

ABSTRACT

The aim of this thesis is to map the work of a psychologist in facilities for children requiring immediate help (FCRIH). The partial aim of the thesis is to compare the work of a psychologist in FCRIH with the work of a psychologist in school facilities of institutional and protective care. In the theoretical part the thesis deals with the system of alternative care for children and describes the various forms of care. After that the theoretical part focuses on FCRIH itself, especially the legislative framework of these facilities. The following chapter is focused on children in FCRIH and thus defines the work of a psychologist in these facilities in terms of the content of his work. The last chapter of the theoretical part focuses on psychological care in FCRIH and school facilities of institutional and protective care in order to compare them. The practical part was processed qualitatively through online questionnaires for directors and psychologist of FCRIH and subsequently semi-structured interviews with FCRIH psychologists were conducted. The research has mapped areas of psychologist qualifications, psychological work in facilities with an emphasis on psychologist collaboration with other employees, changes following the introduction of Quality Standards, and compares the work of a psychologist in different facilities. The mapping revealed a difference in psychological work in the individual facilities, not related to the type of facility. Although the most common requirements for the position of psychologist in terms of qualifications and the most common work have been mapped, there are considerable differences in all mapped areas.

Key words:

facilities for children requiring immediate help, replacement child care, CAN syndrome, psychological deprivation