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THE PECULIARITIES OF SOCIAL WORK WITH PEOPLE WITH MENTAL DISABILITIES: THE ANALYSIS OF CLIENTS' EXPERIENCES

Master's thesis

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Certification on the Original Authorship of the Master Thesis

I confirm that the submitted master thesis

THE PECULIARITIES OF SOCIAL WORK WITH PEOPLE WITH MENTAL
DISABILITIES: THE ANALYSIS OF CLIENTS' EXPERIENCES is:

1. Performed independently and is not submitted for another course in the current or previous semesters.

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Summary

In these thesis the *theoretical analysis* of social work in day care center for mentally disabled people was made.

Formulated *problematic issues*: How is going social work/empowerment process in a day center for persons with mental disorders? What opportunities for success of social work/empowerment process gives a daily participation of disabled people in day center activities?

Semi-structured interviews, *open questionnaire, expert method* were carried out for a study on the social work/empowerment opportunities for day center point of customer experiences. *Content analysis* of interviews was done.

The study involved 12 Lithuanian day center clients, people with mental disabilities, and 12 day center clients in Ukraine, people with mental disabilities.

The empirical part deals with mental disability person's experiences in day center in point of social work/empowerment process context.

The main *conclusions* of the empirical research:

1. Social empowerment process Lithuania and Ukraine day-care centers is progressing well and there has been developed a good relationship of mutual cooperation both among the informants themselves, and between the social worker and the client. Lithuanian and Ukrainian customers of day-care centers in their daily day center activities are engaged in new art and working activities they enjoy, which promotes to grow, to learn, to experience positive emotions. Social work specifics in psychiatric day center requires from specialist different competencies, which might help in social work practice. For the majority of Lithuanian Day Center clients social worker is needed, and he is important in day center in role as helper. For the majority of Ukraine's day center clients social worker also important, just as a backer, planner and case leader. This shows that Lithuanian and Ukrainian mentally disabled people create with social worker mutual assistance relations based on sensitivity in relationships.

2. Social work opportunities in day care center for mentally disabled people is closely related to the cooperative relationship between the social worker and the client. For opportunities for social empowerment success Lithuanian mentally disabled people highlights the increased awareness of communication, independence, and Ukraine mental disabilities - access to employment and improvement of relations within the family and psychological knowledge acquisition. Clients in day care centers met answers for these needs.

3. The study data show that both Lithuanian and Ukrainian study participants link their hopes with social work intervention. The social worker in Lithuanian day center advises and supports, together with customer resolves their concerns, a social worker in the center of the Kiev daily acts on personal-interpersonal issues, makes rehabilitation plans. Summarizing Šiauliai and Kiev day care centers social empowerment process and the possibilities of social empowerment to succeed, unlike Lithuania, Ukraine's day care center is formed rehabilitation plans for customers, implementing which Ukrainian informants have more opportunities to integrate into a more active social life.

Key words: empowerment, social participation, mental disability, mental disability clients, social work, integration.

Contents

Introduction

Research problem and research relevance. In order to ensure an integration of people with mental disabilities in 1995 the *Mental Health Care Act* was adopted. In 2005 instead of Social Integration of Invalids Act there was adopted the Social Integration Act of Disabled people. The new law denied "invalids" concept, focuses on persons with disabilities equal rights with other members of society, and on social participation. The Government of the Republic of Lithuania in 2012 approved the *National Program of Social Integration of Persons with Disabilities for 2013-2019 year* aimed at the *Disability Rights Convention* (2010) implementation, improving the quality of life for people with disabilities in Europe 2006-2015, as well as for implementation of the *State Progress Strategy "Lithuania's progress strategy" Lithuania 2030"* objectives. In Ukraine attempts to ensure better quality of life for mentally disabled people is adopted the *Mental Health Care Act* (2013). In order to improve quality of life for mentally disabled people by using European Union structural funds, a mental health care centers has already set up as well as day care centers (psychiatric day hospitals). In recognition of the fact that acquired mental illness affects a person's life changes, we emphasize that it should be maintained as far as possible a better quality. Day care centers, where psychiatric services are combined with social activities focusing on the restoration of lost skills and education of presenting skills to help reveal the human self-expression and creativity, becoming one of the social rehabilitation services. Day care centers customers spend only part of the day here, so staying in their everyday life, they have an opportunity to strengthen their independence and resocialization.

Lithuanian scientists have given great attention to the situation of disabled people in society for research. There are analyzes of the social participation of people with disabilities, issues and opportunities for them (Ruškus, Mažeikis, 2007), there are studies on social integration of persons with mental disabilities (Veniūtė, 2007), there are studies on subjective experiences of disabled people in the construction of dignity (Ruškė 2014).

Social services in psychiatry also are studied in various aspects. There are analyses about: the need of psychosocial rehabilitation (Petrauskienė, Daunoraitė, 2009), attitude to services of people with mental disabilities (Vaicekauskienė, Baležentytė, 2012), a social worker activities in Mental Health Centers from social worker perspective (Kiušaitė, Gaidžiūnienė, 2009). In Ukraine psychosocial rehabilitation opportunities explored by Nazarenko (2012). But Social Worker's activity from the customer's perspective is not examined yet in Lithuania. The disclosure of Day center customer's experiences would let to see the social empowerment

success of clients, the ability for them to adopt new social situations in the day center, would expose the potential problems of social exclusion.

In a complex and diverse society, customers often do not know how to use the resources that may be available to them. Social worker's skills help clients assess problematic situation not as their personal deficiency, but as the whole environment interactions. One of the most important parts of the social worker's intervention is the ability to enable customers to use his available resources (Johnson, 2001). Parsons (q. Johnson, 2001) notes that the most important components of the empowerment strategy is the support, mutual help and developing of the understanding and abilities of the client. When there are these necessary elements, it is increasing client's self-perception and the ability to perform actions. Empowerment takes all human life, so the social worker should explain to the client about the possibilities to receive social assistance if problems will arise in the future. Social workers pay a lot of attention to people with mental disabilities empowerment, but the results may fail if the client has set itself the different objectives then the social worker sets. Ruškus, Mažeikis (2007) said that there is available a very little information about the successful integration and active participation of people with disabilities, especially those with mental disabilities. So it is therefore very important to identify the customer experience, which would help to reveal their socialization, social importance of the work in day centers. Otherwise, marginalisation of people with mental disabilities inevitably generates limited participation in social life: the disabled are deprived of opportunities to participate and develop various social fields (Ruškus, Mažeikis, 2007). In this context we can formulate **the problematic questions of our research**: *How does social work/empowerment process in a day center is performed for persons with mental disorders? What opportunities for success of social work/empowerment gives a daily participation of clients in day center activities?*

The object of research – possibilities of social work/empowerment process in the day center for mentally disabled people.

The purpose of research - to identify opportunities for process of social work/empowerment in day care center from customer's/mentally disabled people experiences aspect.

Research tasks:
1. By using the theoretical analysis to reveal the concept of social participation and empowerment of mentally disabled people in the context of social work.
2. By using the qualitative research to identify the process of social work/empowerment in Lithuania and Ukraine day centers for persons with mental disabilities.

3. By using the qualitative research to identify the further possibilities of social work/social empowerment to succeed in Lithuania and Ukraine day centers for persons with mental disabilities.

4. To contextualize social work/social empowerment process and social work/empowerment opportunities for persons with mental disabilities in Lithuanian and Ukrainian context.

The study participants. Mentally disabled persons (clients); 12 Lithuanian Day Centre clients (informants) and 12 Ukrainian Day Centre clients (informants). The informants were selected using nonprobability purposing sampling (Kardelis, 2002). The research was conducted in Šiauliai and Kiev day-care centers in February-May 2015.

Methodology and methods of the research.

The ontology of research - interpretative/constructivist. The study is based on empowerment theory, theory of social constructivism and social participation.

Research methods

1. Theoretical method: theoretical analysis of scientific literature.

2. Empirical method: semi-structured interviews; Qualitative content analysis; contextualisational analysis.

The main definitions

Empowerment - the acquisition of the people's support, social skills and resources necessary for self-organization and social participation for social change (Dalley, 1991).

Intervention - specific social worker activity relating to human systems and processes seeking to change. This activity will be guided by social worker's knowledge and professional values (Johnson, 2001).

Mental disability - mental condition that limits personal and business functions requiring different support (Anthony, Cohen, Farkas, 1998).

Resocialization - stage of learning and teaching of the new or restored values, roles and conduct (Katinaitė, Prakapas).

Social participation - personal activity in the society, which manifests itself in the creation of individual disabled person's way through its own internal and external resources in his environment (Ebersold, cit. Daugėla, 2008).

Master's thesis structure. *This thesis consists of: a summary in English, introduction, two chapters, conclusions, references (72 entries), a summary in Lithuanian, appendices. The research data are illustrated the 14 tables. The appendices include: operationalization of the object, investigation questionnaire. Working volume - 53 pages.*

1. ANALYSIS AND INSIGHTS OF SOCIAL WORK AS ENPOWERMENT PROCESS IN DAY CENTER FOR MENTALLY DISABLED PEOPLE

1.1. The concept of social participation and empowerment of mentally disabled people in the context of social work

Social work in Lithuania is still quite new and multifaceted profession. In recent years the social work practice in the world is based on the social participation and the social empowerment approaches.

Social participation concept assumes self-constructed mode of social involvement seeking to avoid "normality" logic and local norms focusing attention on resolving of real problems through the disabled person's social and environmental resources, and strengthening of community members, including the disabled, reflexivity and self-sufficiency (Ruškus, Mažeikis, 2007). The social situation of mentally disabled people seems paradoxical, with one of the key features of it is ambivalence. It is understood by society, that no one can be rejected, although there are still many psychosocial barriers and stereotypes based on perception of disabled people and behavior toward them and involvement in public life of people with mental disabilities is problematic. Ruškus (2001) states, that an essential condition for social integration is an approach to people with disabilities. By the development of internal resources of these people, by promoting of the development of the specific skills of them and by using an external resources during the different activities these people with disabilities can become involved members of society. By strengthening the autonomy of the individual social participation is increased. At the same time the society increasingly differentiate. This social differentiation is treated as a new opportunity for other opportunities. Such social differentiation, if we understand it as a new opportunities in variety, help to form pluralism of all possibilities for individuals, where their values, lifestyles, activities, choices creates interesting, individual and idiosyncratic socialization worlds (Ruškus, Mažeikis, 2007).

Ruškė (2014) notes that social reality of persons with disabilities (as well as non-disabled) must be treated as diverse and dynamic, that is variable, it can not only be constructed but also reconstructed. Many individual (when disabled develops distinctive competencies), interpersonal (when an interacting with a disabled person changes one's values and motivation) and community (when community seek humanisation of life and mutual support of its members) examples show that the existence and activities of disabled people can be socially valuable, and this is beneficial to both people and society (Ruškus, Mažeikis, 2007). But according to Ebersold (q. Ruškus ir kt., 2007), the emergence of a real social participation requires not only public access conditions but also that all its members' interests are coordinated. Therefore, during the

analysis of social participation and acceptance in society, it is necessary to understand that social participation is subjective. This means that both people with disabilities and other members of the society often have different opinions, interests and that to solve problematic situations all are bound to find a consensus. Otherwise, the problem will get worse, and people with disabilities will be further pushed to the margins. Thus, the individual's social participation varies depending on the participants' mutual understanding, when co-operation relations are created necessary for personal involvement in the community.

