



ISSN 2450-6486

www.ehs.eeipsy.org

DOI: 10.38014/ehs-ss.2021.2.03

YDK 37.013.42:364



Larysa PIETUSHKOVA

Psychological support of the process of preparing candidates for creation of the family of a foster caregiver

LARYSA PIETUSHKOVA. **Psychological support of the process of preparing candidates for the creation of a foster family.** *The article explores psychological support, strategies of professional activity of psychologists in the process of psychological support. Models, stages and functions of psychological support have been covered. Functions and tasks of psychologists at different stages of creating a foster family, the features of their activities have been described. Survey results of psychologists of territorial and regional centers of social services on their awareness of the peculiarities of psychological support in the process of creating a foster family have been presented. It is emphasized that the effectiveness of such support is possible if psychologists are trained, methodological materials and a standard of psychologist's activity in the social sphere are developed.*
Keywords: support, psychological support, patronage service, foster carer's family.

Problem statement. The priority of raising children in the family is one of the basic principles of family law in Ukraine. At the state level, the reform of the system of institutional care and upbringing of children has been introduced, the government has approved the National Strategy for reforming the system of institutional care and upbringing of children for 2017-2026. Changes in national legislation are aimed at transforming the system of institutional care and upbringing of children into a system that provides care and upbringing of a child in a family or close to family environment.

One of the services that ensures the implementation of the introduced changes is the service of foster care, which provides temporary care, upbringing and rehabilitation of children in a family of a foster caregiver.

The process of creating the family of a foster caregiver is complex and complicated. It demands changes that affect not only a foster caregiver, but also his entire family and family environment. From the very beginning of the decision to start a family, in the process of preparing candidates, it is accompanied by doubts, warnings, self-doubt, fear of condemnation from the side of social environment. Candidates for such caregivers and members of their families are not always able to overcome fears, warnings about future changes that affect their motivation, further refusal to provide the patronage service. One of the conditions for overcoming certain barriers in creating the family of a foster caregiver is organization of psychological support.

Analysis of researches and publications. The term “support” in practical psychology is associated with the practical activities of psychologists. Foreign psychologists-classics A. Adler, K. Horney, K. Jung identified the concept of support with support, which is based on compassion, independence of an individual, his desire for self-actualization and development. In other studies, the concept is interpreted as: assistance to the subject in the formation of the orientation development field based on its internal potential, responsibility in this process (Zeer, 2003); providing psychological assistance aimed at the development and self-development of an individual, which triggers the mechanisms of self-improvement and activates human resources (Sliusarev, 1992); a complex process of interaction between an attendant and an accompanied person, the result of which is a decision and action that leads to progress in the development of the accompanied one. (Kazakova, 2007) [2, 12, 3]. Thus, support is associated with such concepts as help, support; the result of support is the development of personality, activation of internal potential,

positive change.

Psychological support in scientific researches is explained as psychological assistance that promotes self-development of an individual and allows to activate the own capabilities, as noted in the works of G. Lozhkin (Lozhkin, 2009), S. Maksymenko (Maksymenko, 2010), V. Panko (Panko, 2012) [4, 5, 8]. In his research, M. Mushkevych (Mushkevych, 2020) believes that psychological support is a complex process of providing psychological assistance at the stage of difficulties, which is aimed at the individual, his environment, to change attitudes, development of skills to perform certain activities to meet own needs [6].

Concepts of psychological support were developed by M. Bitianova (Bitianova, 2007), O. Gozman (Gozman, 1998), E. Zeier (Zeier, 2003), O. Kazakova (Kazakova, 2007), G. Lozhkin (Lozhkin, 2009), Yu. Sliusarev (Sliusarev, 1992) (the researchers determine the mechanisms, directions, types, methods of psychological support) [1, 2, 3, 4, 12]. Strategies of professional activity of practical psychologists in the process of psychological support are studied by S. Maksymenko (Maksymenko, 2010), V. Panok (Panok, 2012) V. Rybalka (Rybalka, 2019), D. Romanovska, Pomytkin (E. Pomytkin, 2019), N Chepeleieva (Chepeleieva, 1998) [5, 8, 9, 10, 11, 13]. Thus, D. Romanovska (Romanovska, 2018) identifies the following main strategies of psychological support of educational activities: personal-facilitative, theoretical and methodological; practical and constructive [4].

