WORKING WITH INDIVIDUALS AND GROUPS
(DSW03)
(M.A. SOCIAL WORK)

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Lesson -1

Social case work – a Method in Social Work

1.0. Objectives:

The objectives of this lesson are to define social case work and explain case work as a method in social work.

Contents:

1.1. Introduction
1.2. Definition
1.3. History
1.4. Assumptions
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1.1. Introduction:

Social work is one of the methods of social work. It aims to find individual solutions to individual problems. The focus of casework is on the individual. People face difficulties arising out of personal or environmental factors. Consequently it may lead to their malfunctioning or maladjustment in society. Where the individual fails to function in a useful and acceptable manner, the social caseworker helps him to remove his difficulties. The social caseworker functions at the individual level.

1.2. Definition:

Richmond (1917), who gave a scientific status to case work, defines social case work as one consisting of "those processes which develop personality through adjustments consciously effected, individual by individual, between men and their social environment".

Regensurg (1938) considers case work as a method of "measuring against reality the client's capacity to deal with his problems or pieces of it, while the worker helps him to clarify what the problem is and enables him to think of different ways to solve it".

According to bowers (1949), "social case work is an art in which knowledge of the science of human relations and skills in relationships are used to mobilize capacities in the individual and resources in the community appropriate for better adjustment between the client and all or any part of his total environment".

Hamilton (1951) says that case work is "characterized by the objective to administer practical services and offer counseling in such a way as to arouse and conserve the psychological energies of the client – actively involve him in the use of the service to ward the solution of his dilemma".

According to Boehm (1959), social case work intervenes in the psycho-social aspects of a person's life to improve, restore, maintain or enhance his social functioning by improving his role performance.

According to Linton B. Shift, social work is an art of assisting the individual in developing his capacities to deal with problems he faces in his social environment.

Social case work may be defined as the art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment. Later definitions emphasized that the problem is essentially the client's own and that the client is actively and responsibly engaged in its solution.

The various definitions that have been advanced, bring out its salient features; that it is an art of helping individuals to work out better relationships and adjustment; that it is a method of helping people individual by individual, to tackle effectively the various problems confronting them and that it is a way of helping individuals to use their own resources, both material and psychological, for the treatment and prevention of social problems.

1.3. History:

Individualisation in social problems began largely with the persons who needed relief. The work of St. Vincent De paul in 16th and 17th century and of Ozanam in the 19th century through the art of friendly visiting helped to individualise people at home. Edward Denison, sir charles Loch, Octavia hill, the English leaders developed to a high point the theory and practice of personal service, personal responsibility and careful study of each case in our own times. Mary Richmond set out the first rational and systematic approach to the analysis of individual social situation. Prof. Garrett points out that the attempt to modify the client's personality is not a recent and revolutionary undertaking of case workers but an evolutionary development from the beginning.

The oldest function of case work was to supply practical services or to manipulate the environment to help the client towards the successful adaptation. The case worker realized that the forces of the unconscious are also factors in human behaviour; they also recognized that personality and character are essential in reconstruction efforts.

1.4. Assumptions:

The following are the main assumptions in all the accepted definitions. (1) The individual and society are inter-dependent. (2) social forces influence behaviour and attitudes; (3) problems are psycho-social; they have inner and outer aspects; (4) problems are inter personal that is more than one person is likely to be involved in the treatment of the individual; (5) the client is a responsible participant at every step in the solution of his problems; (6) the worker- client relationship is also used to achieve the ends of treatment, (7) it is also assumed that the worker will have to enable the client to release his own capacities for change and growth (8) only when the worker is well grounded psychologically, he can help the client to mobilize his feelings in the direction of growth and adaptation to reality.

In case work the client is stimulated to participate in the study of his situation, to share plans, to make an active effort to solve his problems, using his own resources and what ever community resources are available and appropriate.

The nature and amount of help that the worker is to give the client depends upon the nature of the person and the nature of the problems. It is easy to deal with self-directing person and enable him to change his own situation. It is equally easy to deal with obvious difficulties like external trouble as they can be remedied through practical services. If the person is not well, weakened, seriously handicapped, the worker must give him more support in his effort. Change in attitudes and mores car just be effected by creating new conditions within which, new experience and satisfaction may occur.

1.5. Limitations:

Social casework as a method does not often attempt total personality reconstruction or total environmental manipulation. However, modifications of attitudes and behaviour may be possible. Casework cannot free its clients completely from their disabilities. However it may help them live within their disabilities, with the help of social compensations under certain circumstances. Casework can mitigate or even prevent some of the crippling effects of deprivations.

Treatment is the sum of all activities and services directed towards helping an individual with his problem. It is concerned with relieving or solving the immediate problem brought to the case worker's attention. The treatment shall be in the mutual interest of the client and community. As case work is one obligated not only to help the person, satisfy his social needs but also it stimulated the client to release his capacities for continuing efforts to create a better social environment for human beings. The obligation towards preventive action is also implied in programmes of mental Hygiene and Welfare.

The client can be motivated to attempt to change the situation by an educational process. Change in feeling can result from a major experience, such as happy marriage through greater physical or mental suffering through a significant relationship with one or more persons or through religious experiences.

1.6. Relation with other Methods :

There is a close relationship between case work and the other methods of social work. The methods or techniques of social work are different approaches to the problem. There are individual needs and individual solutions, group needs and group solutions, community needs and community solutions and mass needs and mass solutions. Consequently, social casework, group work, community organisation and social action were developed respectively.

Modern social work has been described as " a professional service to people for the purpose of assisting them as individuals or groups to attain satisfying relationship and standards of life in accordance with their particular wishes and capacities and in harmony with those of the community"(Trecker).

We may define Social work in terms of the methods it employs in working with individuals, group and communities. Social case work, group work and community organisation work are these methods.

Social case work is one part of a methodological whole. It makes a contribution to the whole of social work, yet it stands alone as well. It cannot be said that group work or case work or community organisation work is any more important or any less important. All three are needed and all three are related.

Social case work, social group work and community organisation operate as the chief methods, in the profession of social work. Social work is defined as " a professional process of working with individuals, groups, and communities to meet social needs". (Trecker). All social workers work with individuals, whether they may be the case workers, group workers, community organisation workers. The degree to which they do so depends on the setting in which the work is carried on.

The objectives of case work, group work and community organisation work are not basically different. The principles which underly the three methods are surprisingly alike. The worker must accept the individual, or the group or the community at its level of development. The worker must begin his work at the point of need as defined by t   individual, the group or the community. In case work, group work and community organisation woɪ৲, respect for the integrity of the individual is of importance.

1.7   Agency settings:

The agency settings in which these methods are practiced may be different. Some agencies are primarily devoted for providing specialized services to individuals (on one by one or case by case basis). Other agencies concentrate their attention on more general needs of individuals in groups. Other focus their efforts on problems of social welfare planning. Thus case work is related to other methods of social work in several respects. These methods may differ from one another in their approach to the problem. They deal with the problems on different levels mainly the individual, the groups and the community. However, they are not water tight compartments. One method may involve other methods for instance community involves work with the groups so also group work involves case work. Work with group involves work with the individual. While meeting general needs of individuals in group, the worker must bear in mind the particular needs of the individual and group also. The group worker from to time studies the particular needs of the individual and helps the individual in an individual way to enable him to participate actively in the group activity. Thus the methods are related to one another.

1.8.   Case work as a method:

As a method of social work profession, case work seeks to help individuals in a systematic way based on knowledge of human behaviour and various tested approaches. Every professional's help has two components: one, his professional skill and knowledge, and the other his personal characteristics and experiences of life. A physician will help only with physical problems, a teacher with educational problems and a lawyer with the legal problems. Social workers help the total individual i.e with every aspect of life which in any way, is detrimental to his living a full life.

Social case work enables an individual to obtain a higher level of functioning through face-to-face or person-to-person intervention. The case worker helps the client to act in order to achieve some personal / social goals by utilizing the available resources. Case worker's knowledge and expertise and material resources are used (as tools) to inject strengths in the client to enable him to change his difficult situation.

Intervention occurs when the person realizes that his role performance is hampered and threatened. The intervention takes place through a professional relationship between the case worker and the client. Social case work involves assessing the internal and social factors which impair the person's role performance. The case worker helps the client to use the psychic and social resources at his disposal to reduce malfunction and to enhance functioning in social roles.

A person performs some role. All his functions are directed to fulfill some role. The case worker may mainly aim at restoring, maintaining or improving the person's functioning, using his knowledge of human behaviour, skills in communication and relationships and the available resources.

Social functioning means functioning in different roles one has achieved or has been assigned by the society. Bartlett (1970) defines social functioning as "the interaction between the coping activity of people and the demand from the environment". The caseworker does not offer help to the person only at his personal request. Help is offered at the instance of his relatives, public agencies (Police, hospitals etc.) and community members. The case worker will work not only with the client but also with those people who are in some way important for solution of the person's problem.

Help is offered through a particular process called as study, diagnosis (assessment), formulation of goals and planning, treatment, evaluation and termination. Taber and Taber (1985) use sipron's formulations which are termed as (1) engagement, (2) exploration, (3) planning, (4) intervention, (5) evaluation and (6) disengagement. Engagement is equivalent to intake, exploration to study, planning involves assessment and planning for action, intervention is equivalent to treatment and evaluation is done after intervention, followed by termination (disengagement).

Thus, social case work is a helping process to effect a change in the client's behaviour systematically to enable him to realize his potentials for " living a personally satisfying and socially useful life". In this process of helping the client, he offers concrete (protective) services including money and materials, modifies his environment, strengthens his capacities, develops an attitude congenial for growth, effects the desired change in his life style and maintains his emotional equilibrium.

1. 9   Summary:

Social case work is one of the methods of social work, it aims to find individual solutions to individual problems social case work as a method does not often attempt total personality reconstruction or total environmental manipulation. There are certain assumptions of social casework. The nature and amount of help that the worker is to give the client depends upon the natur   of the person and the nature of the problem. There is close relationship between social case work and other methods of social work. The agency settings in which these methods are practiced may be different.

As a method of social work profession; case work seeks to help individuals in a systematic way based on knowledge of human behaviour and various tested approaches. Social case work enables an individual to obtain a higher level of functioning through face-to-face or person-to-person intervention. Social functioning means ' : 'ctioning in different roles, one has achieved or has been assigned by the society, Help is offered 'r· ,ugh a particular process called, study, diagnosis (assessment), formulation of goals and planning, treatment, evaluation and termination.

1.10 Key words:

1. Social case work
2. Assumptions.
3. Agency settings

1.11 Model Questions

1. Define social casework. What are its assumptions and limitations.
2. Explain social case work as a method of social work.

1.12 Reference Books:

1. Batra, Nitin, 2004 : Dynamics of social work in India, Raj publishing house, Jaipur
2. Hamilton, Gordon (1951): Theory and practice of social case work, Newyork Colubbia university press.
3. Upadhyay, R.K. (2003) : social case work – A therapeutic approach, Rawat publications Jaipur and New Delhi.

Values and Principles of case work

2.0. Objective:

The objectives of this lesson are to discuss the values and principles of case work.

Contents:

2.1 Introduction:

Social case work is an individual approach to help individuals. As a method of social work profession, it seeks to help individuals in a systematic way based on knowledge of human behaviour. Every individual has various needs (psychological, physical and social). To fulfill his needs, he has to interact with different types of people and face different environmental conditions. Unfavourable physical conditions make human functioning difficult. An individual under these stressful conditions, seeks help some times from near and dear and some times from the professionals like social workers. The professional helper uses his professional skills and knowledge. The social case worker helps the needy individual to meet his needs or solve his problems, using his professional skills and knowledge.

2.2 Values:

Social case work (or social work) values have roots in the democratic system. These values are certain ideas which are useful to anyone engaged in social work practice. Since these values are found lacking in socialist countries like china, practice of social work is not being adopted in those countries. The following are some of the values of social case work (or social work).

1. Every individual has inherent worth and dignity:

This is one of the values of democracy. Social work skills are based on democratic values and methods. An individual is treated with respect. An individual is worth caring for the simple reason, that he is basically an individual, and he is a human being. He is capable of contributing his mite to the growth of society. Keeping in view this value, that social workers attend to the needs of every individual irrespective of the considerations of class, caste or creed etc. They serve every one without discrimination. Every individual has inherent worth and dignity, whatever be his handicap and problem. He should be respected with whatever problem or handicap, he approaches the case worker for help. He should get all possible help to live a socially productive life.

2. Right to self-determination:

The individual is to decide for himself what is best for him. Any change in the attitude of the client should come from within himself and not from without. The case worker will have to counsel or

guide him only. The ultimate decision rests with the client. The case worker will assist the client to change himself and work towards a solution of his problems. The client will have to participate in the solution of his problems. The case worker will help the client to pool the psychological and material resources of the client besides the community resources to solve the problem for making the client's personal and environmental adjustments. The caseworker as a counselor will mobilize the energies of the client for effecting the changes in himself and the environment. The case worker will help the client to obtain not only material assistance but also as a 'therapist' is involved in using the relationship for solving the problems of the client.

3. "Every individual is the primary concern of society, has potential for and the right to growth"

Society has concern for every individual. The individual has potential and the right for growth and development. Society has the responsibility to provide equal opportunities to every individual to actualize his self. Equal opportunities will have to be provided to every individual without consideration of class, caste and creed.

4. "Every individual, in turn, has to contribute to the society's development".

In turn, the individual has obligation to contribute his mite for society's development, assuming his social responsibility. He has to discharge his functions and perform his social roles honestly. He has to act properly and adequately in his social roles with commitment and sincerity. Since the individual is using the resources for his growth and development, it is his bounder duty to serve the larger interests of society.

5. The individual and society in which one lives are interdependent.

Society cannot exist without individuals. Without society, the individual cannot fulfill his basic needs. Both are interdependent. The individual develops his personality only in the society. Society is a web of social relationships and interaction, of the individuals. We cannot think about the society without individuals, nor we can think about the individual without the society. The individuals contribute for the development of society and the society helps the development of the individual.

6. Basic human needs have to be met by services:

Basic human needs are to be met by services to all sections of the people irrespective of race, nationality, religion, caste etc., Human needs are common to all for survival and sustenance of life. By rendering services to all sections of the people, these basic needs of food, shelter, water and other necessities of life are to be met.

2.3 Principles of social case work:

Principles are certain statements which guide our professional action. These principles are to be kept in mind in working with the client. The following principles guide the worker in his case work practice.

1. Principle of Acceptance:

In professional relationship, the case worker should have unreserved acceptance of the client with all his problems, stren.'ths and weaknesses. Whatever the problem of the client, the case worker should accept him. Whatever be the background and temperament of the client the case

worker has to accept him. We have to accept the client as he is, irrespective of his problem, behaviour, conduct or situation. Acceptance does not mean approval of his actions and behaviour violating the norms and values of the society. We may not accept the un toward act of the client but we accept the person. If there is need for change of the heart and mind of the client, that change should come from within him. By accepting as he is, the worker assists him to have better understanding of himself and his situation. If the client's behaviour is unacceptable and objectionable, outright rejection of his behaviour rubs the client on the wrong side and the worker cannot get cooperation of the client. The worker accepting the client, gradually works on the strengths of the client and help him to overcome his weaknesses.

2. Principle of confidentiality :

Every one wants to keep his personal matters confidential. He will not divulge his personal matters unless it is beneficial to the person. The case worker should protect the privacy of the client. The client will repose his confidence in the worker, if the information given by him to the worker is not leaked out to others. Once the client loses his confidence, the professional relationship between the worker and the client will break down. In the Indian families, unlike their western counterparts, the wife should not give information to the worker without the knowledge of her husband and in-laws. There are certain personal matters in between the wife and husband which should not be divulged to the worker. For the purpose of solving the problem, if the client gives that information to the worker, he should keep it confidential. There are many limitations and restrictions in the Indian families to share their feelings and emotions with the case worker. The case worker should keep in mind the principle of confidentiality in dealing with the client's personal and family matters.

3. Principle of Relationship (Rapport):

Case work process is based on purposeful relationship between the worker and the client. The professional relationship is purposeful in the sense that it is established between the worker and the client for rendering the service asked for by the client. The relationship is terminated when once the purpose is served. This relationship is established to help the client resolve the difficulties. Such a relationship in professional terminology is termed as 'Rapport'. Unless rapport is established, case work process will not be effective. The relationship has to be positive to be effective. Rapport is a kind of relationship between the worker and the client which creates a congenial atmosphere in which the worker accepts the client and the client accepts the worker's help. The case worker should win the confidence of the client. This is possible only when the case worker touches upon the feeling tones of the client. In case of more complicated psycho-social problems, this kind of positive relationship is of great importance. Without establishing rapport with the client, the case worker cannot help the client to solve his problems.

4. Principle of Resource utilization:

Society has resources and facilities. It is the responsibility of society to provide facilities for self actualization of its members. The individual on his part contributes for the development of society. In recognition of his contribution to society, services are provided to the individual. There are orphans, destitutes and handicapped who are not cared for by any one. The case worker has to utilise the personal resources and the resources of the community, agency resources and resources of the relatives of the client to help the client. Resources may include money, Material, Power and influence, talents and capabilities etc..

5. Principle of Right of Self-determination:

This principle is based on democratic value. Every one has the right to decide for himself his life interests. The individual has to decide for him self which course of action he has to take for enriching his life. The people according to this principle, have right to choose their own government. Case worker cannot impose their decision on the clients. They give this right to the clients to decide and take the best possible action in his self-interest. The client knows himself better than others what is best for him. The case worker is an enabler only to assist the client to take the best possible decision and action in a given situation. But case worker should realize that this right has limitations in case of children, Mentally retarded and the psychotics. If this right is given to them, they may harm themselves.

6. Principle of self-awareness:

In case work situation, the worker should be aware of his own subjective feelings, prejudices, personal preferences, likes and dislikes. He cannot impose his own views and attitudes on the client. The case worker cannot substitute his own values, norms etc. for professional values. He cannot impose his own values and the norms on the client. In fact the worker should

I.   Be aware of his own attitudes, personal values and norms etc.
II.   Accept his own feelings of aggression.
III.   Be aware of his own Motivation to save, punish or deprive the client.
IV.   Be aware of his own family relationship and not to impose the same on client's family situation

Self awareness helps the case workers to avoid subjective considerations and helps them to use only professional values and norms. It also helps the workers to be objective and Non-judgmental in their approach.

7. Principle of purposiveness of Behaviour:

Every behaviour is functional and serves useful purpose. Behaviour includes verbal and Non-verbal. The behaviour of the client expressed in the case work interviews should be analysed and assessed (diagnosed) to plan a realistic approach to help the client. The inappropriate behaviour of the client may be replaced with an appropriate one. Assessment of the behaviour of the client reveals the personality of the client or his situation or about the nature of their interaction. The case worker understands the purpose behind the behaviour of the client and also the problem behaviour of the client and plans to help the client to solve his problem.

8. Principle of Requirements of Agency practice and settings:

the case worker should know the requirements of the agency practice and its limitations and he has to explain the same to the client to avoid frustration to himself and the client. The case worker should know the policies and procedures and also the settings in which the agency is operating. Settings like psychiatric, or correctional or family welfare have their unique problems because of their very nature. The agency and the settings have their own dos and don'ts, material resources, nature of services, legal requirements and sanctions etc., which are to be utilized for the benefit of the client. The case worker should have proper knowledge about the requirements of the agency practice. He has to explain the same to the client for avoiding unnecessary confusion.

9. Principle of Beginning where the client is:

This principle has been derived from Gestalt therapy. The principle helps us to know what the client is experiencing. It tells us what the client wants and what he feels at the moment. His feelings are as important as any other objective fact. Knowing these may give further clues to deal with the client's problems effectively. The worker should start his interview, " with the concern of the person or with their felt needs". (Johnson, 1983).