Empowerment does not have one definition because it is a conceptual phenomenon and there are various levels of empowerment. Individual empowerment perspective emphasizes the strengthening of self-esteem-building, participation as a recipient of services (Ruškus, Mažeikis, 2007). In social assistance process through empowerment principles, individuals (clients) see themselves interacting with the larger community (Nachshen, q. Šapelytė, Rimeikytė 2014).But empowerment is not just strengthening of competitiveness and powers. Šapelytė, Rimeikytė (2014) said that empowerment is the giving power to make decisions on one's environment and giving a possibility to form one's aims. By empowerment not only professionals, but also the customers take responsibility for decisions and their implementation. In summary, the concept of empowerment theory is understood as supporting persons, acquisition of social skills necessary for social participation and for social change. Dalley (1991) believes that empowerment is both a strategy and political activity, acquisition and management of powers distribution in society. For the society, which understands the differences between people and their interdependencies, it is important to establish the differences between its members and their mutual responsibility, support and understanding in order to achieve common goals. The most important role in the context of these multi-faceted personal and social interactions and aspirations performs personal opportunity to participate in the process of socialization (Kvieskienė, 2005).

Personal empowerment is seen as a four-step process (Lord, q. Gerulaitis, 2007):

1. Understanding, awareness phase (clients, through a social worker, receives new information, find themselves in a new context or other change of life, or this is achieved through a number of ways of working and methods).

2. Communication and learning phase (individuals already know their needs are seeking contact with other people or groups, looking for resources, receiving new information and learning new skills, the result of this stage - individuals expands their opportunities and choices range).

3. Mobilization and acting (individual seeks contact with other people having similar interests, is ready to act, he may be included in meaningful activities or other social

activities, successful performance of the new roles can lead to a feeling of joy of participation, what enhances self-esteem, promotes the wish to express his choices) .

4. Contribution to joint activities (integrate new resources, skills and knowledge gained in the previous stages with the help of social assistance provided by social worker).

Admission of persons with mental disability into the society also is determined by the availability and readiness of society to accept other people. Physical, social and psychological barriers of access to society are signals to disabled person that his social value is low as social ties with the society are weak. Inaccessibility severely limits the disabled to be in touch with other members of society. The public availability reveals in the fact that the physical environment does not prevent the independence of disabled, that people with disabilities have equal conditions to perform the same activities as everyone else. Such availability is a sign of social recognition to disabled people that they are important to the community. In the absence of the availability of social activity, people with disabilities will be immediately perceived by society as incapable and constantly experiencing difficulties (Ebersold, 2004).The current situation firstly changes social work practice from the activity of resolving problems to the activity of orientation of community for providing guidance to the development of personal strengths. The present situation avalanche another important characteristic of social workers-alertness and prejudices questioning. Commitment, involvement idea is closely related to the concept of social work - empowerment (Godvadas, 2007).

Social worker and client relations are a key part of the process of social work. In professional literature (Makštutytė, Vaškevičiūtė, 2010) there are two appointed social worker and client relationship types, the two extremes of social work methods - patronizing and enabling social worker and client relations. The social worker is identified as a professional guardian or as a professional empowerer. Paternalistic relationship diminishes client resources to take independent decisions. To the customer's personal growth and success of social work appropriate to adopt an approach which emphasizes a comprehensive client initiative and a social worker ambition not necessarily dominant.

Payne (1996) gives the key empowerment principles:
- All people have the skills, abilities, and we need to recognize them as more important than the negative labels;
- People have rights, particularly the right to be heard, to control their own lives, to choose - or not to participate, to define problems and to take action;
- Problems of people always reflect the oppression and economic and power issues, as well as personal shortcomings;
- The practice of social work should be based on effective human activity

- The practice of social work should make situation easier, rather than promoting the difficult situation. Empowerment-based social worker practice begins from dialogue with the customer, and such cooperation is a key element of empowerment. The dialogue with the customer is established when forming a social worker and client partnership, recognizing the client's strengths and uniqueness. By this cooperation the client's motivation is activated to use his strength and competence to study his own appropriate resources from making his own decisions.

Customers' willingness to accept responsibility is different (Irvin, Yalom, 2005). Some quickly take their role, but for others taking of responsibilities is so difficult that taking a responsibility can become the main purpose of the whole process of their empowerment.

While empowerment has a fairly clear definition, there are a variety of theoretical and methodological interpretations. According Gvaldaitė (2009) may be different views on which a person can be considered as empowered, it is quite difficult to identify specific indicators of empowerment. Folgheraiter (q. Gvaldaitė, 2009) identifies two basic attitudes, which are the most discussed: passive empowerment strategy and the relationship strategy. The passive strategy is described as patronizing professionals operating under the aid needed persons. The author believes that doing so is at stake, professionals become overprotective, take the place of an individual to whom they work and act instead him, and a client remains a passive recipient. Such a position is not rational and consistent with the existence of personal specificity. Gvaldaitė said that relations strategy, which has been developed by Folgheraiter, by contrast, emphasizes the professional and customer relations, mutual cooperation. It is different strategy than patronizing when specialist tends to dominate or even instead helping to take powers from client, which, in principle, should be activated by actions of specialist. So risk not only to deny assistance to the client, but to hurt him exists. Gvaldaitė states, a psychological position based on patronizing may be even unconsciously implemented during the work of specialist. In such cases, the best solution is to find a balance between a client and his situation with respect - from excessive care or complete passivity. Therefore, the Gvaldaite believes that it is important that the client is encouraged to act during professional goes to involvement in the relationship with him, but while leaving space for the client's freedom.

1.2. The specific of social work in the day care center for mentally disabled people

Living of the most normal man in the society can cause tensions and social problems. So, the living of a man, who is not like other people, of course will cause many psychological and

social problems. Disabled persons change usual interpersonal intercourses when they act; so the social system must be adopted as much as it possible to these changes (Raudeliūnaitė, Šinkūnienė, 2010). According Pūras (1996), after the reform of institutions for mentally disabled people, social aid was enacted in their natural living environment. One of such possibilities to give aid in natural living environment is a mental day hospitals (day care centers), whose purpose is to help people suffering long-term mental disability, successfully adapt to their environment, that they could successfully and with satisfaction live with the smaller specialist care and assistance. Good customer and employee relations, home atmosphere, attitude to clients according to their employment opportunities and needs, the least restrictive regime, an adequate medical treatment, relatives attracted to the rehabilitation process - all this must be organised in day care center. Day center activities are organised as teamwork, where interpersonal relations are based on acceptance, mutual understanding, mutual respect and trust. Then, an interdisciplinary team must be able to adapt itself to circumstances and changes in the environment, evaluate their activities, to change it without losing a certain performance level (Vijeikienė, Vijeikis, 2000) Agreements on a common vision, purpose and values are essential to the success of every professional operating in such team, enabling them to work in interdisciplinary cooperation. The Day Care Centre is attended by mentally disabled who want to solve their psychological problems, improve their quality of life, to learn to be sociable, to restore the skills lost due to illness. Day care centers' customers want to be full-fledged members of society, but on their own, without the help of specialists, are unable to do so. Interdisciplinary team members provide social services and coordinate comprehensive assistance. Together with customers team members resolve their social problems, promote activity of people with disabilities. Day center provides services to customers in an interdisciplinary team, organized by the different professionals of social work, psychology, psychiatry. „Interdisciplinary practice requires that a social worker acquired knowledge and understanding of the subjects, with whose representatives he works" (Johnson, 2001, p. 115). Working with customers, it is essential to organize their employment, teach social and daily living skills, independent living in society, social services must be selected according to individual customer needs. For the social worker must be very important ethical and social aspects of the provision of services to the disabled. Mentally disabled people, when combined together, have the opportunity to share their experiences and personal emotions. Before learning new adaptive skills, individuals must assess the already existing skills. According to Balčiūnaitė (2003), mental disabled people should understand that the problem can be not only their personal failure, but also can be formed by a certain social situation. Problems in social work means social functioning situations and

customers (individuals and groups) who cannot remove the barriers for satisfying their needs (Johnson, 2001).

According to Anthony, Cohen, Farkas (1998), the net of different mental health care institutions makes possible to organize high quality system for providing social favors, and let to avoid mistakes made in history before. In earlier days mental health care system was planned without paying attention to these human values which make sense of planning system nowadays. Too small attention was paid to client's aims. So planning new system of mental health care institutions had to be changed the social favors itself. Favors provided not by professionals but by community must be used too. System of favors to clients must be planned according the clients aims. But earlier days no one asked opinion of clients. Providers of favors usually used to esteem need for favors by themselves. There is also lack the desired levels of aid. Part of the customer prefers a variety of services and use it, others want very little. So far, the planning service systems have not been taken into account in customer desired character of the aid and scale. The authors emphasized and the lack of content. Planning services has been more attention paid to the service form than on content. It also marked the lack of hope. Previously, planners lacked the belief that people with mental disabilities can be successfully resocialised. Planning services systems are able to put hope and develop such services, which provide customers with the opportunity to enrich their life skills and get them the necessary support.

According to the social model of an integration, when people understand their identity to each other, they feel less isolated (Vaicekauskienė, 2009). Realizing themselves not as separate individuals, but as a group, they are much easier to integrate into society and can more actively, rationally and successfully fight for equal opportunities, rights and resources. In these situations it is important to combine social functioning, social worker professional judgment in assessing and intervention possibilities (Jonhson, 2001). Social and mental system only changes from inside so it is necessary to enable the client's internal systems change. Aid relations clients needed in order to assist each other to find their strengths for more successful integration into society. Anthony Cohen, Farkas (1998) notes that there are studies that show that people involved in self-help groups, hospitalized less frequently than in their absence. In this process, the people are involved directly, interacted personally, seeking the consensus. The necessary resources for such cooperation are human resources and time.

Social work practice enables individuals to new searches of behavior - learning to deal with others, improving relationships with others, experiencing the aid giving and receiving, communicating with others and expressing themselves (Skridlaitė, 2003). „Direction to reliance on personal strengths focuses and accepts the real problems of the people, but do not treat it in the pathological sense, not targeting diagnosis (Johnson, 2001, p. 82). It is very important

working with mentally disabled. Hewit (q. Ruškė, 2014) notes, that reliance on personal strengths is an optimistic assessment of the situation, it emphasizes personal internal and external resources, it is based on these resources, without hiperbolisation of human weaknesses.

Social activities of the day center are used as a means to meet customer needs. They may allow them to take and implement decisions, form relationships and resolve conflicts. Thanks to them, there are formed new interests, skills and competences (Johnson, 2001).

The social worker provides assistance to the client personally advising. This professional help mobilize and store an individual's energy, directing it to the larger aspirations and positive social relationships and to the higher as possible to the individual's potential. Social work with the group method can be used in situations where the role of environment is obvious, problems encountered relate to similar situations, and needs of clients demand of a wider co-ordination and teaching orientation (Lukoševičienė, 1999). Jovaiša, Gurskienė (2010) note, in social work the importance of consulting as a social intervention is unquestionable - most practical social interventions are associated with counseling to understand the nature of the problem, get in touch with the customer, to determine the sequence of actions, help to find a solution. The essence of consulting is a contact between the client and the consultant, but very important is the consultant's personality (Kočiūnas, 1995).

During the integration process of persons with disabilities all social partners, including the disabled, have the opportunity to participate in decision-making (Ruškus, Mažeikis, 2007). Approach must be oriented to individual needs and activities. Ruškus and others states (q. Raudeliūnaitė, Šinkūnienė, 2000), that social work with disabled people should be based on a disabled person's involvement and cooperation provisions, expressed on an idea of the individual plan for customer. "Individual customer plan covers all participants' competencies disclosure and use for common purpose" (Raudeliūnaitė, Šinkūnienė, 2000, p. 470). Raudeliūnaitės, Šinkūnienė (2000) said that experience shows that, when addressing the issue of power and competence is seen trying to coordinate them, a social worker manages to create an effective assistance program.