Analyzing the scientific findings on psychological support of the family, we pay attention to the resource approach, which consists in emphasizing the strengths of the family, strengthening the ability of people to overcome crises, problems, to develop [14].

Given the nature of psychological care, its orientation, scientists identify different models of psychological support for families, in particular: diagnostic, pedagogical, psychological [6]. The diagnostic model is used to study the family structure, system, the current state of family members, their personal characteristics, the formed reactions to stressful situations, crises. The pedagogical model is based on the formation of pedagogical competence of family members, expansion and restoration of their educational potential. The psychological model is relevant if there is a need for correction, development of personal characteristics of family members, overcoming barriers of interaction.

Relevant for our study is the description of the stages of psychological support of the family, namely: diagnostic stage, during which the existing

problems, strengths and risks are identified; psychoeducational stage, which involves the training of family members, the formation of their parental competencies, the acquisition of basic functions; consultative stage, which is aimed at working out algorithms of interaction between family members, assistance in creating alternative patterns of interaction, learning effective ways to solve problems independently; psychotherapeutic stage, which involves a change of personal and family functioning, the formation of the ability to independently achieve balance in relationships with themselves and the environment in different life situations.

In the field of our research, the conclusion of O. Kazakova is seen to be very interesting one. She draws attention to a combination the following functions in a psychological support: diagnosis of the problem, clarification of information about its essence and possible ways to solve it; consultation during decision-making and development of the problem-solving plan; primary care at the stage of solving the problem [3].

Theoretical analysis of the main researches and publications on psychological support allows us to highlight the essence of the concept, its features in the process of preparing candidates for creating the family of a foster caregiver.

The aim of the article is to highlight the features of psychological support in the process of preparing candidates for creating the family of a foster caregiver.

The main material. The family of a foster caregiver is created to provide a foster care service, which implies temporary relocation of a child to the family of a foster caregiver and providing care, upbringing and rehabilitation, urgent protection and satisfaction of needs, restoration of biological family potential or search for family placement, making decisions in a child's best interests.

Such functions are complex and involve a long comprehensive process of preparation to acquire knowledge concerning the following aspects: national legislation in the field of children's rights; features of the child's development, factors influencing the formation of disorders in his development; the impact of attachment and unmet needs of the child on its development; algorithm for forming socially accepted / prosocial behavior of the child; learning to provide support and assistance to the child in his socialization, learning social roles, the formation of life skills; to advise biological parents of the child, to show them an example of application of educational techniques and methods.

Given the complexity and consistency, the process of creating the family of a foster caregiver takes place in several stages, namely: the initial selection of candidates for foster caregivers; training of potential candidates and their assistants; obtaining recommendations and concluding agreements with local governments on the provision of patronage services. During the selected stages, the psychologist will perform different functions, use different tools, as presented in table 1.

During the *initial selection of candidates for foster care*, the psychologist determines the motivation of the candidates, their real ability to provide a service of foster care for the child; clarifies certain family and individual characteristics of candidates in terms of their stability and readiness to acquire new competencies, perform new professional tasks.

In the process of initial selection of candidates for foster caregivers, the psychologist cooperates with a social worker, local children's service, jointly assesses the needs of the child / children living in the candidates' families, analyzes the relevant package of documents submitted by the family, studies the opinion of the candidate's children on the temporary relocation of children to their families.

To implement an objective assessment of the family of candidates, psychodiagnostics, questionnaires, in particular, a standardized interview, developed on the basis of materials V. Osłon, D. Raikus, R. Hughes (Osłon, 2006) [7] are carried out. During the interview, information about the candidate's family is clarified on the following blocks of questions: motivation to accept the child for a certain period; the level of personal maturity of the candidate; stability and quality of interpersonal relations; flexibility, adaptability, ability to manage stress; openness of the family system; parenting skills; empathy and the ability to understand others.