10. Principle of Individualisation:

Individuals have similarities. Every individual is similar to others in many respects. But there are dissimilarities also among individuals. There are certain characteristics which are unique to an individual only. This uniqueness is due to the fact that individuals have differing background, psychological and constitutional differences. The Bio-psycho-social factors and environment and their inter-play gives a certain shape to personality which is unique to the person. It is this uniqueness of the individual that is responsible for his special ways of behaviour in social situations and the special help he needs. The case worker deals with every individual client in an individual way because, his problems are different and his situation is unique. The worker will help every client as an individual who is unique. His problems and needs are special to him. Every individual has unique requirements.

Similarly, the situation of the client, his problems, his adjustment, his life-style, his ego strength etc. are unique. Thus individualization reminds one to pay attention to the specific needs, problems, situations and resources and capacities of each client.

2.4   Summary:

Social case work is an individual approach to help individuals. Social case work (or social work) values have roots in the democratic system. The following are some of the values of social case work (or social work).

1.   Every individual has inherent worth and dignity;
2.   Right to self-determination;
3.   Every individual is the primary concern of society, has potential for and the right to growth;
4.   Every individual, in turn, has to contribute to the society's development;
5.   The individual and society in which one lives are interdependent.

Principles are certain statements which guide our professional action. The following principles guide the worker in his case work practice.

1.   Principle of Acceptance;
2.   Principle of confidentiality
3.   Principle of Relationship (Rapport)
4.   Principle of Resource utilization
5.   Principle of Right of self-determination
6.   Principle of Self-awareness
7.   Principle of purposiveness of Behaviour
8.   Principle of Requirements of Agency practice and settings
9.   Principle of Beginning where the client is
10.   Principle of Individualisation

2.5 Key words:

1. Self-determination
2. Acceptance
3. Confidentiality
4. Individualisation

2.6 Model Questions

1. Discuss the values of social case work (or social work)
2. Explain the principles of social case work

2.7 Reference Books:

1. Batra, Nitin (2004)   : Dynamics of social work in India, Raj Publishing house, Jaipur.
2. Upadhyay, R.K (2003) : Social case work- A therapeutic approach, Rawat publication, Jaipur and New Delhi.

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Lesson-3

Components of Casework:
(Person, Problem, Process and Place)

3.0. Objectives:
The objectives of this lesson are:
    To explain the components of case work.
    The person as a component
    The problem as a component
    The process as a component
    The place as a component
    To explain their interrelationship

Contents:
    3.1. Introduction
    3.2. Person
    3.3. Problem
    3.4. Process
    3.5. Study
    3.6. Social Diagnosis
    3.7. Treatment
    3.8. Rehabilitation
    3.9. The Place
    3.10. Summary
    3.11. Key words
    3.12. Exercises
    3.13. References

3.1. Introduction:
    Components of case work situation comprise the person, the problem, the process and place and their relationship with one another. Client is a person with a problem in a difficult situation. The worker has to deal with the client, agency having policies and programmes. Along with the client the worker enters the process comprising a study, diagnosis and treatment. The goal of case work depends upon the goals of the client and effective adjustment between client and environment.

    Case work situation comprises the components of the person, the problem, the process and place and their relationship with one another.

3.2. Person:
    In case work, it is necessary to know more about the person. Persons have no doubt resemblances to some other people. But no person is like any other person. Persons differ from one another in many respects. It is his individuality or uniqueness which he brings to his problem situation consciously or unconsciously. The problem the person is having at present is the result of his past. It is the outcome of his personal, psychological and social experiences. The present has roots in the past. The way he is going to function in the future and seeks solutions to his problems in future depends on his present. Thus a person's past, present and future are all interwoven into the nature

of the problem. Thus a person's problem is many-sided and multi-dimensional. The multi-dimensional view of the person and his problem are to be understood by the case worker for effective helping process.

The case worker should realize that human behaviour is always meaningful and purposeful. What seems insignificant to others may have meaning for the client. The problem of the client may not be significant for others. But the problem and the needs of the client are important for the client. The client is trying in his own way to solve some problem as he sees it. The causes of the problem are linked with the clients personality make-up. Hence it is necessary on the part of the case worker to understand the behaviour patterns of the client for helping him to solve the problem.

Structure of personality:

According to Freud, there should be balance between the three distinct drives within the personality i.e. 'id', e'go' and 'super-ego' if there is no balance between these three distinct drives within the personality, there will be imbalance in the personality. According to him, 'id' represents the basic human drives which crave for satisfaction, for example, hunger, food, sex etc. when these drives are satisfied, there is release of tension. If they are frustrated, the tension will increase. The expression of these drives is not acceptable to the society, unless they are expressed in a manner which is approved by the society. The superego is the voice of the conscience. It gives a signal positive or negative to satisfy one's basic urges and drives. The prohibition and encouragement given by ' super-ego' in individual actions generally develop into a scheme of values. It is the 'super-ego' that filters the primitive and animal drives in us. This is the process that we consciously or unconsciously absorb the society's norms as indicated by approval or rejection.

The 'ego' is 'I' part of the personality which weighs and balances the urges of the 'id' and the instructions of the 'super-ego'. The urges of the 'id' will have to be modified in the light of the sanctions of the 'super-ego'. The 'ego' has to decide finally what is desirable and how he should function in the given situation. It is the balance achieved between these different urges and the harmonious functioning of these that leads to balance in a person's socio-personal functioning. The absence of the balance between these different urges will lead to the malfunctioning of the person in the society.

Defences:

Defences are resorted to by the 'ego' for defending itself. When the 'id' urges one to do something which is wrong, the ' super-ego' says 'No'. If the 'ego' decides to take course from the super-ego' and decides not to do it, the 'id' is frustrated. The 'ego' will use the sense of self esteem and moral satisfaction by not doing the wrong thing which the society has not approved. It will use the satisfaction, or the feeling of doing the right thing in order to compensate for the satisfaction lost in refusing the urges of the 'id'. On the other hand, if the counsel of super-ego is not followed and one goes ahead according to urges of the 'id' impulse, he has to give justification for his action. In this situation, 'ego' will protect itself by resorting to defences or rationalization. They are used to wash away the sense of guilt which the 'super-ego' imposes for going against its directions. The super-ego inflicts punishments or awards, rewards for either going against its dictates or for following the same.

The satisfactory functioning of any person in socially acceptable manner depends upon the proper and balanced functioning of 'id'. 'ego' and 'super-ego'. Hence the understanding of personality

structure alone will help the case worker to gauze the full meaning of the reactions and behaviour of thet client, on the basis of which alone can the client be helped to function better and effectively.

Client:
The client is a person under stress. He may be in personally painful situation or in a culturally deviant and therefore socially threatening position. A recently arrived immigrant, an unmarried mother and a delinquent adolscent, all are in socially deviant roles, such persons are in need of help. They may come to a social agency for help, or they may be referred to special agency. The case worker finds himself face to face with such persons; the clients have socially unsatisfying modes of adjustment. They have personal social imbalances.

Worker- Client relationship:
To modify imbalances, client –worker relationships are the medium of change in the case work method. The clients goals and capacities would influence case work goals. The client worker relationships may also be influenced by what the society expects from the agency. The goal of case work is to enable the client to enjoy more satisfying, effective and acceptable experiences in the social situation in which he finds himself. This goal may be achieved through effecting changes in the clients environment or social living situation. An effective dynamic balance between the person and his social world is restored; thereby personal social imbalances are removed.

In order to establish such client – worker relationship, case workers must be able to use skillfully knowledge of human behaviour in stressful situations. Such knowledge is to be found in psychological theories. Such knowledge should include some awareness of biological theories of maturation and growth.

3.3. Problem:
The changing nature of the problem and the shifting nature of the reactions of the client to various facts of the problem make the process of study itself highly fluid. The problem of the client is not a static entity. It goes on changing in accordance with the changes in the individual or his environment. The strengths and weakness of the client, his hopes and fears in relation to the problem are not definite. They will have their own trends of ebb and flow. Hence the study also must have a changing content, varying approaches and shifting emphasis in relation to the problem-situation. Human nature being what it is, everything changes every now and then particularly in human problems. The case worker must be skilful in dealing with the problem and the person, to understand. Whether the problem is the result of personal failings, environmental pressures or both of these in their interaction to each other.

In order to get the information about the problem, the client is the best source to give it. If the we get the information from the client, he develops greater sense of security and confidence in the case worker. Formerly, there was reliance on other sources of information other than the client. It was believed earlier, other sources of information are objective and the client's source is subjective. It is wrong to think that other people know about the client's problem better than the client himself. Those people may know the external manifestations of the problem. The problem can be solved only by using the internal and external resources of the client. The feelings of the client are more important because, ultimately he alone has to solve his problem with the help of the case worker. The client may not be communicative and he may have distorted picture about the problem. But for his feelings and reactions about the problem, the client is the primary source of information.

In the case of clients afflicted by serious types of mental or functional difficulties, we may get supplementary information from others and to verify the facts. When we get the information from others, from collateral sources such sources are considered secondary sources. If other people are involved in the problem of the client, say for instance the family members, it becomes necessary to contact them and get the information. But one should not give an impression to the client that the case worker is contacting the person who gave the client the trouble all the while; It is necessary to obtain information from collateral sources. But the misunderstandings and misgivings of the client should be minimized by making the client participate in selecting the sources and keeping the information confidential, and it is to be used for him and not against him.

3.4. Process:

The case work process includes various steps i.e study, diagnosis and treatment. As in the case of medical profession, in a social case work situation, these steps are taken to resolve the problem of psychological nature. For a doctor these steps are definite and they can be taken in sequence. But for a social case worker, these steps cannot be followed in a sequence, because, they are not clearly marked off. They are in a fluid state. A case worker's diagnosis may be fluctuating in the light of new factors and the treatment process will have to be readjusted.

The study of the case means getting factual information about the situation. The case worker from the very beginning is involved in fact finding missions. He studies in detail the n ture and extent of the problem and also its social and personal implications. He studies whether th . pr- lem is due to the in competency of the client or environmental factors. For getting the inforr :ti, ` the first and the best source is the client himself; the case worker will also depend on collatera sc: :es, other than the client

Diagnosis means case worker's interpretation of the situation. It is the hypothes.s that the case worker arrived at on the basis of information he has gathered from all the sources. It is the professional opinion about the problem of the client. For the sake of clarity and understanding, the case worker formutes the hypothesis. The diagnosis may be revised from time to time depending upon the changes in the situation. Diagnosis is not static in the sense, that it can be revised in the light of the new facts. That does not mean, it is not methodical diagnosis is a realistic, frank and scientific attempt to understand the needs of the client, using the most significant data available.

3.5. Study:

The study should be comprehensive to include the manifold manifestations of the problem. The study cannot be done in a stereotyped manner. The reactions of the client to the problem and the internal and external pressures exerted on the client need to be studied. The objective facts of the situation and the subjective feelings of the client must be assessed. The nature of the client's problem must be studied in all its dimensions. The study should focuss on how the problem affects the socio-personal functioning of the client, the use of internal and external resources to cope up with the situation. The case worker while studying the case, will examine whether the nature of the problem and the kind of services asked for are within the purview of the agency. In the beginning, the emotions and the feelings of the client are tense. The client generally gets confused at the time of approaching the case worker. His hopes and fears, likes and dislikes make him what he is and make the problem what it is today.

The case worker has to make use of his skills in making the client feel secure and confident. The client must be enabled to come out of his difficulty, using personal, agency and community

resources for tackling the problems. The use of principles of case work like acceptance, emotional support will greatly help. But these principles may not be of universal application in all cases. And also these principles need not be used in a sequence. There should be intelligent use of these principles in the appropriate situations.

In the course of study, the case worker is able to make initial assessment or diagnosis of the client's current, relevant past and possible future modes of adaptation to stressful situations. It requires an analysis of social, psychological and biological determinants of the client's current stressful situation. The case worker develops hypothesis for understanding the client in his situation.

3.6. Social Diagnosis:

There is need for gaining knlwledge of the individual and the family situation. By interviewing the client, the case worker will study the past history and the present situation. He will conduct investigation for establishing facts of personality and the situation. Then diagnosis is to be made on that basis. The case worker has to make tentative assessments for the clients, current, relevant and future modes of adaptation to stressful situations. The case worker and the client will work together to consider possible adjustments and changes in the clients immediate physical and social world. The diagnosis reformulates as the case worker and the client engage in corrective action or treatment. Changes and modifications in diagnosis may lead to modifications in the goals for treatment.

Diagnosis is the professional opinion of the case worker, as he makes an assessment of the client- problem situation. The case worker will make his objective appraisal of the person in relation to the problem. He will also identify the fundamental needs of the client and also indicate the manner of meeting the same. He arrives at the professional opinion after gaining an insight into the behaviour and inner conflicts of the client. In research, the study of a personal or social problem ends with the study. But in case work, the study is purposeful leading to diagnosis and problem-solving effort.

Interviews:

Interviews are widely used in all branches of human behaviour. In case work interviews are used as a basic skill for eliciting information from the client. It is one way of dealing with the problem in a skilled manner. It is not possible to make generalizations with respect to the reactions of the clients to the interview. The reaction of each person in a given situation will naturally differ from person to person. A person will react positively given some encouragement. We can anticipate the behaviour of the clients and their reactions and proceed with the interviews. Much depends on the worker-client relationship and the rapport – established with the client.

Non - Judgmental Attitude:

The case worker must be able to understand human behaviour and the reactions of the client, using all knowledge of behavioural sciences. One should not condemn the behaviour of the client simply because, he exhibits antagonistic and non-cooperative attitude. The caseworker can understand the significance of the behaviour pattern of the client against his Social and personal background. Caseworker can understand the significance of the behaviour pattern of the client against his social and personal background. Case workers own views, feelings, values should not influence the assessment of the client. The client should not be branded as bad or good on the basis of his assessment of the client. Even the concepts of good' and bad' are relative concepts. The person who is considered may be good in some respects. The person who is considered good may be bad in some respects. The non-judgmental attitude helps the case worker to understand the behaviour and reactions of the client more objectively without the influence of the worker's subjective

feelings and values and assessment. The case worker should not label anything good or bad or indifferent viewing the situation of the client from his own angle.

3.7. Treatment:

Treatment has different steps and techniques. The case worker should plan the treatment according to the nature of the case. The treatment plan varies according to the change of the client, problem, situation etc. we use some techniques in treat case work treatment. They include, (i) Support; (ii) Clarification; (iii) Insight; (iv) Identification; (V) Resource Utilization; (vi) Evaluation; (vii) Environment modification.

i Support:

Here the case worker will give all the support to the client including material assistance, moral and emotional support to improve his weak personality. He will establish a good and strong relationship with the client. The client will share his feelings and problems with the case worker. The clients personality will be respected. Simply because, one has become a client and approaches the case worker for help and assistance, the ᵃase worker should not look down upon him. He should have respect for the personality and dignity of the individual.

ii. Clarification:

In case work, clarification process takes place by gathering the information relating to the client's personality, family background, personal history, family history etc. from this, the case worker will get the past background of the client's childhood, his life style and the personal situation. The personal history of the client will clarify the situation personality and the problem of the person.

iii. Insight:

The case worker tries to find the real cause of the problem. For example, the client is a drug addict. The case worker will try to know what made the client a drug addict. He will gather information from the client, his family members, friends and neighbours. The case worker will go deep into the mind of the client and finds out the root cause of the problem. The case worker will create more confidence to his client. It is a confidence improving step.

iv. Identification:

The case worker will try to identify the personality and the problem of the client. He will also identify the strengths and weakness of the client. If he identifies the strengths and weakness, it becomes easy for the case worker to help the client to solve the problem. The treatment will be planned according to the strengths and ability of the client. The case worker totally identifies his client's personality and prepares treatment plans accordingly.

v. Resource utilization:

The case worker will utilise all possible resources for helping the client. The case worker uses Yoga and other meditation techniques for improving the personality of the client. In some cases, the case worker will find a job for the client if he is unemployed. The case worker may arrange a loan to his client for self- employment. The case worker will make use of all the resources available to him. To improve the client's situation, it is the duty of the case worker to help the client to overcome his own problems.

VI. Evaluation:

After completion of the above techniques, the case worker should evaluate his work with his client. For this purpose, he has to record his work with each client. This would help the case worker

to know his mistakes if any. He can rectify those mistakes in other cases. He has to evaluate each and every step in the case work process. If the work is not satisfying, he can make corrections. Through this evaluation, he can do better follow-up. Follow-up becomes essential in case work process. Through evaluation, the case worker can improve his abilities and correct his mistakes in future.

vii. Environment modification:

Even if the problems of the client are solved with the intervention of the case worker, the problems again may arise. The case worker should make the environment suitable for his personal growth and development. For example, with the help of case work intervention, a drug addict has stopped taking drugs. The family members may not accept or believe it. The case worker can give counselling to the family members by series of counselling sessions and change the opinion of the members about the client. Then the environment is modified and it becomes a better environment for the client to overcome his problems.

Treatment is based on the study and diagnosis. They indicate whether the problem is the result of personal or environmental factors, whether the problem would be solved by material or psychological assistance. The type of services given by the case worker can be divided into direct and indirect help.

Direct and indirect help:

Helping the client with specific service, or material assistance, or working with environmental factors to enable the client to function better is indirect help. Here directly very little is done with the client.

In direct treatment, the focus is on the client, the case worker directly works with the client. The root of the problem lies with the client. The nature of direct help is psychological in the sense that the problem is defective functioning of the person. A person may have normal abilities and capacities, but he may have excessive fears and anxieties which prevent him from functioning normally. Here the problem is nothing to do with the enviroment. The case worker has to work with the client directly to understand the reasons for the anxiety. The case worker nas to create self-confidence in the client and use his strengths, to function better. By indirect help, we mean material assistance and using agencies and institutions for providing services to the client. Direct help means psychological support and help for the client.

3.8. Rehabilitation:

Rehabilitation is also one of the components of case work. This is important in case of alcoholics and drug addicts. The family members may not accept them. The case worker should help the client to support himself. That is to say, the case worker has to try to get him employment or help him for self employment. If the child is an orphan, the case worker has to accommodate the child in an orphanage or arrange for adoption by some childles parents. It is the responsibility of the case worker to rehabilitate his clients by providing to them suitable placements in agencies, helping them to engage themselves in self employment and arranging referral services.

3.9. The Place (Agency):

Social case work is traditionally practiced through an institution or agency. The agency may be private or public, large or small. Some of the agencies in which case work is practiced, are hospitals, courts, social welfare departments, child guidance clinics, schools etc., the agency according

to perman (1957), may be either in primary or secondary settings. Primary settings are those in which case work is used as a major means of administering their services. In secondary settings case work is used as a supplementary service to the major services rendered by other professional groups like physicians in hospitals etc., thus social case work services are rendered as major services in primary settings like welfare agency; community service and family counselling centres. In secondary settings, case workers are to supplement the services of other professionals like psychiatrists, psychologists and doctors. In both the settings, the case workers try to achieve the objectives of the agencies. In both the settings, he also collaborates with others like physicians and teachers etc.

' The agencies function with certain objectives. The case worker functions in those agencies, promoting those objectives. The case worker is linked in this process with the community. The objectives and values of the community are carried out and executed by these agencies. Say for instance the objective of the community is to promote awareness about AIDS among the people. The agency will utilise the services of the case workers to work with the HIV afflicted patients. The agency executes the objectives of the community through the case workers. The case workers will work within the purview of the agency. Thereby agency functions put some limitations on the use of case worker's services. One may find such limitations in psychiatric hospitals, probation services, rescue homes etc., the limitations are because of the policy of the agencies. The nature of the services of the agency may help or limit the effectiveness of case work services.

