SOUTIEN ET GROUPE D'APPRENTISSAGE

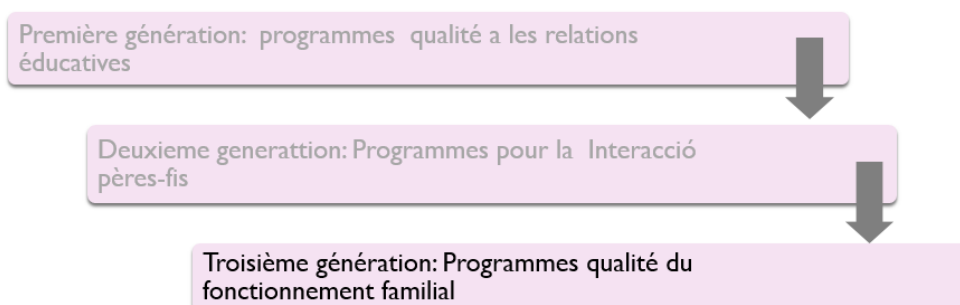
- Le groupe est un dispositif pour **partager des expériences** avec un collectif ayant les mêmes intérêts, souhaits, besoins et attentes:
 - Analyser ses propres attitudes et les comparer à celles des autres personnes
 - Obtenir une vision plus large des aspects de la cohabitation familiale
 - Comprendre les différentes perspectives de tous les participants
 - Réfléchir sur ses propres réactions face à de nouvelles situations vivant une même situation et de comprendre les différentes perspectives de l'ensemble des acteurs impliqués.

I. GROUPES DE SOUTIEN ET GROUPE D'APPRENTISSAGE

- Une **participation active des acteurs** et favorise le fait que la personne ne soit pas un objet d'enseignement mais plutôt un sujet au sein du processus d'enseignement/apprentissage.
- L'apprentissage est un processus d'échange qui permet au sujet d'apprendre à penser en réassociant le **mental** aux **émotions** et aux **actions** au lieu d'être considéré comme un produit de **l'échange**.
- D'analyser sa propre réalité avec un regard différent et de promouvoir des échanges et de **nouvelles expériences positives**

I. GROUPES DE SOUTIEN ET GROUPE D'APPRENTISSAGE

PROGRAMMES DITS DE TROISIÈME GÉNÉRATION



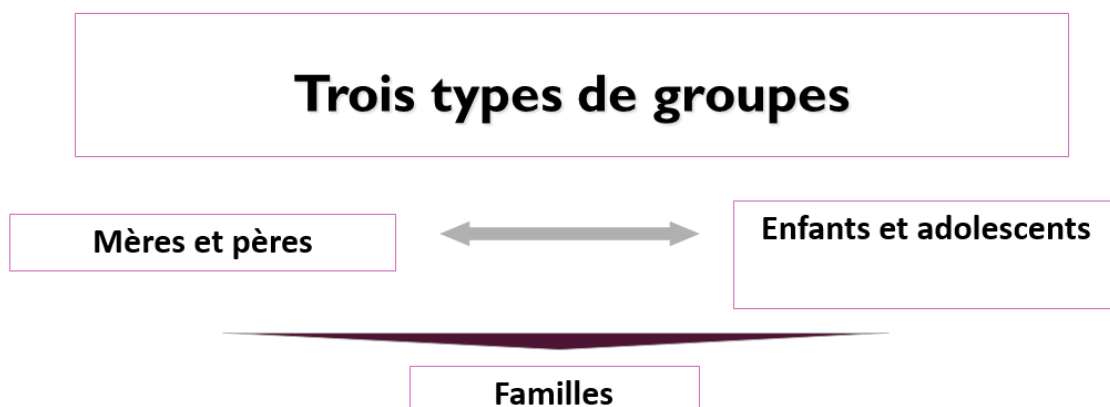
2. DIMENSIONS D'APPRENTISSAGE

Les processus d'enseignement renvoient trois dimensions d'apprentissage :

- **La dimension émotionnelle** qui foment la faculté de gérer ses émotions, d'exprimer ses sentiments et son empathie.
- **La dimension comportementale** qui facilite l'acquisition des compétences nécessaires à l'éducation des enfants, la résolution des problèmes et la participation.
- **La dimension cognitive** qui favorise la pensée critique, le respect des autres, les valeurs de la famille et la collaboration avec les agents de soutien.

