

Online-based Therapeutic Services for Individuals who are searching for new challenges in life

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Abstract: The aim of the present study is to describe the social interests and practical progress, which related with therapeutic services for the individuals, who are searching new challenges in life. In order to achieve this goal, the database from the national statistic institute was cited, especially in the field of social welfare related with children, adolescents and family life. In addition, some examples from DCU are presented for educating expertise in this field for reporting practical progress. The interests as well as the inquiries of demand due to therapeutic service are significantly increasing in last few years. This phenomenon is probably based on some factors such as family relation changes, increased portion of small families etc and unexpected social problems as a consequence. Among them the care of juvenile population in the unstable family relations should be treated with priority. Thus, the large number of expertise is necessary for counseling / making therapeutic service of such population. DCU tries to establish special program for educating expertise in the field of therapeutic services currently. For example, DCU provides Interdisciplinary approach, Transregional approach, and International collaboration etc in order to satisfy nationwide necessity of therapeutic service expertise education. Even though this program is not fully completed, the special program of DCU is a big positive example to fulfill social interests in terms of therapeutic services as well as Life Long & Higher Education.

Keywords: art therapy, online-based, therapeutic services, new challenges in life

I. INTRODUCTION

The online based whole life education system is becoming more meaningful especially in the time of information. Reeducating to adapt such social phenomenon seems to be necessary.

Park (200) defined the 20 C as social safety net era, whereas the 21 C is social risk management era. The target population in the era of social safety net is the small portion of whole population, who are coming from social weak class. However, the risk in 21C is valid for the whole population. Thus, risk management is necessary. For example, the job security is comparably weaker, the employees should train themselves for confronting / overcoming unexpected problems. Also, the network of social risk management is necessary.

One of best examples to avoid high risks from this viewpoint is the lifetime learning and most realizable tool for this is the e-learning. E-learning is not limited spatially or temporally, thus the sharing of information is possible (Park, 200)

The lifetime learning is based on each individuals' willingness to learn / self-directed learning capacity. This doesn't mean alone the collecting / perceiving of

existing knowledge, but this must be related with the capacity to create / treat new information.

The e-learning based lifetime learning includes such factors, so that this should be one of representative tool for preparing newly coming 21C era of risk management network. The e-learning also provides lots of contents, which covers various expertise fields.

The social problems in 21 C is detailed and diverse. However, it is regarded that melting point of problems is lying in the family. The individual definition or understanding about family should be newly formulated.

In order to solve these problems, individual based therapeutic service is recommended. To effectively provide this service, the understanding current social problems and predictions of future problems should be simultaneously done.

For this purpose the database from the national statistic institute was cited, especially in the field of social welfare related with children, adolescents and family life. This might help to understand the newly coming social problems in 21 C. Thus, the necessity of therapeutic service is also emerging. In addition, some

examples from DCU are presented for educating expertise in this field

II. Materials and Methods

The increasing demand of therapeutic services

Some subdivisions were done to effectively understand / organize the change of family relation for better therapeutic services to adolescents / children currently.

1. The change of family relations
2. The future of social welfare services
3. Cases of special-care needed children and their social environment
4. Details of juvenile counseling
5. Types of inner family violence

III. Results and Discussion

Examples of specific programs for educating the expertise for therapeutic services at DCU

Following examples are presented for educating expertise in the field of the therapeutic services at online education institute. These projects are undergoing at DCU currently.

1. Interdisciplinary approach- Collaboration of departments such as playing, art, language therapy as well as social welfare, consulting psychology, special pedagogy.
2. Trans regional approach- Establishing domestic collaboration network due to practice and clinical aims
3. International collaboration-Integrating close relationship with foreign institutes and universities
4. The program consists of theoretical as well as practical, clinical lectures in the form of seminars and workshops.

1. Interdisciplinary approach

For educating expertise of therapeutic service it is important to consider how the similar disciplines are connected. Following examples demonstrate the detailed know-how of interdisciplinary work due to e-learning.

Collaboration with many disciplines

The collaboration of many departments is meaningful especially in the viewpoint of e-learning's self-directed education. Effective e-learning should therefore include effective curriculum to achieve effective learning results (Woo, 2006). DCU provide

some remarkable examples, especially in credit acquisition.

<Interdisciplinary program due to credit sharing>

1. Handout of certificate signed by university president after graduate from the major
2. Acquisition of certificate by achieving credits in non-majors.
3. Expertise training by minors
4. Certificate of non-major through double-major system

Such open learning system is in line with the idea of the expertise of therapeutic service.

< Interdisciplinary program besides credit sharing >

1. For sharing all expertise information regular off-line meetings were planned. It should be done across all students and alumni. The information is for example job opportunity etc.
2. The meeting is recorded as a movie clip and uploaded in the web in order to share this with member, who could not attend the meeting..
3. Seminars in form of tele-conference are also planned to expand the chance to have a direct contact with the teaching personnel.
4. The professional experience is shared with the students by the alumni.

2. Trans regional approach

For educating therapeutic services expertise the relationship with other local organization is necessary.

The sister institutes with DCU can obtain following benefits.

1. Facilitated scholarship if the members of institute want to enter DCU
2. Obtaining students personnel in form of voluntarily participation
3. Supporting many kinds of collaboration
4. Obtaining professional advice

3. International collaboration

In form of developmental aid, the countries, which have already good e-learning system, should have good relations with the developmental countries. This e-learning sharing started from 1980s. But the ingredients of this sharing are changed. The e-learning university system was worldwide challenge projects, therefore there are institutes, which successfully achieved such jobs and also institutes, which did not reach that goal.. The most remarkable difference between success and failure is lying on the sharing of on-line and off-line systems. The successful institutes are for example, open university in England, University of Phenix and nova southernwestern university in US. The examples of success story is presented next.