Agency is a social system. It is an organisation made up of sub-units, small groups and individuals. Expectations of other professional and officials are source of conflict for case workers. Agency functions are affected by the expectations of funding agencies, community and clientele, professionals bodies and other welfare agencies. Agency functioning is also affected by various socio-economic forces, e.g. social, economic trends, political forces, government regulations etc., Agencies may be understood in terms of its purposes, objectives and values, its financial and material resources, governing bodies, staff and the clientele. To understand agency as a social system, one should understand the persons who influence the interactions and decision making in the agency.

There is close relationship between the components of case work. The worker and the client are closely related to one another as evidenced by the worker – client relationship. The functions of the worker are rejected by the functions and programmes of the agency. The worker and the client are involved in the process namely study, diagnosis and treatment. Both worker and the client engage in appropriate treatment. Thus the components of case work are related to one another.

3.10. Summary:
Components of case work situation comprise the person, the problem, the process and place (Agency) and their relationship with one another. The client is a person with a problem in a difficult situation. In case work, it is necessary to know more about the person. According to Freud, there should be balance between the three distinct drives within the personality i.e. 'id', 'ego' and 'super-ego'. Defenses are resorted to by the 'ego' for defending itself. The satisfactory functioning of any person in socially acceptable manner depends upon the proper and balanced functioning of 'id', 'ego' and ' super –ego'. A client is a person under stress. To modify imbalances, client – worker relationships are the medium of change in the case work method.

The changing nature of the problem and shifting nature of reactions of the client to various facts of the problem make the process of study itself highly fluid. The problem of the client is not a

static entity. It goes on changing in accordance with the changes in the individual or his environment. In order to get the information about the problem, the client is the best source to give it. If we get information from the client, he develops greater sense of security and confidence in the case worker. The problem can be solved only by using the internal and external resources of the client. The feelings of the client are more important because, ultimately he alone has to solve his problem with the help of the case worker.

The case work process includes various steps i.e; study, diagnosis and treatment. As in the case of medical profession, in a social case work situation, these steps are taken to resolve the problem of psychological nature. The study of the case means getting factual information about the situation. Diagnosis means case worker's interpretation of the situation. The study should be comprehensive to include the manifold manifestations of the problem. In the course of study, the case worker is able to make initial assessment or diagnosis of the client's current, relevant past and possible future modes of adaptation to stressful situations. Diagnosis is the professional opinion of the case worker, as he makes an assessment oft eh client – problem situation.

Treatment has different steps and techniques. They in clued 1) support, 2) clarification 3) insight, 4) identification, 5) Resource utilization 6) Evaluation, 7) Environment modification. Rehabilitation is also one of the components of case work.

Social case work is traditionally practical through an institution or agency. The agency may be private or public, large or small. The agency may be either in primary or secondary settings. The agencies function with certain objectives. Agency functions put some limitations on the use of case worker's services. Agency is a social system.

There is close relationship between the components of case work. The worker and the client are closely related to one another by worker-client relationship. The worker and the client are involved in the process namely study, Diagnosis and treatment. Both worker and the client engage in appropriate treatment. Thus the components of case work are related to one another.

3.11. Keywords:
   a) id, ego, super-ego
   b) Diagnosis
   c) Non-judgmental Attitude

3.12. Exercises:
   1. Discuss the components of case work-person problem, process and place.
   2. Explain case work process- study, Diagnosis and treatment.

3.13. References:

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LESSON – 4

CASE WORK PROCESS : STUDY, DIAGNOSIS AND TREATMENT

1.0 Objective:

The aim of this lesson is to explain social case work process. At the end of the lesson the student will be able to understand the concept of case work process and the various components there in.

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4.1 Introduction
4.2 Study
4.3.Diagnosis
4.4 Treatment
4.5 Summary
4.6 Important terms
4.7 Model Questions
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1.1. Introduction

Social case work is the medium through which social work service are provided to the individual to enable him to come to grips with his problem and lead a normal life. For this establishment of relationship with the client normally called rapport is essential. Report refers to making the client feel at home so that he will be enabled to contribute his best in the process of finding a solution to his problem.

1.2. Study

When the 'client' comes to the worker or to the 'agency' (normally case work services are provided in the frame work of an agency) the client will be 'accepted' for rendering help after the determination of his presumptive eligibility. After accepting or admitting the client in the agency the worker tries to help him through 'study', 'diagnosis' and 'treatment', i.e. the worker helps the client to help himself, to come to grips with his situation. When the client comes to the agency for help the worker starts 'treating' him straight away in the process of making him feel 'at home', even as we try to understand his problem (study) we 'diagnose' (make a tentative statement of his problem). These are not water tight compartments, nonetheless they should be understood separately and in detail.

Methods of Study :

In a sense 'intake' may be treated as the first phase of social study, but it forms a part of the whole case work process. The request of the client is the starting point for the worker to start his process of enabling the client to tackle his problem with the existing and available resources. The case worker explains the policy of the 'agency', the resources available in the agency and what is it that can be done in the given situation. Then the worker tells the 'client' what is it that the worker must know if he is to be useful to the client. If 'he' is to be helpful in a meaningful way to the client;

at this stage the worker explains to the client the limitations of the agency also. Then together they start defining the problem of the client; even as they keep explaining the problem, the worker tries to plan 'what to do; 'how to go about it' and how far the client can utilize the help extended to him (his recovering ability). As the process of exploration of the problem of the client continues and gains momentum, the bonds of relationship will be forged and strengthened between the worker and the client.

If they (worker and client) are to define the problem of the client, the worker must have full and total knowledge of the problem; for this the worker must look beyond the client for getting the total picture of the problem, he must look to the 'others' (besides the family members) – in addition to the family source 'collateral' sources also must be taken into consideration. In this connection the relevant records and documents must be duly made use of an this correction him the importance of tests, depending upon the situation should be remembered and made use of.

For this, the cooperation of the client plays a prominent role; only when the client cooperates willingly can the problem be understood and future steps are dependent on this. The client normally co-operates with the client because he will be happy to note that someone else is interested in his problem. Though the client shows occasional resistance, it can be broken by the sincere interest evinced by the worker in helping the client to over come his problem.

History of the Problem :

It is important that the worker should have enough factual material to facilitate the understanding the current situation in which the client is, it is important to know what he has done in the past and what is his current expectation. The worker must understand the problem of the client in all its dimensions, for this the worker must get to know the history of the problem-its genesis-how the problem started originally. What were the various twists and turns it had taken, how did it all start in the first instances and how it has taken the present shape; all this the worker must know if he is to be helpful to the client in a meaningful way. This must include factors influencing him by the social environment in which he lives and also how he influenced the environment. This kind of gathering of the history of problem of the client is important, for it can be only then be understood in its real perspective. This can be done through interview of the client and his other family members. Appropriate history – taking is not only essential to sound evaluation; but it may also be helpful in preventing from embarking on the wrong course of treatment.

The interview provides a good and reliable way of observing a person's behaviour. It is also a good way to get the facts about a particular configuration of circumstances – it is the only way to understand the individual and his reaction to the situation. The problem is most often a combination of inner as well as outer aspects. These along with the client's ability to communicate them can be observed by the case worker in the interview. In interview the worker tells the worker the facts about his problem, also the way he tells the problems along with his tone can be observed. Also the way the client relates himself to the worker can be seen. This also provides a window to guage the client's strength's and weaknesses. This would provide an opportunity to the worker to evaluate the social functioning of the client but also to see his ability for adaptation. These enhance the importance of interview.

It is important while taking history to draft the main out lines and the main events of social functioning. There are two aspects that are to be covered: (a) initial history for diagnosis; (b) history on abreation – reliving certain emotional experienced. this comes rather slowly and should be treated as a part of the treatment process.

Social history is important because life is not a total of disconnected episodes, it is a continuous flow. In this the cause and effect relationship may be found. In most of the social problems the social worker must be able to explain how far the present behaviour of the client is a reaction because of the client's rearing or whether it is his normal reaction. In problems of disturbed emotional balance a reliable account of the main events, and of the significant persons in the client's life must be secured. A central point of enquiry is always the family configuration, specially the parent-child relationship, as most of the causal factors can be found here. The parents or children or spouse are to be interviewed if a holistic picture of the client's problem is to be gained.

Men live in a social world; they have homes, they have to go to school and to church; they have neighbours and friends and relatives. In many instances an observant interview in the home may help the social worker understand the circumstances better than in other places. Though it is not always necessary to make home visits for certain purposes there is no substitute for seeing a person in the home. The nature of the problem and the condition of the client decide which method is to be taken up for understanding the client. For example if the client is a chronically ill patient or a child it is pertinent to observe home conditions. Before discharging from an institution, specially for delinquents, it is customary to observe the kind of home environment and the client's associations. While observing children it is useful to observe them in 'group process' – children at play, the way they talk and interact.
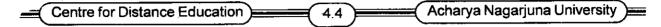
Contacts need not be restricted to individuals for gathering information about the client's problem. 'Collateral sources' – schools, churches, relatives, places of work, places or sources of information also need to be contacted. The worker should frankly and openly explain to the client what 'he' should know if the worker has to be helpful to the client and the methods he uses to verify the data. This has to be done even if it happens to be painful, in the interest of avoiding future complications.

-       The worker has to decide whether he needs the expertise of other professionals like Psychiatrist, Psychologist, depending upon the situation of the case. Specific request of the client is the starting point for the worker. A personality problem is often displaced on to a practical matter. In such cases the worker should help the client to express his problem either orally or in writing. This specific request will be the starting point for the worker to collect data on: To start with and to focus the case always requires some basic data. While this forms the starting point for the worker data may later be collected on the lines on which the understanding of the case develops. Economic and cultural factors form significant components of the history of the client. Actually a well focussed interview promotes the beginning of 'relationship', as the worker is only a representative of the agency to the client at the time of 'intake'.

Even as the 'family' is important for the understanding of the problem, the cultural influence on the family and on the individual is not given the due importance it deserves. It should be remembered that needs are created by the totality of psycho-biological, cultural and interpersonal interactions.

An individual grows with in the culture, culture influences growth and functions. Every individuals needs are conditioned and modified by culture. Hence it is important to be sensitive to caste and class and the worker must understand that these result in defenses. The worker must get the Psycho-Social Case.

It is not difficult to elicit feelings about the social situation and about himself in an adult; but eliciting access to more significant emotional experiences has to wait till the relationship is deepened. The accent, in social case work is on helping the client use the service responsibly for himself.

To understand the meaning of case sufficient Psychological and social facts gained through appropriate methods c study are essential. Knowledge about the client's environment- both immediate and historical, the present cultural and social situation, extent of social pathology, attitudes, feelings of the client are the usual subjects of observation and inquiry.

4.3. Diagnosis:

The thought process aimed at understanding the nature of the problem and its causes is called diagnosis, it tries to 'know through' or understand thoroughly. It tries to explain the 'what' of any problem. The worker in the process of assuming responsibility of treatment of problem of a client must understand the problem thoroughly. It is a systematic and scientific attempt to understand the problem of the client. It helps the worker to understand in the client in the typical situational configuration, a set of components related to each other besides the interrelationships of the client. It is a professional opinion of the worker about the client in his unique situation.

Diagnosis and evaluation are Psycho-social perceptions, these are professional opinions of the worker. Ever since the client makes an application he is encouraged to express his feelings about his situation and problem. It is important to know what the client thinks is wrong with him, as it is a part of the 'whole' of the problem solving process, it may be different from what the worker thinks.

Irrespective of what the client thinks of his problem, the worker must try to put together various components of the problem and see how far it is meaningful to him. For this the worker must try to elicit information from all accessible sources and try to 'fit' it together. Occasionally, it may so happen that the worker only confirms what the client has 'said'. That should not discourage the worker, became 'diagnosis' is concerned with causal interaction evaluation is concerned with social purpose. Diagnosis involves consideration of treatment goals and possibilities; this includes appraisal of resources and evaluation of the client as a person.

Diagnosis and evaluation are aimed at making treatment more effective. The worker 'analyses' the client's request and explores it find out clues to him problem. A diagnostic hypothesis helps explain phenomena and also to predict to a limited extent the path to treatment. In the process of understanding the problem other complications may emerge. The request for help to sort out a particular problem may not be the real problem, it may force the worker to 'reframe' his diagnosis or 'rediagnose' the problem of the client taking into consideration new men and phenomena. In spite of all this the worker should not hesitate to formulate his definition of the problem basing on the request of the client – the request of the client is the starting point. While doing so the worker must estimate the client's ability to deal with his problem.

In case work diagnosis is essentially a Psycho-social 'configuration. Every client and every problem is unique; the total configuration is made up of the individual interacting with environment. The worker's attempt to understand it enables him to forge initial bonds with the client. Psycho-social diagnosis is concerned with the whole situation, inner as well as outer components, the relationship of the person to the situation and to other persons. The personality of the client reacts to a whole set of cultural stimuli, external events and the psychosocial diagnosis covers them all or else it ceases to be Psycho-social and meaningful.

It is essential to understand the problem presented consciously by the client; the diagnostic formulation is the worker's considered opinion of this problem – its elements in relationship and structure. The 'gestalt'–person-in the-situation relationship-reveals the conscious feelings, needs and desires. Normally social diagnoses are descriptive, they indicate casuality in 'relative terms

and not in absolute terms. By casuality is meant that certain factors operate in association with others in a given situation indicating relationship.

The case worker is interested in knowing the past of the client became he is aware of the fact that the present is a consequence of the past. As the behaviour is purposive, the individual's (client's) behaviour gives at least a clue to understanding him even in a complex situation.

The drawing of purposive inferences – 'diagnostic thinking' – starts with the very first interview and continues till the problem is terminated. All diagnostic skill is based on 'what' to look for and how to review new things in the light of the subsequent data. Diagnosis can never be complete and no interpretation of living human being is final. As the worker progress along with the client in the exploration of the request the meaning of facts gathered becomes clear. As a method case work is effective when there are social components to be manipulated besides psychotherapeutic objectives to be achieved.

A complete definition of a case is rarely possible and it can rarely be final. The client does not ask the worker to treat the whole of his life. When the problem the client has come with is solved or is found to be having no solution the worker does not make a new diagnosis. But as and when new insights or facts are brought up and new phases of treatment are to be taken up diagnosis of the case should be done afresh. Classification is an essential part of diagnostic process, it is indispensable to thought. Classification is a key to meaning. Complete diagnosis requires complete information including differential factors. The social workers contribution to diagnostic thinking is the picture of the family dynamics, these cannot be easily expressed in one label.

Even as diagnosis is different from treatment, diagnosis is different from findings. Findings are the break down of essential factors in a case. Diagnosis requires the synthesis or interpretation of these factors and gives psychosocial meaning of the case as a whole. The facts which are significant for the understanding of the problem or the person are called 'findings'. Findings are arranged in several ways depending upon the goal to be achieved.

Diagnosis and evaluation are complementary processes aimed at defining the problem. Both of them commence at the time of intake and continue till the termination of relationship. Evaluation is an assessing process in which 'assets' and 'liabilities', 'strengths' and 'weaknesses', and positive (useful) and negative (destructive) courses of action are weighed. It begins with the initial interview wherein the presumptive eligibility of the client will be decided. Ever since the first

contact the personality of the client is being assessed continuously in terms of his adequacy and willingness to cooperate and assuming responsibility towards finding a solution to his problem, his ability to withstand failures etc.

The social worker cannot arrive at a plan just by knowing the type of problem or the intensity of the problem; he must also know how the client is facing his problems. It is not the anxiety that is important but how the client is 'facing' it is important i.e his anxiety tolerance. It is important to get an idea of anxiety in relation to ego defences.

Recording carefully is important for evaluation as it is in other phases of social case work. Some impressions about the client – his readiness to face failure, his capacities, his ability to use treatment will be helpful. Assessment regarding client's present condition, his progress in treatment when can his case be terminated should be noted down. This should be done only after discussing with the client

4.4 Treatment

Social work and social case work aim at enhancing the functioning of the client in terms of adjustment or social adaptation. It aims at enabling the client to maintain balance between inner and outer forces. Mores and culture condition the treatment. It is also conditioned by the ability of the worker to handle the case and marshall the resources of the community to help the client.

The case worker may help the client to see the reality in the outside world. This can be easily understood if one thinks of a child in an unfavourable home setting. In such a case the case worker tries to change the attitude of the parents and that of others. The case worker may try to work with the child, if he does not succeed in the environmental manipulation (working with others in the family). The worker's attempt to modify the feelings of the child is called 'direct treatment'. In intra Psychic conflicts resulting in behaviour disorders a psychiatrist should be consulted. But in cases where the 'problem' or 'case' is not too 'confused' the case worker may help the client with the problem.
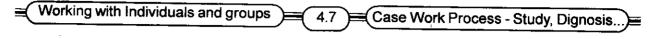
Personality adjustment may be attempted by direct treatment or by environmental manipulation or by a combination of both the prerequisite in this is that the client is amenable to change and will pursue whatever course of action is recommended to him. The psychosocial object is implemented through the following methods : (1). to improve the person's situation through provision of social resources; (2) to help a person change his attitudes or behaviour or attitude through environmental manipulation or through 'interview'; (3) or a combination of both. Occasionally the object of the 'case' may be maintenance of the 'status quo' prevention of deterioration from the existing condition using the above methods.

If the 'treatment' process is to be helpful it should be based on sound 'diagnosis' only. The direction of treatment will have to be determined only after weighing the various components of the given situation. Initially the treatment is directed towards the main complaint of the client, its relation to the main problem may emerge at a later date. At this stage the efforts of the worker and the client will have to be 'focussed' as in the early stage. 'Focus' means determination of the direction of the 'treatment' this has to be periodically reviewed. Maintenance of 'focus' on the 'specific' request of the client should be continued till the problem is solved, the client should be helped in this direction till the relationship is terminated.

Methods of treatment have been classified as executive, enabling, direct and indirect, direct and environmental. The classification is not a water-tight arrangement, they are telescopic in nature-one protrudes into the other or even more than one may be taking place simultaneously as in the case of study, diagnosis and treatment. It may be noted that the terminology is not precise and it is only for the sake of convenience that they are classified. 'Treatment' is the word most commonly used, but 'the helping process' and 'social service' and 'therapy' also are frequently used.

The main attribute of treatment is that irrespective of the method used the aim is better psychosocial adaptation or functioning of the client. Its another important feature is its interpersonal and multiple client focus. The aim of treatment may be one of the following:

(1)   the 'client' as a psychosocial patient – the client because of his individual problem of disability or other problem requires social adjustment like a job or attitude modification;

(2)   The client's whose problem solving requires working with other members of his family;

(3)   Several members of the family may become 'patients' either individually or in relation to one another. Each of these situations is different and calls for a specific 'diagnostic formulation' and treatment process.

These approaches may be seen under 3 different headings: 1. Administration of a practical service; 2. Environmental manipulation; 3. Direct treatment;

1. Administration of a Practical Service:

This is a very old and well known type of case work treatment. In this method the worker helps the client to choose a social resource available and use it. This was first used by Porter Lee in his 'executive and leadership' classification. These days it is being referred to as 'administration of a social service'.
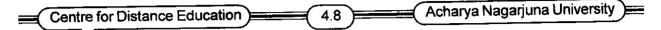
Most often diagnostic formulations in case work are psychosocial; service may be provided either through one's own agency or through the cooperation of two or more outside agencies.

