

AGNIESZKA ZABOROWSKA

## FAMILY ASSISTANCE. KEY SKILLS AND COMPETENCES

**A b s t r a c t.** The family is the fundamental environment for every human being's development. A functional family is the basic component of the common good. Presently, there are often situations when a family cannot cope with fulfilling important tasks, so it becomes inefficient, inconsiderate, and problematic. Part of the responsibility for the proper functioning of such a family is taken over by institutions and professionals supporting the family, and the family assistance profession recently joined this group.

Family assistance is a “young” profession, introduced in 2012, and by the end of 2014, it was an optional solution. As of January 1, 2015, the obligation to employ family assistants was imposed on every community. The profession of a family assistant is still developing. More and more assistants are being recruited from year to year, which points to their high demand. However, the organizational context of the profession still needs to be clarified. Issues such as the competence of family assistants, their workshops, methods, tools, and qualifications are particularly important when considering the difficulty of working with a dysfunctional family.

The main purpose of the article is to indicate the preferred competences and skills needed to perform the profession of a family assistant, and thus the prerequisites for improving the service quality of family assistants. The presented position results from the analysis of research carried out among family assistants in 2016–2017. Research shows, however, that there are new challenges and needs for meeting competences.

**Keywords:** family; social policy; family assistant.

### 1. FAMILY ASSISTANCE. A DEMANDING CAREER

The term “family assistant” derives from the word “assist,” which describes a person who is present and accompanies someone. They are on alert and ready to help.<sup>1</sup> The family assistant career supports a family for a certain

---

Dr. AGNIESZKA ZABOROWSKA, Chair of Palliative and Hospice Social Work, Institute of Family Studies and Social Work, John Paul II Catholic University of Lublin; e-mail: [zaborowska.a@wp.pl](mailto:zaborowska.a@wp.pl)

<sup>1</sup> Cf. Anna DUNAJSKA, Daria DUNAJSKA, Beata KLEIN, *Asystentura w pomocy społecznej*

time so that in the future, they will be able to independently overcome any encountered difficulties in life.<sup>2</sup> Assistance includes a wide range of services, among others: educational help called *coaching*, services related with changes on the job market and training that covers all of a family's general functioning. These services are also called *life-coaching*, meaning assisting members of a dysfunctional system.<sup>3</sup> Assisting includes integral activities that support and accompany a family struggling with difficulties, but a professional relationship between the assistant and the family is kept.<sup>4</sup> Assistance is also recognized as an employee's strong commitment both as to the time they give as well as their involvement in family crisis situations and its members.<sup>5</sup>

A characteristic feature of assisting is a person's individual approach to work. Assistance is based on three pillars: prevention, integration and intervention.<sup>6</sup> In social policy, such support is treated as a high ranking factor. It guarantees that a person in need receives the kind of help that will allow them to keep their identity, decide about their own fate and overcome limitations. Support includes such things as education, which distinguishes them from other forms of help. Augustyn Bańka points to clear differences between aid and social support in the following dimensions:

- *emotional* (supporting activity most often affectionately unites people, while initial helpful activities are often a potential source of conflict);
- *awareness and intentions* (supporting activity results from good will, mostly altruistic motivation, and is conditioned by the kindness, compassion and empathic understanding of another person, while help is rational, logical, and always focused on achieving specific goals);
- *usefulness of the pursued goal* (support usually focuses on the subjective result, not the economic gains, while help focuses on the objective result, which includes incurred financial expenses).<sup>7</sup>

---

(Warszawa: VerlagDashofer, 2011), 37–38.

<sup>2</sup> Julia GORBANIUK, "Asystent rodziny," *Roczniki Nauk o Rodzinie i Pracy Socjalnej* 4(59) (2012): 451.

<sup>3</sup> *Ibidem*.

<sup>4</sup> Cf. DUNAJSKA, DUNAJSKA, KLEIN, *Asystentura w pomocy społecznej*, 37.