Already during the initial selection, the psychologist should help the candidates to make an informed decision and determine their motivation, possible risks and family resources, in particular: to assess the candidates' readiness to take care of a child, raise and rehabilitate a child who will be temporarily placed in their family; to understand the motivating factors of candidates for foster caregivers to create a foster family; to help candidates understand the reasons that motivate them to provide foster care services; identify probable risks; establish the level of openness / closedness of the family system of candidates; identify indicators of healthy functioning of the family (the ability of the family to solve difficult life situations without violating the integrity), its mobility, stability; to clarify the style

Table 1.**Functions and tasks performed by a psychologist in the process of preparing candidates for creating the family of a foster caregiver**

№	The stage of creating the family of a foster caregiver	Functions of the psychologist work	Tasks performed by a psychologist	Methods, tools used by a psychologist
1.	Initial selection of candidates for foster caregivers	Diagnostic	-to determine the motivation of candidates and real opportunities to provide childcare services; -to study the opinion of the children of the candidates, their attitude to the temporary relocation of children to their families; -to clarify certain family and individual characteristics of candidates in terms of their stability and readiness to acquire new competencies, perform new professional tasks; -to stimulate the adoption of an agreed decision of the candidate and members of his family to create the family of a foster caregiver	- interview, - documents analysis - observation - questionnaire
2.	Training of potential candidates and their assistants	Diagnostic	-to clarify the motivation of candidates, their values and beliefs; -to study in detail the personal characteristics of candidates, the presence of psychological trauma, the formed algorithms of action in crisis, conflict situations; -to study the features of interaction between family members, study participants	- observation; - psychodiagnostics
		Consulting	- discuss together with married candidates the results of the diagnosis and develop ways to overcome risks, fears, search for resources	- married couples consulting
		Psychotherapeutic	-to overcome difficulties in creating the family of a foster caregiver in accordance with the identified needs; -to correct simple disorders of personality formation, the consequences of trauma	- methods of psychotherapy; - consulting
3.	Obtaining recommendations and concluding agreements with local governments on the provision of foster care services	Organizational	- to prepare recommendations for potential candidates	- documents analysis

of upbringing practiced by the family in raising children; to identify a network that supports the family.

As a result of the initial selection, the psychologist together with a team of specialists, the service of children care, a candidate for foster caregivers and his assistant make a decision to create a family of a foster caregiver.

The next stage of the psychologist's work is to participate in *the process of training the candidate for foster caregivers and his assistant*. Such training is carried out according to the program of training of foster caregivers, which is approved by the order of the Ministry of Social Policy of Ukraine. This program includes 9 days of training for a group of candidates on specific topics, field trips held in the candidate's family, two-day training for members of an interdisciplinary team of specialists who will be involved in the process of providing foster care services in the community.

During the training of candidates, the psychologist conducts psychodiagnostics with candidates with the help of psychological tests, observation of certain indicators. In order to carry out objective monitoring of the process of preparation of candidates for foster caregivers, special forms have been developed, in which the relevant indicators are defined. In the process of observation, attention is paid to the behavior and interaction of the candidate with other participants, namely: the predominance of positive or negative emotions; ability to raise and solve problems; protest manifestation; ability to be responsible; features of interaction in pairs and with other participants, coaches. During the field trip, the level of awareness of all family members living in the apartment, the level of changes while providing the foster care service, division of responsibilities, etc. are analyzed.

The consulting activity of a psychologist in preparing candidates for creating the family of a foster caregiver is to jointly discuss and analyze the different experiences of candidates related to the provision of foster care services, to determine the desired result and to build phased steps to achieve this goal. This work focuses on the external and internal resources of the candidates. Internal resources can be personal characteristics of the candidate, his life experience, ability to overcome obstacles, difficulties; external – social circle of support, family potential, support and help from the side of important people, etc.

During the consultation, the psychologist should help candidates find a way out of complex, difficult problems, overcome the rigidity of perception and thinking due to the difficulty of moving away from the established,

habitual scheme, algorithm of actions, expand the role repertoire, which involves the formation of a wide range of behavioral reactions.

By performing the psychotherapeutic function, the psychologist helps the candidates to overcome the difficulties in creating a foster family in accordance with the identified needs; corrects with them simple disorders of personality formation, the consequences of trauma, using the means of short-term psychotherapy, which is focused on activating the own resources of candidates to solve their problems. During such psychotherapeutic meetings, the psychologist focuses on the resources of candidates, uses positive reinforcement. If more complex psychotherapeutic work is needed, the psychologist recommends that the candidates undergo family therapy, which involves the elimination of emotional disorders in the family or the most pronounced disorders in one of the candidates.