The social worker, working with mentally disabled person must be competent to cooperation with the customer. Lukoševičienė (1996) identified the basic principles of professional ethics:

- *Individuality.* Everyone has a different personality and express his feelings and experiencing difficulties in different ways; everyone looking for his own ways to get out of situations.

- *Empathy.* Everyone, surviving the difficulties in his own way responds to the wrongs caused, crises, failures. It should be not only a rational understanding of personal experiences, but also to feel the reality of it is showing.

- *Trust in person.* After hearing the person and making clear his situation, it is necessary to help him choose a possible solution to the situation. Discussing his chosen direction, it is necessary to look for realistic ways and possibilities to improve the situation.

- *Non-judgment and non-condemning attitude.* For the social worker it is important to understand the difficulties of someone without judgment and condemnation, although faced problems would be unacceptable for social worker. Social worker's goal is to understand and feel the experienced difficulties and together with person to look for a possible solution.

- *To accept people like they are.* People are constantly faced with what they like or do not like; or what is beautiful or ugly for them. To the process of social support is important implementation of the methodology for helping to understand and get to know the man, his feelings, his relationship with the environment. Then someone who needs help, can be accepted as he is. And only by applying this principle, we can expect to find the right way to help.

- *Recognition of human right for self-determination.* It is important to help people find out what they think are the most difficult experiences of them and what they seek, how they would like to find an acceptable solution.

- *The professional secrecy.* This is one of the fundamental principles that help a person to trust a specialist. This principle has to be explained to man, in need of assistance, that he openly disclose his difficulties, experiences, wishes, what kind of help he expected.

"For the social work is a very important integration of the knowledge, skills and ethical values, described as professional competence" (Vaicekauskienė, 2007, p. 28). Social worker's knowledge, values, skills and abilities, interacting with customer's feeling and thinking, makes sense of social work linked with professional competence. According to Gudžinskienė, Norvaišaitė (2009) the social worker's professional activity consists of: a social problem identification, social needs assessment, planning of support and the provision of support, social processes analysis and assessment, coordination and professional development. A social worker must be able to assess, organize, coordinate and provide support, must have access to innovation, must be able to adapt innovations in daily work.

Meinert, Kreuger, Pardeck (2000) suggest to form such social workers competences, as a *conceptual* competence (theoretical framework necessary for the profession), *instrumental* competence (basic professional knowledge assimilation), *inclusive* competence (the ability to

combine theory with practice), *the environment competence* (understanding of social environment in which they practice), *adaptive* competence (ability to anticipate changes), *interpersonal relationships* competence (the ability to effectively use all means of communication), *a professional orientation* competence (during the process of professional socialization to take over the professional standards), *professional ethics* (keeping of professional ethics), *the ability to compete in professional activities*, *seeking to constantly upgrade their own knowledge* (ability to assess the knowledge already used and the pursuit of new knowledge) *and professional development motivation* (to maintain professional knowledge and ability level).

Social work professional values does not exist and does not occur naturally, they take place in a actual relation, when an individual act in a certain social role. Social worker's values are the most noticeable over the role of social worker, although at the same time he is a member of the society and his profession (Vyšniauskienė, Minkutė, 2008). "In social work theory and practice things should be treated differently than in other professions because social work professional - practical and theoretical activities take place together even during the teaching of the theory and the theoretical concepts and paradigms, because theoretical models are shown thru practical case studies (reflection). Conversely, in practical social work social worker activity begins with the revealing the social causes of the problem and assumptions as well as their understanding and justification using relevant theories, deliberate social analysis of the situation, using the theoretical uptake of research techniques - analysis of documents, interviews, surveys and so on "(Vaicekauskienė, 2007, p. 23). So theory is revealed in practical cases, and practise of work always begins from theoretical thinking.

Payne (1996) asserts that there are two trends that result changes in social work as a profession and by reflecting these trends is appropriate to apply the method of supervision in social work. The first trend of the modern social work is focused on client activity and the second trend, when the social worker acts as empowerer. According to the author, these trends are changing the social worker and client relationships essence, seeks the social worker constant experimentation, using knowledge of the customer in his situation, and creating and developing cooperating relationship. Jarvis (2001) notes that the reflection is a conscious historical analysis of the process, followed by possible changes. Reflection is an experience, and process of learning from that experience (Jarvis 2001).

One of the key professional tools of social worker is the ability to communicate. Social worker communicates with the man in need of assistance (Kavaliauskienė, 2008), social work aim is to help the man who fell into the predicament, and this aim is directing the main focus on human relations, cooperation. According to the author, social work results depends on the ability

to communicate with the customer, and this ability to communicate means a skill to get and to hold relations with a man in trouble, executing this ability in various social work functions in different social circumstances. Social circumstances, according to Reid (q. Kavaliauskienė, 2008) is the interpersonal conflicts, dissatisfaction with social relationships, the various issues and challenges related to the social role, emotional reaction to failure, inadequate resources, the psychological and behavioral problems. These issues call for social workers to look for appropriate ways to respond to people's needs. According to Trevithick (q. Kavaliauskienė, 2008) to help to understand how to overcome the difficulties and problems of people these problems and difficulties must be evaluated in respect of changes and processes using paradigma that social work is as service to users (to whom), work in favor of users (for what) and work together with service users (with whom). At present, the tendency prevail to work together with the customer, the customer service, solving its problems. To be with - it's the form of relationship, meaning unity, cooperation, says Colombero (q. Kavaliauskienė, 2008). According to the author, to be "with" is the opposite of indifference, it is live response to the other's presence, it is recognition of the right to be different, when it is respected diversity, and a client is taken as he is.

Social worker never works alone, he is an interdisciplinary team member and a part of institution. Therefore, for the social worker is especially important to create an organizational culture. Social worker as a profession and as a caste still developing; but it is clear that E.Diurkhaim's thoughts about society, made up of trade unions and organizations with their own culture, which are intermediates between the individual and the state, are very in place to social work; without such intermediate links nation cannot be managed and maintained (Korczyński, Hodson, Edwards, 2009).

Equality in social work indicates that the same moral requirements must be established for all individuals, irrespective of their social status and living conditions (Tidikis, 2002). The principle of equal treatment dictate that the person assessing the behavior of other people, should be based on the same values practising by himself. Such personal quality as tolerance, according to the author, enables to achieve mutual understanding during communication, without any pressure, staying based on the interpretation and persuasion techniques. According to Tidikis (2002), people have to be respected not only for merit or some other advantage. We have to respect for virtuous behavior, justice, humanity, modesty and so on. Respect is manifested by listening to the person, by ability to self-control, self-organization, attentiveness. According to Prakapas (2007) a kind of social workers and customers relationship indicator is customer needs (consent, clarity, fostering self-esteem, listening and empathy, initiative, etc.), their enforcement and implementation. Šedienė (2008) argues that social workers who use in their work narrative access,

seek to help customers understand the reactions to their psychological state, to reveal their strengths, to explain the significance of the events, life experiences and future anticipated. According to the Šedienė, the narrator himself begins to better understand his life situation, helping him to become more conscious and live more meaningful life. Jarvis (2001) states, that to live in a society is to gain experience about the people, events, places in a given time and space, and each person's experience is unique so because of that individual differences are formed.

Coulshed (2006) said that a challenge for equality is the fact that the social worker provides services as member of institution, organization and there should be avoided a development logic which came from the business world, with desire to formalize everything. Another moral violation of the principle of equality derives from the tradition to make very important competencies difference between a social worker and the client. The social worker can adjust client's access to incoming social resources. To rely on the equality, social worker must have a lot of tact, empathy, willingness to strive for good to customer (Vander Zanden, 1990).

Social work is closely related to social participation and empowerment. Social participation encourages resocialisation of people with mental disabilities, activates bystanders involvement in the support process. Social empowerment promotes mental disability persons to make decisions on their environment and objectives, when these people become responsible for the realization of their goals and achievements. A reform of institutions providing help for mentally disabled people led to provide services to individuals living in their natural environment in which persons with mental disabilities can realize their potential with minimal care of professionals. An important role in this process takes social work opportunities. In order to work with people with mental disabilities, need to be considered the fact that this group of customers is unique, profesionals must be empathetic, psychologically strong, trying to maintain equal relationships with customers, adapting in their social work theories and methods available for persons with mental disabilities.

2. THE EMPIRICAL RESULTS OF RESEARCH OF THE SOCIAL WORK IN DAY CARE CENTER FOR MENTALLY DISABLED

2.1. Methodology and methods of the research

The epistemology of research looking for answers to questions about how knowledge is born, how a human being creates knowledge, how a human being gets understanding of the world (Ruškus, 2010). This research is followed by subjectivist interpretative epistemology, which assumes phenomenological tradition based on science. The social reality is perceived by interpretation. Subjectivist epistemology is based on qualitative research, social phenomena are interpreted based on the participants' perspective. This is an inductive position when the participants perspective is a theoretical construct basis. The world is seen from the perspective of man, in social work studies - mostly from the customer's perspective (Bryman, 2008). The idea of interpretive social science is that the social world is seen from the inside, rather than interpreted from the outside. Instead of looking for behavioral reasons, it is necessary to try to understand the meaning of the action (Hollis, 2000). Furst, Trinks (1995) said that hermeneutics can be understood as an attempt to re-integrate the elements of reality in such a way that to start a conversation between people who are in the same situation, to clarify the situation and redirect their energies to change this situation, to organise a better understanding of the measures required for the change.

Phenomenology show the society as an unexpected result of decisions and actions of conscious individuals to whom the world is directly familiar and they think they acts are planned and meaningful. This vision is valuable because it recognizes role of everyday cognition, subjective sense and practical knowledge to the development of society, provides a venue for "the system of socially accepted thypologisation and valuation", thanks to which people give meaning to their "living world" (Schutz, 1970). Social empowerment theory is closely related to social constructivism, which promotes to discuss a number of themes that have emerged in the development of constructive social work.

Parton (q. Motiečienė, Naujanienė, 2011) distinguishes six main areas that reveal the social constructivism (as a science and as a practise) implementation to social work profession:

- Constructivism develops a critical position towards to subjective interpretations of the perceptual world. It is important to recognize and to deconstruct the definitions what we use to understand the world around us and ourselves;

- Social world, involving ourselves as individuals, are the product of social processes, which shows that there is nothing "natural" in itself. There are no mystical essences inside things or people who would be hided and would lead people to be as they are;

- Social categories and concepts appear in specific historical and cultural contexts. We cannot assume that our perception is necessarily the same as others and is closer to the truth;

- Knowledge about the world is expanding in people's everyday interactions using language. Methods of authentication that describe the world or explain it derives from the relationship. Language use is limited by relationships, which are determined by the rituals and traditions. If you want change, you need to confront the challenges against raising new ideas and meanings;

- Constructivist point makes the emphasis on reflexivity, that is an attempt to paraphrase the idea and turn it to the question seeking to see the rising of the alternative themes and a new perception of experience. Reflexivity in social work emphasizes the need for dialogue, a social worker and the client interaction. This interaction is related to the social empowerment provisions.

Theoretical analysis of the scientific literature has deepened understanding of the phenomenon under investigation - social work in day care center for mentally disabled persons.