<sup>5</sup> Jarosław JÓZEFczyk, "Szanse i zagrożenia dla asystentury—refleksje praktyka," in *Asystentura rodziny nowatorska metoda pomocy społecznej w Polsce*, edited by Małgorzata Szpunar (Gdynia: Wydawnictwo Historyczne Tabularium, 2010), 86.

<sup>6</sup> Izabela KRASIEJKO, Anna IMIELIŃSKA, "Efektywność asystentury rodziny na podstawie badań przeprowadzonych w MOPS w Częstochowie," in *Asystentura rodziny*, 166.

<sup>7</sup> Citation from: Maria GAGACKA, "Beneficjenci aktywnej polityki rynku pracy," in *Polityka aktywizacji w Polsce. Usługi reintegracji w sektorze gospodarki społecznej*, ed. Mirosław

Therefore, a family assistant supports, accompanies and supervises families in changing their way of functioning and helps to create conditions conducive to the proper and safe development of all family members. Family assistance relies on the individual work of the family assistant in the family system.<sup>8</sup> In Poland, the profession of a family assistant has been given legal regulations. These regulations were included in the Act of June 9, 2011 on supporting the family and the system of foster care, which came into force on January 1, 2012. The Act established the area of work for families experiencing difficulties in fulfilling their roles and indicated various special forms of support for inefficient and large families.<sup>9</sup>

The initiations for introducing legal regulations were projects prepared by various social welfare institutions in Poland, which gave birth to the family assistant profession.<sup>10</sup> The Act on supporting families and the foster care system in connection with the Act on Social Assistance has created the foundations for building a new and better system of family support, which gives us the possibility of providing comprehensive aid to families with ineffective child rearing skills at all stages of their existence, depending on the severity of the problems.<sup>11</sup>

The family assistant reaches out to families in need of support and provides them with the necessary assistance in terms of commonly agreed upon needs and problems. An assistant's work covers the entire family system, because the problems overlap and are closely related to each other. An individual approach is necessary because each family is different and has various needs and expectations. Usually, the family assistant first of all deals with urgent matters that prevent a family's proper functioning. Without solving

---

Grewiński, Marek Rymśa (Warszawa: Wydawnictwo Wyższej Szkoły Pedagogicznej TWP, 2011), 272–273.

<sup>8</sup> Anna KOTLARSKA-MICHALSKA, "Praca socjalna w rodzinie, z rodziną i dla rodziny w perspektywie ról zawodowych pracownika socjalnego i asystenta rodziny," in *Asystent rodzinny. Nowy zawód i nowa usługa w systemie wspierania rodzin. Od opieki do wsparcia*, ed. Arkadiusz Żukiewicz (Kraków: Impuls, 2011), 62–72.

<sup>9</sup> Cf. Ustawa o wspieraniu rodziny i systemie pieczy zastępczej z dnia 9 czerwca 2011 r. (Dz.U. z 2011 r., poz. 135).

<sup>10</sup> The most well-known activities include the "family assistant" project developed by social workers at the Municipal Social Welfare Center in Sopot in 2006; the Local Activity Program at the Municipal Center for Family Assistance in Lublin, which was co-financed by the European Social Fund.

<sup>11</sup> [http://www.mops.krakow.pl/sites/default/files/content/news/7088517/nowy\\_system\\_wsparcia\\_rodzin\\_z\\_dziecmi.pdf](http://www.mops.krakow.pl/sites/default/files/content/news/7088517/nowy_system_wsparcia_rodzin_z_dziecmi.pdf) (12.08.2017).

basic needs, it is difficult to eliminate critical situations, such as violence, child neglect, various types of dependence or long-term unemployment.

A natural and necessary stage of working with the family is to analyze the parental relationships with children, to look for the causes of problems and next to eliminate them.<sup>12</sup> The assistant's individual help serves the child's development and achieving their desired goals, motivating and inspiring confidence in their strengths and abilities. All assisting activities strive to make a family independent and leave the children in a family environment that will be able to ensure their proper development, thus providing a sense of security.<sup>13</sup> When it comes to an assistant's work in the family support system, the role of a social worker has also changed.