More often than not the client does not know what he wants, how to get the service or the resource. Occasionally he knows what he wants but does not know how to get it, or he is not in a condition to act by himself. If possible the worker must try to help the client within the frame work of his agency as far as possible failing which he must know the best possible other agency that caters to the client's need. The worker must not only have knowledge about his own agency and its policy but also must have knowledge of other agencies (community resources) that can be of help. The referral service performed well is one of the valuable services of social work. Arranging financial assistance and shelter, arranging convalescent opportunities are examples of providing services. The social worker is a 'trustee' of his agency's resources, he is the trustee of other agencies resources in the community as well.

The following factors bring practical services within the fold of social case work: (1) how far the worker individualises the client, (2) ability to understand the problem through systematic diagnosis; (3) how far the case worker creates self-help, independence and self-awareness so that the client can contribute towards the solution of his problem. Even an outwardly simple case may require a lot of diagnostic skill as the clients tend to displace their problems and the problems of the clients are like icebergs. The case worker must have the ability to analyse get to the roots of the problem of the client or else the client feels indifferent to the efforts of the worker.

2. Environmental manipulation:

This term 'environmental manipulation' is used by social workers in a different sense than the layman. The layman uses the term for physical handling of an item, in social work it is used in a different sense. This is used in a positive way. After listening to the client and observing his behaviour of the client the worker understands the conflicts and needs of the client, the worker gives certain suggestions to him to alter his behaviour and also the worker tries to affect certain changes in the people around the client with the ultimate object of enabling the client to get adjusted in his situation normally. This effort on the part of the worker in – bringing certain changes in the people around is called environmental manipulation. These efforts on the part of the worker were termed as environmental manipulation by Grete L. Bibring. All the attempts of the worker to improve the situation or correct the client, modifications to enhance the living experiences to facilitate growth or correction which is normally referred to an environmental manipulation is also called as 'indirect treatment'. Interviewing and relationship are deployed to help the client to change with a focus on environmental manipulation. This is also referred to as 'social treatment' or 'therapy'. The term environmental manipulation has a specific meaning-this approach may be toward a social or inter

personal adjustment. It also includes plans of reduction of stress and in providing new outlets through social situations and experiences.

Environmental manipulations involves interviewing the client with the object of getting his acceptance of taking up certain programmes aimed at it. At times reduction of stress and pressures in the environment may be enough, but this depends on the intensity or depth of the worker-client relationship, the relationship may have to be further strengthened resulting in the self-awareness of the client through supporting the ego of the client by worker; this may help the client to see the reality more clearly. This can be done through direct treatment.

3. Direct Treatment:
A series of interviews arranged and conducted with the ultimate object of reinforcing attitudes that facilitate equilibrium maintenance and growth are called direct treatment interviews. This also includes psychological support, this is an important factor in case work methods of psycho-social adjustment. In social case work it is believed that the client is enabled to be aware of himself, the situation and his place in it. Since Marry Richmond's 'Social Diagnosis' appeared the balance titled in favour of psycho-analytic psychiatry in interviews. Even as case work is psychosocial so also psychotherapeutic efforts retain their psychosocial features.

Counselling:
Counselling is the most common form of direct treatment interviewing. It is different from therapy mainly in goals it differs in the intensity of worker – client relationship. In dealing with social problems and social adaptations counselling tries to enlist the co-operation of the conscious ego. These days it includes information giving, explaining a course of action and analyzing it and steps involved in this. If the social problem involves another person – parent, child, spouse or other intimate relation conunselling may turn in the direction of psychotherapy. Family and child guidance demand understanding of the familial probiem and treatment based on diagnostic understanding. Question of treatability, aim, focus and timing are involved in diagnostic understanding. These in turn are determined by the needs and capacities of the client, function and purpose of the agency and the needs of the community. As the boundaries of knowledge are getting widened concepts in one branch of knowledge are being taken into other areas of knowledge. The field of medicine has broadened to take psychological and social concepts into its fold. So also other branches of knowledge make claims to concepts used in medicine. Psychotherapy is no more the exclusive concept of medicine. It is being used in social sciences and social work and in fact all other subjects which study the behaviour of man, like psychology, religion etc.

Lock of proper adjustment in social functioning may be, by and large, the consequence of pathological environment. For this environmental manipulation may be the right remedy. But when a person resorts to projection, when he displaces his conflict on the environment psychotherapy is normally indicated. A good number of unhappy and disturbed persons seek agency help; these persons may have a psychological component in their situations.

In transference part irrational elements are displaced on the worker; this refers to unconscious behaviour which needs to be understood and controlled. For tackling 'transference' professional education and supervision are essential. Transference is aimed to enable the patient to think freely and assess his behaviour and relationships realistically and to create confidence in the client to face the reality. In limited therapy transference is controlled through discussions and interviews. Transference elements can be controlled through support and clarification.

The case worker when acting as a therapist makes careful use of interpretation of either social or personal factors and their interaction. He supports the ego within the transference. No

hard and fast rules can be drawn here regarding its use as 'clients' are individuals with ego and have different levels of self-awareness.

The case worker acting as a therapist looks as far as possible to 'positive strengths' in personality and 'assets' in the social situation. Therapy is also based on the worker's ability to accept the unpleasant side of life', which in favourable cases may lead to greater self-acceptance in the client. The therapeutic goal of social case work is to reduce pressures in the environment and to strengthen the client to tolerate pressures. The basic thing for the case worker here is to understand the personality structure from the point of view of life experience. The worker must always remember that diagnosis and evaluation are dynamic, they keep changing with the behaviour and interaction of the client and that the functioning of client is at the centre of these processes.

4.5 Summary :

In this lesson an attempt was made to explain the concepts of study, Diagnosis and treatment. Since the point of first contact the worker along with the client embark on the process of finding a solution to the problem of the client. In the first phase to worker tries to direct his efforts to elicit information for disentangling the problem of the client. This is called 'study'. After gathering information from diverse sources – primary as well as collateral – the worker tries to put in places the different pieces of zig-saw puzzle and give a shape to the problem of the client. This is called "diagnosis". After getting to know the nature of the problem of the client, the worker tries to solve the problem – this is called 'treatment'. This may be either 'direct' – when the focus of the efforts of the worker is on the client, trying to bring certain changes in the client's personality; or it may be 'indirect' when in the process of helping the client the worker works with other people assured the client. It should be kept in mind that the worker always works for the client and with the help of the client.

4.6 Important Terms:

Agency : Place where services are provided to the client.

History : Past details of the client which have a bearing on the problem of the client and which throw light on the problem of the client.

Client : When the person with a problem comes to the agency seeking help, he is treated as a client, if he is accepted by the worker.

Diagnosis : Pooling together the information that is elicited regarding the client's problem, analysing it and coming to a professional opinion regarding the nature of the problem.

Resource : Anything material or non-material that is used or can be of help in solving the problem of the client is a resource.

Collateral Source : Secondary source, any other source than the client and his immediate family members that can provide information regarding the client's problem.

Treatment : Helping the client to come to grip with his problem.

Environmental Manipulation : Affecting changes in the people or situation in which client is living is called environmental manipulation.

Intake : When the client contacts the case worker in the agency, if it is decided to admit him into the agency to help the client to come to grips with his problem.

4.7. Model Questions

1. What is a Social Work Process?
2. What is Study?
3. Explain Treatment. How many types of treatments are there?
4. Explain Diagnosis. What role do you assign in the process of Treatment.

4.8. Reference Books:

1. Crispin. P. Cross : Interviewing in Social Work. LSW series. London

2. Compton & Galaway : Social Work Process

3. Hamilton, Gordon : Theory & Practice of social case work : 2nd edition, New York, Columbia University Press, 1951

4. Perlman, Helen.H : Social case work : A Problem Solving Process, Chicago University of Chicago Press, 1957

5. Jonathan Moffet : Concepts in case work treatment, LSW Series, London

6. Sanjay Bhattacharya : Social Work: An Integrated Approach, Deep & Deep Publications Pvt. Ltd., New Delhi 2003

7. Howard Jones : Towards a New Social Work Routledge & Kegan Paul Ltd., London, 1975

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Lesson No:5

INTERVIEW AND HOME VISIT

1.0. Objective:

The student will be able to understand different concepts described below by the time he/she completes reading it.

Contents :

5.1 Introduction
5.2 Interview
5.3 Home Visit
5.4 Summary
5.5 Key words
5.6 Mode Questions
5.7 Reference Books ˆ

Case Work Tools

5.1. Introduction:

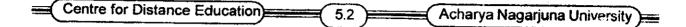In social case work ever since the client contacts the case worker, the worker in the process of enabling the client to solve his problem makes use of many processes, like Interview, Home Visits, Observation, Listening, Communication skills and Rapport building. These are called tools in social case work, not in the physical sense of the term but as means to end, the end being finding a solution to the problem of the client. In this processes the worker takes the client into confidence, in fact this is a reciprocal process. Because without the help of the other party each one (the worker and the client) cannot make any headway. Each of these processes is described in the following pages:

5.2. Interview:

Interview is a face-to-face situation which facilitates communication. It is a frame work for communication (Crispin P. Cross). This presupposes that the client has come seeking the assistance or help of the case worker; this is based on acceptance. This may be defined as a pattern of interaction with a set purpose which varies depending upon the condition of the client. In social case work interviews are purposeful and directed i.e. they are arranged for the attainment of specific goals. This interview has four characteristics: (1). It has a context or setting, (2). It is purposeful and directed, (3) It is contractual, (4) It involve role relationships.

The setting for the interview will normally be the agency to which the client comes with a specific problem.

In Social Case Work 'interview' is the medium through which the case worker 'reaches' the client for the attainment of the objective of both the case worker and the client viz. treatment. The case worker enables the client to make use of the services of the worker as well as the resources of the agency. Interview is used by the worker for various purposes in the process of enabling the client to solve his problem; Interview is used after the purpose for which it is used.

Principles of Interview – Types of Interview

Objectives of Interview :

The interview can motivate, can reach, can secure information and can help clients to bring out things which are bothering them. The interview provides one of the best ways of observing a person's behaviour. It is a good way of getting facts about situation. It is the only way to achieve an understanding of attitudes and feelings. Communication is essential in all forms of interpersonal relations in many aspects of social work, as well as in case work. The interview technique is a basic skill to be attained. The purpose of interview in case work is to obtain information, provide an appropriate service, clarify a decision in counselling sustain or support the client emotionally or motivate a change in attitude and behaviour.

Principles of Interview:

The case worker has to bear in mind the following principles while interviewing the clients. Interviewing skill rests on a fundamental professional attitude called acceptance. This means acceptance of the other person as he is. This attitude can come only from respect for people and genuine desire to help any one who is in need or trouble. This attitude is developed through courtesy and willingness to listen the part of the client the first requisite in any interview is to make the person feel welcome and comfortable.

Accrediting is another principle. The client must be encouraged to put something of himself into the treatment process. Honest efforts of the client must be recognized and accredited whenever necessary in the interview, the interviewer supports honest efforts to participate, to cooperate, and to work, actively towards a solution. The interviewer should avoid raising false hopes and giving false encouragement. Dependency needs must be accepted. Hopes, potential and actual strength must be recognized by the interviewer. The interviewer must emphasise principles of self-direction and self-help. Quick guesses, clever deductions and leading questions must be avoided by the interviewer. A good interviewer, must have natural liking for people and concern about them, and a sincere desire to help them. The interviewer must listen fully and respond frequently.

The interviewer must keep in his mind the client's request for assistance – this is the first professional bond between worker and client. The request to help is the immediate point of contact. The interviewer tries to put the client at ease. It is usually better to find out what the client is looking for, than to ask how he expects to be helped.

Questions which can be answered by 'yes' or 'no' should be avoided by the interviewer. Specific questions in social & physiological situation are necessary. The client tends to generalize. The worker tries to help him to be specific.

The Interviewer at all times would notice the emotional tone, pauses, blockings in giving information, evidences of pain or anxiety. He must always be sensitive to these points of stress. A general interviewing principle is to use timulative questions and interpretative comments. These are to be made in the client's own words. The good interviewer never minimises the seriousness of whatever the client complains of. He never laughs it off. He never minimizes the r   iculjes.

The general principles of interviewing and their application call for spec   training, particularly the interview has to have realistic aims. When the interviews are therapeutically

focussed, the client's pattern of behaviour gradually emerges. In the ordinary case work interview, interview dealing with the unconscious should be reserved for those with special and vigorous training. The interviewer should not make promises on behalf of his agency which it is impossible to fulfill.

Types of Interview:

The following are different types of Interview in social work.

1. Intake Interview:

'In intake' interview the interviewer must define the nature of agency's service. In hospitals and other administrative agencies this propose is called 'admitting'. In a social work agency, this process is called 'intake'. Intake has the objective of determining the question of presumptive eligibility. This is the initial enquiry by which it is determined whether the client's need can be met effectively by the agency, in the intake interview the client is usually nervous and confused and cannot readily tell what his troubles. The interviewer will recognize the feelings of insecurity and anxiety of the client. Skilful interviewers learn how to help limit and nervous applicants to feel comfortable at first. It is the first task of the interviewer to bear the applicant's description of his problem. The intake interview is also called the first interview. This gives an opportunity for full and patient hearing. This intake interview is otherwise known as application interview. Application interviews allow for a tentative diagnosis of the area of the difficulty. Preliminary estimate of the client's and agency's capacity to deal with the difficulty is also made in the intake interview.

2. Home interview and observant interview:

An observant interview in the home may help us understand the circumstances better than in office setting. Men live in a social world; they have homes. There is no real substitute for seeing a person in his home, it is easy to observe customs, the kind of home and environment and associations which the client has. Home interview is important in social case work. We learn more of the person at home than otherwise.
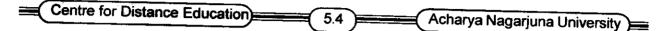
3. Psychogenetic Interviews:

In interviews designated for understanding of the growth of the personality in a specific environment are important. In social case work enquiry into a family history and social relationship, developmental and health data, symptoms defences or behaviour patterns, attitude and emotionally charged experiences are done through psychogenetic interviews. The information obtained through these interviews leads to formulation of psychogenetic diagnosis.

4. Play Interview :

For the young child, observation of what he is actually doing is important. Hence the play interview is extensively used. The child will reveal in the play situations at home and elsewhere events which have disappointed, frightened or otherwise emotionally effected him. Through his selection of play incidents he may show his personal experiences in nursing, in being reared and in toilet training and other events. In most child guidance clinics today play interviews are used. These interviews emphasise the current behaviour of the child in the interview and also the genetic development of the child.

5. Diagnostic Interview:

In the diagnostic interview we arrive at a more precise definition of the problem the causal components will be elicited. Psychological diagnosis is concerned with the whole situation, inner as well as outer, the relationship of person to situation and of person to person. In those interviews the relationship between cause and effect is attempted to be analysed.

6. Direct Treatment Interviews:

By the direct treatment is meant a series of interviews carried on with the purpose of modifying attitudes, making constructive decisions and preparing for growth and change. In direct treatment, interviews are designed for psychological support also.

Under the direct treatment interviews are designed for counselling also. Counseling is an educational process, counseling is intended to help a person in a rational way by clarifying the problem and sorting out the issues in the situation.

7. Therapeutic Interviewing:

The therapeutic interview is curative. By this we mean interviews designed for cure and treatment. Traditionally this has been associated with the province of physician. In the hospital setting, nursing, psychotherapy, occupational therapy and other therapies are intended for exercise by the physician. In the recent years the field of medicine has broadened to include psychological and social therapy. Psychological therapy is not merely confined to one branch of knowledge. The medical psychiatrist, the general practitioner, the psychologist, and also the social worker exercise psycho- therapy. Therapeutic interviewing is designed for treatment psychological and sociological.

INTERVIEWING PROCESS

Interviewing is a skill in professional relationship. It is a skill in the approach to the living experience. The following are the components in the interviewing process.

1. The client's own story:

Human beings can think and talk and what he can tell us of the situation becomes medium for discussion and explanation. The interview technique is a basic skill to be acquired.

2. Acceptance :

Interviewing skill rests on the foundation of professional attitude called acceptance. This means acceptance of the other person as he is in what ever situation, with whatever behaviour he may manifest. This attitude comes from a genuine desire to help any one who is in need or trouble.

3. Resistance:

Initial resistance to telling ones troubles may result from personal or cultural inhibitions or from both. A person may be ashamed to admit his failure to manage his own affairs. His particular problem may also be culturally stigmatized. Poverty, unemployment, unmarried motherhood and

certain diseases are culturally stigmatized. One cannot disclose anything about these problems. Social workers are taught how to recognize and disarm such initial resistance, courtesy, patience, willingness to listen and immediate attention to a request may help to overcome the resistance. The first requisite in any interview is to make the person feel well and comfortable. Unless we overcome resistance, we cannot elicit the story of the client. The history of the client will throw some light on problem of the client.

Accrediting:

The client must be encouraged to put something of himself, into the treatment process. The effort of the client to disclose social facts, social history and his feelings must be recognized and accredited verbally whenever necessary in the interview. The interviewer supports honest efforts to participate, co-operate and to work actively towards a solution. The worker should avoid raising false hopes or giving false encouragement. Dependency needs must be accepted as well as potential and actual strengths recognized. The worker not only tries to stimulate the clients capacity but whenever necessary he offers some of his own strengths and active assistance. Case work has always emphasized principle of self direction and self help, quick guesses and clever deductions, like leading questions are often barriers to understanding. What the client needs to tell is more important than what the case worker wants him to tell. The case worker can stimulate the client in all sorts of ways in order to get his story.
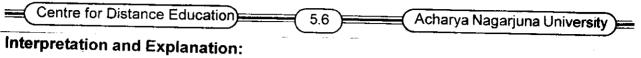
Beginning with request:

One must always keep in mind the client's request for assistance. This is the first professional bond between worker and the client. One must find out early what was the client's idea in coming for help. The request for help is the immediate point of contact. The interviewer tries to get him to discuss it, since they are often vague. The client's purpose must be more clear and resources and functions equally so. It is better to find out what the client is looking for than to ask how he expects to be helped. He must join his request with our service.

Specific Facts and Responsive Questions:

At first essential facts must be obtained. We require enough facts to determine eligibility for service and further want acquaintance with the situation. The average client regards questions as evidence of intelligent interest in him. Questions which can be answered by 'yes' or 'no' should be avoided. Specific questions in social and psychological areas are necessary. In interviewing worker has to ask skillfully questions which are responsive to what the client is already saying, not routine questions. The art of taking histories is dependent upon the ability to relate questions to the main themes in the client's story. The client tends to generalize and the worker tries to help him to be specific.

Noticing points of stress and conflict:

The interviewer at all times should notice the emotional tones, pauses, blockings in giving information evidences of pain or anxiety. He must always be sensitive to these points of stress. In many instances the effect is produced nearly by repeating the word, used by the client in recognition of the pain. In general skilled interviewing is responsive to points of stress helping the client to bring out rather than to keep back relevant facts and specific feelings. The interviewer never laughs it off and never minimizes the real difficulty which may be in the path of treatment or of recovery.

Interpretation and Explanation:

Interpretation takes several forms in the interviewing process. The most familiar types are explanation, clarification, pointing out patterns of behaviour and interpretation at the level of motivation.