I. GROUPES DE SOUTIEN ET GROUPE D'APPRENTISSAGE

Méthodologie expérientiel et ludique



3. RÔLE DU PROFESSIONNEL

- Le Professionnel **n'est pas** un émetteur de l'information et non plus a technicien.
- Le professionnel est un **guide, un accompagnateur, un coordinateur**, quelqu'un qui encourage le processus d'enseignement/apprentissage:
 - en équilibrant la participation des membres du groupe
 - s'adapter aux besoins du groupe
 - fournissant des conclusions brèves et concises qui aident les différents participants à systématiser les apprentissages
- Le Professionnel est le responsable de créer et maintenir un climax agréable et constructive.



4. TECHNIQUES ET DES STRATÉGIES

- La sélection des stratégies et des techniques didactiques en fonction de **l'efficacité démontrée** lors de différents programmes et en fonction **l'adéquation des contenus** choisis pour organiser chaque programme.
- Les techniques choisies permettent de travailler de manière systématique et structurée les contenus concernant les connaissances, les émotions, les expériences, les habiletés, les attitudes, etc.
- Quelques exemples sont l'exposition orale, de travail en groupe, de « remue-méninges », de jeu de rôle, la sculpture, la fantaisie guidée et les techniques audiovisuelles (diapositives, vidéos, histoires animées, etc.).

4. Narrative practice questions the professional role, getting him or her an equal and less hierarchical position in relation to those who serves

Higinio Trujillo

PEOPLE ARE EXPERTS IN THEIR OWN LIVES



Narrative practice questions the professional role, getting him or her an equal and less hierarchical position in relation to those who serves

OUTSOURCING THE PROBLEM



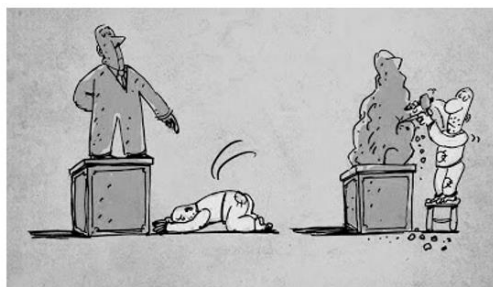
Outsourcing the problem allows people to redefine their position on the problem, and to find a healthy place where they can approach and make decisions about the problem

THE PROBLEM IS THE PROBLEM AND THE PERSON IS THE PERSON



Separating the problem from the person by externalising it allows them to begin to deal with it in a constructive way

IF I REWRITE MY STORY I CAN REDEFINE MY IDENTITY



Narrative practice proposed deconstruct the dominant story and and rewrite that bring with it new possibilities and involve a redefinition of the person's identity

NARRATIVE ASSUMES THAT PEOPLE HAVE
SKILLS, ABILITIES, BELIEFS, ETC. THAT ALLOW
THEM TO REDUCE THE INFLUENCE OF
PROBLEMS IN THEIR LIVES



5. What do we understand about professional competencies? A General framework

Dra. Nuria Fuentes and Dra. Crescencia Pastor

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WHAT DO WE UNDERSTAND ABOUT PROFESSIONAL COMPETENCIES? A GENERAL FRAMEWORK