Due to their nature and place of work, assistants establish close relationships and more easily gain the trust of a family's members, which means that they can diagnose problems more quickly and then provide support.<sup>14</sup> The work of the family assistant mainly takes place in a family's environment, and its activities are usually short-term but very intense, and work time is adapted to the needs and abilities of a given family.

A family assistant cannot care for more than fifteen families at any one time.<sup>15</sup> However, before an assistant starts working with a particular family, the municipality must be informed either by a school pedagogue, the police, an environmental worker and/or a social worker about the need for support. The need to incorporate a family into this type of support obliges all members of a given system to actively participate in implementing the assistance plan.<sup>16</sup>

J. Malinowski includes the following basic functions that a family assistant ought to perform:

- psychological and emotional;
- diagnosis and monitoring;
- counseling and caretaking;

---

<sup>12</sup> The essential tasks of a family assistant <http://www.frs.pl/equal.html> (8.08.2017).

<sup>13</sup> Cf. Izabela KRASIEJKO, *Metodyka działania asystenta rodziny. Podejście skoncentrowane na rozwiązaniach w pracy socjalnej* (Katowice: Wydawnictwo Śląskie, 2010), 94.

<sup>14</sup> Marek LASOTA, "Asystent rodziny w Miejskim Ośrodku Pomocy Rodzinie w Poznaniu," in *Asystent rodzinny. Nowy zawód i nowa usługa w systemie wspierania rodzin*, 164.

<sup>15</sup> Ustawa o wspieraniu rodziny i systemie pieczy zastępczej z dnia 9 czerwca 2011 r. (Dz.U. z 2011 r., poz. 135).

<sup>16</sup> Cf. J. WRÓBLEWSKA, "Asystent rodziny jako forma pomocy i wsparcia podstawowej komórki społecznej." In *Młode pokolenie wobec zagrożeń współczesnego świata*, ed. Ewa Gładysz (Warszawa: Studio Poligraficzne Edytorka, 2014), 191.

- mediation;
- motivation and activation;
- educating;
- coordinating activities for helping families.<sup>17</sup>

In order to be able to perform these functions, a family assistant works in at least three areas: directly working with the family, directly working with the child, indirect activities for the family and child, and organizing their own work space.<sup>18</sup> The act on supporting families and the system of foster care does not directly specify what methods an assistant is supposed to use in his work.<sup>19</sup>

If the assistant works without the proper tools and methods, this is noticeable and it constitutes a serious obstacle in professionally supporting families.<sup>20</sup> Therefore, an assistant also uses the achievements of social workers, which are proven and effective methods. The work of a family assistant requires using very diverse tools, which is why his actions are based on previous solutions known to the representatives of various professions. The most common methods and tools used by the family assistant are:

- a) the individual case method, which can be described as individually approaching a family;<sup>21</sup>
- b) the solution-focused approach (SFA);<sup>22</sup>
- c) a systematic approach to the family;<sup>23</sup>
- d) motivating;
- e) teaching parents pedagogy;
- f) mediation;

---

<sup>17</sup> J. MALINOWSKI, "Role, funkcje i zadania asystenta rodzinnego," in *Asystent rodzinny. Nowy zawód i nowa usługa w systemie wspierania rodzin*, 40.

<sup>18</sup> Elżbieta MIREWSKA, "Sylwetka asystenta rodzinnego w perspektywie założeń ustawy o wspieraniu rodziny i systemie pieczy zastępczej nad dzieckiem," in *Rodzicielstwo zastępcze w perspektywie teoretycznej i praktycznej*, ed. A Arkadiusz Żukiewicz (Toruń: Akapit, 2011), 129.

<sup>19</sup> Ustawa o wspieraniu rodziny i systemie pieczy zastępczej z dnia 9 czerwca 2011 r. (Dz.U. z 2011 r., poz. 135).

<sup>20</sup> Joanna JANOWSKA, *Poradnik asystenta rodziny* (Kraków: Regionalny Ośrodek Polityki Społecznej w Krakowie, 2013), 18.

