



REPORT

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**THE REPORT FROM THE  
FIFTH NATIONAL SCIENTIFIC  
CONFERENCE – CHILD AND FAMILY:  
*PSYCHOLOGICAL HELP IN CRISIS***

**JÓZEFÓW – 23<sup>rd</sup> APRIL 2024**

On 23<sup>rd</sup> April 2024, the WSGE University of Applied Sciences in Jozefow (Sienkiewicza 4, 04-510 Józefów) hosted the fifth National Scientific Conference – Child and family: *Psychological help in crisis*.

The conference was held in a hybrid mode – in the building with the possibility of online access. The aim of this Conference was to exchange views, research results, but above all, practical experience on providing such support, including psychological assistance, during crisis experiences. The aim was also to develop practical solutions related to providing the assistance.

The fifth National Scientific Conference on *Child and Family: Psychological Help in Crisis* was important for both science and practice in the area of bringing help in the times of crisis. The conference brought together experts from various fields, including psychology, pedagogy, and social sciences, fostering an interdisciplinary approach to crisis intervention. This collaboration enhanced the depth and breadth of discussions, enabling a more comprehensive understanding of crisis phenomena and responses. By integrating innovative research with practical applications, the conference bridged the gap between theory and practice. This was crucial for developing actionable strategies that practitioners can implement in real-world settings, thereby improving the effectiveness of psychological and pedagogical support. The conference addressed pressing issues such as youth in crisis, adaptation crises of refugee students, and the role of values in overcoming crises. By focusing on current and relevant topics, the event provided timely insights and solutions that are directly applicable to today's societal and educational challenges. Presentations on topics like universal design in education and the use of modern technologies in intercultural classes introduced innovative teaching models. These models promote inclusivity and can significantly enhance the quality and accessibility of education, benefiting students from diverse backgrounds and with various needs. Discussions on supporting vulnerable populations, such as children with developmental trauma or those affected by war and fake news, underscored the importance of targeted psychological and educational interventions. This focus is critical for developing specialized support mechanisms that can effectively address the unique needs of these groups.

The conference was organized by the WSGE University of Applied Sciences in Józefów in cooperation with the Faculty of Pedagogical Sciences of the Cardinal Stefan Wyszyński University in Warsaw, the Department of General

Pedagogy, and the Department of Family Pedagogy of the Institute of Pedagogy of the John Paul II Catholic University of Lublin. The conference was organized under the patronage of the Christian Pedagogy Section of the Committee of Pedagogical Sciences of the Polish Academy of Sciences.

The conference was part of a project co-financed by the state budget granted by the Minister of Education and Science under the program *Social Responsibility of Science II – The contemporary image of Polish society in science and public debate*.

The event began with a ceremonial welcome of guests and participants conducted by the Rector of the university – prof. Magdalena Sitek. Then, we had the opportunity to participate in an interesting plenary session entitled: **The diversity and multidimensionality of contemporary crises and their etiology – the role of pedagogy, education, and resocialization in the face of contemporary challenges.**

During this part of the Conference, distinguished speakers and experts delivered their presentations:

- **Assoc. prof., retired chief inspector Iwona Klonowska**  
WSB University in Dąbrowa Górnicza: *Young people in crisis and the psychological and pedagogical assistance. Possibility or fiction?*
- **Rev. prof. Marian Nowak**  
The John Paul II Catholic University of Lublin: *Values, goals, and ideals in the process of overcoming crises and in the resocialization.*
- **Prof. Iwona Niewiadomska**  
The John Paul II Catholic University of Lublin: *A challenge for Polish teachers: adaptation crises of refugee students from Ukraine.*
- **Prof. Tomasz Korczyński**  
The Educational Research Institute in Warsaw: *Universal design in education: a progressive teaching model.*
- **Ph. D. Iwona Szewczak**  
The John Paul II Catholic University of Lublin: *Have the courage to educate! – a response to the crisis of the modern school.*

The presentations delivered by above-mentioned scientists at the conference are of significant importance for both science and educational practice, as they addressed key challenges and propose innovative solutions for modern education. Prof. Iwona Klonowska highlighted the critical importance of psychological and pedagogical support for youth in crisis, which is crucial for the mental health and educational success of students. Rev. Prof. Marian Nowak emphasized the role of values and life goals in overcoming crises and in resocialization, which is highly significant for educational work and building healthy school communities. Prof. Iwona Niewiadomska presented the challenges related to the adaptation of refugee students from Ukraine, which is extremely important in the context of their social and educational integration. Prof. Tomasz Korczyński proposed a model of universal design in education that promotes inclusive teaching and can significantly improve the accessibility and quality of education for all students. Dr. Iwona Szewczak called for the courage to take action to overcome the crises of the modern school, which is essential for its reform and adaptation to the changing needs of society. Each of these presentations offers valuable insights and recommendations that can lead to real changes and improvements in the education system.

During this segment, the conference partner – the Information Point of European Funds (CPI) presented a paper on the topic: *European Funds in the financial perspective 2021-2027*. The representative of the institution, Ms. Magdalena Adamczyk, discussed the rules for using the funds and drew attention to the possibilities of using them by educational institutions and universities.

The second part of the Conference included parallel thematic panels in which the representatives of different scientific institutions delivered their speeches and presentations.

