

Capacity to Care in the Course of Helping Professional Training

Olga G Kvasova and Olga O Savina*

Psychological Helping and Resocialization, Moscow State University, Russia

***Corresponding Author:** Olga O Savina, Psychological Helping and Resocialization, Moscow State University, Russia.

Received: May 17, 2019; **Published:** June 13, 2019

Purpose

The presented research is devoted to phenomenon of care in connection with the search for the ecological validity of methods of training and professional selection of specialists in the area of psychological helping aimed at creating a safe, healthy, positive, developing environment. The support practices involve developing special competencies in helping professionals (health workers, psychologists, social workers, helpers etc.), among which special attention besides technology, personal growth, empathy etc. should be given to care capacity for the other, including creation and restoration of the client's care of the Self and the Other [1]. Necessity for urgent development of scientific methods of identification and development of helping capacities, specially ability to care in helping professionals is conditioned by multicultural and transitional nature of instability, extremity, catastrophic reality of modern world [1].

Basis

Panhuman factor emanating from the very laws of human survival and evolution of the mankind, from the very first steps of a person caring for himself. Traditionally psychology examines the concept of care in connection with the study and description of interpersonal interactions in matters of child-rearing not extending it to a wider range of phenomena [2]. Only nowadays the view on the phenomenon of care is taking shape of fundamental principle of the psyche [1].

Method

1) The projective technique created on the basis of the achievement motivation test by H. Heckhausen, as modified by M.Sh. Magomed-Eminov and TAT to identify the characteristics of the ability to care for the Other and its change in the course of students' professional development, 2) Effective Helping Features Test [1] - were approbated on university students. 3) Affiliation Motivation Test (Mehrabian in adaptation by Magomed-Eminov 1987).

Results

The subjects were 46 men and 94 women - 4 comparison groups. Differences in the instrumental activity, imagination, involvement in the situation have been identified between the junior and senior psychologists ($d < 0.01$). This was consonant with the test data which showed in senior students higher figures of capacity to let other people change, be separated, responsible and to give active support to their strive to grow. The trials showed significant difference in manifestation of care between psychology students and non-psychologists: medical students involved in practice from the beginning of their professional training demonstrated significantly higher scores of instrumental care as a part of practice, activity during helping training then psychology students oriented on care existentially, more in imagination and as a terminal value and part of experience.

The additional hypothesis about the tendency of both students and professional social workers helpers and even experienced psychologists to involve emotionally in problems and relations with the clients Especially suffering posttraumatic stress reactions and alcoholics

in rehabilitation progress was tested during the longitude study of students, volunteers and through professional retraining for helpers. The diagnosis of counter transference reactions through supervision also showed that women helpers are higher predictive of so called over-caring, over-controlling preoccupied mother-type style of helping when traumatized person is totally covered with the strong wish to save, give shelter, show deep concern, hide in her loving support, embrace by care. This tendency was characterized by depriving the client of his will, his independent decisions, new models of behavior, freedom to elaborate his\her traumatic experience [1-11].

Application

Based on professional training as a result of cultural-activity work of personality on mastering experience of psychological science and practice the care-giving capacity is transformed from the status of pure idealistic notion into actionable, active forms of professional help and personal professional competence, professional training in the area of psychological practice in general and psychological help in particular, at the Extreme Psychology and Psychological Helping Department of Moscow State University.

Bibliography

1. Magomed-Eminov M., *et al.* "Work with personality competence in professional study of helping psychology". Materials of the 3-d International research and practice conference, Westwood. Publishing office Accent Graphics communications -Westwood - Canada (2013): 438-443.
2. Bowlby J. "A Secure Base: Parent-Child Attachment and Healthy Human Development". Tavistock professional book. London: Routledge (1988).
3. American Psychological Association. "Education and training guidelines: A Taxonomy for education and training in professional psychology health service specialties" (2012).
4. Forrest L., *et al.* "Psychology trainees with competence problems: From individual to ecological conceptualizations". *Training and Education in Professional Psychology* 2.4 (2008): 183-192.
5. Fouad NA., *et al.* "Competency benchmarks: A model for understanding and measuring competence in professional psychology across training levels". *Training and Education in Professional Psychology* 3.4 (2009): 5-26.
6. Green RA., *et al.* "Task values and self-efficacy beliefs of postgraduate psychology students". *Australian Journal of Psychology* 69.2 (2017): 112-120.
7. Hatcher RL., *et al.* "Competency benchmarks: Practical steps toward a culture of competence". *Training and Education in Professional Psychology* 7.2 (2013): 84-91.
8. Kvasova O and Savina OO. "Development of professional competences in psychological care training". *Research Journal of International Studies* 12.66 (2017): 69-72.
9. Lobb A. "Technologies of the Other: Renewing 'empathy' between Foucault and psychoanalysis". *Foucault Studies* 20 (2015): 218-235.
10. Neimeyer GJ., *et al.* "The diminishing durability of knowledge in professional psychology: A Delphi poll of specialties and proficiencies". *Professional Psychology: Research and Practice* 43.4 (2012): 364-371.
11. Savina Olga and Kvasova Olga. "Transformation of capacity to care in students of helping professions in the course vocational training". 18th International Congress on Applied Psychology and Psychiatry, Munich, Germany (2017).

Volume 8 Issue 7 July 2019

©All rights reserved by Olga G Kvasova and Olga O Savina.