<sup>21</sup> Izabela KRASIEJKO, *Metodyka działania asystenta rodziny. Podejście skoncentrowane na rozwiązaniach w pracy socjalnej* (Katowice: Wydawnictwo Śląskie, 2010), 122.

<sup>22</sup> Beata DĄBROWSKA, "Podejście skoncentrowane na rozwiązaniach (SFA) nową jakością w pracy socjalnej," in *Praca socjalna skoncentrowana na rozwiązaniach*, edited by Lucjan Miś (Kraków: Wydawnictwo UJ, 2008), 108 (105-118).

<sup>23</sup> Cf. Bogdan DE BARBARO (ed.), *Wprowadzenie do systemowego rozumienia rodziny* (Kraków: Wydawnictwo UJ, 1999).

- g) a genogram;
- h) scaling;
- i) the contract / agreement.

The correct application of the above methods and tools requires well-established knowledge and extensive skills. A family assistant can be a psychologist, teacher, lawyer, or social worker and practice family assistance. Due to the fact that family assistance is a “young” profession, and moreover, there is no specific field of study that gives someone the credentials to practice this profession, at times an assistant is helpless when facing some problem. In such cases, it is best for assistants to cooperate with other specialists and coordinate activities for the benefit of the family. Due to the multifaceted nature of family problems and legal obligations, the family assistant must cooperate with many specialists and institutions at the same time. The necessity for interdisciplinary activities in helping families, along with simultaneous cooperation with numerous, often independent professions, causes a lot of difficulties for the family assistant in their work. Different procedures, depending on the type of profession, prolonging deadlines, and the need for formal cooperation are just some of the facts that can hinder fast and effective family help.<sup>24</sup>

## 2. CHARACTERISTICS OF THE WORK ENVIRONMENT<sup>25</sup>

This article presents one of the detailed items that was part of a more comprehensive study on assistants.<sup>26</sup> The purpose of this part of the research can be formulated as follows: recognizing needs in the area of improving

---

<sup>24</sup> The author’s personal research showed that there were many elements that made this kind of social work difficult.

<sup>25</sup> The research was prepared based on the following professional literature: Earl BABBIE, *Podstawy badań społecznych*. Translated by Witold Betkiewicz (et al.) (Warszawa: Wydawnictwo Naukowe PWN, 2008); S. NOWAK, *Metodologia badań społecznych* (Warszawa: Wydawnictwo Naukowe PWN, 2007); Stanisław JUSZCZYK, *Badania ilościowe w naukach społecznych. Szkice metodologiczne* (Katowice: Wydawnictwo Śląskiej Szkoły Zarządzania im. gen. Jerzego Ziętka, 2005); Luba SOŁOMA, *Metody i techniki badań socjologicznych* (Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego, 2002).

<sup>26</sup> This study was based on a fragment of a wider research project entitled *Family Assistant. A New Profession and New Challenges*. The aim of the whole study was to show how to create the profession of a family assistant, give recommendations facilitating work that makes it possible to achieve the best results. A family assistant’s present working conditions have also been analyzed.

competences, performing the profession of a family assistant and pointing out the premises for extending qualifications necessary for professionalizing the profession. Our goal was to assess and make a prognosis. The main research problem of the presented research was: *What changes do family assistants need in order to achieve the best results in their work?* The main problem is described in detail with the help of the following specific problems:

1. What are the needs of family assistants as employees?
2. What changes do family assistants want to make in their work environment?
3. What is the most common attitude of families towards assistants?
4. Does a family assistant need the support of other specialists and institutions?
5. Do family assistants need to supplement their competencies which are necessary to effectively work in their profession?