Explanation :

Explanation may be clarification of policy and procedure or stating the nature of statutory requirements and eligibility. The worker explains the functions and programmes of his agency to the client. He also explains to the client other resources available in the community. He interprets their own and of other agency's procedures. He does not tell the client how the other agency will treat him. He neither tells nor deprecates the importance of other agencies. The worker discusses about education and physical problem to the patient and his family. Doctors do not have time to do this. The worker must be thorough with the medical or psychiatric implication to carry on a discussion which will enable the patient to overcome his fears, dependence and resentments. Whenever the client expresses a conflict or dilemma the interviewer clarifies it, using the client's own words. This has the effect of further clarifying the problem. The client must be helped to expose the factors which have placed him in the dilemma. The worker understands what is really troubling the patient about his operation or disability or social situation. He clarifies the same to the client. The worker brings out the conscious fears and helps the client to reconcile the subjective ideas with the scientific reality. The patients entertain funny ideas about the reality. The patients entertain they are ashamed to admit. The worker helps to bridge the gap between fantasy and reality. The worker interprets the actual procedures in the hospital to the client.
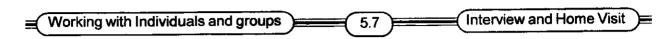
Pointing out patterns of Behaviour:

Because a person tends to behave in the ways customary to him patterns can be noticed by the trained eye and an ear. In the interviews the client's pattern of behaviour gradually emerges. For instance one tends to be extravagant and reckless about spending money. When the worker catches the pattern of behaviour it is part of the problem itself. Case workers must some times bring to the attention of the client's ideas and feeling, whether acceptable or not of which he was previously unaware. These ideas and feelings are in the ante-chamber of the mind or the pre-conscious. Such thoughts can become conscious in the appropriate circumstances. The case worker deals with accessible memories and feelings he does not have ready access to the impulses lying deep in the unconscious. Inexperienced workers wish to point out the behaviour immediately and expect the client to agree that it is undesirable immediately and expect the client to agree to it. He expects the client to give it up but the matter is rarely so simple. The client can allow himself to see his patterns of behaviour, only when he believes in the workers acceptance and non-criticism.

Interpretation at the Level of Motivation:

Primarily this motivation lies in the areas of psycho analysis. The level of motivation is usually unconscious and cannot and should not be reached, under ordinary conditions of interviewing. It is possible to interpret attitudes and feelings which the client brings forward of which he is already aware or half aware. The wise case worker is conscious about appearing to know too much too soon about the client's attitudes and feelings. Any interpretation of these attitudes and feelings may make the client feel as if he was getting caught, most people have defences against learning truths about themselves. Interviewing designed for insight into the

"Unconscious determinates" of behaviour should be reserved for those with special and vigorous training.

Treatibility and Termination:

The termination of treatment is always related to the original request. The approaching termination of treatment must be appropriately timed and discussed. Definite date for review or termination may be discussed. Early termination is the sign of resistance. The client's desire to discontinue may enter into the matter of termination. At one time it was believed that reapplication meant that there had been failure on the part of the client, or the worker or both. But this is a false assumption. Presence of new factors or recurrence of the old problems may be responsible for the reapplication. The chief technical problem is to determine the goal and method of treatment as based on the psychological diagnosis and evaluation. Measurements and failure is still not mature.

5.4 Home Visit :

A fish swims happily in water, as water is its natural habit. So also a human being will be his natural self in his normal habitat i.e. his house. Social case work intends to help clients to overcome their problems for which understanding them in their 'totality' is essential. This can be done only when the individual is observed in his home. An individual has many facets to his 'persona'. The 'personality' of the individual is made up in his home; in the home he lives with the people with whom he is close, he sheds his inhibitions and behaves 'naturally'. The social worker, if he is to be helpful in a meaningful way, must understand the 'natural' personality of the individual. In the home the social worker can understand the various 'influences' that have moulded the personality of his client.

Home visit is important for the correct understanding of any client, more so, of a child. In the process of playing children different roles that they have seen in their house and their neighborhood. In their play they take on the role of a doctor, a nurse, a police, a thief etc. depending on their interest and exposure. Also they do the role which holds the key to their problem.

5.5 Summary

Interview is the backbone of social work processes and social case work. For it is only through interview that the case worker establishes contact with the client or vice-versa; and it is only through interview that the professional relationship of the worker is terminated which is called termination interview. Even while treating treatment is provided to the client by the worker, it is called treatment interview. At every stage and phase worker and client interact with each other through interview. It is only through interview services are provided to the client. Hence in case work interview is an important medium and tool which comes in handy to the worker in the process of helping the client.

In the process of helping the client home visits will be very useful, for, the client has to be observed in his natural environs where he will be less affected by external influences. Hence the worker may find it useful to make home-visits and see the client in a relaxed and natural environment.

5.6 Key words

Accrediting : Giving the client 'due recognition' for his/her efforts in solving his/her problems. Every one has certain potential and

	intimating the client so will be helpful to both the worker and client. This is called accrediting.
Therapeutic Interview	: Treatment Interview. When a worker with advanced training (psychiatrist) or long experience is trying to help the client psychologically it is called the rapeutic Interview.
Resistance	: When the client has certain personal or cultural inhibitions, the client does not like to give information and co-operate with the worker. This kind of 'drawing-in' or 'hedging' on the part of the client to with hold information is called resistance.
Termination of Treatment	: When the worker feels that they have reached a point where his presence will not be of any use, either because the client is strengthened sufficiently or psychologically or when it is realized that his working together with the client will not be of any use, to the client the worker puts an end to the relationship. This also has to be done in a phased fashion and with the willing cooperation of the client. In essence it refers to workers putting an end to the professional relationship with client.
Processes	: Steps and procedures followed for eliciting information and enabling the client to come to terms with his problem.
Interview	: Face to face situation which facilities communication.
Communication Skills	: Worker's ability to convey his ideas and feelings to the client in a clear way, so that the client understands what the worker is saying and trying to do.
Rapport	: Workers establishment of working relation with the client making him/her feel at home and relaxed so that he/she cooperates with the worker in attaining towards the predetermined target.
Acceptance	: If the worker, after the first contact with the client, feels that the client can be helped in the framework of the agency. The worker's decision to take the client into the agency is called acceptance.

5.7 Model Questions

1. What is a tool? What are the tools used in social case work?
2. What is meant by interview? What role do you assign to it in social case work?
3. Describe the various types of Interview?
4. What is treatment? Describe the different types of treatment?
5. Is readmission an indication of failure of case worker and social work? Substantiate your answer.

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LESSON NO.6

CASE WORK TOOLS
(OBSERVATION, LISTENING, COMMUNICATION SKILLS, RAPPORT BUILDING)

6.0. Objective

The object of this lesson is to make the student conversant with the tools of case work. By the time the student completes reading it, the student gets to know the various tools used by social workers in their attempts to help the clients to come to grips with their problems.

Contents

6.1   Introduction
6.2   Observation
6.3   Listening
6.4   Communication Skills
6.5   Rapport Building
6.6   Summary
6.7   Key words
6.8   Model Questions
6.9   Reference Books

6.1. Introduction

The social worker since the time of contact with the client, he deploys different processes like observation, listening and communicates with the client to forge bonds of relationship called 'rapport' with the ultimate idea of helping the client understand his problem better and finally solve it. Thus the worker does gradually by using different techniques one by one or more at a given time.

6.2. Observation

According to P.V. Young "observation is a systematic and deliberate study through the eye of spontaneous occurrences as they occur. The purpose of observation is to perceive the nature and extent of significant inter-related elements within complex social phenomena, culture patterns or human conduct". As per this definition observation is carried out with the help of the eye. The purpose and aim of observation is to discover significant mutual relations between spontaneously occurring events and thereby pin point the crucial facts of the situation.

Both scientists and non-scientists rely on observation to learn about behaviour, the difference between scientific and non-scientific observation being the manner in which observations are made. Non-scientists are likely to observe casually. They are frequently unaware of personal and situational biases that may observe their observations. Non-scientists rarely keep formal records of what they observe, they heavily depend on memory for information about an event. What are remembers about an event may not be a literal record of one experienced, memory can be affected by information added after an event is observed.

Scientific observation is made under well planned conditions in a systematic and objective manner with careful record keeping. When observation is made in this manner, valuable information about behaviour and its antecedents can be obtained. An important task of social worker is to describe behaviour in its natural context and to identify the relationship among various variables that are present. Changes in behaviour are observed to result from the context in which behaviour

occurs. Moderately observed people eating in a cafeteria were observed to purchase less food and to consume fewer calories when eating with others than when eating alone. By describing behaviour in natural settings, the psychologist and social worker seek to establish a basis for predicting future behaviour.

Often observation is the first step in discovering why organisms behave the way they do. Observation is an important step in hypothesis generation. Both animals and humans are known to display distinct reactions to novel or unfamiliar situations. Systematic observation is an important tool of social scientists, more so of social workers.

Observation of behaviour in a more or less natural setting without any attempt by the observer to intervene is normally called naturalistic observation. The events witnessed are those occur naturally and are not manipulated or not controlled by the observer in anyway. In general we can consider a natural setting as one in which behaviour occurs ordinarily and has not been specifically manipulated. The major goal of observation in natural setting is to describe behaviour as it ordinarily occurs and to investigate the relationship among variables that are present.

Observation of behaviour by some one who also plays an active and significant role in the situation or context in which behaviour is recorded is called participant observation. In 'undisguised' participant observation, the individuals who are being observed know that the observer is present for the purpose of collecting information about their behaviour.

When the observer's role is not known to those who are being observed, it is referred to as 'disguised' participant observation. As is well known, people do not always behave the way they ordinarily would when they know their behaviour is being recorded. Our own behaviour is likely to be affected by knowing we are being watched. This was used and is being used to investigate the basis of psychiatric diagnosis in the context of mental institution.

Participant observation allows an observer to gain access to a situation that is not normally open to scientific observation. In addition, the participant observer is often in a position to have the same experiences as people under study. The worker's interaction with the client may be taken as participant observation giving him an opportunity to keenly follow the reactions of the client to various kinds of 'stimuli' (the questions the worker puts to the client). The worker may choose to observe his client, specifically if he/she happens to be a child, from behind a one-way-looking glass so that he can observe without his being seen (to see the client's normal and natural reaction and interaction). This would help the worker understand the nuances, his pauses and silences and the way the client is expressing himself. This is a very illuminating way of getting to the roots of the problem of the client.

Normally methods of recording behaviour may be classified, into those that seek a detailed description of behaviour and the situation in which it occurs and those that focus only on certain kinds of behaviour or events. Whether all behaviour in a given setting or only selected aspects are to be observed depends on the purpose that the object the worker has in mind.

6.3. Listening:

In social case work, the worker must communicate his 'concern' to the client in helping him to come to grips with his problem. This can be done, amongst other things, by patiently listening to him about his problem. It is not merely 'hearing'. It is a search for and understanding of the client's problem through his communication. The worker need not necessarily agree with what all the client says. But he must pay attention to what the client says through patient hearing and creating a positive feeling in the client that the worker is as much interested in the client's problem as he

himself is. This can be done by patiently listening and observing the client. They way the client says what he intends to is as important as what he says. In the process of saying his gestures, his pauses and nuances gain attached importance. Through these whatever he
is saying may gain additional importance or his pauses and silences may totally abnegate what he is orally saying. Hence 'listening' is 'concerned' hearing; also patient and attentive hearing may communicate to the client that he is 'concerned' with the problem of the client and that he is equally interested in finding a solution to the client's problem. So in social case work 'concerned' listening gains added importance, because this holds the key to the problem of the client.

6.4 Communication Skills

Communication is an interactional process which gives, receives and verifies meaning. This takes place when people interact with each other in an attempt to transmit messages, and verifies meanings. The verification part of communication is an important part of interview. For instance sends a message to A, B receives it. But how does B know that he has received the same message. A sent or intended to send? His receivers were perhaps defective, A's transmission was perhaps was defective or perhaps there was interference between A and B which distorted the message. Here B verifies that he has received the same message which A intended to send by indication and confirming that the message he received was the same message that was sent by A. Communication difficulties crop up when this verification process is omitted.

The concepts of encoding, transmitting, receiving, decoding and noise used in communication theory are helpful in understanding problems in social work interaction. Encoding refers to transforming the message into the symbol form in the process of transmission. Transmission refers to the process of sending the encoded message. Receiving refers to the interpretation of stimuli received; noise to outside influence, that may have distorted the message on its way to the receiver from the transformer. Feed back or verification provides a way of overcoming problems, problems through noise, or inadequate coding, inadequate decoding or defective transmission or reception.

Communication takes place at many levels at the same time. It may be overt or covert communication – verbal or non-verbal communication. Virgina Satir speaks of denotative and meta communication levels of messages. She refers denotative level to the literal content of the symbols (words). She refers to messages about messages as meta communication; meta communication refers to gestures, manner of speaking, voice inflection etc; each of them provide additional clues about the communication. Communicating several messages simultaneously – often contradictory messages-leaves the receiver in a confused state.

Communication may be described as an interactional process involving giving, receiving and verifying of meaning. It occurs at many levels and may be conflicting. But communication always does not take place smoothly as expected; there may be many hindrances at any phase. These hindrances may be visualized easily; they may be of the following nature; encoding problems-lack of ability to conceptualise and use symbols; decoding problems-speech hindrances, hearing or receptor hindrances, failure to understand concepts received; noise hindrance – environmental influences, those which interfere with the messages or prevent them from traveling clearly form transmitter to the receiver.

The following may be hindrances to communication:
1. The worker's in attentiveness – the worker may be thinking about the same client's future action; worker may be thinking other client's; worker may be planning his course of action in relation to his clients.
2. Failure on the part of the worker to explain clearly the purpose of the interview.
3. Worker anticipating the client to change in a rather early stage.
4. Worker's anticipation of the other (client) and assumption of meaning.

The worker should not be in a hurry to bring results and he should not forget that he is get. good results in entirely dependent on the co-operation he gets from the client. The worker shot always remember that 'rapport' is the 'sine quanon' for good result and that he should make evei possible effort to create a congenial atmosphere in which the client feels relaxed and at home. Only in a such a situation the client gives 'himself' out and co-operates whole heartedly in embarking on the solution finding path.

6.5 Rapport and its use:

As Sslavson says face to face relations activate intellectual and emotional processes, set attitudes and socialize the individual. Professional relationship involves a mutual process of shared responsibilities, recognition of other rights, acceptance of difference. In social work most professional relationships are also conditioned by the fact of an agency setting. The relationship will be used by both worker, and client with reference to what the agency is equipped to do. The social worker must be willing to listen to the other's view of the problem. The idea that the relationship of worker and client, helping people is a very old one in case work. Clients bring into the case work relationship feelings and attitudes and behaviour which they have experienced with the others. The client reacts to the case work situation in terms of his family experience also. Democratic idea requires one's self, must not be authoritatively imposed upon another's personality.
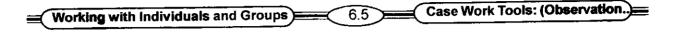
Rapport:

It is only when a rapport is created for a professional purpose that there may be said to be client. The case worker creates when he is able to create a comfortable atmosphere in which the client feels accepted and his need recognized. The very fact that a friendly and interested worker listens to one's trouble, tends to induce a warm response in the client. This leads to a sense of being understood by the worker, which is the deepest bond in the relationship.

Transference:

The person who is less well, or less mature with distorted perceptions of the real world, does not see the worker so clearly. The attitudes of such clients are carried (over from other) usually childhood experiences to the present relationship. These are transference phenomena. Such manifestations may be temporary. An actually ill person worships his nurse and when he has recovered, she becomes again an ordinary nurse. It is an aspect of the mature personality to see people objectively. Generally speaking it is the child-like or the less normal persons perceives the worker wrongly (when circumstances force him into a dependent or receiving role). Face to face discussions of reality factors in the clients situations tends to reduce transference phenomena. In all forms of psychotherapy, transference is a major component, i.e. in treatment. In case work transference is only an aspect of relationship.

History of the Client:

The relationship must be strong enough to permit disclosure of the self is a person's whole story. It includes his impression of what has happened to him and the facts and events that have significance for him. History is of importance for diagnosis and treatment. The ability of the client to give relevant history, indicates that he can assume further responsibility. The case worker must follow sensitively the feeling tones while listening to the story. People think that their own emotional conflicts are very private. The client's sense of being understood will permit him to disclose his self. Inexperienced workers take refuse in personal character. This confuses the client. In the beginning small talk may take place in a friendly way. But one should proceed as rapidly as possible to the business of the interview.

Ethical consideration:

Every case worker has a four fold set of Ethical obligations by which he is bound to his clients, to his agency, the community and to himself. Case work responsibility includes respect and acceptance of the client as a personality and human being. This implies the client is not a problem, but a person with a problem. He may never be exploited, nor may his social situation be exploited for personal gain. Appointments made with client should be punctually kept. Privacy for interviews should be maintained. Assured promises, always sparingly made, should be fulfilled. When they are broken the reason should be carefully explained. The case worker should not give false hope of his ability to solve a problem or case or the person.

The Confidential Relationship:

The confidences of the client must be protected. The personal affairs of the client should never become the subjects of gossip or of public or private conversation. While working with several members of the family what one member says should not be communicated to the other members.
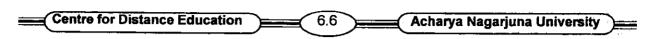
Self Knowledge in the Relationship:

Case worker must first be able to understand himself and his own emotional drives and impulses before he can accept the bad feelings, aggression or even love and gratitude in others. Insight and self awareness are pre-requisities in an ethical use of relationship. It is important to know one's self in order to be able to accept others. Knowledge of the self is essential for the conscious use of the relationship. In the beginning the case worker may confuse his own feelings with those of the client, he projects upon the clients reactions but also manage one's own.

Clients involvement in change:

In the case work process the choices as far as possible must belong to the client. A client has a right to be himself, he makes his own decisions, to use his own abilities and resources to work out his own problems. This is related to the belief in self help. The client should mobilize his own resources, his work capacity and the resources of his family and his community. Help is directed to elicit this lot of activity from him. Inexperienced workers donot believe that the clients can do anything to solve their own practical problem. Case work is less corrective and more reciprocating. Not everyone is equally capable of self help. The amount of help one must give people is directly inverse to do what they can do for themselves. The case worker stimulates the client to think and act for himself and to make his own decisions. The technique calls for the case workers skills to motivate the client to use both personal and social resources in working through his difficulties and achieving his own solutions.

The use of Authority:

In social case work authority is occasionally exercised in the interest of the client through suggestion and advise. Authority largely arises from the prestige and worker's status and his expert training. Authority is not used as coercion or threat. If the client has not developed internal and external restraints, the worker may have to exercise restraint or authority. Children need to be restrained just as they need to be loved. Both case worker and client act with in reality situations, of which, authority is part of the frame work.

Multiple worker Relationship:

A social case may present several problems. An economic problem may be coupled with health problem in the same family or more than one patient may be involved, husband and ill parent and child, ill person and relative. In some cases team approach is necessary. In social work there

will be a great deal of cooperative effort between 2 or more workers. In family counseling one worker may interview both spouses or two or more workers closely collaborating. In certain agencies in take or admitting is done by a worker who may not carry on the case. Unnecessary shifting from one worker to another should be avoided as far as possible.

6.6 Summary:

It is seen that the worker makes use of various tools to help the client to solve his problem. In this process observation of the client by the worker plays an important role – the worker very keenly watches what all the client does, the way he communicates and the gestures he uses while communicating. Even as the client conveys orally something, he communicates as much through gestures which is equally important; this either supports or negates whatever the client is telling the worker. Thus the worker keeps a track of – this is called observation.

Listening is not simple hearing it is much more that listening, the worker carefully follows the gestures of the client and the tone with which the client is communicating, the nuances which play a very important role in the process of the clients narrative.

Communication refers to the ability of the worker to convey in a facile way what he intends the client and eliciting responses in an equally facile way. Conveying to others what he intends and making clients react to what the worker says and creating a situation where the client 'pours' himself out is called communication. It is a two-way process.