NURIA FUENTES-PELÁEZ Y CRESCENCIA PASTOR



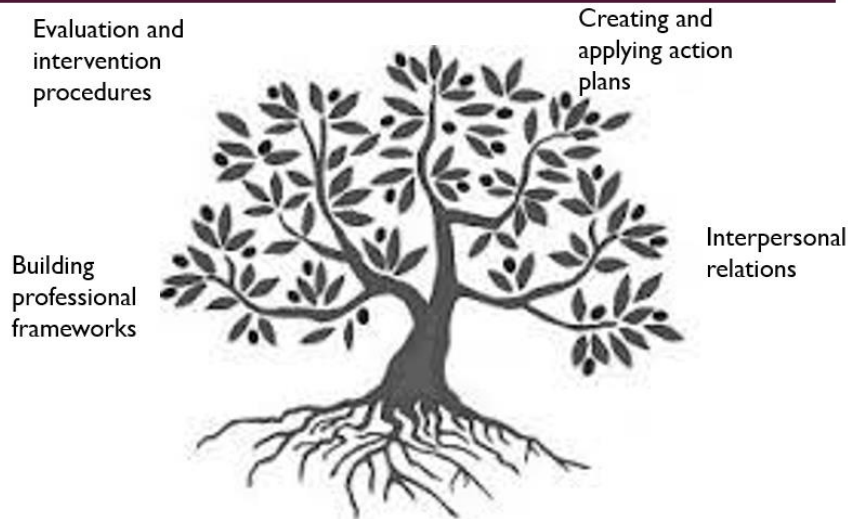
COMPETENCE – A DEFINITION



“Professional competence” has been used to mean the application of appropriate skills, knowledge, practice and values to work with parents, whether in a paid or unpaid role. Pag.8

Lifelong Learning Uk. Work with parents. National Occupational Standards. (2011)

A PROFESSIONAL COMPETENCIES TREE



PROFESSIONAL COMPETENCIES REQUIRED FOR FAMILY INTERVENTION

Building professional frameworks

Curricular knowledge
Characteristics and needs of the groups of the project
Cultural norms
Legal context
The role of the professionals

Evaluation and intervention procedures

Working models and professional perspective
Tools and protocols
Intervention programs
Evaluation plans and dissemination of results

Creating and applying Action Plans

Identify needs, planning, decision making and carrying out action plans.
Working in the organisation, within the evaluation culture, continuous training (long life training), creative approach to enable the process of change within the institution.
Progress from institution (service) towards coordination with other fields in which you operate.

Interpersonal relations

Respect/dignity
Sensitivity and availability
Understanding and empathy
Communication and support
Concern/sincerity
Flexibility /creativity
Negotiation/mediation
Stress management/tolerance

Rodrigo, M.J.;...Ochaita, E. (2015). Guía en buenas prácticas de la parentalidad positiva. Madrid: Federación Española de Municipios y Provincias (FEMP) y Ministerio de Sanidad, Servicios Sociales e Igualdad. (Pg. 27)
Disponible en http://www.observatoriodelainfancia.es/oia/esp/documentos_ficha.aspx?id=4795

GROUP WORK

- Of the competencies discussed here, which competencies do you identify as the most important for your working context?
- Can you give a specific example of competence?
- Do you have other competencies that you wish to add?

6. The technique of video-intervention: uses”

Sarah Margareth Cardona Doyle and Irene López Segarra



Residència Maternal Antaviana



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“The technique of video-intervention: uses”



R.M.Antaviana

1. SUPERVISE FILES with Fernando Lacasa (from CSMIJ) using the technique of video-intervention.

Why is it a good technique?

Because allows to improve the bond/connection between mother and baby.

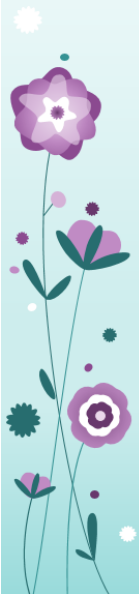
• **2. Most of the experiences of Antaviana's girls are based in:**

- Disorder affection.
- Feeling of abandonment.
- Feeling unloved/unprotected.
- No family structure.
- Vulnerability.

**How can these facts conditioner
their teen maternity ?**



3. Our role – educational and therapeutic – consist:

- 
- Support, help and accompany.
 - Successfully overcome the difficulties.
 - Goals, maturity and a life project.

**To generate opportunities to give
their best.**



4. We understand the video-intervention as a technique that allows to create new opportunities in:

- “Young mother”: transforming negative experiences.

(to support, to love, to help) ➡ (to receive, to feel, to give)

- “Babies”: grow up with healthy and safe bond.

Unfortunately, professionals focuses on the negative aspects, in the shortcomings.

Using the **video-intervention** can help us to **changing** our point of view.