As mentioned, our present study describes problems 1 and 5 in detail. The study was carried out simultaneously using two methods, the qualitative and quantitative. The quality tests were carried out using the interview method, and interviews were conducted using a previously prepared scenario. 28 people, divided into 5 groups, took part in the study. Focus interviews were conducted among family assistants from Radom and Lublin counties. The quality tests were supplemented with the quantitative tests using the diagnostic probe method. An internet survey given to family assistants was the technique used in quantitative research, sent via e-mail to secretaries at various social assistance centers and other centers providing family support throughout Poland. The e-mail addresses of individual centers were taken from their websites. 114 people initially responded to the study, next the study was made more thoroughly and 136 people took part in it. The only criterion for taking part in the research was that the person interviewed had to perform the job of a family assistant. The research was carried out with breaks from May 2016 to February 2017.

### 3. KEY COMPETENCES. RESEARCH CONCLUSIONS

The research has been divided into three main topics: 1. Cooperation with families and support; 2. A support network, the institutional and specialist environment of the family assistant profession; and 3. The need for changes

in the functioning of the family assistant's profession. This study focuses on the third topic, in particular on family assistants and the key competences they need for effectively pursuing their profession.

The act on family support and the system of foster care requires a family assistant to have completed at least an average education. The act mentions the preferred fields of study which should be completed by a family assistant (pedagogy, psychology, sociology, family studies, social work), but at the same time does not exclude people with any higher education, provided that their qualifications are supplemented by training.<sup>27</sup> The nature of a family assistant's work, the responsibility resulting from practicing this profession and the numerous difficulties associated with working with dysfunctional families indicate the need for even higher requirements and a specialized education.

Both the focus interviews and surveys show that family assistants find it necessary to improve their own competences. This statement results from the lack of sufficient knowledge about using effective methods and tools to support a dysfunctional family. Assistants also complain about the lack of access to supervision and special training. When asked about the need to acquire different competences, they agreed that their profession requires them to continuously improve their qualifications, because some workers do not feel fully competent and often even admit to their lack of knowledge in the social sciences, which are the basis for understanding how a family functions. The vast majority of assistants demonstrate the need to supplement their knowledge in the field of general psychology, human developmental psychology (in particular child psych), pedagogy and law.

---

<sup>27</sup> Ustawa z dnia 9 czerwca 2011 r. o wspieraniu rodziny i systemie pieczy zastępczej (Dz.U. 2011, nr 149, poz. 135).



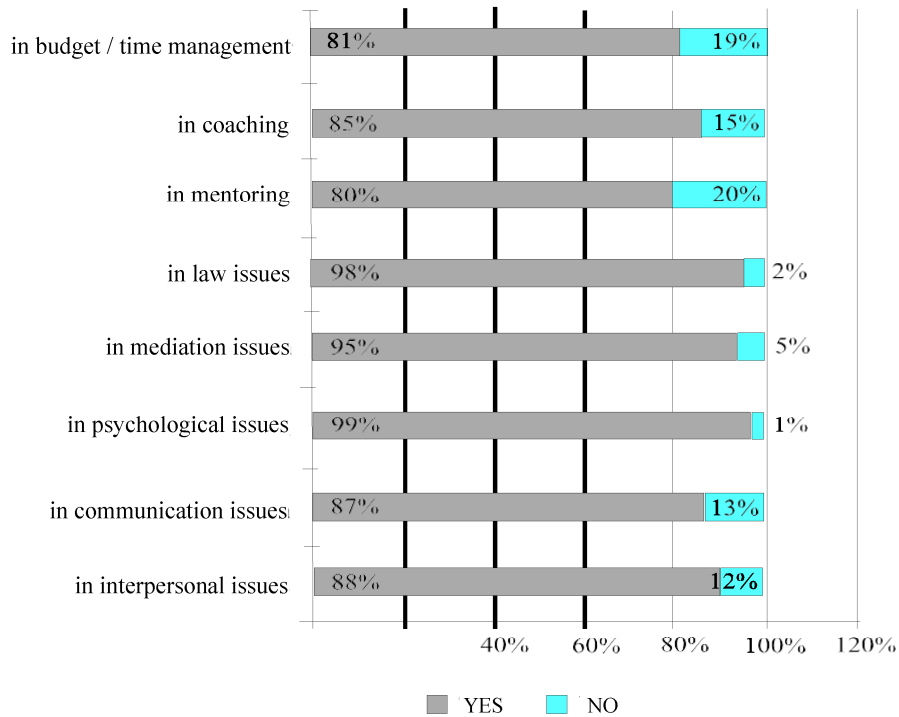


Chart 1. Do you think that family assistants need to supplement various competencies necessary for efficiently performing their profession?