At the last stage – obtaining recommendations and concluding agreements with local governments on the provision of patronage services – the psychologist analyzes the candidate's documents, the results of psychodiagnostics, observations, consultations, based on which he develops recommendations focusing on the candidate's family resources, risks, which may affect the effectiveness of the provision of foster care services and functioning of the foster family.

Thus, the psychological support of the preparation of candidates takes place at all stages of creating the family of a foster caregiver, involves the performance of various functions by a psychologist to solve problems relevant to each stage. At the stage of initial selection psychological support of preparation of candidates for foster caregivers is provided by psychologists of social service centers / centers of social services of territorial communities, at the stage of training of candidates – psychologists of regional centers of social services.

As part of the project "Family Patronage: Introduction of best practices of alternative care for children temporarily left without parental care", implemented by the IBO "Partnership for Every Child" with the financial support of the World Children's Fund, during the training *"The role of psychologists in social services selection and training of candidates for foster caregivers"* a survey of psychologists from social service centers, NGOs on their awareness of the areas, functions, tasks of the psychologist in the process of preparing candidates to create the family a foster caregiver is conducted. The survey was attended by 30 people from 24 regions of Ukraine, who represented regional and territorial centers of social services, NGOs, the results of which are presented in Fig. 1.

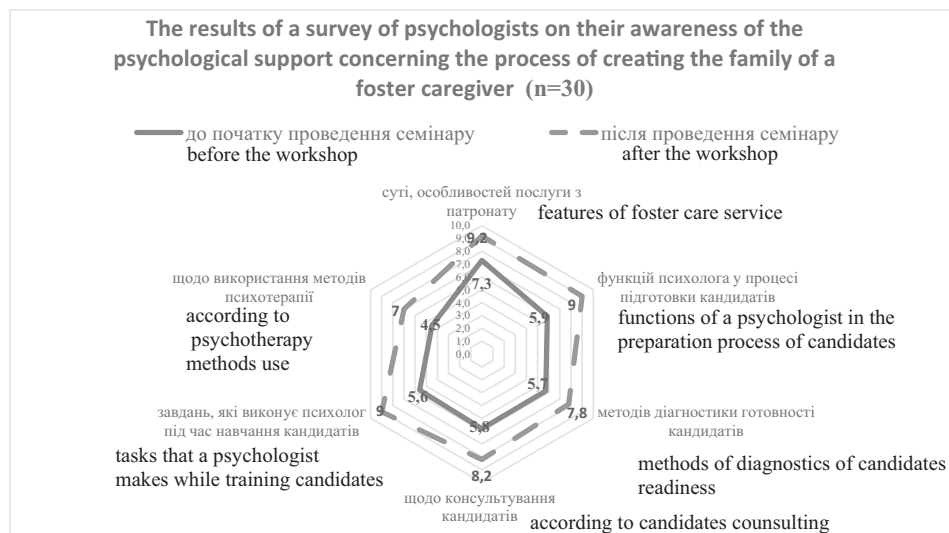


Fig.1. The results of a survey of psychologists on their awareness of the psychological support concerning the process of creating the family of a foster caregiver

According to the results of the survey, the psychologists who participated in the survey are most familiar with issues related to the organization and specifics of the foster care service (7.3 out of 10 maximum points), almost at the same level is their knowledge of the functions and tasks of the psychologist in the process of training the candidates for foster caregivers, diagnostic methods and features of consulting candidates (ranging from 5.9 to 5.6 out of 10 maximum points); least aware of the psychotherapeutic function during the creation of a foster family (4.5 points out of 10). This indicates that although the training of candidates in the regions is carried out, there are more than 200 families of foster caregivers, psychologists are not prepared to perform certain functions. During the reflection at the workshop, they noted that they do not always work systematically in this direction, usually only monitor the work of candidates during their studies, counseling and psychotherapeutic function is partially implemented, usually in difficult cases – through referral to family psychologists.

During the training organized for psychologists, they studied the features of the foster care service, its place in the system of support for families with children and ensuring the rights of the child; algorithm

for training candidates for foster caregivers. The participants of the training considered in detail the program of training candidates for foster caregivers, the theoretical aspects underlying the program.