<Off-line relations>

MOU in form of sister institutes or inviting distinguished scholars were main stream for this purpose

1. Evidence-based Therapy for Children-Adolescents with EBD, March 2009
2. Developmental aid

<Distance learning/ on-line relations>

Supervision service for clinical work by university or departments

1. Supervision of students abroad
Distance learning clinical supervision
2. Collaboration with distinguished scholar groups.

On-line communication is very advantageous, since this method allows sharing information, planning new research works with foreign partners without time delay etc.

USA and Australia, for example, have already e-learning program worldwide due to intensive development of number of contents. This is also valid for therapeutic service. They provide not only therapy program by e-learning, but also examples of experience of professionals by doing on-line seminars and so on. One can obtain on-line lecture related with the appliance of US doctoral licence or German engineering seminar. On the basis of high quality and time /space limit free accessibility of these on-line lectures, the number of persons, who are willing to visit the lecture are continuously increasing despite the high costs.

4. Education program

A main purpose of on-line university is to support / provide the method, which can facilitate the self-directed education to the lecture attendees. Differently to the off-line, real lecture, the program of on-line lecture should be more compact, i.e. lots of animation presentation during the lecture.

The big challenge of on-line lecture is the keeping attention during the seminar of participants. The program should help the participants to concentrate lecture. Simply speaking, the lecture must be interesting.

Csikszentmihaly(1990) suggest nine components of such concentration / attention during on-line lecture.

1. Controlling the lecture difficulty and the level of participants' knowledge
2. Should show clear goals
3. Clear Feedback
4. Perception and doing must be non-separated
5. Concentration on current work
6. Feeling of possibility that one can control his environment and himself during lecture
7. Should not be conscious to themselves

8. Time flow should be differently perceived
9. One must be capable of enjoying such flows

The experience of such concentration has positive influence on self-estimation, learning time, and success rate of learning achievement (Csikszentmihaly, 1993, Hektner, 1996). Therefore, self-directed learning based e-learning program must include some components. Even though there are many research works for increasing the effectiveness of learning currently, the program for educating therapeutic service expertise should be differently approached. Following suggestions will be presented for making better on-line lecture program in terms of therapeutic service.

In terms of searching effective model of education related with the development of self-directed learning, the concentration to the lecture is not only important for understanding the ingredients, but also meaningful for the participants, because this is one of key components by doing therapeutic service. US reports from clinical psychology society (1947) indicate following 15 characters of therapy expertise.

1. Capability as a therapist
2. Creativity and rich resources
3. Curiosity
4. Interest to human beings
5. Intuition to themselves
6. Sensitivity to complex motivation
7. Patience
8. Ability to have good relations with other social partner
9. Continuity and hardness to the pressure
10. Responsibility
11. wit
12. Ability for self-control
13. Clear view to ethical aspects
14. diverse cultural backgrounds
15. Understanding clinical psychology

The commonality between the experience of concentration and ability as a therapist is healthy self-estimation. The experience of concentration affects positively to the self-estimation, because healthy self-estimation is very important to become a good therapist. In addition, the joy of concentration makes the learning interesting. The wit rich therapist can enjoy his therapy time with the patients. The patients are in most cases lack of self-value-estimation and therefore it is very important for them to increase such feelings. The therapist should respect himself for doing this job.

Increasing this feeling by doing feedback in e-learning system based on artificial intelligence from the patients / clients is the main purpose of the therapy. Such system called as Carnegie Learning (2005) is widely used in US; approx. 150,000 middle school boys and girls use this system. This type of on-level-upgraded e-learning system can be exported to other countries.

The on-line university does not have such AI based tutor system yet, they are trying to develop similar system by doing LMS and LCMS. DCU also has special program for this. The lecture consists of theory, practice, clinical work, and supervision, which related with the credit acquisition. The self study consists of seminar, workshop and case study etc.

1. Course with the credit acquisition

This course consists of theory, practice, clinical work, and supervision. Theoretical work is available in 100% on-line. Clinical work is based on the application after completing video lecture. After learning some cases through videos some practices should be done. This includes self-report and reports about other persons. Voluntarily work in any social welfare organization should help such learning. Overall, the clinical work includes meta-cognition, controlling motivation and behavior.

The student should be able to setup goals and plan whole procedure. The lecture of planning, controlling includes such facts (Chung, 2008). The student can with the help of LMS service can control his own plan, learning progress in weekly base. In addition, he can also successfully achieve the lectures.

Other important fact, the feedback between student and teacher can be easily done by using LMS system. The web-blogs includes Q&A etc and this will help simultaneous interaction for both parties.

The student can ask help to his teaching personnel actively and this of course includes progress controlling.

This might be helpful for the future job opportunity for the students.

The supervision service also aimed to educate good therapeutic service expertise. Supervision can be accompanied with advice of the field experts.

2. Self study (non-credit)

Seminar
Workshop
Case study
Voluntary work

Non credit self study provides free to the students and alumni. This study includes identical ingredients to credit one and this is available for both on and off line. The students in DCU are distributed all country area even abroad, thus the regular seminars, Seminar, workshop, case study, voluntary work are organized by the university administration.

IV. Conclusions

The present work demonstrates the growing social interest in terms of online therapeutic service in Korea. The existing literature data and governmental statistics were cited as a social /environmental background. DCU

as one of the online education organization is now trying to setup special program for educating expertise of therapeutic service.

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