Rapport building is the arch stone on which all the social work processes are built. This ...is to a process where in the worker creates a situation in which the client not only feels at home but develops warmth towards the worker and develops confidence. In fact the whole of social work and its processes are dependent on this rapport-building. The ability of the worker can be gauged by the bonds of rapport that are forged.

The above are the various tools used by social worker to help the client to help himself and solve his problem.

6.7 Key words :

Communication	:	Worker's ability to put a cross what he intends to say.
Covert Communication	:	Non-verbal communication, conveying through gestures and pauses; even the tone with which the client is saying communicates – the worker should have a trained eye and ear to catch this.
Overt Communication	:	Oral communication, the oral communication – work of month and also gestures.
Authority	:	The ability of the worker to make the client do something what he says or suggests.

Transference	:	Projecting one's feelings on to others
Rapport	:	Establishing professional relationship with client, making the client feel at home and relaxed.
Report	:	Write up of the client's case, high lighting strength's and weaknesses of the client; it high lights social-economic and psychic condition and his ability and readiness to make use of services.
Observation	:	Keenly watching the client, to note his feelings and gestures, to see whether he means what he says

6.8. Model Questions:

1. What is listening? what is its role in social case work?
2. What is a communication skill? What role do you assign to it in social case work?
3. What is rapport? Is it relevant to social case work?
4. What is observation? What are the various kinds of observations? Do you assign any role to it in social case work?
5. What is a report? What role do you assign to it in social case work?

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Lesson – 7

Social Group Work- Definition – as a method in Social Work

7.0 Objective:

The objective of the present lesson is to explain the significance of group work and a method in social work.

Contents:

7.1   Introduction:

Social Group Work is a method which is connected with a group constituted by individuals. Its central focus is a group rather than individual. In other words, Social group work is a very useful device for serving the individual. In other words, social group work is a very useful device for serving the group or collective interests. The principal aim of this method is to develop the entire group. Therefore during the process of social group work, emphasis is given on the social adjustment of collectivity.

Human beings do not live alone. They grow up in families, tribes, clubs, communities etc., Group life is, therefore basic to any human being. A group involves mutual and reciprocal give and take. The collection of those individuals who are interested in the same pursuits or who favour the same policy is called a group. Therefore, another important area of social work is social group work which deals with individual as members of group.

"In Social Group Work, the group itself is utilized by the individuals, with the help of the worker to relate themselves to other people and to experience growth and opportunities in accordance with their needs and capacities. In social group work, the group itself is utilized by the individual, with

the help of the worker, as primary means of personality in helping to bring about individuals growth and social development for the group as a whole as a result of guided group inter-action".

7.2 Definition of Social Group Work:

It has been assumed that the social group work is oriented towards the progress of an entire group. Individual is a member of a group as such individual progress is linked with his group progress. The following are some of the notable definitions of social group work.

(1) **Hamilton**- According to Prof. Hamilton, "Social Group work is a psychological process which is concerned no less with developing leadership, ability and co-operation than with building on the interest of the group for social purpose".

(2) **Trekker** – According to Trekker, "Social group work is a method through which individuals in groups in social agency settings are helped by worker who guide their interaction in programme activities so that they may relate themselves to others and experience growth opportunities in accordance with their needs and capacities".

(3) **Coyle** – According to Coyle, "Social group work, like case work, Community organisation, administration, and research is now recognized as a basic aspect of social work practice. Its distinct characteristics lie in the fact that group work is used within group experience as a means to individual growth and development, and that the group worker is concerned in developing social responsibility and active citizenship for the improvement of democratic society".

7.3 Historical Development of Group Work:

Group work as a method of social work is only a persent concept. Originally it was conceived of as a movement, alway of democratic action ad a part of several fields of social services. Foremost among these were informal education, youth services, recreation, camping the labour movement, settlement houses, and community centers. We must understand the historical development of what is today called the group work method to appreciate its underlying philosophy, to understand the particular form of working with the people and the way in which is it has contributed to widen the concept of social work. Group work did not discover like a new drug which can be dated at least according to the day of its publication. It cannot even be traced to a certain person as the original formulation of the other method of social work. Case work which usually is credited to Mary Richmond. This method too has changed in this course of history, but it was its first development to one person in the service of one particular organization, the charity organisation societies. The history of the development of modern group work is part of the history of social agencies evolving within a changing society. Industrialization brought with it slums, movement of the farm population into the cities, the large-scale immigration to the united state. The older social services distinguished sharply between the giver and the receiver. Yet among the services there were the beginning of an idea turned into action. (Self help) self help of a group related not merely to improvement of wages, but having a strong cultural aspect with beginnings of the labour movement related not merely to improvement of wages, but having a strong cultural aspect with beginning of adult education and with camp vacations for their children financed by the worker's own efforts. The Jewish centers

were developed practically be the older, more privileged immigration for the new poor eastern Jewish Immigration, and they partially presented the effort of the new .

Group interaction itself became the dominant concern. For many years group work and recreation, informal education were erroneously considered synonymous. In fact even in the present day this confusion often persists despite the change in the concept the organizations which build the foundations of group work were the self help and informal recreational once settlement house, neighborhood centers, the scouts, camp fire girls, Jewish center but from their inception they worked separately.

Participation in small groups, the democratic way of life, community responsibility in small groups, The democratic way of life, community responsibility and membership in a world wide effort were new concepts which united these services and movements with out being they are aware of it. In the period after world war I social case work used predominantly in the charity organisation societies, gained additional support from the psychoanalytical theory; this was necessary and valuable to its practice, but it was sometimes over-used. At that time the social group work method was hardly consciously developed, yet the services from which if grew increased not only in number, but also in significance. This was the period when most European monarchies in self government tried hard to develop a democratic society, and when the emancipation of women radically changed family relationships. In the United States there was disappointment that there the war had not made the world 'safe for democracy' but the picture of the roaring twenties is very incomplete; if it omits the enormous growth of voluntary associations and their impact on a rapidly changing society. It was during this time that an investigation into the unexplored area of group association started on as a dispassionate research into small group behavior, a better society and developing a true democratic value of life.

Edward C.L.Indeman developed in his early book, the community the important technique of following conflict to come into the pen in groups; Clara, Kaiser offered the first course of group work in the school of social work at western reserve in Cleveland. When she left for New York in 1935, Grace Coyle continued to develop the course; it was taught particularly as a method and practically as a field of practice. Despite the fact that group work was taught early in a school of social work its integration into the social work profession was not an easy one; group work seemed like a foreign body in social work. After all had grown out of the charity organization societies, which were geared to the relationship of helper to the one being helped. They put pride in their highly formalized approach and in their new-focus on the individual and the inner forces influencing him.

Group work, by contrast grew out of neighborhood approach and self help movements. It considered informal relations one of its basic approaches; It focused strongly on group interaction dynamics, but was vitally concerned with environmental and social developed as a conceptual system, and it was only partially identified with the profession of social work whose field of interest seemed, to group workers, too limited. Group work in the years after the 1920s was developed mainly through increasingly conscious group efforts or people from different professions especially education, Psychology and social work. In 1936 the American Association for the study of group work was founded. Its aim was to clarify and refine both the philosophy and the practice of group work, yet as late as 1939 group work was treated as a work. The period immediately proceeding world war II and the war years themselves has a strong impact on the development of group work, and hastened its identification with the social work profession.

The advent of the Nazis in Germany emphasized the importance of a constant and conscious work for democracy, not only as a political form of government, but also as a way of life. Edward C

Lind man wrote in 1939. The shadows of fascist Germany highlighted those interested in group work had tried to shed on the importance of qualitative group life which meant increased participation by citizens in community life of strength that grows in the individual and in the group from the feeling of 'self help' and of the need to work with intelligent leadership in all strata of the population and in all groups.

During the war years the members of the rapidly developing American Association for the study of group work still initiated to identify themselves with any specific profession. In 1940, William Heard Kilpatrick wrote that group work should be identified with the profession of education. Yet the agencies from which it has grown, the developments described on the preceding pages, the change in social work itself which had moved away form its strong emphasis on psychiatry and the fact that group work was taught in a few schools of social work identified it more closely with social work.

At the meeting of the National Conference of social work in Buffalo, New York in 1946 the members of the American Association for the study of group work met in the a auditorium of the Kelinhaus Music Hall. It was only a year after the end of the world war II, Hopes were yielding high for a new society and civic responsibility was strongly felt. The audience listened to the Grace Coyle, who had helped developing objectives and methods and who had established the first course in group work at Western reserve university in Cleveland.

7.4 Role of Social Worker in Group Work:

In the social group work, the group worker enables a group to function in such a manner so as to achieve the aims of social progress. From this point of view, the social worker has to discharge many functions; chief among them are as follows:

(1) To provide oppurtuity for progress to each individual accordance to his ability and achievement.
(2) To assimilate individuals with their groups.
(3) To encourage individual towards his progress.
(4) To make individuals conscious towards their rights and duties
(5) To enable the group with regard to the determination of aim and the course of progress.
(6) To encourage good will and friendship between the various groups.
(7) To encourage the development of democratic principles
(8) To make adjustment between individual needs and social resources.
(9) To give proper attention on individual progress.

It is thus evident that social group work is guided by democratic ideals. It provides opportunity for progress to each individual and group. It main aim is to create such a social atmosphere which is based on mutual good will and cooperation. Besides, social group work also aims to create social consciousness so that the individuals in groups may be aware about their rights and duties.

7.5 Essentials for the Group Worker:

The social group worker must have certain essential qualities. He could bring about the harmony and cooperation between groups and individual members only on the basis of his knowledge and experience. Besides, during the process of social group work the social worker

has to assess the group needs and its available resources. He could only implement his work plan on the basis of such assessment. Therefore, the essentials which a social group worker must posses are as below:

(1) To obtain maximum information about the group: In the social group work, the social worker maintains close relationship with the group under consideration. Therefore, he has to collect factual information about the group. The success of his work is based on the knowledge obtained with regard the group.

(2) To know the status of an individual within his group: In addition to the group, the social worker should have sufficient knowledge regarding the individual status inside the group. With the help of his knowledge the social worker attempts to establish coordination between the individual and his group aspiration.

(3) To obtain integration between the social work profession and the social ideals: In order to achieve the aims of social group work, the social worker has to establish integration between the social work profession and the social ideals. He has to accept the individual potentialities for progress and development. This acceptance is beyond the range of race, caste and creed. In this regard, the following observation made by Arthur E. Fink, Everett Wilson and Merrill Conover, is very important:

"The Group Worker to accomplish the social objectives of his profession must operate on the basis of deep convictions common to all social work regarding the capacity of individuals to grow, to develop and to change, and a deep belief in the inherent worth of every individual regardless of race, creed and colour."

(4) To know the various factors involved in the group life: The group worker should have sound knowledge regarding the various factors involved in the group life viz, individual development, and dynamics of group actions, social economic and cultural activities. The social worker has to assimilate all these factors in the process of his group work

(5) To know about the available resources of the group: The social worker has to carry out a work plan in accordance with the group needs. But besides he has to consider the resources available in the group.

(6) To motivate the group for spontaneous progress: The social worker makes the group experience meaning to every member. Therefore, the group members devote their leisure towards creative activities, the methods of organizations and implementation of these activities. These methods of organization and implementation of these activities largely depend on the nature of group organization. With the help of motivation, the group worker makes the group members active and conscious.

7.6 Functions of Group Work:

The group worker is not a regular member of the group and his functions are guided by his professional understanding of the group life and by the individual members need for his help. In order to enable

him to assume his responsibility the group worker needs to be aware of his professional self. He has to control his personal impulses, values and preferences and to concentrate on making it possible for the members of a group to obtain the achievement and satisfaction which the group has to obtain the achievement and satisfaction which the group and its activity offer. The worker's skills are most evident while he is actually engaged in a helping capacity in the group. The group worker has generic values in group work because, we are dealing with people. These play a vital role in social development.

Social Group work is Considered Developmental, Preventive and Remedial:

The group work is essentially a problem solving approach and its functions include restoration or improved social functioning of factors leading to impai ment and provision of those resources and services in the environment which are needed for a healthy life. The characteristic feature of group work is that it shows all authoritarianism. It is essentially democratic in nature both in form and in content.

Developmental: Group work emphasizes education development and the cultural growth of the members of the group and for development and social adjustment of the individual through voluntary group action. This process is determined by the objectives of the agency, the dynamic forces, and the adjusted efforts with in the group itself and the group worker's skill of observation and interpretation of efforts with in the group itself. Group work is a method where by the group worker helps the members to participate with a big responsibility of the group in the planning, in developing their own ideas, skills and personal attitudes and to make their own decisions regarding the purposes and the actions of the group. Social group work helps the members to share experiences with others to give and take, to clarify differences of opinion and judgment with out hostility and frustration and to yield good spirit to the decision of the majority which is very important for the development of personality.

Preventive: Here the group worker is enabler. He is enabling group members of experience increasingly satisfactory forms of working through conflicts, that it creates to form contacts to solving through the group interactions. The group as a whole may be enabled by the group worker to move out from 'slugging out' a difference of opinion to solving conflicts by taking them out, or to use different democratic methods. The individual for example may be helped to stop running away when a conflict arises and to face the situation and gather the strength to work through significant for the group work method in the presence of a helping person, the social group worker.

Judicious and appropriate use of limitations related to the diagnostic assessment of each individual and the total situation is another important prevention of individual behavior. These limitations play an important part in intelligent and purposeful work with individuals and the group. The principle of acceptance is frequently misunderstood as meaning total permission to harm each other and to harm oneself, physically or emotionally.

Remedial: The group work thus attempts to provide experiences which integrate the essential needs of the individuals who form the group to encourage healthy, mental and social attitudes of the members of the group and to achieve skill in some leisure time pursuits and to provide experience in acceptable social behavior.

7.7   Basic Skills in Group Work:

Social group work is a method in the profession of social work through individuals in social agency groups are helped by a worker to relate themselves to others and to experience with opportunities that are in accordance with their needs and capacities. Method means the purposeful use of insight and understanding based upon body of knowledge and principles. Skill in the worker capacity to apply knowledge and understanding to a given situation; every worker must have skill in working as a part of an agency and community setting. He must know the agency and the community and must also posses a growing awareness of himself as well as the group.

The worker skills are most evident while he is actually engaged in a helping capacity with the group:

1. Skill in establishing purposeful relationship: The group worker must be skillful in gaining acceptance of the group and in relating himself to the group on a positive professional basis. The group worker must be skillful in helping individuals in the group to accept one another and to join with the group in common pursuits.

2. Skill in analyzing the group situation: The group worker must be skilled in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move. This calls for skill in direct observation of groups as a basis for analysis and judgment. The group worker must be skillful in helping the group to express ideas, work out objectives, clarify immediate goals, and the both, its potentialities and limitations as a group.

3. Skill in participation with the group: The group worker must be skilfull in determining interpreting, assuming, and modifying his own role with the group. The group worker must be skillful in helping group members to participate, to locate leadership among themselves and to take responsibility for their own activities.

4. Skill in dealing with group feeling: The group worker must be skillful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity. The group worker must be skillful in helping groups to release their own feelings, both positive and negative. He must be skillful in helping groups to release their own feelings, both positive and negative. He must be skillful in helping groups to analyze the situation as a part of the working through thegroup of inter group conflicts

5. Skill in programme development : The group worker must be skillful in guiding group thinking so that interests and needs will be revealed and understood. The group worker must be skillful in helping groups to develop programme which they want as a means through which their needs may be met.

6.. Skill in using agency and community resources: The group worker must be skillful in locating and then acquainting the group with various helpful resources which can be utilized by them for programme purposes. The group worker must be skillful in helping certain individual members to make use of specialized services of means to referral when they have needs which cannot be met within the group

7.Skill in evaluation: The group worker must have skill in recording the developmental processes that are going on as he works with the group, the group worker must have skillful in using his records and in helping the group to review its experiences as a means of improvement.

7.8 Factors that influence the role of the worker:

The worker's role will be varying with different groups because groups and institutions within which this operates are so different; the worker should first seek to understand the group and their circumstances surrounding it before attempting to define the specific aspects of his job with it. The primary considerations of factors, that underline differences in the roles of worker are :

2. the community setting
3. the agency function & scope
4. Agency facilities and progammes
5. the kind of group with which he is working
6. the interests, needs, abilities and limitations of individual members
7. the skill and competence of the worker
8. the amount of help the group wants and its willingness to accept help from the worker.

These factors are operating in every group situation.

7.9 Group Work and Group Therapy:

The term group therapy refers to all methods of treating Psychiatric patients in groups under the leadership of a psychotherapist. Therapeutic groups may consist of children adolescents or adults in or out of institutions who are in emotional distress presumably arising in a large part from chromo disturbances in their relationships with other people.

The goal of these groups is to ameliorate the sufferings and improve the personal and social functioning of their members. To achieve means to these goals are emotional interactions of the members with the leader and to each other.

Group therapy is not confined to the method of one profession. It leaves it open to what kind of professional method a professional would adopt to conduct the groups. For example, a psychiatrist may fallow x method or y method according to different school of thought he believes in and follows. Group therapy is practiced with the aim to ameliorate sufferings and improving the personal and social functioning of its members through specified and controlled group interaction aided by a professional person.

Social work being a method of social work helps persons to enhance either social functioning through purposeful group experience to cope with their personal, group or community problems. Generally the beneficiaries are sick in their health i.e group workers are concerned with the mental health and effective social functioning. Group work practices when directed to wards amelioration of personal and social functioning may be rightly called group therapy.

Group therapy is mainly applicable to solve the following problems:
1. Psychological problems such as anxiety , self conflict , inferiority
2. social maladjustment, excessive aggressivity, excessive submissiveness, malformation of habits
3. organic problems like schizophrenia etc.

4. Therapy is a process occurring in formally organized group with the aim of promoting individual or personal growth and development of behavioral change through specified and formulated programme activities.

Broadly speaking any group that helps people with problems can be considered a therapy group, specifically to treatment of patients with mental illness which involves 'uncovering' and achieving 'insights' into unconscious motivation and other intra psychological processes.

7.10 Summary:

Social Group Work is a method which is connected with a group constituted by individuals. Its central focus is a group rather than individual. In other words, Social group work is a very useful device for serving the individual. It has been assumed that the social group work is oriented towards the progress of an entire group. Individual is a member of a group as such individual progress is linked with his group progress. It is thus evident that social group work is guided by democratic ideals. It provides opportunity for progress to each individual and group. Its main aim is to create such a social atmosphere which is based on mutual good will and cooperation. Besides, social group work also aims to create social consciousness so that the individuals in a groups may be aware about their rights and duties.

7.10 Key Words:

1. Group therapy
2. preventive and remedial
3. social conciousness

7.11 Exercise:

1. Define social group work and historical development of social group work as one of the methods in social work
2. Explain the functions of group work working with different groups?

7.13 Reference Book:

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Lesson - 8

Principles in Group Work – Leadership in Group Work process

8.0 Objective:

The objective of the present lesson is to study the principles in group work and leadership in group work process

Contents:

8.1   Introduction
8.2   Principles of group work
8.3   leadership in group work process
8.4   Roles of Leadership
8.5   Qualities of leadership
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8.7   Summary
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8.9   Reference Books

8.1 Introduction:

Social group work is a method of social work which develops the ability of establishing constructive relationship in the individuals through group activities. Group experiences are the essential needs of human being. Montague develop the idea that the pattern of social relationships is a natural continuation of the processes of biological growth, the source of the social appetite of all living creatures is traceable to the way in which living organism originates, all cells originate form cells in it is impossible for them to originate in any other way. Each cell of the organism is dependent for its proper functioning upon the interaction wit it of every other cell of the organism; this is to say that every organism functions as a whole, and not as mass of discrete, independent cellular elements. The organism is itself dependent and interdependent whole. Montague thus, invests the social appetite of man with an instinctive quality, derived form the biological growth process and consistent with it.