The first panel of the conference, titled ***Child and Family in Times of Crisis***, featured several important presentations addressing various aspects of crises affecting children and families. Katarzyna Pardej, Ph.D., discussed parents' attitudes towards career counseling in primary schools, highlighting the need for effective career guidance from an early age. Alina Paklerska, Ph.D., explored the impact of fake news on children, emphasizing the importance of media literacy. Elżbieta Kręcisz-Plis, Ph.D., addressed social support for mothers raising children with epilepsy, underlining the necessity

of community and institutional support. Małgorzata Wielądek, M.A., examined the challenges faced by children with developmental trauma within the Polish education system, advocating for tailored educational approaches. Ewa Lubina, Ph.D., presented on children's perceptions of war and the need for psychological assistance. Renata Bronisz, M.A., discussed how auditory processing disorders affect children's mental health. Dr. Wioletta Wróbel-Delegacz, Ph.D., focused on the dangers of self-aggression in cyberspace, stressing the need for online safety measures. Finally, Mikołaj Budniak, M.A., analyzed how crises in the music industry can be leveraged to influence underage audiences, pointing to the broader cultural implications of industry shifts. Together, these presentations provided a comprehensive look at the multifaceted nature of crises and their impact on children and families, offering insights and solutions for educators, parents, and policymakers. The panel moderators were Ewa Lubina, Ph.D. and Katarzyna Pardej, Ph.D.

The second panel, titled *Support and Help During the Crisis* provided critical insights into various forms of support needed during crises. Angelika Kleszczewska-Albińska, Ph.D., highlighted the importance of providing comprehensive support to families with children who self-harm or have suicidal tendencies, stressing the need for specialized interventions. Aleksandra Jędrzysek-Geisler, Ph.D., discussed the crucial role social organizations play in the acculturation process of refugee children from Ukraine, emphasizing community support in easing their integration. Hanna Lewandowska, M.A., underscored the importance of enhancing teachers' competencies in crisis intervention, advocating for better training and resources. Beata Jerzak, M.A., shared insights on effective management decisions in crisis situations within educational settings. Anna Krajewska, Ph.D., presented the Christian community of Cenacolo as a model of support for individuals in crisis, highlighting faith-based community support. Magdalena Wałachowska, Ph.D., discussed the role of the Association of the Holy Family in supporting families, illustrating the impact of Catholic social organizations. Waldemar Grądzki emphasized the significant role of social organizations in supporting children during crises, calling for greater collaboration and resource allocation. Maria Kocór, Ph.D., highlighted the need for psychological support for educators, drawing from her research on stress and professional burnout, and stressing the importance

of mental health support for teachers. Finally, Aleksandra Lukasek, Ph.D., advocated for mediation as a tool for constructive dialogue among children and youth in crisis, promoting conflict resolution and emotional support. The panel was moderated by Aleksandra Lukasek, Ph.D., and Maria Kocór, Ph.D.

The third panel, moderated by Artur Banaszak, MA, titled *Help and support during global unrest through the eyes of students of pedagogy, psychology and other social sciences and humanities fields* provided valuable insights. Artur Banaszak highlighted the challenges posed by social media to educating children about values, stressing the need for vigilance and new strategies in value education. Dorota Biały discussed the potential of recognizing and nurturing individual talents as a holistic approach to addressing various challenges faced by children. Natalia Odzimek explored the perceptions of psychology and pedagogy students regarding the support provided by school pedagogues, emphasizing the importance of effective school-based support systems. Agnieszka Chwierut and Wioletta Zalewska examined the phenomenon of gender dysphoria among young people, underscoring the need for sensitive and informed approaches to this issue. Patrycja Domańska, Albert Belniak, Ada Szarzyńska, and David Manukyan analyzed the use of modern technologies by teachers in intercultural classes, highlighting the benefits and challenges of technology integration in diverse educational settings. Stanisława Nazaruk, Ph.D., along with her students Paulina Kisiel, Gabriela Semeniuk, Tytus Tusiński, and Karolina Kopysz, shared examples of peer relations among refugee children, offering practical insights from teaching practice on fostering inclusivity and support. Joanna Waszczuk, Ph.D., and her students Julia Chudowolska, Natalia Kuszneruk, and Katarzyna Melaniuk discussed strategies for supporting child development in intercultural groups, emphasizing the importance of culturally responsive teaching.

After those three remarkably interesting sessions, we closed the conference. First, the moderators of individual sessions made a brief summary of the sessions they conducted. Then, the AWSGE Vice-Rector for Education – assoc. prof. Małgorzata Such-Pyrgiel, thanked all participants and invited them to participate in subsequent editions of this scientific event.

Conferences are about the scientific discussion. But it is also the opportunity to cooperate with local environment. Therefore, during the Conference,

an award ceremony was held for the participants of competition named: **EVERYONE IS DIFFERENT, EVERYONE IS IMPORTANT**. It was an art competition organized by the WSGE University in Jozefow in cooperation with the DW Creative Activities Workshop on the occasion of World Autism Awareness Day. The competition was focused on primary school students. Its aim was to sensitize children and young people to the problems of people with disabilities. The inclusion of an art competition and the award ceremony highlighted the conference's role in engaging the broader community and raising awareness about issues related to disabilities and crisis support. Such initiatives promote societal sensitivity and inclusiveness, extending the impact of the conference beyond academia.

The conference provided an opportunity to exchange views and develop practical conclusions which should help educational institutions in providing comprehensive pedagogical and psychological assistance in times of crisis. The conference played a pivotal role in advancing both scientific knowledge and practical approaches to crisis intervention, fostering a collaborative environment that can lead to meaningful improvements in the support provided to children and families in crisis.