The qualitative research in day center for mentally disabled people is based on phenomenological epistemology, which is the most suitable and most commonly used in qualitative social work research aimed to know the study participants' subjective experience. Bitinas, Rupšienė, Žydžiūnaitė (2008) believes that an object of phenomenological qualitative research strategy is the informants' experience, the feelings they feel getting experience. Shutz, typical representative of existential phenomenology, took care about the everyday world structure's conception problems. He was looking a roots of meanings in the flow of experiences, whose meaning can be explained on the basis of the concept of reflection, the definitions are taken from our everyday life experiences (Kardelis, 2002). People with mental disabilities experiences closely related to the understanding. Berger and Luckmann (1999) notes that everyday knowledge base (in a specific cultural context consists of giving sense to lived experience and subjectively developed senses of world. Ruškus, Mažeikis (2007) emphasizes that qualitative research is more linked to reflection of practitioners and researchers, linked to analysis of content and changes of real social integration and quantitative study does not change the practise, by contrast, it can even strengthen the defensive potential and actual respondents' reactions.

This research aims to reveal possibilities of the social work / empowerment process in the day center clients / people with mental disabilities experiences aspect. According the purpose of the study and the stages of personal empowerment (according to Lord (q. Gerulaitis, 2007) the research object operationalization was carried out (see. Appendix 1), according to which was designed a questionnaire of 20 questions (see. Appendix 2).

One research method was selected - semi-structured interviews, when necessary and possible questions are pre-planned. Semi-structured interview procedure and structured questions are formalisated only partially. This method has the advantage that it not strictly bondage conversation between the interviewer and the respondent and atmosphere of conversation is free. During the interview the researcher has the opportunity to explain to the respondent one or another question or make clear answer option for him, to make clear what does it mean answers "I do not know", "no opinion" and so on, it is possible to obtain detailed answers, especially to open questions; can be submitted any additional questions (Tidikis, 2003).

Tidikis (2003) believes that the interview should not be understood as a simple answer to the questions. Interview is characterized by the diversity of using and forms. It can be used for many purposes, researching public opinion of the political issues, for psychological therapy purposes or the preparation of data for scientific analysis. Interviews can also be used to understand perspective of individuals or groups. Interviews can take place once, briefly exchanging information verbally and more times, long sessions. This is a very good approximation to human perception, values, case definition and reality construction method. It is also one of the most suggestive measures mutual understanding between people. In order to understand how other people interpret reality, we should ask them so that they could tell their own words, not in those precise categories, which we present to them, to let respondents to unfold so as to reveal the essence of their values.

In the qualitative research, the researcher is the main" tool". Therefore, Girdzijauskienė (2006) believes, the investigator seeks to establish such a connection with the respondent, which would let to respondent freely and safely express their feelings and attitudes.

Conducted a pilot study (Tidikis, 2003), which allowed to check the suitability of the instrument of research. There was a question on the questionnaire submitted several questions similar wording, but it was decided to interview all the questions in the questionnaire to leave the empirical robustness, because they were given a questionnaire in different places.

Interviews with informants went from 45 minutes to 1.5 hours. The study researcher was able to distance herself from possible outside factors affect test results. External validity of obtained research data and findings must be extrapolated to other similar groups, as always, the question arises whether the results obtained with one group can be adapted to other similar cases

(Kardelis, 2002). In this case, it has been studied Lithuanian and Ukrainian study groups and both managed to collect research data. Exercising one of the ways to ensure the validity of results, the qualitative research results were checked along with Lithuania and Ukraine informants in order to ensure that the researcher correctly understood the statements made by (Žydžiūnaitė, 2007).

Ukrainian informants empirical data has been collected by the open-shaped questionaire form (Tidikis, 2003).

The research data were processed using content analysis. Žydžiūnaitė (2005) notes that the main content analysis elements are:

- text reading many times;
- based on key words,releasing manifesting cathegories;
- content of cathegories is divided to subcathegories;
- interpretation of categories and subcategories and proofing the basis of them with the proofs extracted from text.

The aim of qualitative content analysis is to calculate the information in an array of interesting research meaningful units (Žydžiūnaitė, 2005). Qualitative analysis of the research was carried out through multiple text reading, categories splitting into sub-categories of content and their interpretation and justification of text extracted evidence.

The study made use of expert assistance, individual expertise method, when the investigator himself personally turning to his well-known professionals who have expertise on the matter, for consultation, without pre-formed plan conversation. Such a conversation have a pilot target and helps to imagine in detail the issue under investigation, to clarify some of the theoretical and practical research moments rather interpret the words used, provide further direction of research (Tidikis, 2003).

2 Lithuanian experts and 1 Ukrainian expert looked on the adequacy of the questionnaire to the research and looked on the suitability to analysis of responses. After the initial categorization, Lithuanian experts proposed a secondary categorization.

The study complied with the ethical demands. One of the key concepts is the customer's consent to participate in the study, they received information about it in detail. This consent consists volunteerism, full information and understanding (Kardelis, 2002). The study included only those customers who can take such a decision. Before the study subjects were given the time that they could make a decision to participate and explain that it is not required to say what you would not want to say, and that is always a possibility to withdraw from the study. Confidentiality was respected by changing the names of subjects. It is also very important respect to the research participants, they were treated with respect.

2.2. Sample of the research

The study involved people with mental disabilities (clients) - 12 Šiauliai Day Centre clients (informants) - 8 women and 4 men, their average age - 44 years old and 12 Kiev Day Centre clients (informants) - 6 women and 6 men, their average age - 46 years old. The informants were selected using non-probability purposing sampling, which made the formation of an exploratory group of persons with any standard, but their symptoms (Kardelis, 2002). The survey sample is non-representative because they are different individuals than other population, and this sample study findings cannot be applied to the whole population (Klumbienė, Petkevičienė, Tamošiūnas, Grabauskas, q. Kaffemanienė, 2006). The study was conducted in Šiauliai and Kiev, day care centers 2015, February - April.

2.3. Qualitative research data analysis and interpretation

Šiauliai psychiatric day center for people with mental disabilities is established on cost of European Union structural funds. Day Center team of professionals provides comprehensive assistance to persons with mental disabilities, encourages them more effectively integrate to social environment. Its customers are provided with the following services: maintenance therapy - designed to resolve internal conflicts; Movie Therapy - analyzing movie with customers; Art therapy - some creative activities help customers to overcome emotional, mental problems; Dance therapy - is a creative process that helps you better understand yourself; Light therapy - this is mental state improvement by intense light beams; Stress coping - designed to reduce and control the tension level of customer and anxiety; motion therapy - is the therapeutic use of motion; bibliotherapy - reading of a specially selected literature purposeful use in therapy; Music Therapy - targeted systematically organized musical effects and musical experiences, therapist and client relations process that helps maintain mental balance; Computer literacy - designed for customers to acquire new skills in information technology; Everyday skills - to strengthen customer confidence in the task of self; Fair and Safe Medication skills training - designed to learn the correct and safe use of medicines; Legal education - designed to help customers better understand and exercise their rights to obtain mental health services; exhibitions, museums, social service agencies attendance - designed for customer self-sufficiency training, day plan; Cooking - daily skills, promoting food purchasing, meal preparation, nutrition education and etiquette; Autogenic training - is one of the relaxation techniques to help calm down, relax; Woodworking therapy - wood work processes in the workshop organized to every individual personal ability to engage in an activity and wood processing operations; Clay modeling therapy - is teaching and working

process in which the cooperation with persons with emotional stress or other mental health problems; Tailoring therapy - a great tool for self-expression, good to improve patience, accuracy, attention, concentration, imagination and fine motor; Aromatherapy - a scientifically based method of ensuring good health therapy using a variety of odors, which have relaxing or stimulating effects; Multi-sensory therapy - through intensive changing light colors, gets stimulating the central nervous system for enhancer and antidepressant effects.

Day center employs team of 8 professionals. Psychiatric day center employs psychiatrist who diagnoses mental disorders, gives medical treatment, organizes mental health care by the services of experts, informs about mental health care, esteems the temporary incapacity of clients. Medical psychologists provide individual advice, leads group therapy sessions, gives diagnostic prescribed by doctor. Activity specialists of the center lead individual and group therapy sessions. Mental health nurses carry out and monitor the activity and treatment of clients, leads and compile documentation, monitoring compliance with aseptic and antiseptics, organize and implement customer care. A social worker organizes activity, leads and compile documentation, solves social problems, co-ordinate its activities with other institutions. He is also individually evaluates the client's social situation, provides the client with information and advice to help manage the care, welfare, services at home, pension receipt of the documents, information and advice to the client's relatives about the need for assistance and measures to organize and work with customer self-help groups, teaches clients individual skills, writing captures the progress of social services in special register. At one point the day center have access to up to 25 clients. Length of stay is 6 weeks (30 visits).

Ukrainian day center for mentally disabled people are under the authority of the Kyiv territorial medical association (TMO) "Psychiatry". This is a medical - social rehabilitation center. The center provides free social, psychological and medical services for socially insured, full-age persons with psychological problems and mental disorders. Medical - social rehabilitation center employs 24 staff here at the same time have access to up to 60 clients. Staff improve their excellence in seminars, they do writing and implementing projects that improve the quality of services provided. Independent living skills (SILS) program is designed by California Professor Liberman and successfully adapted to Ukrainian conditions. Day center is carried out many different activities and occupational therapies. Center help clients by various psychological thematic sessions: interpersonal problem-solving module, stress management team, personal time planning group. Medical and social problems can be discussed and solved by customers attending medical group and social club. Medical - social rehabilitation center visitors willingly participate in daily skills training groups where to get new skills learning and improving their skills. Workshops engaged in handicrafts, sewing, decoupage, manufactures porcelain products, making beads. For

relaxation there is an art therapy workshop, music therapy, movie club. Actively time you can spend in the classroom doing sports, dance and movement therapy, playing table tennis. Groups hosts a variety of educational games. The center has a group of family members, where customers gather to socialize family members also held training workshops for families. All these services are provided and to comply with employment center staff team consisting of social workers, job trainers, employment therapists, mentors, business teachers, case leaders, psychiatrists, psychologists, nurses, nursing administrator. Medical social worker in social rehabilitation center performs many functions and roles. He may be the case leader and curator, and activity therapist (Dobrova et al., 2012).

2.3.1. Lithuania research data analysis

Data received from Šiauliai day center was analyzed according to four groups of questions. The first group of questions (understanding, awareness stages of the empowerment process, interview questions 1-7) is designed to reveal how is going the collaboration with the social worker, how is going the receipt of new information, how is going understanding of changes in life caused by disability.

After textual analysis of interviews of the study participants about co-operation with the social worker customer experiences survey data presented in Table 1.

Table 1

Cooperation with social worker from the point of view of client's experiences

Category	Subcategory	Illustrative statements	Number of statements
Evaluation of cooperation	Benevolent communication	"Good at communicating with a social worker ..." (I2) "... Friendly communication takes place ..." (I4) "Well, friendly, sympathetic communicate with the social worker (I5) "Good at communicating with a social worker ... '(I7)	8
	Successful cooperation	"... Manage to find a common language" (I9) 'With a social worker do well to cooperate "(I10) "Well in cooperation with a social worker (I11)	5

Customers expectations	Advise - psychological assistance	„I expect from social worker<...>advice<...>" (I6) „I expect from social worker psychological assistance" (I10)	4
	Support-help if problems	„I expect from social worker<...>support" (I6) „from social worker I expect, that if there will be a need or problem he will help<...>" (I7)	3
Assistance provided by social worker	Advise and support	„social worker provided support, encouraged" (I2) „<...>give an advice in personal situations" (I4) „social worker gives counsel when it's necessary<...>" (I8)	3
	Resolving of problems	„social worker<...>help to deal with situations" (I7) „social worker helps, together we resolve problems arising" (I9)	3
		Statements totally	26

(Table 1 continues)

The obtained results (see. Table 1) reveals that the mentally disabled people involved in day center activities involved esteem communication and cooperation with the social worker as a benevolent and successful (n = 13).