Social Work as a method: As a method it is conscious procedure, a designed means of achieving a goal. It is outer sense, a method is a way of doing something but doing underneath we always discover an integrated arrangement of knowledge understanding and principles. It means the purposeful use of insight and understandings based upon a body of knowledge and principles. It also means that social group work, has special knowledge understanding principles and skills. Social group worker has the knowledge of individuals, groups and community behavior and skills of working with them. He is made aware about the factors of human behavior, such as role of heredity, environment, learning, socialization, motivation and perception. He is equipped with the principles of planned group formation, purposeful relationship, programme development, self determination,

flexible functional organization, guided group interaction, resource utilization, etc. Social group worker is skilled in establishing purposeful relationship analyzing group situation participation with the group, dealing with group feeling, using agency and community resources.

Individual is helped through Groups in Social Agency: Groups and agency both are important for social group work practice. He is provide to the individual when he becomes a member of a particular group which exists in a social agency.

The Role of Worker is to Guide the Interaction process: The relationship between worker and group is based on acceptance. The basic function of social group worker is to direct interaction process of the group. He watches the activities and behavior of very member of the group. He keeps his eyes on member's participation, its frequency, time duration, order of participation, interaction level, meaning of activities to the group member. On the basis of this knowledge he provides adequate opportunities to each member for his proper growth and development.

The Purpose of Social Group Work is to provide experience, growth and development: Social group worker helps the group to organize such types of activities through with group members increase their capacities for participation, belonging, decision-making, responsibility taking, and adjusting themselves. They avail opportunities for their growth and development. Democratic principles are followed in group work activities.

8.2 Principles of group work:

Douglas has described fourteen principles of social group work:

1. Recognition and subsequent action in relation to the unique difference of each individual.
2. Recognition and subsequent action in relation to the wide variety of groups as groups.
3. Genuine acceptance of each individual with his unique strengths and weaknesses.
4. Establishment of a purposeful relationship between the group worker and group member.
5. Encouragement and enabling of help and cooperative relationship between members.
6. Appropriate modification of the group process.
7. Encouragement of each member to participate according to the stage of his capacity and enabling, him to become more capable.
8. Enabling members to involve themselves in the process of problem solving.
9. Enabling group members to experience increasingly satisfactory forms of working through conflicts.
10. Provisions of opportunities for new and differing experience in relationships and accomplishments.
11. Judicious use of limitations related to the diagnostic assessment of each individual and the total situation.
12. Purposeful and differential use of programme according to diagnostic evaluation of individual members, group purpose, and appropriate social goals.
13. Ongoing evaluation of individual and group progress.
14. Warm human and disciplined use of self on the part of the group worker.

Terence J. Cooke has derived the following principles to use as a guide in applying the philosophy of St.Thomas.

1. All individuals have common human needs which they seek to satisfy in groups.
2. The primary objective of social group work is the development of the individual by means of the group n which some of these needs are satisfied and or the primary objective of group work is the development of the individual and the group.
3. In social group work, the group worker process, the dynamic interaction among the members of the group and the worker and the group is the primary means of personality growth, change and development.
4. Since social group work operates in a controlled agency setting, the group worker is essential to the group work process and he is necessary one who has knowledge, understanding and skill in the art of helping people related to and work with each other.

Friedlander has mentioned the following basic principles of social group work:

1. The function of the social group worker is a helping or enabling one. This means that his goal is to help the members of the group and the group as a whole to move toward greater independence and capacity for self help.
2. In determining his way of life, group worker uses the scientific method- fact finding (observation), analysis, diagnosis in relation to the individual, the group and the social environment.
3. The group work method requires the worker to form purposeful relationships to group members and the group. This includes conscious focusing on the purposeful of the sponsoring agency, and as implied in the member's behavior. It is differentiated from casual unfocussed relationship.
4. One of the main tools in achieving such a relationship is conscious use of self. This includes self-knowledge and self-discipline in relationships without the loss of warmth and spontaneity.
5. Acceptance of people with out accepting all their behavior: This includes a basic respect and love for people, warmth relating to their strength as well as to their weakness. It is not sentimentality and is enhanced by understanding of individual needs and societal demands.
6. Starting where the group is. The capacity to let groups develop from their own point of departure without imposing immediately outside demands
7. The constructive use of limitations: They must be used judiciously in relation to individual and group needs and agency function. The forms will vary greatly. The group worker will mainly use himself, programes materials interaction of the group, and awakening of insight in the group members.
8. Individualization.
9. Use of the interacting process.
10. The understanding and conscious use of non-verbal programmes as well as verbal material.

Tracker has explained the following principles:

1. The principles of planned group formation: In social group work, the group is the basic unit through which service is provided to the individual, consequently, the agency and worker responsible for the formation of groups of the acceptance into the agency of already formed groups must be aware of the factors inherent in the group situation that makes the given group a positive potential for individual growth and for meeting recognizable needs.

2. The principle of specific objective: In social group work, specific objectives of individual and group development must be consciously formulated by the worker in harmony with group wishes and capacities and in keeping with agency functions.

3. The principles of purposeful worker group relationship- In social group work, a consciously purposeful relationship must be established between the worker and the group members based on the workers acceptance of the group members as they are and upon the groups willingness to accept help from the worker because of the confidence the members have in him and in the agency.

4. The principle of continuous individualization: In social group work, it is recognized that groups are different and that individuals utilize group experience in a variety of ways to meet their differing needs; consequently, continuous individualization must be practiced by the workers. Groups and the individuals in the groups must be understood a developing and changing.

5. The principle of guided group interaction: In social group work the primary source of energy which propels the group and influences the individual to change are the interaction or reciprocal responses of the members. The group worker influence this interaction by the type and quality of his participation.

6. The principle of democratic group self determination – in social group work, the group, must be helped to make its own decisions and determine it own activities, taking the maximum amount of responsibility in line with its capacity and ability. The primary source of control over the group is the group itself.

7. The principle of Flexible Functional Organization - In social group work, the group work, the process through which the worker guides the group in setting up formal orgaisations is just as important as the actual structure details of that organization. Formal organization, should be flexible and should be encouraged only as it meets felt need, is understood by the members and can function accordingly. The formal organization of the group should be adaptive and should change as the group changes.

8. The principle of progressive programme experiences: I social group work, the programme experiences in which the group engages should begin at the level of member interest, need, experience, and competence and should progress in relation to the developing capacity of the group.

9. The principle of resource utilization : in social group work, the total environment of agency and community posses resources which should be utilized to enrich the content of the group experience for individuals and for the group as whole.

10. The principle of evaluation: In social group work continious evaluation of process and programmes in terms of outcomes is essential. Worker, group and agency share in this procedure as a means of guaranteeing this greatest possible self fulfillment for all.

8.3   Leadership in Group Work Process:

Leadership is the process of influencing large number of people in important ways. It is the process of changing the attitudes and values of many persons. It means solving problems for a group. It means directing the activities of many individuals in significant particulars. It means working through the group process so as to produce personality and social change. Leadership may ably depend on the traditions and customs of a group. It may be the complement of fellowship, It may be direct or indirect. It may be mental, social or executive, it may be autocratic, paternalistic, or democratic.

Leadership may be radical, liberal, compromising, conservative or reactionary. Leadership may originate in energy, in intelligence or in character or combination of all three. Sometimes it is due to the focalization of ordinary ability and again it is the expression of margin's of uniqueness and innate superior ability. It may be accounted for by a balanced integration of many traits. It may occur at the conjuncture of ability, crisis and opportunity.

Concept of Leadership: Leadership is such a work which suddenly draws to the attention of the people's eye. Since the times immemorial leadership has been receiving reverence from the people. The leader is something more than a citizen or common man. He can rouse the blood of the ordinary man; he possesses the strength enough to mobilize them as an unified spirit. Rise and fall of the countries in international eyes has its deep inter relation with the rise and fall of the leaders of the country. A good leader is a national asset and a precious dynamic device " to pull the national boat out the floating dangers of the time.

'Leader' as a concept is very difficult to define. It is interesting to note Prof.Bernard, in this context "Indeed, I have never observed any leader who was unable to be a leader, nor any statement of follower that acceptably suppressed why they followed". In simple terms a 'leader is he who leads the nation, a community or a group of persons joined for a common purpose. He unifies and embodies the opinion of the people and mobilizes it to a dignified or any coveted goal.

The two concepts of leader and functional leadership may not be fused in many cases. Certainly the former would appear to grow out to the latter. If some people are in search of former, some of them atleast may try to see in each functional leader, a leader. It would appear that those leaders with sufficient sense of the dramatic to lend themselves readily to conforming to the out ward appearance of being a leader may more readily become one. Lincoln was rather a disappointment of many people in this context,. Hitler and Mussolini took to the root more readily.

The functional leader always earns respect and prestige to the extent that he fulfills his function, but immediate contact is apt to inhibit the growth of the extremes of the leader concept. It would appear then that the usual notion of the leader serves to cover to quite separate concepts. The first emotionally held conviction that some men are leaders and as such are set apart from the common lord. These leaders do not owe this position to their functional relationship with the followers but to almost magic which surrounds them. They have god like attributes which they have been endowed. Our hypothesis is that this concept arises in our culture out of the relation ship of child with his father.An examination of the leader concepts among the males and females in our own culture should test this hypothesis.

The other concept of leadership places emphasis not on a fixed set of personal characteristics not on particular kind of leadership behaviour, but upon the circumstances under which groups of people integrate and organize their activities towards objectives, and upon the way in which the integration and orognisation is achieved. Thus the leadership function is analysed and understood in terms of a dynamic relation ship. A leader may acquire followers as a group of people may create a leader, but the significant aspects of the process can only be understood in dynamic, relationship terms. Evidence and specialization make appear the functional or operational concept of leadership which provides the more useful approach.

8.4 Roles of Leadership:

The role of the leader is to organize the activities of the members of the group toward the accomplishment of some and through con*rolled means for the satisfaction of the relevant needs of the members of the group. When the leader has been choosen by a group of people who have decided upon an objective to attained, the leader role is obvious and his role is relatively simple. When the leader however, is not chosen by the group, but appointed and given means control by some one outside the group, or appoints himself because he requires a group to achieve his purposes his job.is considerably more difficult.

The leader must appear to the people he is to lead as a means for their need satisfaction or they will not accept his direction. Differerent kinds of groups existing for different purposes, are likely to find that different sorts of persons are equally good facilitators. Group members whose facilitative effects are not recognized by others do not thereby cease to be facilitators, but it is more accrurate to say that their contributions are leader like than that they themselves are leader like. Other members cannot take this parts in a role relationship to a leader whose facilitative contributions they do not recognize. The interactional aspect of leadership depends as to other role relationships on the sharing of attitudes and expectations by role participants.

If any organization is running well it is due to authoritarian leadership which is quite effective solves the problems and people have to accept the leader and his decisions. In times of crisis dicisions must be forth coming and people expect the leader to exert an autocratic role. Natural ledership involves a situation in which certain activities of the leader and the group, if performed to gether, will serve as a means of satisfying common needs.

8.5 Qualities of leadership:

Prof. Bernard's opinion has been challenged on the ground of his order of preference enlisted for the leadership on common ground, following qualities must be present in a true leader

1. Decisiveness: He must have a form of decisive belief, flexibility, aᴎɑ integrity
2. Clear views: He must be very much clear in expressing his liking and dislikings.
3. Foresightedness: He must have enough intellectual capacity and reasoning power to see the future.
4. Correct Judgement
5. sympathy to his supporters

6. good public relations
7. self consciousness
8. a good speaker and guide

It is generally admitted that it is more difficult to work with people than to work for people. But working with people involves the difficult task of getting their co-operation, and making them get along well with you. In developing group process on these lines, it will be necessary to foster and develop certain qualities of the head and heart in the leader, who should be at his best even while the group is at its worst. It has to be admitted that there are people who may be called born leaders, who are liked, respected and followed with out any conscious effort on their part. This is so because the way they do a thing or the manner in which they say something is so natural and appealing that co-operation is forth coming spontaneously. But to the vast majority of people, it would be necessary on their part of discipline and train them, making a conscious effort to develop leadership qualities, which may be latent or dormant. These may come out into the open only with some effort.

A genuine interest in people in general, a liking for them in spite of difference and a frequent approach to all people are necessary in order to be successful in the art of working with people. Ordinary people are interested only in themselves and for anyone to be sufficiently interested in others is the sign of broad mindedness which is always received favorably by others. The sign of broadmindedness is always received favorably by others. The leader should be able to listen to other people, in fact oftentimes, do more listening than talking, and try to accommodate to the maximum extent other people's point of view.

He should not stretch his own point of view to the breaking point, but should be able to stick to essentials but conceding points where no harm will result there from. A sense of humour is a most important asset for a leader. To laugh with people, even at one's own expense, is a great thing. To see the lighter side of things even in an ugly situation, and to be able to make appropriate and humorous comments may sometimes ease and even clear up a very tense situation. Humour can be used in such a way as to strengthen the bonds of friendship and the feeling of oneness among the members.

The leader should be gifted with a positive and optimistic out look, determined to make the best even out of the worst situations. He should be able to share the responsibilities with others in the group and let them take the credit for achievements, himself happy to remain in the back ground. To be properly geared to others in the group is the most important thing because it is this positive relationship which alone can lead positive achievements. When mutual trust and confidence is built up, both the leader and the group are able to contribute their best and make a success of the group activities.

The art of working with people is one that is assuming great significance in modern times. The principles of group work are such that can be successfully applied not merely in the limited field of group work but also in the larger field of social welfare and even in working with other groups in the political, social religious settings etc. Thus the principles and approach involved in group work have much wider applicability than in usually supposed. Whether one likes it or not, one finds that he is invariably working closely with other people, moving with some groups and connected with many more and what applies to the group work practice applies to the life outside. In India, greater use of the methods of group work is made in correctional and other social service institutions. But there is

need not merely for group workers as such, but a still greater need for social workers who, no matter in which particular administrative or functional setting they work, will be able to make increasing use of the principles and approach of group work in their dealings with the groups of people coming to them for assistance.

8.6 Role of group worker:

The success of the group worker depends greatly on the positive role of the group worker. Even though he is pat of the group and participate in its activities, he conducts himself in such a way as to enable the group to achieve its objectives. He plays the role of a helper and enables the group to achieve its objectives. He is the cementing force keeping the group together and giving their activities proper direction and co-ordination. He functions in the group in a planned and disciplined way, always conscious of his role as enabler and helper. He is the leader of the group, but not a dictator. He is a democratic leader who is interested not merely in taking the group through a program for its own sake, but one who enables the members to go through the experience of group activity by themselves and for themselves. The programme is not an end in itself but it is only the means to an end, which is the development of the individuals comprising that group. He has to look to the needs of the individuals in the group as well as those of the group as a whole.

Understanding and Acceptance: The first duty of the social worker is to know the group. This is a continuous process in the sense the social group worker should be gathering as much data regarding the social and personal background of the members, all through the group work activities. The behavior of individuals in the group makes meaning only against their background. In fact, it is the group workers intimate knowledge of the back ground of individual members that enables him to understand the functioning of the members in the group, their actions, reactions and interactions.

Just as in social case work, acceptance of the members by the social group worker must be complete and unreserved. The group worker should be impartial and while giving individual attention he should guard against showing undue preference for some members. He should behave in such a way that the entire group trusts him and has complete confidence in him. Only when the group worker and the group completely accept each other, the process of group work will be effective. The group worker should remain near and dear to each member, so that each one can approach him freely with what ever difficulty he may have.

The group members should be free to express their feelings to anger, dejection, etc., to the leader. He does not scold them for that, but tries to help them with their problem which has given rise to their feeling s of anger or dejection. To be able to give vent to their feelings is itself a good thing. This kind of 'letter off the steam' will relieve them sooner than if they were obliged to contain all their feelings. The group worker continuously watches the individuals in the group and attends to their special problems. In certain cases, case work assistance is given to them if required. Thus individual attention is given even in a group situation.

Programmes: In group work situation, the implementation of any programme is to be held out as the ultimate objective. The programme is not an end. The programmes are mainly intended to provide an opportunity for activities and participation, conduct to the development of the members, what they do is not as important as how they do it. For example, take the case of a dream enacted by a group. The drama is such is not so important as the opportunity is provides to several members to

self expression and the satisfaction and recognition they get on account of that. Some of the group activities like a drive for healthy living and hygienic habits are desirable ends. But in group work more importance is attached to how they go about its work and how it leads to individual satisfaction and development. The programmes are tools which the group worker uses to enable the group to achieve the objectives of personal and social development. The programmes will have to be initiated, keeping in mind the composition and interests of the group concerned.

Democratic Management: Democratic management and originisation is the hall mark of group work activity. The group enjoys democratic self-determination. The leader does not impose his decisions on the group but helps them to arrive at a decision in a democratic way. Both in the planning and execution of programmes, the members are free to express their views but once the majority takes a decision, they abide by it. Responsibilities are given to the members, in keeping with their capacities. The members are given maximum of opportunities for the development of responsibility and leadership The group worker particularly help those members who have any special difficulty so that in the process of group work they can get over these. The programmes may have to be constantly revised or changed in keeping with the progress of the group work they can get over these. The programmes may have to be constantly revised or changed interests. Constant evaluation of the group records are essential in group work.

Preventive Aspects: Social group work has a preventive aspect also. It has now been accepted that social problems reflect conditions of social life. It is these social conditions that often lead to social problems. Hence it is necessary that we move out into the breeding places of these social problems and initiate preventive programmes. For example, the problem of delinquency is mostly the result of social conditions. Hence, if activities like group work are started in such area, it gives them a socially acceptable means of self-expression. A comprehensive preventive programmes on progressive lines is called for, in order to prevent the occurrence of several social problems. Group work activity should be an integral part of such a programme.

Group Discussions: The method of open discussion of problems and plans is very important. It is in this way that clarification of issues, interpretation of objectives and co-ordination of efforts is brought about. The essence of group work as democratic process implies that decisions will be taken, as a result of the fullest possible discussion and maximum possible agreement among the members. Open and frank discussion is the best way to resolve conflicts and pave the way for better co-operation and greater determination to work together for the common good. Even though every one would seem to accept the need for discussions, many people also will note that oftentimes, many of these discussions in keeping with the objectives placed before the group is not an easy task. Often times members may digress and go off at a tangent. The group leader has the responsibility not merely to keep up the tempo of the discussion but also to ensure that it moves in the right direction. The group leader will have to contribute a great deal in maintaining an atmosphere of cordiality, friend ship and cooperation, continuously focusing attention on the central problems to be tackled, so that wise decisions would be reached as a result of intelligent discussions.

Group Conflicts: Just as it is natural for people to agree to do thing in a group, it is equally natural for them to disagree when it is a question of going into the details. Personal failures on the part of some members and group conflicts among some others, may hold up the work of the group. To be

involved in conflicts is merely an indication as to how human the members are, but to permit these conflicts to develop or harden is most fatal. The leader should settle the disputes not so much by apportioning the guilt, but rather by emphasizing the greater need to work together in spite of these differences and difficulties. The effort should be to develop and broaden the areas of cooperation narrowing down the areas of conflict.