Source: Report based on own research

The above list presents the need to supplement one's own competences among family assistants. The vast majority of assistants need to expand their knowledge and skills in all proposed categories. The most frequent problem reported by assistants is their lack of practical skills, not knowing about the methods and tools that should be directly applied to working with a particular family's problem. Statements such as *we lack training in this matter, we do not have specific methods, we work according to our feelings, some of us don't even have basic psychology* show that there is a great need for them to acquire practical skills and express concerns about working in difficult situations. In helping a family in a difficult life situation, it is crucial to focus on possible solutions and ways to resolve the accumulating problems, and not on their causes and the past, things that cannot be repaired.

Being able to help solve problems and focus on the present are most often associated with providing clients with advice and skills in the field of: time management, the household budget, organizational skills, self-management, and also the ability to cope in critical situations. In addition, the emergence of new social issues and clients who are reluctant to cooperate result in the necessity to supplement one's competences with new skills necessary for providing integrated support.

The research shows that family assistants want to be trained in the areas of interpersonal communication, mediation and legal skills, including mentoring, coaching, managing one's home and using time well. In addition, it would be reasonable to educate family assistants regarding new social problems, such as illegal drug addiction, premature or premarital sexual initiation, refugees, intolerance, excessive or egocentric concentration on personal goals, shopping addiction, etc.

Taking into account the fact that the family assistant is almost always in close cooperation with other social services employees (social workers, doctors, policemen, curators, intervention custody coordinators), it is also important for them to acquire skills necessary to create and participate in support networks. Social competences play a key role in creating a network of relationships and maintaining them, such as:

- being set on listening and speaking;
- openness in revealing one's own thoughts and feelings;
- readiness to understand the point of view of the other person;
- coherence of contents conveyed in verbal and non-verbal messages;
- organizing the conditions for your own and other people's actions, including managing the actions of other people and social groups;
- the ability to do mediation, to negotiate, and mediate between people representing different points of view, goals and needs;
- the ability to relate one's experiences into an integral whole and draw from it in their own actions, including knowing about other appropriate examples or formerly solved projects.<sup>28</sup>

The above competences become extremely important when someone participates in the process of supervision. An essential aspect, probably the one that most often came up during the research, was the need for assistants to acquire the ability to apply the solution-focused approach (SFA) and

---

<sup>28</sup> Stanisław KAWULA, "Czynniki i sieć wsparcia społecznego w życiu człowieka," in *Pedagogika społeczna. Dokonania—aktualności—perspektywy*, ed. Stanisław Kawula (Toruń: Wydawnictwo Adam Marszałek, 2006), 131.

mediation techniques. The first of these is particularly important because it focuses on short-term goals and utilizes the strengths of the dependents, thus forcing them to act. The use of mediation, in turn, allows the pupils to fully decide on how to end a dispute or conflict, which often hinders a family and the assistant from going forward.

#### 4. SUMMARY

The profession of family assistant, despite its “short heritage,” plays an important role in the broadly understood system of family support. Existing legal regulations concerning the family assistant profession require developing and creating favorable work conditions. The question of clarifying the requirements for the qualifications and competences of family assistants seems to be particularly important. Research has shown that many of them feel insecure because of the lack of adequate training in the form of knowledge and skills. The successive implementation of the changes and continuing research concerning a family assistant’s profession will allow them to more effectively perform this recently introduced profession.