Also, the training paid much attention to the main functions of the psychologist during the creation of a foster family, in particular, they determined the features of psychological diagnosis, the use of observation during the preparation of candidates for foster caregivers; to consider methods and techniques of consultative and psychotherapeutic work of the psychologist.

After the training, the participants noted that they understood their functions, tasks, received a set of psychodiagnostic techniques and recommendations for finding and selecting candidates for foster caregivers. Prior to training, psychologists rated their awareness of the issues of psychological support of the process of creating a foster family at an average of 5.8 points out of the maximum 10, after training – at 8.4 points, which indicates the effectiveness of this training.

Thus, for the implementation of the tasks of psychological support of the process of creating the family of a foster caregiver, an important condition is the training of psychologists of territorial and regional centers of social services, explaining to them their functions, features of activity. In addition, another condition is the preparation of methodological materials that would help psychologists to understand the intricacies of their activities in this area, to get acquainted with test methods, techniques and methods of family psychotherapy and more.

Conclusions. Theoretical analysis of the problem allowed us to outline the essence of psychological support of the process of creating a foster family, which includes psychological assistance, which helps to activate resources, launch mechanisms of self-improvement, self-development of the candidate and his assistant to create a foster family.

Studies show that psychologists of territorial and regional centers of social services are not sufficiently aware of the stages, functions and tasks of psychological support of the process of creating a foster family, need special training and guidelines to deepen their knowledge, enrich their own methodical treasury methods of psychodiagnostics, methods of family psychotherapy.

Prospects for further research are to develop a state professional standard of psychologist in the social sphere, in which one of the professional functions will be defined as psychological support of the process of creating the family of a foster caregiver.

References:

1. Бітянова М. (2007). Психолог у школі: зміст діяльності й технології. – К.: Главник, 2007. – С.160. (Серія «Психол. інструментарій»). С. 157-159.
2. Зеер Э.Ф. (2003). Психология профессий. Екатеринбург: Деловая книга, 2003. 336 с.
3. Казакова Е.И. (2007). Толерантность – путь к развитию. СПб: Изд-во Ютас. С. 24-36.
4. Ложкін Г.В. (2009). Від забезпечення до супроводу. До питання про активізацію психологічних ресурсів особистості / Г.В. Ложкин, А.Б. Колосов. К.: Азимут-Україна. С. 50–51.
5. Максименко С.Д. (2010). От психологического обеспечения к психологическому сопровождению / С.Д. Максименко, Г.В. Ложкин, А.Б. Колосов // Практична психологія і соціальна робота. 2010. №12. С. 1–10.
6. Мушкевич М.І. (2020). Психологічний супровід сімей, що мають проблемних дітей / Кваліфікаційна наукова праця на правах рукопису: Дисертація на здобуття наукового ступеня доктора психологічних наук за спеціальністю 19.00.07 – педагогічна та вікова психологія. Інститут психології ім. Г. С. Костюка НАПН України. Київ, 2020.
7. Ослон В.Н. (2006). Жизнеустройство детей-сирот: Профессиональная замещающая семья. М.: Генезис. 368 с.
8. Панок В.Г. (2012). Психологічна служба: навчально-методичний посібник для студентів і викладачів. Кам'янець-Подільський: ТОВ Друкарня Рута. 488 с.
9. Психологічний супровід навчання різних категорій дорослого населення : монографія (2019). / [Помиткін Е.О., Рибалка В.В., Ігнатович О.М., Павлик Н.В., Становських З.Л., Радзімовська О.В., Татаурова-Осика Г.П., Бастун М.В., Іванова О.В., Шевенко А.М. Заєць І.В. Жмурко М.Д.] ; за ред. Н.В. Павлик. Київ, 2019.
10. Романовська Д.Д. (2018). Стратегії психологічного супроводу освітнього процесу на етапі розбудови нової української школи / Д.Д. Романовська, М.Г. Ящук // Збірник тез за матеріалами Всеукраїнської науково-практичної конференції з міжнародною участю 11-12.10.2018 «Сучасна освіта в контексті нової української школи». – Чернівці : М-во освіти і науки України, ІППОЧО, 2018. С. 183-186.
11. Рыбак Е. В., Слепцова Н. Г., Федуллова А. Б., Цихончик Н. В. (2017). Молодая семья в современном обществе: учеб.-метод. пособ./[под общей ред. А. Б. Федуловой]. 2-е изд., испр. и доп. Архангельск : САФУ им. М. В. Ломоносова, 2017. 238 с.
12. Слюсарев Ю. В. (1992). Психологическое сопровождение как фактор активизации саморазвития личности: автореф. дис. на соискание ученой степени канд. психол. наук: 19.00.01/Санкт-Петербург. гос. ун-т. СанктПетербург, 1992. 16 с.