From a social worker research participants expect psychological support-advice (n = 4) and support-help in trouble (n = 3). For clients of Day Center social worker provides psychological and social assistance (n = 6). The sub-categories indicate that there are advice to-support (n = 3), problem solving (n = 3). The results reveal that the informants' expectations in day care center have been met. Customers of day center expect from social worker an advice, support, psychological support and social worker it provides, while helping to solve the existing problems.

After textual analysis of interviews of the study participants about new information received from the social worker survey data presented in Table 2.

Table 2

Information received by clients from social worker

Category	Illustrative statements	Number of statements
Information about emotional state control and about health improvement	„I got to know from social worker, that is possible to improve health by aromatherapy, multisensor therapy<...>" (I3) „I got to know from social worker, how to relax, how to fight stress, how to be more joyful<...>" (I5)	2
IT knowledge	„IT knowledge I get from social worker" (I2) „now I know from social worker how to find information on internet" (I12)	2

Information about institutions	„<...>I got to know that there are more institutions providing assistance" (I6) „social worker provided information about center, activities, profit of it" (I11)		2
	Statements totally		**6**

The obtained results show (see table 2), that the day care center clients from the social worker obtain information about the control of emotional state and about health-improvement (n = 2), computer technology knowledge (n = 2), information about institutions (n = 2).

When in the new situation accumulated knowledge is not enough, considered until the solution is found which helps to resume daily life. A person from his experience learns to act not only in the new situation, but also in other similar situations (Jarvis 2001). The newly acquired knowledge helps informants in their daily life to feel more self-sufficient.

After textual analysis of interviews of the study participants about understanding of changes in life caused by disability survey data presented in Table 3.

Table 3

The understanding of changes in life caused by mental disability

Category	Subcategory	Illustrative statements	Number of statements
Aims of clients in day center	Better psychological state	„I want a help to overcome my reticence " (I2) „I want to be <...>, more brave, to know other people better,<...>to understand them, to distinguish good from evil" (I5) „<...>I want to be more self - confident<...>" (I7) „I want to overcome anxiety, that to be peaceful when I'm alone<...>" (I8)	5
	Better communication skills	„I want communication with people, to improve it<...>" (I1) „want to learn<...>better communication with others" (I6)	4
New activities of clients in day center	Drawing	„<...>I found for myself drawing on water, smashing colors, other forms of drawing" (I3) „I like new activity - drawing on water – <...>" (I5) „I like<...>new technics of drawing" (I8)	6
	Molding clay	„I like molding clay<...>" (I1) „like new experience with clay<...>" (I6) „I like<...>molding clay" (I10)	5
Positive feelings of clients in day center	Relax	„I feel I can relax here<...>" (I4) „I feel myself relaxed in the center, forget myself" (I12)	5
	Secure, stable feeling	„<...>feel stability here<...>" (I1) „feel safe here<...>" (I3)	3

| | | | **Statements totally** | **28** |

The obtained results show (see. Table 3), that mentally disabled people involved in the day center activities seek to improve their psychological state (n = 5), as well as better communication skills (n = 4). For the study participants is important to have more faith in themselves, expand their communication capabilities. For customers new day center activities are new drawing techniques (n = 6), pottery (n = 5). These activities encourage customers to actively participate in the creative process, to express their feelings. Positive feelings in everyday activities of the day care center for mentally disabled people are loosening (n = 5), security-stability (n = 3). The study participants during daily activities of the Center may feel relaxed, distanced themselves from their daily concerns. It is also that day center clients feel stability and sense of security, which is important for the improvement of mental health of people with mental disabilities.

The second group of questions (communication and learning phase of the empowerment process, interview questions 8-11) is intended to clarify relationships with other people in the day center, learning new skills, new options.

After textual analysis of interviews of the study participants about relationships with other people and learning in day center survey data presented in Table 4.

Table 4

Relationships with other people and learning in day center

Category	Subcategory	Illustrative statements	Number of statements
Communication with others	Good communication	„<...>communication normal, good<...>" (I10) „positive communication both with staff and other clients" (I11)	6
	Open, supportive communication	„<...>speaking about common problems, troubles<...>" (I5) „<...>with other clients<...>supporting each other<...>"(I12)	5
	Sincere, kind communication	„<...>sincere communication" (I2) „it's warm, friendly communication with others here<...>" (I5)	4
Knowledge and skills acquired	Cooking	„I get new skills of cooking <...>" (I3) „<...>get skills of cooking, now I can make more dishes" (I5)	4
	Drawing	„<...>new drawing techniques<...>" (I2) „I discovered several new techniques for painting<...>" (I6)	3

Roles and duties of clients in day center	Help for staff	„I like to help to social worker in day center<...>" (I2) „<...>I willingly do a job what a social worker asks" (I6)	**6**
	Observer	„I observe others<...>" (I3) „ln the center I am more observing" (I10)	**5**
	Supporter, encourager	„I think I support other people<...>" (I4) „in the center I push others that they would join activities" (I5)	**4**
		Statements totally	**37**

The obtained results (see. Table 4) reveals that clients in day center with other people communicate in good faith (n = 6), an open, supportive way (n = 5). The study participants with other visitors of the center share their experiences, feelings and support each other. This gives for customers the opportunity to know and feel that they are not alone with their different experiences, that others also may have similar concerns and problems. The results reveal that the day center clients have acquired cooking skills (n = 4), as well as drawing skills (n = 3). All people have some advantages, strive to be seen and to that is necessary to pay attention during the provision of assistance (Johnson, 2001). The obtained results show that clients in Day Center are as an observer (n = 5) and maintainer promoters (n = 4) roles. Research participants helps employees, perform their work if requested (n = 6), as well as help others clients by communication and adoption into new environment. Giving responsibilities to customers promotes their ability to build relationships with employees and others, who can help them create a better quality of personal relationships.

The third group of questions (mobilization and operation of the empowerment process, interview questions 12-15) is designed to identify customer contacts during day center activities with other people, involvement in meaningful activities, social activities.

After textual analysis of interviews of the study participants about mobilisation and operating in day center survey data presented in Table 5.

Table 5

Mobilisation and operating in day center

Category	Subcategory	Illustrative statements	Number of statements
Cooperation in activities	Successful cooperation	„I cooperate with others during activities, I think it's OK<...>" (I2) „I think my cooperation during activities is good<...>" (I10)	5
	Empathic cooperation	„<...>I'm interested in what I do and what other do" (I2) „<...>supporting each other" (I6)	3

Clients feelings during activities	Relax	„I feel good and relaxed in activities" (I2) „loosening, forgetting myself< >I feel in activities" (I4) „I feel relaxing myself during activities<...>" (I10)	6
	Good mood	„feel myself really good in activities<...>" (I8) „during activities I feel myself much better" (I9) „participating in activities I feel positive<...>" (I11)	6
	Peace	„calm, concentrated in activities" (I3) „such inner peace<...>" (I6)	3
Clients self confidence in activities	Positive attitude	„<...>I get my self confidence step by step, in activity<...>" (I3) „<...>I trust in center, I'm already used to it<...>" (I4) „<...>when is going well I feel confidence<...>" (I5)	4
	Negative attitude	„<...>when something goes wrong I feel unconfident<...>" (I5) „<...>when something new happens<...>I loose my confidence" (I11)	2
Clients' decision making during activities	Easy decision making	„decision making is easy to me<...>" (I2) „it is easy to make a decision during activity<...>" (I4)	5
	Need support to make a decision	„it is hard to me make a decision I need support<...>" (I3) „it's hard to make decision alone, I need support<...>" (I5)	4
		Statements totally	**38**

(Table 5 continues)

The obtained results (see. Table 5) reveals that clients in day center activities successfully cooperate (n = 5), are empathic (n = 3). Relationship, according to Perlman (cit. Johnson, 2001) is a human energy release, motivation to solve the problem and to accept help. Establish a good working relationship is an important social support element. The study participants taking part in the day care center operating experience feel positive emotions (n = 15). The sub-categories indicate that there are loosening (n = 6), a good mood (n = 6), inner peace (n = 3). The obtained results show that customer's confidence in day care center activities is driving by have been positive in their attitude (n = 4). Confidence reducing factors for day center clients are the novelty and failure (n = 2). Survey participants in daycare centers often experience positive confidence-inducing factors. This shows the willingness of clients to overcome their fears, be positive. The obtained results also reveal that clients decisions regarding the Center's activities are made easy (n = 5) or informants need to be supported (n = 4). This shows that customers are able to make decisions on activities, but they are also necessary to be supported.

The fourth group of questions (contribution to the overall activities of the empowerment process, 16 to 20 interview questions) is intended to clarify the activities in the day center, the newly acquired skills, the importance of the social worker's role in day care center.

After textual analysis of interviews of the study participants about the activities in the day center, the newly acquired skills survey data presented in Table 6.

Table 6

Favorite activities by clients and newly acquired skills

Category	Subcategory	Illustrative statements	Number of statements
Favorite activities	Movement therapy	„I like<...>sport" (I9) „I like sport, sporting games, movement therapy, dance therapy"(I12)	4
	Procedures for health improvement	„I like multisensor therapy, aromatherapy<...>" (I9) „I like<...>aromatherapy, multisensor therapy" (I11)	4
	Art therapy	„I like mostly<...>clay<...>" (I2) „painting is my favorite<...>" (I3) „mostly I like to make decorations of leather<...>" (I5)	4
	Cooking	„cooking therapy is my favorite<...>" (I1) „mostly I like<...>cooking" (I3)	3
New skills' adaptability	Better communication	„I hope it will be easier to get connected with new people<...>" (I2) „my communication became better after trainings and conversations<...>" (I5)	4
	Self-support	„new skills will help in the future, it help self-support for me" (I3) „<...>let to understand that to be brave, to go without fear" (I6) „<...>I learn how to be alone<...>" (I8)	3
		Statements totally	**22**

The obtained results (see. Table 6) reveals that clients of day care center like physical activity (n = 4), health improving treatments (n = 4) - multi-sensory therapy and aromatherapy. Less Lithuanian informants in day care center like artistic activity (n = 4) and cooking (n = 3). The obtained results show that the study participants gained knowledge and skills want to personalize for their objectives: better communication (n = 4) and independence (n = 3). The results show that customers of day care center aims to actively engage in health promoting activities, creative activities, willingly engage in food preparation.

After textual analysis of interviews of the study participants about the social worker importance survey data presented in Table 7.

Table 7

Social worker's roles and kinds of provided assistance in day center

Category	Subcategory	Illustrative statements	Number of statements
Role of social worker	Importance-necessity in day center	„social worker is important,<...>he is necessary" (I3) „social workers<...>necessary in day center, I cannot imagine a work of center without him" (I8) „<...>important, he must be in day center" (I10) „<...>important in center, without him all staff would be hard to operate" (I12)	7
	importance - assistance in day center	„<...>important<...>helps to understand people themselves and to understand others" (I4) „social worker<...>important,<...>keeps all common order" (I7)	5
Assistance provided by social worker	Social support	„I get help,<...> always found outcome" (I8) „I get help from social worker, counsel" (I10)	4
	Problem resolving	„I get help in problemic situations,<...>he first who listens,<...>deciding what to do" (I2) „<...>helps to resolve problems" (I3)	3
		Statements totally	19

The obtained results (see. Table 7) reveals that for clients social worker is an important and necessary (n = 7). He is a assistant to customers, he personally assists and supports by a common order (n = 5). Social worker relevance indicates that between the client and the social worker is mutual understanding. Johnson (2001) states, that for the social worker is an important belief that the customer willing to cooperate and solve problems together, and this belief is based on the employee's knowledge and skills. The obtained results also show that for study participants social worker in problematic situations provide social support (n = 4) and helps to solve problems (n = 3). Social worker and customers seek close cooperation, and mutual support and aid relations are cultivated.