#### BIBLIOGRAPHY

- BABBIE, Earl. *Podstawy badań społecznych* [Basics of Social Research]. Translated by Witold Betkiewicz (et al.). Warszawa: Wydawnictwo Naukowe PWN, 2008.
- DĄBROWSKA, Beata. “Podejście skoncentrowane na rozwiązaniach (SFA) nową jakością w pracy socjalnej.” In *Praca socjalna skoncentrowana na rozwiązaniach* [The Solution-Focused Approach (SFA) and the New Quality of Social Work, in: Social Work Focused on Solutions], edited by Lucjan Miś, 95–117. Kraków: Wydawnictwo UJ, 2008.
- BARBARO DE, Bogdan (ed.). *Wprowadzenie do systemowego rozumienia rodziny* [An Introduction to the Systemic Understanding of the Family]. Kraków: Wydawnictwo UJ, 1999.
- DUNAJSKA, Anna, Daria DUNAJSKA, Beata KLEIN. *Asystentura w pomocy społecznej* [Assistance in Social Work]. Warszawa: VerlagDashofer, 2011.
- GAGACKA, Maria. “Beneficjenci aktywnej polityki rynku pracy.” In *Polityka aktywizacji w Polsce. Usługi reintegracji w sektorze gospodarki społecznej* [Beneficiaries of the Active Labor Market Policy, in: The Activation Policy in Poland. Reintegration Services in the Social Economy Sector], edited by Mirosław Grewiński, Marek Rymśa. (Warszawa: Wydawnictwo Wyższej Szkoły Pedagogicznej TWP, 2011).
- GORBANIUK, Julia. “Asystent rodziny” [The Family Assistant]. *Roczniki Nauk o Rodzinie i Pracy Socjalnej* 4(59) (2012).
- [http://www.mops.krakow.pl/sites/default/files/content/news/7088517/nowy\\_system\\_wsparcia\\_rodzin\\_z\\_dziecmi.pdf](http://www.mops.krakow.pl/sites/default/files/content/news/7088517/nowy_system_wsparcia_rodzin_z_dziecmi.pdf) (12.08.17).

- <http://www.frs.pl/equal.html> (09.08.17).
- JANOWSKA, Joanna. *Poradnik asystenta rodziny* [Guide for the Family Assistant, Regional Center for Social Policy in Krakow]. Kraków: Regionalny Ośrodek Polityki Społecznej w Krakowie, 2013.
- JÓZEFczyk, Jarosław. "Szanse i zagrożenia dla asystentury—refleksje praktyka." In *Asystentura rodziny nowatorska metoda pomocy społecznej w Polsce* [Opportunities and Threats for Assistantship. Reflections of a Practitioner, in: Family Assistance. An Innovative Method of Social Work in Poland], edited by Małgorzata Szpunar. Gdynia: Wydawnictwo Historyczne Tabularium, 2010.
- JUSZCZYK, Stanisław. *Badania ilościowe w naukach społecznych. Szkice metodologiczne* [Quantitative Studies in Social Studies. A Methodological Outline]. Katowice: Wydawnictwo Śląskiej Szkoły Zarządzania im. gen. Jerzego Ziętka, 2005.
- KAWULA, Stanisław. "Czynniki i sieć wsparcia społecznego w życiu człowieka." In *Pedagogika społeczna. Dokonania—aktualności—perspektywy* [Factors and the Network of Social Support in People's Lives, in: Social Pedagogy. Achievements, Current News, Perspectives], edited by Stanisław Kawula. Toruń: Wydawnictwo Adam Marszałek, 2006.
- KOTLARSKA-MICHALSKA, Anna. "Praca socjalna w rodzinie, z rodziną i dla rodziny w perspektywie ról zawodowych pracownika socjalnego i asystenta rodziny." In *Asystent rodzinny. Nowy zawód i nowa usługa w systemie wspierania rodzin. Od opieki do wsparcia* [Social Work in a Family, with a Family and for the Family in the Perspective of the Professional Roles of a Social Worker and Family Assistant, in: Family Assistant. A New Profession and New Service in the Family Support System. From Care to Support], edited by Arkadiusz Żukiewicz. Kraków: Impuls, 2011.
- KRASIEJKO, Izabela. *Metodyka działania asystenta rodziny. Podejście skoncentrowane na rozwiązaniach w pracy socjalnej* [Methodology for the Family Assistant. An Approach Focused on Solutions in Social Work]. Katowice: Wydawnictwo Śląskie, 2010.
- KRASIEJKO, Izabela, Anna IMIELIŃSKA. "Efektywność asystentury rodziny na podstawie badań przeprowadzonych w MOPS w Częstochowie." In *Asystentura rodziny* [Effectiveness of Family Assistance Based on the Research Carried Out at MOPS in Częstochowa, in: Family Assistance], edited by Małgorzata Szpunar. Gdynia: Wydawnictwo Historyczne Tabularium, 2011.
- KRASIEJKO, Izabela. *Metodyka działania asystenta rodziny. Różne modele pracy socjalnej i terapeutycznej z rodziną* [Methodology of the Family Assistant. Different Models of Social and Therapeutic Work with the Family]. Katowice: Wydawnictwo Naukowe, 2012.
- LASOTA, Marek. "Asystent rodziny w Miejskim Ośrodku Pomocy Rodzinie w Poznaniu." In *Asystent rodzinny. Nowy zawód i nowa usługa w systemie wspierania rodzin. Od opieki i pomocy do wsparcia* [Family Assistant at the Municipal Family Assistance Center in Poznań, in: Family Assistant. A New Profession and New Service in the Family Support System. From Care and Help to Support], edited by Arkadiusz Żukiewicz. Kraków: Impuls, 2011.
- MALINOWSKI, J. "Role, funkcje i zadania asystenta rodzinnego." In *Asystent rodzinny. Nowy zawód i nowa usługa w systemie wspierania rodzin. Od opieki i pomocy do wsparcia* [Roles, Functions and Tasks of the Family Assistant, in: Family Assistant. A New Profession and New Service in the Family Support System. From Care and Help to Support], edited by Arkadiusz Żukiewicz. Kraków: Impuls, 2011.
- MIREWSKA, Elżbieta. "Sylwetka asystenta rodzinnego w perspektywie założeń ustawy o wspieraniu rodziny i systemie pieczy zastępczej nad dzieckiem." In *Rodzicielstwo zastępcze w perspektywie teoretycznej i praktycznej* [The Description of a Family Assistant in the Perspective of Establishing the Act on Supporting the Family and the System of Child Custody, in: Sub-