13. Чепелева Н.В. (1998). Теоретичне обґрунтування моделі особистості практичного психолога / Н.В. Чепелева, Н.І. Пов'якель // Психологія: Збірник наукових праць. Вип. 3. К.: НПУ ім. М. П. Драгоманова, 1998, С. 35-41.
14. Фримен Д. (2001). Техники семейной психотерапии. Санкт-Петербург: Питер, 2001. 384 с.

Transliteration of References:

1. Bitianova M. (2007). Psykholoh u shkoli: zmist diialnosti y tekhnolohii. – K.: Hlavnnyk, 2007. – S.160. (Seriia «Psykhoh. instrumentarii»). S. 157-159.
2. Zeer E.F. (2003). Psihologiya professij. Ekaterinburg: Delovaya kniga, 2003. 336 s.
3. Kazakova E.I. (2007). Tolerantnost' – put' k razvitiyu. SPb: Izd-vo YUtas. S. 24-36.
4. Lozhkin H.V. (2009). Vid zabezpechennia do suprovodu. Do pytannia pro aktyvizatsiiu psykholohichnykh resursiv osobystosti / H.V. Lozhkyn, A.B. Kolosov. K.: Azymut-Ukraina. S. 50–51.
5. Maksimenko S.D. (2010). Ot psihologicheskogo obespecheniya k psihologicheskomu soprovozhdeniyu / S.D. Maksimenko, G.V. Lozhkin, A.B. Kolosov // Praktichna psihologiya i social'na robota. 2010. №12. S. 1–10.
6. Mushkevych M.I. (2020). Psykholohichniy suprovid simej, shcho maiut problemnykh ditej / Kvalifikatsiina naukova pratsia na pravakh rukopysu: Dysertatsiia na zdobuttia naukovooho stupenia doktora psykholohichnykh nauk za spetsialnistiu 19.00.07 – pedahohichna ta vikova psykholohiia. Instytut psykholohii im. H. S. Kostiuka NAPN Ukrainy. Kyiv, 2020.
7. Oslon V.N. (2006). ZHizneustrojstvo detej-sirot: Professional'noya zameshchayushchaya sem'. M.: Genezis. 368 s.
8. Panok V.H. (2012). Psykholohichna sluzhba: navchalno-metodychnyi posibnyk dlia studentiv i vykladachiv. Kamianets-Podilskyi: TOV Drukarnia Ruta. 488 s.
9. Psykholohichniy suprovid navchannia riznykh katehorii dorosloho naselennia : monohrafiia (2019). / [Pomytkin E.O., Rybalka V.V., Ihnatovych O.M., Pavlyk N.V., Stanovskyykh Z.L., Radzimovska O.V., Tataurova-Osyka H.P., Bastun M.V., Ivanova O.V., Shevenko A.M. Zaiets I.V. Zhmurko M.D.] ; za red. N.V. Pavlyk. Kyiv, 2019.
10. Romanovska D.D. (2018). Stratehii psykholohichnoho suprovodu osvithnoho protsesu na etapi rozbudovy novoi ukrainskoi shkoly / D.D. Romanovska, M.H. Yashchuk // Zbirnyk tez za materialamy Vseukrainskoi naukovy-praktychnoi konferentsii z mizhnarodnoiu uchastiu 11-12.10.2018 «Suchasna osvita v konteksti novoi ukrainskoi shkoly». – Chernivtsi : M-vo osvity i nauky Ukrainy, IPPOChO, 2018. S. 183-186.
11. Rybak E. V., Slepova N. G., Fedulova A. B., Cihonchik N. V. (2017). Molodaya sem'ya v sovremennom obshchestve: ucheb.-metod. posob./[pod obshchej red. A. B. Fedulovoj]. 2-e izd., ispr. i dop. Arhangel'sk : SAFU im. M. V. Lomonosova, 2017. 238 s.