2.3.2. Ukrainian research data analysis

Data received from Kiev day center was analyzed according to four groups of questions. The first group of questions (understanding, awareness stages of the empowerment process, interview questions 1-7) is designed to reveal how is going the collaboration with the social worker, how is going the receipt of new information, how is going understanding of changes in life caused by disability.

After textual analysis of interviews of the study participants about co-operation with the social worker customer experiences survey data presented in Table 8.

Cooperation with social worker from the point of view of client's experiences

Category	Subcategory	Illustrative statements	Number of statements
Evaluation of cooperation	Benevolent cooperation	„communication with social worker goes easy...>" (I1) „with social worker I communicate easy<...>" (I6)	4
	Successful cooperation	„<...>I have good relations with social worker and I like to work with him very much<...>" (I2) „its very kind to communicate with social worker, easy communication, contact is very good" (I7)	3
Clients' expectations	Psychological support	„I expect from social worker psychological<...>support<...>" (I1) „I expect from social worker consultations on interpersonal relations in family<...>" (I2) „I expect from social worker psychological support, which would help me to control my emotional status" (I4) „I want the social worker in center would help to get immunity to stress, to overcome my small fears<...>" (I5)	8
	Moral and spiritual support	„from social worker I expect moral <...>support" (I3) „from social worker I expect<...>spiritual support<...>" (I9)	5
	social - moral support	„from social worker I expect<...>social support<...>" (I1) „from social worker I expect<...>support in difficult situation" (I2)	3
Assistance provided by social worker	Resolving personal-interpersonal issues	„social worker helped to make clear some personal issues<...>" (I5) „social worker<...>moderated<...>modules about resolving interpersonal problems<...> (I12)	3
	Making plan for rehabilitation	„<...>rehabilitation plan<...>was made" (I1) „<...>together with social worker we made rehabilitation plan" (I2)	3
		Statements totally	**29**

(Table 8 continues)

The obtained results (see. Table 8) reveals that clients of Kiev day center esteem communication and cooperation with the social worker as a benevolent (n = 4) and successful (n = 3).

From the social worker survey participants expect the psychological (n = 8), moral-spiritual (n = 5), the social-moral (n = 3) support. Customers of day center are consulted by social worker on personal-interpersonal issues (n = 3), social worker makes rehabilitation plans (n = 3). The results reveal that people with mental disabilities expectations in day care center have been met. Mostly customers from a social worker hopes psychological support. Social worker gives assistance to customers interpersonal issues, decisions, concluding recuperation plans.

The working relationship between the social worker and the client becomes increasingly support by the principle of partnership, social work process is oriented to customer needs.

After textual analysis of interviews of the study participants about new information received from the social worker survey data presented in Table 9.

Table 9

Information received by clients from social worker

Category	Illustrative statements	Number of statements
Psychological knowledge	„I learnt<...>methods how to deal with personal relations" (I2) „from social worker I learnt positive thinking, how to see problem from outstanding position<...> (I5) „from social worker I got to know about family relations<...> (I6) „social worker told me<...>what is manipulation and how efficiently fight it" (I12)	5
Knowledge about health	„from social worker I got to know much new things about my illness<...>" (I1) „I get to know how to improve my health" (I8)	3

			3
Legal information	„from social worker<...>get information<...>about human rights in my situation<...>" (I1) „from social worker<...>got legal information, got to know about rights of customers" (I6)		
		Statements totally	**11**

The obtained results (see. Table 9) reveals that clients of day center during activities from a social worker receives usually a psychological knowledge (n = 5). Here are knowledge about interpersonal relationships, psychological problems. Survey participants from the day care center social worker also receives legal information (n = 3), and knowledge about health improvement (n = 3). Gaining new knowledge and useful information provides to customers of day care center the ability to better focus on their daily lives, a better understanding of the world around them and understand their needs.

After textual analysis of interviews of the study participants about understanding of changes in life caused by disability survey data presented in Table 10.

Table 10

The understanding of changes in life caused by mental disability

Category	Subcategory	Illustrative statements	Number of statements
Aims of clients in day center	Better psychological and physical well-being	„I want to restore my health<...>" (I1) „I want to be more self confident" (I3) „I want never to go to hospital again<...>" (I5) „In day center <...>I want to rise my endurance and stress control" (I6) „I want<...>to improve my psychological well being" (I7)	7
	Working activities	„I want,<...>to be much more active in life, to get a job" (I1) „<...>I want to find a job according to my profession" (I5) „In day center I want to restore my possibility to be employed<...> (I6)	7
New activities of clients in day center	Sewing	„in center I like<...>to attend sewing class" (I4) „in day center I like<...>sewing<...>" (I6) „I like<...>sewing workshop<...>" (I11)	7
	Handcrafts	„I like handcraft, work with porcelain<...>" (I5) „in day center I like handcrafts<...>" (I6)	6
	Decoupage painting	„in day center I like decoupage<...>" (I2) „in center I like<...>painting, decoupage<...>" (I3)	5
	Music therapy	„I like music<...>in center" (I3) „I like karaoke, music therapy in center<...>" (I9)	4

	Sports	„in day center I like<...>sports" (I2) „I like what I do in center : table tennis<...>" (I8)	**3**
Positive feelings of clients in day center	Positive thoughts	„in day center<...>my interest to life comes again<...>" (I1) „it is positive in day center, that I think much about future that it will be better" (I8)	**3**
	Relaxing, calming down	„I feel that I do not close in myself, that I relaxing" (I2) „in day center I feel calm<...>" (I4)	**2**
		Statements totally	**44**

(Table 10 continues)

The results (see. Table 10) reveals that mentally disabled in day center activities hope to improve their psychological and physical status (n = 7), for them are also is very important the ability to work (n = 7). The majority of survey participants enjoy new activities sewing (n = 7), and other handicrafts (n = 6). From art activities it is also distinguished decoupage-drawing (n = 5) and music therapy (n = 4). Customers in daily day Center activity are happy for experiencing positive feelings, the thoughts are positive (n = 3), and relaxation-quieting feels (n = 2). Survey participants in the Day Center hopes to improve their psychological state and physical health. Clients have the opportunity to pursue their hobbies. For the study participants it is very important to restore their job skills and find work.

The second group of questions (communication and learning phase of the empowerment process, interview questions 8-11) is intended to clarify relationships with other people in the day center, learning new skills, new options.

After textual analysis of interviews of the study participants about relationships with other people and learning in day center survey data presented in Table 11.

Table 11

Relationships with other people and learning in day center

Category	Subcategory	Illustrative statements	Number of statements
Communication with other people	Open and trustful communication	„very trustful communication in the center with staff and with other clients" (I10) „its an open communication with staff and other clients" (I12)	2
	Discussing, counseling communication	„with other clients we discuss news<...>" (I4) „professionals advise, with other clients we share thoughts" (I8)	2
	Problem discussion counseling	„with other clients I discuss<...>different problems<...>" (I4) „share our problems, in conversations we find outcomes from our problems<...>" (I5)	2

Skills and knowledge acquired	Handcraft	„in day center I learnt<...>decoupage technics<...>" (I4) „in day center I get skills working with porcelain<...>" (I5) „in center I improved my sewing skills<...>" (I7) „in center I learned to knit socks, worth of glass beads, embroidered cross stitch<...>" (I11)	4
	Emotional control	„in day center I learned new methods, ho to be more calm" (I3) „in day center I learned to control my emotional state much more<...>" (I4) „in day center<...>I learnt to fight stress by writing thoughts<...>" (I5) „I learnt to be more calm, get spiritual peace" (I9)	4
	Resolving of interpersonal problems	„I get some knowledge, how to resolve interpersonal problems<...>" (I1) „in day center<...>I get knew about interpersonal relations in family<...>" (I6)	3
Roles of clients in day center	Participant	„I am here<...>a participant in common celebrations, excursions, groups" (I1) „in day center<...>I am active in different fields" (I4)	4
	Assistant to help	„in center I am<...>helping to prepare celebrations" (I6) „in center I am<...>assistant of painter" (I12)	3
		Statements totally	**24**

(Table 11 continues)

The results (see. Table 11) reveals that among the study participants and other persons in day center going trustful-open communication (n = 2), advising and considering communication (n = 2), and dealing with problems communication (n = 2). Clients of day care center learning the handicraft, to control their emotions, to solve interpersonal problems (n = 11). The study data revealed that clients in Day Center performs participant (n = 4) and assistant (n = 3) roles. The findings indicate that clients with each other and with the day care center professionals communicate openly. This allows customers to discuss unifying personal situations, quickly and effectively solve problems.

The third group of questions (mobilization and operation of the empowerment process, interview questions 12-15) is designed to identify customer contacts during day center activities with other people, involvement in meaningful activities, social activities.

After textual analysis of interviews of the study participants about mobilisation and operating in day center survey data presented in Table 12.

Table12

Mobilisation and operating in day center

Category	Subcategory	Illustrative statements	Number of statements
Cooperation in activities	Assisting cooperation	„<...>we share our thoughts, resolve problems" (I7) „we share experience with other clients" (I8)	4
	Emphatic cooperation	„cooperating in activities with others I do my best not to harm their sensitive state<...>" (I9) „in activities with other clients<...>there are mutual understanding and support" (I10)	2
Clients emotions during activities	Good light mood	„<...>feel light in day center activities" (I3) „I feel good in day center activities and self-confident" (I4) „In day center activities I feel easy, good (I11)	7
	Easiness-comfort	„during activities in day center I feel<...>easy and free" (I2) „I feel comfortable during activities in day center" (I7)	2
Self-trust of clients during activities	Psychologic support, consultations	„to feel self-confident during activities<...>psychological support of professionals helps" (I2) „to trust myself during activities <...>professional advices helps" (I11)	5
	New information	„because of new acquired knowledge I begin to trust myself<...>" (I3) „to trust myself during activities I can because <...>information I got<...>" (I12)	3
Clients' decision making in activities	Making decisions according to aims/mood	„I make my decisions į<...>according to my goals" (I1) „I take decisions about activities according to my mood<...>" (I3)	4
	Making decisions on their own	„I make decisions about the activities on my own<...>" (I2) „when taking decisions in activities I trust on myself<...>" (I12)	2
		Statements totally	**29**

The results (see. Table 12) reveals that the cooperation between the clients in the Center's activity is helping (n = 4) and empathic (n = 2). The obtained results show that clients participating in day center activities are in a good emotion (n = 9).

Human emotions, aspirations, thoughts depends on the effort to overcome major personal conflict between social constraints and biological impulses. A person affected by biological impulses and social constraints, so the main goal of human being is to live that to overcome these constraints (Ralys, 2011). The study participants' self-confidence in day center activities

are promoted by such psychological factors as support-counseling (n = 5) and the new information (n = 3). The obtained results show that the day care center customers make their decisions on activity in accordance with set goals / mood and make that by themselves (n = 6). It's easier to make decisions when people are more self-confident, so the social worker should promote positive customer properties and look for the client's strengths and uniqueness.

The fourth group of questions (contribution to the overall activities of the empowerment process, 16 to 20 interview questions) is intended to clarify the activities in the day center, the newly acquired skills, the importance of the social worker's role in day care center.

After textual analysis of interviews of the study participants about the activities in the day center, the newly acquired skills survey data presented in Table 13.