- stitute Parenthood in the Theoretical and Practical Perspective], edited by Arkadiusz Żukiewicz. Toruń: Akapit, 2011.
- NOWAK, Stefan. *Metodologia badań społecznych* [Social Research Methodology], Warszawa: Wydawnictwo Naukowe PWN, 2007.
- SOŁOMA, Luba. *Metody i techniki badań socjologicznych* [Methods and Techniques of Sociological Research]. Olsztyn: Wydawnictwo Uniwersytetu Warmińsko-Mazurskiego, 2002.
- Ustawa o wspieraniu rodziny i systemie pieczy zastępczej z dnia 9 czerwca 2011 r. (Dz.U. z 2011 r., poz. 135) [Act on Supporting the Family and the Foster Care System of June 9, 2011 (Journal of Laws 2011, item 135)].
- Ustawa z dnia 9 czerwca 2011 r. o wspieraniu rodziny i systemie pieczy zastępczej (Dz.U. 2011, nr 149, poz. 135) [Act of June 9, 2011 on Supporting the Family and the System of Foster Care (Journal of Laws 2011, No. 149, item 135)].
- WRÓBLEWSKA, J. "Asystent rodziny jako forma pomocy i wsparcia podstawowej komórki społecznej." In *Młode pokolenie wobec zagrożeń współczesnego świata* [Family Assistance as a Form of Help and Support for the Basic Social Unit, in: The Young Generation against the Threat of the Modern World], edited by Ewa Gładysz. Warszawa: Studio Poligraficzne Edytorka, 2014.

*Translated by Jan Kobyłecki*



The preparation of the English version of *Roczniki Teologiczne (Annals of Theology)* and its publication in electronic databases was financed under contract no. 836/P-DUN/2018 from the resources of the Minister of Science and Higher Education for the popularization of science.