12. Slyusarev YU. V. (1992). Psihologicheskoe soprovozhdenie kak faktor aktivizatsii samorazvitiya lichnosti: avtoref. dis. na soiskanie uchenoi stepeni kand. psihol. nauk: 19.00.01/Sankt-Peterburg. gos. un-t. SanktPeterburg, 1992. uchenoi stepeny kand. psykhol. nauk: 19.00.01/Sankt-Peterburh. hos. un-t.
13. Chepelieva N.V. (1998). Teoretychne obgruntuvannia modeli osobystosti praktychnoho psykholoha / N.V. Chepelieva, N.I. Poviakel // Psykholohiia: Zbirnyk naukovykh prats. Vyp. 3. K.: NPU im. M.P. Drahomanova, 1998. S. 35-41.
14. Frimen D. (2001). Tekhniki semejnoi psihoterapii. Sankt-Peterburg: Piter, 2001. 384 s.

The Author

Larisa Petushkova

Graduate Student, Institute of Educational Problems,
National Academy of Pedagogical Sciences of Ukraine,
Kyiv, Ukraine

<https://orcid.org/0000-0002-9005-2386>

E-mail: l.pietushkova@p4ec.org.ua

Abstracts

ЛАРИСА ПЕТУШКОВА. Психологічний супровід процесу підготовки кандидатів до створення сім'ї патронатного вихователя. У статті досліджено психологічний супровід, стратегії професійної діяльності психологів у процесі психологічного супроводу. Висвітлено моделі, етапи та функції психологічного супроводу. Описано функції та завдання психологів на різних етапах створення сім'ї патронатного вихователя, особливості їх діяльності. Представлено результати опитування психологів територіальних та регіональних центрів соціальних служб щодо їхньої обізнаності про особливості психологічного супроводу в процесі створення сім'ї патронатного вихователя. Підкреслено, що ефективність такого супроводу можлива за умови навчання психологів, розроблення методичних матеріалів, розроблення стандарту діяльності психолога в соціальній сфері. **Ключові слова:** супровід, психологічний супровід, послуга з патронажу, сім'я патронатного вихователя.

ЛАРИСА ПЕТУШКОВА. Психологическое сопровождение процесса подготовки кандидатов к созданию семьи патронатного воспитателя. В статье исследовано психологическое со-

провожение, стратегии профессиональной деятельности психологов в процессе психологического сопровождения. Освещены модели, этапы и функции психологического сопровождения. Описаны функции и задачи психологов на разных этапах создания семьи патронатного воспитателя, особенности их деятельности. Представлены результаты опроса психологов территориальных и региональных центров социальных служб по их осведомленности об особенностях психологического сопровождения в процессе создания семьи патронатного воспитателя. Подчеркнуто, что эффективность такого сопровождения возможна при условии обучения психологов, разработки методических материалов, стандарта деятельности психолога в социальной сфере.

Ключевые слова: сопровождение, психологическое сопровождение, услуга патроната, семья патронатного воспитателя.

LARYSA PIETUSHKOVA. **Wsparcie psychologiczne procesu przygotowania kandydatów do utworzenia rodziny zastępczej.** Artykuł analizuje wsparcie psychologiczne, strategie aktywności zawodowej psychologów praktycznych w procesie wsparcia psychologicznego. Omówiono modele, etapy i funkcje wsparcia psychologicznego. Opisuje funkcje i zadania psychologów na różnych etapach tworzenia rodzinnej opiekuńczej zastępczej, specyfikę ich działań. Przedstawiono wyniki kwestionariusza na temat świadomości psychologów oraz specyfiki wsparcia psychologicznego w procesie tworzenia rodziny zastępczej, w którym brali udział psycholodzy terytorialnych i regionalnych ośrodków pomocy społecznej. Podkreśla się, że skuteczność takiego wsparcia jest możliwa pod warunkiem przeszkolenia psychologów, opracowania materiałów metodycznych, wypracowania standardu działania psychologa w sferze społecznej.

Słowa kluczowe: wsparcie, wsparcie psychologiczne, opieka patronacka, rodzina opiekuna zastępczego.