5. How does we do it?

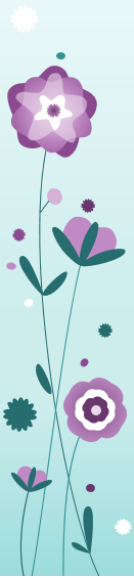
- Choosing the case (Antaviana & CSMIJ).
- The tutor propose the experience and the girl give her consent.
- To record the daily situation.
- Video analysis (Antaviana & CSMIJ).

How do you think the girl might feel?

And we explain her how does we do it:

1. **To record a daily situation** (no more than 5 min).





2. Video analysis (Antaviana & CSMIJ):

Play the video and comment it with other professionals.

3. Play the video and comment it with the mom:

- Positive language.
 - Pay attention to the interesting moments (first the positives) .
- 

6. Examples:

a) Changing a diaper:

- Eye contact between mom and baby.
- Type of communication (verbal, gestures...)
- The emotions that we observe (mom, baby).
- How she change the diaper (correctly, sweetly, abruptly..)

b) Playtime:

- Playing with their mothers
- 

7. Care of professional: different types of supervision in Antaviana

Lluís March and Dra. Nuria Fuentes

THE KALEIDOSCOPIC VIEW OF THE VULNERABLE WOMEN DURING THE PERINATAL PERIOD

CARE OF PROFESSIONAL: DIFFERENTS TYPES OF SUPERVISION IN ANTAVIANA



TYPES OF SUPERVISION IN ANTAVIANA

- Individual supervision
- Emotional supervision
- Educational supervision
- Supervision of mother-child bonding process



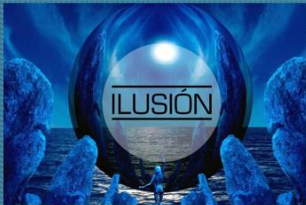
Individual supervision from the direction



listen



Return positive image



foster the illusion



Establish clear goals



clarifying doubts

Emotional supervision



Prevent burnout



Emotional supervision 1



listen and
give us
permission
to remove
emotions

RESPECT
YOUR
SELF
RESPECT
EACH
OTHER

Emotional supervision 2



Team building

Educational supervision

- Expand the gaze from the educational distance.
- Build relational meanings (different hypothesis of work, resonances, metacomunication)
- Consider criteria from the consistency with the model of intervention.
- Search of educational strategies
- Propose new technical instruments



Supervision of mother-child bonding processes



Positive look from
the capacity.
Encourage the link



Provide strategies
to professionals

Promote team building processes



To promote professional skills, giving response to:

- The needs of different teams roles.
- The needs of mothers, their children and their families.

Taking care professionals is also taking care of vulnerable mothers ”



8. Recommended links

1. Links from Antaviana:

Residència Maternal Antaviana

<http://www.eduvic.coop/index.php/es/antaviana>

Programa “Entre Línies” TV3

<http://www.ccma.cat/tv3/alacarta/programa/Menors-i-mares/video/1529869/>

El Camello que llora

<https://www.youtube.com/watch?v=cuLfnTqhFB8>

2. Links from GRISIJ

Grup de Recerca GRISIJ

<http://www.ub.edu/grisij/>

Programa Caminar en familia: Programa de competencias parentales durante el acogimiento y la reunificación familiar

www.caminarenfamilia.com

Programa Aprender juntos, crecer en familia

https://obrasocial.lacaixa.es/deployedfiles/obrasocial/Estaticos/pdf/CaixaProInfancia/aprender_juntos_crecer_en_familia/caracteriticas_del_programa_es.pdf

Programa para la formación de acogedores en familia extensa

<http://www.msssi.gob.es/ssi/familiasInfancia/ParentalidadPos2014/docs2014/Acogimientoenfamiliaextensa.pdf>

<http://www.inrp.fr/biennale/8biennale/contrib/longue/415.pdf>

Programa d'educació maternal: preparació per al naixement

http://canalsalut.gencat.cat/web/.content/home_canal_salut/professionals/temes_de_salut/salut_maternoinfantil/documentacio/arxius/protocol_deducacio_maternal_preparacio_per_al_naixement.pdf