Table 13

Favorite activities by clients and newly acquired skills

Category	Subcategory	Illustrative statements	Number of statements
Favorite activities	Handicraft	„I like mostly<...>beads piercing<...>" (I1) „in day center I like mostly<...>knitting<...>" (I3) „in day center I like mostly<...>handicraft<...>" (I6)	5
	Musical activity	„mostly I like karaoke<...>music therapy" (I1) „in day center I mostly like<...>participate in concerts" (I6)	4
	Painting	„in day center mostly I like<...>painting<...>" (I3) „I enjoy mostly painting<...>" (I12)	3
	Psychologic training	„in the center mostly I like modules of communication<...>" (I10) „mostly in the center I like<...>stress control module" (I11)	3
New skills' adaptability	Possibility to get a job	„I want to find a job<...>" (I5) „<...>I want<...>to find a job" (I6) „new skills I would like to implement in job activity" (I7) „<...>I want<...>to find a job" (I12)	7
	Better relations in family	„I want to improve my family relations using new skills<...>" (I4) „I want<...>to make better family relations" (I11)	5
		Statements totally	27

The obtained results (see. Table 13) reveals that the study participants in day care center like handicrafts (n = 5), musical activities (n = 4). Day center clients also mark psychological sessions (n = 3) and drawing (n = 3). Mentally disabled expect to adapt acquired knowledge and skills to personal objectives: access to employment (n = 7) and improved family relations (n =

5). Receiving social encouragement, day care center customers can more useful and better realize their desired skills. Anthony, Cohen, Fark (1998) think, that customers trained to get the necessary support, they become independent.

After textual analysis of interviews of the study participants about the social worker importance survey data presented in Table 14.   .

<div align="right">Table 14</div>

Social worker's roles and kinds of provided assistance in day center

Category	Subcategory	Illustrative statements	Number of statements
Roles of social worker	Curator - planner	„social worker in day center is<...>a curator" (I2) „social worker<...>helps to plan activity" (I3) „social worker makes plans for clients, that there would be a discipline" (I8) „social worker is a curator in the center<...>" (I11)	7
	Social support - consulting	„social worker is a consultant in the center<...>" (I4) „social worker is important in the center<...>because he socially supports" (I7) „social worker gives<...>a social support in the center" (I9)	5
	Psychological support	„social worker<...>gives<...>psychological support<...>" (I1) „social worker is important because of psychological<...>support" (I7)	5
	Case leader	„social worker is a case leader in the center<...>" (I2) „social worker is a case leader in the center<...>" (I11)	5
Assistance provided by social worker	Individually family consulting	„social worker if problems in situations consult individually<...>" (I1) „social worker helps to resolve family problems, consults on questions of daily life<...>" (I2) „social worker helps with personal consultations<...>" (I4) „if there is a problem, social worker consults<...>" (I7)	7
	Targeting - keeping relations	„<...>help to keep relations with other staff" (I4) „when there are problems, social worker sends to necessary professional<...>" (I6)	4
	Teaching	„<...>I get recommendations from social worker" (I5) „<...>planning, modeling new behavior<...>" (I12)	3
		Statements totally	36

The obtained results (see. Table 14) reveals that the social worker is an important in the day center because of psychological support (n = 5), and social support (n = 5). The study participants positioning social worker in day center as a planner (n = 7) and case leader (n = 5). The study data show that the social worker in day center gives advice for clients in problematic situations (n = 7), targets and supports connections (n = 4), enables teaching (n = 3). This shows that the social worker's role is an important in day center, it provides customers with a range of

social services, which include counseling for family members, and new skills training, and individual client activity planning.

2.3.3. Research data about social work opportunities for persons with mental disabilities summary in Lithuanian and Ukrainian context

Comparing Lithuanian and Ukrainian research data about how people with mental disabilities cooperate with a social worker and communicate with the social worker, we can say that for participants of research influence of social worker is benevolent and successful. Such opinion have 13 Lithuanian and 7 Ukrainian day center clients. In summary, Lithuanian and Ukrainian customers' of day centers expectations, 7 Lithuanian informants from a social worker expects tips for psychological support, support-help in trouble, Ukraine informants emphasize the psychological, moral, social support (n = 16). Social worker performs a dual role: he helps the client to deal with the problems arising and at the same time maintain the customer's wish to take action. The study data show that both in Lithuania and in Ukraine the study participants link their hopes with social work intervention. The social worker in the Lithuanian day care center advises and supports, together with customer resolves their concerns (n = 6), a social worker in the center of the Kiev daily act on personal-interpersonal issues, including rehabilitation plans (n = 6). One of the key principles enabling social empowerment is customer's involvement in service planning (Motiečienė, 2012). This principle of empowerment in Ukraine day center is implemented.

Ukrainian participants of the research from the day center social worker gets more psychological knowledge than Lithuanian informants. Unlike Lithuanian, Ukrainian study participants from a social worker receives legal information.

Analysing Lithuania and Ukraine research data, for Lithuanian day center clients is the most important to gain confidence and improve their communication, for Ukrainian informants the most important thing is to get a job. In the scientific literature (Daugėla, 2003) empowerment is defined as a process for the human being without certain powers in some life situation, helping to develop specific actions which can more or less help to control over their psychological aspects of social reality. The concept of empowerment is to examine in two aspects: internal / psychological (control sense, responsibility, performance) and situational / social (resource control, interpersonal and work skills).For Lithuanian informants more specific internal / psychological factors and for Ukraine informants - situational / social ones.

In summary, Lithuanian and Ukrainian data shows, that for Lithuanian mental disabled people new activities are art classes (n = 11), for Ukraine mental disabled new activities are operating activities such as sewing and other handicrafts (n = 13). Ukrainian study participants also distinguishes artistic activities in painting and music therapy (n = 9). Lithuanian and Ukrainian customers of day-care centers in their daily day center activities engaged in new art and working hobbies, which promotes to grow, to learn, to experience positive emotions. Customers create an artistic works and this enables them to be more self-confident, this positively affects their psychosocial functioning (Nazarenko 2012). "Strategy on relying on personal strengths shall accept the real problems of the people, but do not treat such problems in pathologic sense, not seeking to give diagnosis" (Johnson, 2001, p. 82).

Lithuanian mental disabled in everyday day center activities are usually experiencing relaxation and Ukraine mental disabilities - positive thoughts. Lithuania day center clients more often experience positive feelings in everyday activities. Ukrainian and Lithuanian research participants positive feelings create favorable opportunities for social empowerment process in day care centers. Nazarenko (2012) said that the majority of people with mental disabilities experiencing communication difficulties, and by operating in a day center they get the opportunity to experience such feelings as security, trust and support.

Comparing Lithuania and Ukraine research data, both Lithuanian and Ukrainian study participants communicate in good faith with specialists and other persons in day center, bu Lithuanian people with mental disabilities are more active in communication (n = 16) than the Ukrainian people with mental disabilities (n = 6). Johnson (2001) states, that communication goals in social work is to collect the information necessary for assistance, to research feelings and behavior, in order to meet the need or solve a problem, to express feelings and thoughts, to create a framework for action, advise, provide direction to possible impact. Both in Lithuania and in Ukraine, day-care centers are being implemented these goals of communication.

By reflecting Lithuanian and Ukrainian survey participants' experiences in the day center, revealed that the Lithuanian Day Center clients mainly acquired artistic skills, and Ukrainian clients mainly acquired psychological knowledge. During all forms of learning, there are forming and developing of the individual's self, soul of a man (Jarvis 2001). These processes have a positive impact on peopple's with mental disabilities activity and their self-promotion. Lithuanian Day Center clients are more active facilitators (n = 6) than the Ukrainian Day Centre clients (n = 3), but Ukrainians are more actively involved in the day center activities.

Ukrainian study participants maximum support in day center receives from a social worker (n = 7) and psychologist (n = 7). It also shows that for customers of the day center these services are very important. Lithuanian research participants feel good, relaxed and at peaceful (n = 15)

in day center activities. Ukrainian participants of the research feels good, easily, freely and comfortably (n = 9) in day center activities. Only unlike Ukrainians, Lithuanian clients of day center experience more positive feelings in activities of the center.

Comparing Lithuanian and Ukrainian survey, Ukrainian study participants experiencing in activities more factors promoting a self-confidence, factors which may lower self-confidence they does not suffer. Lithuanian research participants' factors promoting a self- confidence are more personal in nature, and Ukrainian study participants - arise from professional support and advice. Gold (cit. Johnson, 2001) said, that social workers can be a good motivators of their customers, increasing their sense of self-confidence and help them recognize that they are themselves a potential force that can enforce change. In summary, Lithuanian and Ukrainian informants (Lithuania (n = 5) and Ukraine (n = 6)) make decisions easy, only Ukrainians are more motivated. Lithuania day center clients (n = 4), unlike the Ukrainian Day Center clients need a support to take decisions.

Comparing Lithuanian and Ukrainian survey, Lithuanian research participants mostly like physical activity and health-promoting procedures and Ukrainian informants like artistic activity and mental activity. Ukrainian and Lithuanian day-care centers customers have good conditions for both active and passive activities at day centers. In summary, Lithuanian and Ukrainian survey, for Lithuanian mental disabled new knowledge and skills related with better communication, independence, creativity. These qualities are positive, to achieve personal goals. Ukrainian mental disabled who have acquired new skills and knowledge seek employment and to improve family relationships.

Considering Lithuanian and Ukrainian survey, the majority of Lithuanian Day Center clients social worker is needed, and he is important in day center because he helps. For the majority of Ukraine's day center clients social worker is also important, but as a backer, planner and facilitator in case.

Unlike Lithuania, in Kiev day center rehabilitation plans are drawn up for customers. In social work fundamental principle of approach to client states that when an individual client assistance plan is making the client and its immediate surroundings are regarded as integral whole (Corcoran, 2000). Then the social worker should encourage client participation in all stages of the plan creating process.

In summarizing Lithuanian and Ukrainian research, for Lithuanian research participants a social worker in problematic situations often provide social support, solves problems, sometimes individually advice. For Ukrainian study participants in problematic situations a social worker usually consults, less enables teaching, directing-keeping relations. Lithuanian Day Centre clients in problematic situations from a social worker mainly receives social support, and Ukrainian

customers are consulted. Problem solving is a cognitive process, with steps that need to be implemented to solve that problem. Lithuanian and Ukrainian social workers apply social work intervention methods, it helps to know and deal with problematic situations.

Day care centers for persons with mental disabilities provides new opportunities for self-realization, which encourages customers social autonomy. Social work opportunities in day care center for mentally disabled people are closely related to the cooperative relationship between the social worker and the client. Social work specifics in psychiatric day center requires from social worker different competencies, which might help in social work practice.

Conclusions

1. Analysis of the scientific literature revealed that social participation concept creates social participation character which constructs itself. The development of people with mental disabilities internal and external resources, including them to a variety of activities, these people can become involved in society. Individual's social participation possibilities depend on the participants' mutual understanding, when co-operation relations are created which are needed for personal acceptance and involvement in the community.

   The theoretical assumptions of concept of empowerment in social work revealed that empowerment does not have one definition because it is a conceptual phenomenon and there are various levels of empowerment. Individual empowerment perspective emphasizes the strengthening of self-esteem-building, participation as a service user. However, empowerment is giving the power to make decisions on environment and giving aims. So not only professionals are getting responsibility for the decisions and their implementation, but also the customers.

2. Qualitative study revealed that the process of social empowerment in Lithuanian and Ukrainian day-care centers is progressing well and has developed a good relationship of mutual cooperation both among the customers and between the social worker and the client. Lithuanian and Ukrainian customers of day-care centers in their daily day center activities are engaged in new art and working activities they enjoy, which promotes to grow, to learn, to experience positive emotions.

   Social work specifics in psychiatric day center requires from specialist different competencies, which might help in social work practice.

   For the majority of Lithuanian Day Center clients social worker is needed, and he is important in day center in role as helper. For the majority of Ukraine's day center clients social worker also important, just as a backer, planner and case leader. This shows that Lithuanian and Ukrainian mentally disabled people create with social worker mutual assistance relations based on sensitivity in relationships.

3. Mental day care centers for persons with mental disabilities provides new opportunities for self-realization, which encourages customers social autonomy. Social work opportunities in day care center for mentally disabled people is closely related to the cooperative relationship between the social worker and the client.

For opportunities for social empowerment success Lithuanian mentally disabled people highlights the increased awareness of communication, independence, and Ukraine mental disabilities - access to employment and improvement of relations within the family and psychological knowledge acquisition. Clients in day care centers met answers for these needs. Lithuanian mentally disabled in everyday day center activities are particularly experiencing relaxation and Ukraine mentally disabled - positive thoughts. Lithuania day center clients often experience positive feelings in everyday activities. Ukrainian and Lithuanian research participants positive feelings create favorable opportunities for social empowerment process in day care centers.

4. The study data show that both Lithuanian and Ukrainian study participants link their hopes with social work intervention. The social worker in Lithuanian day center advises and supports, together with customer resolves their concerns, a social worker in the center of the Kiev daily acts on personal-interpersonal issues, makes rehabilitation plans.

Summarizing Šiauliai and Kiev day care centers social empowerment process and the possibilities of social empowerment to succeed, unlike Lithuania, Ukraine's day care center is formed rehabilitation plans for customers, implementing which Ukrainian informants have more opportunities to integrate into a more active social life.

Recommendations

These proposals are intended to Lithuanian and Ukrainian social workers in day care centers.

For social workers in Lithuanian day center:

- To develop social work skills, in social work adopt different models of it, theoretical social work knowledge implement in practise of social work.
- To adopt and implement the principles of psychosocial rehabilitation in day center, to make rehabilitation plans for clients.
- Establish cooperative relations with the social partners, day care centers in Lithuania and in other countries.
- To prepare projects for social exchange programs to implement.

For social workers in Kiev day center:

- Establish cooperative relations with day centers in Lithuania and other countries.
- To share their successful experience on implementing of psychosocial rehabilitation.

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Summary

Darbe atlikta *teorinė* socialinio darbo kaip įgalinimo proceso dienos centre psichikos negalią turintiems asmenims *analizė*.

Suformuluoti *probleminiai klausimai*: Kaip vyksta socialinio darbo/įgalinimo procesas dienos centre psichikos sutrikimų turintiems asmenims? Kokias galimybes socialinio darbo/įgalinimo sėkmei sudaro kasdienis psichikos sutrikimų turinčių asmenų dalyvavimas dienos centro veiklose?

Pusiau struktūruoto *interviu metodu, atviros formos anketa, ekspertų metodu* buvo atliktas tyrimas, kurio tikslas – atskleisti socialinio darbo/įgalinimo galimybes dienos centre klientų/psichikos negalios asmenų patirčių aspektu. Atlikta interviu tekstų, anketinės apklausos *turinio (content) analizė*.

Tyrime dalyvavo 12 Lietuvos dienos centro klientų, psichikos negalią turinčių asmenų ir 12 Ukrainos dienos centro klientų, psichikos negalią turinčių asmenų.

Empirinėje dalyje nagrinėjamos psichikos negalios asmenų dienos centre patirtys socialinio darbo/įgalinimo proceso kontekste.

Svarbiausios empirinio tyrimo *išvados*:

1. Socialinio įgalinimo procesas Lietuvos ir Ukrainos dienos centruose vyksta sėkmingai, yra kuriami geri tarpusavio bendradarbiavimo santykiai tiek tarp pačių klientų, tiek tarp socialinio darbuotojo ir klientų. Lietuvos ir Ukrainos dienos centrų klientai savo kasdieninėje dienos centro veikloje užsiima nauja menine ir darbine jiems patinkančia veikla, kuri skatina tobulėti, mokytis, patirti teigiamų emocijų. Daugumai Lietuvos dienos centro klientų socialinis darbuotojas yra reikalingas, o svarbus dienos centre yra kaip pagalbininkas. Daugumai Ukrainos dienos centro klientų socialinis darbuotojas taip pat svarbus, tik kaip palaikytojas, planuotojas ir atvejo vedantysis. Tai parodo, kad ir Lietuvos, ir Ukrainos psichikos negalią turintys asmenys dienos centre kuria abipusiu supratingumu paremtus pagalbos santykius.
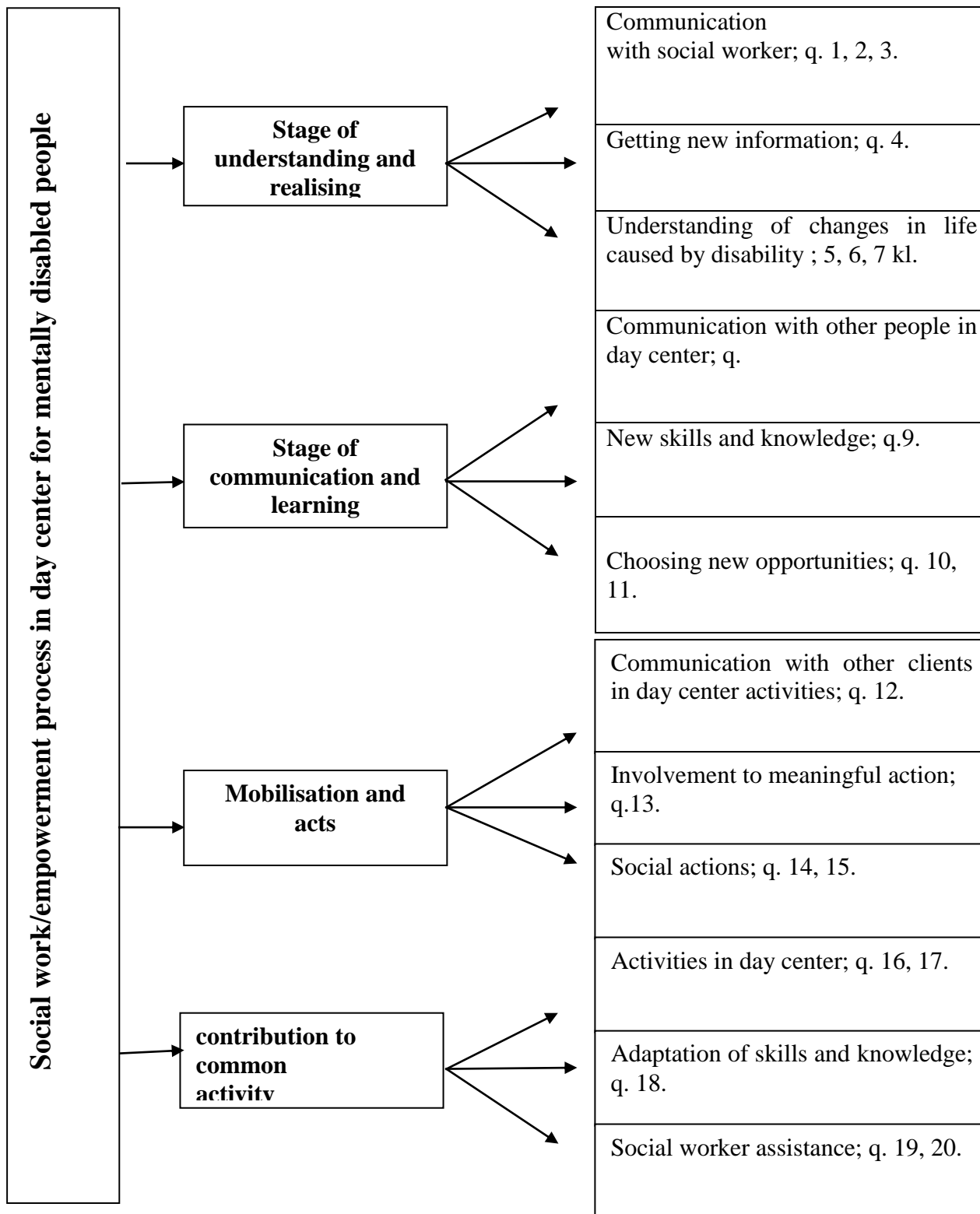
2. Socialinio darbo galimybės dienos centre psichikos negalią turintiems asmenims yra glaudžiai susiję su bendradarbiavimo santykiais tarp socialinio darbuotojo ir kliento. Kaip galimybes socialinio įgalinimo sėkmei Lietuvos psichikos negalią turintys asmenys akcentuoja gerėjantį bendravimą, savarankiškumą, o Ukrainos psichikos negalią turintys asmenys – galimybę įsidarbinti, gerėjančius santykius šeimoje ir psichologinių žinių įgijimą. Klientai dienos centruose šiuos poreikius tenkina.

3. Lietuvos ir Ukrainos tyrimo dalyviai savo lūkesčius sieja su socialinio darbo intervencija. Socialinis darbuotojas Lietuvos dienos centre pataria-palaiko, kartu su klientais sprendžia jų problemas, socialinis darbuotojas Ukrainos dienos centre sprendžia asmeninius-tarpasmeninius klausimus, sudaro reabilitacinius planus. Apibendrinus Lietuvos ir Ukrainos dienos centrų socialinio įgalinimo procesą ir galimybes socialinio įgalinimo sėkmei psichikos negalią turintiems asmenims, skirtingai nei Lietuvos, Ukrainos dienos centre yra sudaromi reabilitaciniai planai klientams, kuriuos įgyvendinant Ukrainos informantams yra galimybė sėkmingiau integruotis į aktyvesnį socialinį gyvenimą.

Esminiai žodžiai: įgalinimas, socialinis dalyvavimas, psichikos negalia, psichikos negalios klientai, socialinis darbas, integracija.

Appendices

Operationalisation

Social work/empowerment process in day center for mentally disabled people		
	Stage of understanding and realising	Communication with social worker; q. 1, 2, 3.
		Getting new information; q. 4.
		Understanding of changes in life caused by disability ; 5, 6, 7 kl.
	Stage of communication and learning	Communication with other people in day center; q.
		New skills and knowledge; q.9.
		Choosing new opportunities; q. 10, 11.
	Mobilisation and acts	Communication with other clients in day center activities; q. 12.
		Involvement to meaningful action; q.13.
		Social actions; q. 14, 15.
	contribution to common activity	Activities in day center; q. 16, 17.
		Adaptation of skills and knowledge; q. 18.
		Social worker assistance; q. 19, 20.

Questionaire

1. How is going on to communicate with social worker?

2. What kind of help You expect from social worker?

3. What did the social worker do to help You?

4. What new information You received from social worker?

5. What aims You want to reach in day center?

6. What do You like to do in day center?

7. What You feel good about daily life of the center?

8. What kind of communication between You and other people (other clients, other staff) is in day center?

9. What kind of new things You got to know or to learned in day center?

10. What is Your role in day center?

11. What duties You would like to have in day center? LT

11. From whom You get the biggest support in day center? Ukraine

12. How is going on to cooperate with other clients for You?

13. How do You feel participating in day center activities?

14. Do You trust yourself during activities?

15. Is it making decisions about activities easy to You?

16. What kind of activities are Your favorite in day center?

17. What kind of other new activities You would like to be in day center?

18. What You think about adapting new acquired knowledge and skills in other environment?

19. What is importance of social worker in day center?

20. What kind of help You get from social worker in problematic situation?