8.7 Summary:

Social group work is a method of social work which develops the ability of establishing constructive relationship in the individuals through group activities. Group experiences are the essential needs of human being. As a method it is conscious procedure, a designed means of achieving a goal. It is outer sense, a method is a way of doing something but doing underneath we always discover an integrated arrangement of knowledge understanding and principles. It means the purposeful use of insight and understandings based upon a body of knowledge and principles. It also means that social group work, has special knowledge, understanding principles and skills. Social group worker has the knowledge of individuals, groups and community behavior and skills of working with them. He is made aware about the factors of human behavior, such as role of heredity, environment, learning, socialization, motivation and perception. He is equipped with the principles of planned group formation, purposeful relationship, programme development, self determination, flexible functional organization, guided group interaction, resource utilization, etc. Social group worker is skilled in establishing purposeful relationship analyzing group situation, participation with the group, dealing with group feeling, using agency and community resources.

8.7 Key Words:

1. Priciples of Group Work
2. Democratic management
3. Acceptance

8.8 Exercise:

1. Explain the principles of Group Work?
2. Define the role of leadership in group work process?

8.9 Reference Books:

1. Trecker H.B.,   Social Group Work-Pinciples and Practice,The Womens Press, New York, 1948.

2. Dimock,S.H and   The Supervisiion of Group Work and Recreation, Association
H.B. Treker   Press , New york – 1951.

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Note : 9th Lesson is included in the 8th Lesson

Lesson -10

Programme Planning – Nature and importance

10.0 Objective:

The objective of the present lesson is to study the importance of Programme planning in working with individuals and groups

Contents:

10.1   Introduction:

Group work method can be most advantageously used to achieve India's developmental objectives through programmes of health, family welfare, education, community development and housing to mention a few. This will demand a reconceptualisation of both group work theory and programmes. Hence, an orientation in group work should be given to students in schools of social work and to personnel in voluntary and government agencies. This orientation should include a background of social, political, and economic development, strategies of planned development in a developing economy, the need for and types of fundamental changes required in the social structure, and the steps being taken to bring about these changes. It should also cover an assessment of existing programmes, only then can practitioners meaningfully grasp the contribution of group work to the programmes like integrated rural development integrated child development, family planning and the nation adult education programmes.

In India, where poverty, disease, illiteracy and low level of living are widespread, group workers must strive for social action and social change even in remedial and clinical setting. To illustrate, school social work with a group of slow learners in the usual idea of group in the educational field. A wider way of looking at it would be to focus on functional literacy and social education programmes,

establishment of parent teacher's association wherever possible in the neighborhoods and vocational guidance and counseling services on a community extension basis. Special programmes for culturally deprived children, prevention of school drop-outs, family life education and organizing local pressure groups to demand changes in the educational facilitates form local educational authorities, are some of the other ideas that can be initiated. One can also be involved in the preparation of memoranda and collaboration with other groups working in the same field. The scope of education should also be extended to cover education for health, better standards of living, housing with all its legislation and land reforms. So, social group will have to forma partnership with social education and deal with critical aspects of the client's life.

10.2 Meaning and importance of programme in group work:

Programme is a concept which broadly includes the entire range of activities, relationships, interactions and experiences which have been deliberately planned and carried out with the help of the group worker to meet the needs of the individuals and also groups and communities. Much of programme planning is discussed and group must be helped to discover and use their own resources in order to make the programme more and more effective. In programme making the group worker should keep in mind that the programme must be out of the needs and interests of the group members. It is the group worker's main duty to see the age, central background and also the economic differences of the group members.

Whenever a progarmme is made, there every individual is given chance to experience and express his interests inherent values among the group members. In order to make the programme more effective, the programme's rules and regulations must be flexible and varied to satisfy a variety of needs of the group. It must evolve from simple to complex. By keeping all these points in mind a group worker can guide and lead the people to make their programme a better one.

Importance of progarmme in group work involves so many essential points which are very important for the programme. The first importance of programme in group work is to develop a good personality. Unless and until a person is not developed in his personality he can not do a better work for the other people. So, the group programmes are the one which provides these kinds of opportunities. The second point is to socialize the people who do not know any thing. The programmes are conducted by the group worker to make aware people in the villages. The third point is to integrate the goals and achievements of the group members. The group members are integrated by conducting different programmes to achieve their goals. The fourth point is to unite the group members in achieving the goals.

In a programme, the group members are achieving the goals. In a programme, the group member are given more stress to unite their group and make their group more strong. Because when the group is united then they can do even the difficult work more easily. Therefore, the unity among group is very much important. Another importance of programme in group work is to establish and develop a good relationship with others. There are many people who do not have a good relationship with one another. And the last point of the importance of programme in group work is to make a settlement of conflicts among the people and to control their conflicts with one another. This is very important in any group that unless the conflicts are settled there can not be a good and a healthy relationship in the group. So by organizinr nrogrammes the group worker solves the problems and establishes peace and harmony in the group.

10.3 Programme planning and programme development:

Programme Planning: Programme planning means helping the members to plan the programme, discovering and arousing interest relevant to age, socio-cultural, economic and educational background and using the environment to its maximum. The various people in the neighborhood can be tapped as resource persons and even talented group members can be used to demonstrate skills. The workers should know to work with in the limitations imposed by programme materials, roles and situations, agency and community resources, finances and time. The group worker enables members to plan programmes by observing, listening and acting, visiting, consulting, analyzing and recording them. It helps him to gain insight in members, needs and forms of work. The worker will be in teaching programme activities and leading the group in such a way that the members enjoy participation, and opportunities for involvement are created even among the less dominant ones.

Programme Development: The democratic process of consulting people and helping them by the methods of different programmes about their needs and involving them in decisions about priorities which increasingly constitutes the core of programme development; objectives must obviously also be embodied in appropriate political forms and local and national administrative structure. The place of programme development in this wider context is probably unique. Programme development is a consciously planned , directed and evaluated endeavor to precipitate and guide desired social change. Success in programme development demands that the people emotionally identify themselves with these kinds of programmes. Such identification gives programme development, the character of a movement providing strength and sense of purpose to the current change over a whole country. Programme development is being formulated from the outset as a long-term programme of rural development for the whole village or even the whole country.

10.4 Importance of programme in group work:

Programme is a concept which broadly includes the entire range of activities, relationships, interactions, and experiences which have been deliberately planned and carried out with the help of the group workers to meet the needs of the individuals and groups. Much of programme planning is discussional and groups must be helped to discover and use their own resources. Following are the importance of progarmme in group work.

(The success of social group work depends upon the nature of programme and the way in which the group member makes use of them.
(Any individual value that a person learns through group work is through various progarammes.
(Activities provide a chance to express friendliness and affection as well as indifference or open hostility towards others.
(Integration of the group is achieved through activities.
(Programme context provides a centre around which the members come together.
(It helps individuals to establish and develop relationships.

〈 Planning of the programme provides opportunities for the members to make and carry out discussions and to accept responsibilities.

〈 The programme activities themselves sometimes provide pattern for settling conflicts and establishing contacts.

10.5 Role of group worker in programme planning:

A social group worker has to perform following role in the process of programme planning:

1. Helping the members of the group to plan the progarmme,
2. Discovering potentials and arousing interests with in the individuals of the group.
3. extensively using the environment to stimulate new programme activities. The equipment and facilities of the agency may be like games, room, record player, library, swimming pools, natural atmosphere, etc. The members themselves, may bring out their own talents of singing, playing, etc. which is also a part of environment.
4.   Using limitations in a right manner. There are limitations imposed by materials, rules of the agency and situations. Limitations imposed by resources and facilities also has an important place in the programme planning. For example the handicapped people may prove to be a failure in their performance of certain activities as compared to the normal people. In such situations the group worker has to guide the members to take up responsibility where they may not fail.

10.6 Group and group relations:

It is now generally recognized that it is of basic importance to social workers to know how to use knowledge of group process. Some of the groups covered here will thus require to be reinforced in the methods courses and in the field work. The subject matter will include the nature of groups with groups participation considered as being inherent in human nature, since group life is antecedent to the emergence of separate individual in the society. This indicates that group membership is essential for individual development and mental health, because it affords opportunities to satisfy basic human needs for mutual relation ship achievements security and recognition.

An analysis of the actual process of group life will include study of the impulses which brings people together, how groups, are formed, the purpose which different groups exist to fulfill, the natural history of a group and between different groups. The various types of groups, reference groups, peer groups, acceptable and disadvantaged groups, minority groups, groups which are held together by their social isolation, groups which are formed for a specific purpose and then disintegrate or agree to break up, groups which endure over-generation, and groups based upon conscious selection, or upon proper inquiry.

The values of group membership to the individual may also be studied developmentally, starting with the primary group of the family and going on through the natural play groups of childhood, school groups. The one sex and tetra sexual companionship and interest groups of adolescence, through which social skills are learned and initiation into adult society is facilitated, to the varied adult work, leisure, interest and social groups, and the closing circle of old age. The amount of social nourishment which the normal individual receives form satisfying group life throws light on

the effects of impoverishment of group and social life, resulting in the anomie and rootless ness, the absence of a sense of belonging and to defined roles, status and expectations in society which sometimes result from the rapid growth of urban areas.

10.7 Use of programme Media:

largely because of its early linkages to the field of recreation, group work has recognized the value of additional types of activities in pursuit of change goals. Often, group workers introduce varied tasks and programmes to supplement discussion, depending on the particular composition and goals of the group. Since verbal abilities are less devel ped among the younger children, games and craft activities have been effectively used as part of eir programmes, with adolescents and adults; on the other hand a number of social activities and planning for group action are found effective. Within institutions, client groups can be helped to explore problems of the social milieu by being permitted to undertake limited self-government. Many messages for social development and concretization are given through the use of folk media in villages and urban community groups. All these programme activities extend the opportunities for meaningful interaction among clients, significant involvement with social tasks and acquisition of valued interpersonal skills. For any of the type of models or approaches of groups referred in ay setting of group work practice, one or a combination of the following programme activities can be used for diagnostic problem-solving or treatment purpose.

1. **Play:** The use of all types of games (physical, intellectual, memory, sensory) including playing with blocks, toys and water, in the case of young children.

2. **Drama:** Mime, use of puppets and masks and role-play; in these members of the group are asked to act various parts which have significance to their problems or difficulties. Individuals thereby gain insight into their own behavior and that of others.

3. **Music and Crafts and Arts:** The former which can be vocal or instrumental or a solo or a group basis provide an outlet for all varieties of human emotions whereas the thorough work with diverse materials such as wood, clay, paper, straw or paints give ample scope for self-expression, creativity, balance and harmony.

4. **Talk:** This is the action most people associate immediately with group activities especially of a problem solving or therapeutic nature dealing with critical topics related to the clients personal lives. Induced in this activity are small group discussion, lectures, seminars, conversations, sensitivity games and encounter secessions (A much mode of communication, talk is an essential part of the other activities.)

5. **Movement:** This kind of activities are being used, a counter to the rather over emphasized verbal communication Just referred to activity includes exploration of touch, non-verbal communication, dance, mime and physical encounter.

6. **Work:** This activity speaks for itself and covers projects and tasks of all kinds of complexity which involve an ongoing process of co-operative endeavour.

10.8 Effective Programme development process:

Some of the pre-requisites of effective programme development process are as follows:

1. Programme should grow out of the needs and interests of the individuals who compose the group, e.g., youth, children, adult, etc.
2. Programme should take into its account the factors such as age of group members, cultural background and economic differences.
3. Programme should provide individuals with experience and opportunities for participation.
4. Programme should be flexible and varied to satisfy a variety of needs and interests and to afford a maximum number of opportunities for participation
5. The progarmme should be evolved from the simple to more complex level, with movement coming as a result of group growth in ability and readiness.

10.9 Programme evaluation:

Programme evaluation is very important part of group work process. There must be proper evaluation of each individual within the group as a whole through various programmes. Progarmme evaluation can be done in following ways.

1. Observing by listening to suggestions and actions of individuals and group, facial expression and tone of voice, etc.
2. Analysis various of situations and regarding the progress of activities and the individuals.
3. Visiting and consulting the family, school and other community sources as per the requirement of the process. Home visits gives insight into the members' family relationship, values, interests, etc.
4. Teaching and leading the group for growth and progress.
5. Helping individuals with in the group to gain skills to cope up with the activities.
6. Helping the members to lead various activities by endowing them with different duties and responsibilities.
7. Make use of experts and specialists in certain activities and taking their assistance in the activities for growth and progress of the group.

8. Social group worker himself should be a specialist in some areas to evalunte the whole process.

10.10 Group Structure:

The group structure or the developmental stages goes through different process. Tuck Mann (1965) divides this process into four easily remembered stage forming, is characterized by anxiety and dependency on the worker with most comments being directed towards the worker as well as members testing to ascertain the group norms. Storming, the second stage, includes conflict between sub-groups, disagreement between members, resistance to group control, and rebellion against the worker. The text stage forming shows the development of group norms and cohesion the resolution of conflicts and mutual support. The fourth stage performing, which is the final stage, is indicated by

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flexible and functional roles within the group, the resolution of interpersonal problems, and the use of the group resources of inter personal problems, and use of the group resources for the achievement of the task. These four phases are cyclical, not linear which means that a group may be at the performing stage when the entrance of new member to the group throws the whole group work to the forming stage.

An example of this cyclical process was illustrated in a support group for depressed single-parent –women. The members who had been meeting for some weeks, had formed supportive net works with in the group. A worker, with the permission of the members, introduced a new woman into the group. In a discussion the new member is prepared with one established member. At this interference in the existing supportive relationship, disagreed with by the pair burst into tears and left the room. The worker later persuaded her to return to the meeting but she remained silent for the reminder of the session. The workers feared that none of the women would attend again, but on looking at the process, realized that the group had reverted to the forming stage with the introduction of the new member, and had then progressed on the storming stage during the progress of the meeting, this in fact is what had happened and subsequent sessions saw the group working through, one more, to performing stage, this time with the inclusion of the new member.

Some writers include a fifth stage, mourning in the process this ending phase of a group is characterized by reactions such as denial that the group is finishing, regression to former behavior patterns, rejection of the group and worker, or the desire for a ritual ending such a party. Northen (1969) provides an excellent description of group termination. The size of the group is determined by the nature of the interaction desired. The smaller the group the greater the potential and demand for close relationships, the higher the rate of membership participation, the stronger the group pressures on each member and the greater the flexibility of the group to modify its goals to meet changing needs. Too small a group, however, means, you may have no group if members are absent or drop out.

When a group is larger than about eight, a formal structure begins to develop, sub-groups appear, communications are directed towards the worker, the number of interactions possibly increase and the group tends to find difficulty in making decisions. In deciding upon the size of a group and in selecting members for a group a worker needs to consider the needs of the clients, their prior group experiences, their personalities and whether or not they want to join a particular group. Effective groups have members who want to be there so the decision on whether or not to join should be critical attribute.

10.11 Group leadership:

leader is a person who influences the other persons. Leadership is a behavior that affects the behavior of other people. Leadership is a relationship of one person and one who influences other to work together. The crisis of administration in India today is the crisis of leadership. With the public sector constantly on the increase, large and complex organizations are being built up under the aegis of the ever exapanding welfare state. All these organizations and groups big or small, need administrative as well as group leadership. More schools, more hospitals, more industries, more steel plants, more cooperation, more institutes and laboratories call for one indispensable element, namely, group work and administrative leadership. Similarly, the successful implementation

of thousands of programmes included in our plan depends for their success on good leadership. Barnard is thus right in remarking that "Growth in technology and specialization too have made significance of the problems of leadership. Thus the first and the foremost task of the management to day is to provide leadership, that is, to direct, control and co-ordinate the activities of a group of persons with a view of achieving the desired goals of the organization.

In spite of the overwhelming significance of leadership there is no unanimity about its contents. "Indeed, I have observed any leader who was able to state adequately or intelligently why he was able to be a leader, nor any statement of followers that acceptably expressed why they followed says Barnard ,and a person tend to forget that leadership has a double meaning. A look at eh dictionary Imeaning of the verb to lead would show that the term is used in tow different sense in sense it means "to excel, to be advance, to be prominent" and in another sense it means "to guide others, to be head of an organization or a group or hold command". In the words of Seckler-Hudgon: "leadership in large groups or organizations may be defined as influencing and emerging of people to work together in a common effort to achieve the purpose of the enterprise'.

In order to understand the group work it is important to know the cultural determinants affecting its practice such as nature of society and the individuals social functioning in groups in the Indians are very group conscious living closely knit in families and associating freely with neighbors and community members through many informal primary and secondary groups. The Indian virtually never steps out of his compact group relations, the family, the caste, etc. As the members of the family and the community are closely interdependent in the life of the Indians. Therefore, the group worker must realize that it requires greater strength of character on the part of the client who is closely tied to his environment to find solution.

The group worker cannot be tied solely to be the instrumental in bringing about a change in the individual as well as society. Therefore the group work, becomes a catalytic agent. In the light of this, the group worker should play an increasing part in community life and he be in contact with conditions that affects groups, communities and the wider society.

10.12 Summary:

Group work method can be most advantageously used to achieve India's developmental objectives through programmes of health, family welfare, education, community development and housing to mention a few. This will demand a reconceptualisation of both group work theory and programmes. Hence, an orientation in group work should be given to students in schools of social work and to personnel in voluntary and government agencies. Whenever a progarmme is made, there every individual is given chance to experience and express his interesting inherent values among the group members. In order to make the programme more effective, the programme's rules and regulations must be flexible and varied to satisfy a variety of needs of the group. It must involve from simple to complex. By keeping all these points in mid a group worker can guide and lead the people to make their programme a better one.

10.13 Key Words:

1. Leadership
2. Evaluation
3. Group leadership

10.14 Exercise:

1. Write the importance of Programme planning in social group work?
2. Discuss the role of leadership in working with the groups?

10.15 Referece Books

1.Trecker H.B.,   Social Group Work-Pinciples and Practice,The Womens Press, New York, 1948.

2. Dimock,S.H and   The Supervisiion of Group Work and Recreation, Association
   H.B. Treker   Press , New york – 1951.

3. Lindsay, A.W,   Group Work Recording – Principles and Practice, the Womens Press, New York, 1952.

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Lesson –11

Concept of Group Dynamics
[Nature and Significance]

11.0. Objectives:

The objectives of this lesson are to explain the concept of group dynamics its nature and significance.

Contents:

11.1. Introduction
11.2. Group dynamics – Meaning
11.3. Research Studies
11.4. Dimensions of Group Dynamics
11.5. The Interaction Patterns
11.6. Communication
11.7. Other Interaction Patterns
11.8. Group Cohesion
11.9. Social control Dynamics
11.10. Summary
11.11. Key Words
11.12. Exercises
11.13. Reference Books.

11.1. Introduction:

The understanding of group dynamics is useful for practicing effectively with any type of group. Many theories describe group functioning. All the theories state that one should understand groups as Social systems. A system is made up of elements and their interactions. Groups can be conceptualized as individuals in interaction with each other. The forces that result from interactions of group members are often referred to as group dynamics. Group dynamics influence the behaviour of both individual group members and the group as a whole. The worker's most important tasks is to help groups develop dynamics that promote the satisfaction of members' Socio-emotional needs. Group dynamics can also have negative effect on the meeting of members Socio-emotional needs and on goal attainment. Forces exerted in groups can have a powerful influence on group members and on the functioning of the entire group. On the other hand, appropriate development of group dynamics can lead to positive outcomes of the group and its members.

11.2 Group dynamics meaning:

When two or more individuals come together, and work for certain common goals, so that a group structure, as well as group norms, are set up, we have the formation of groups. That means, the behaviour of the individual influences the behaviour of the other individuals in the group. The behaviour of the other individuals influences the behaviour of the given

individual. This is group dynamics. Group dynamics indicates the adjustive changes which are occurring in the group as a result of the changes which are occurring in any part of the group.

Social Scientists earlier used the concept of 'group mind'. It means why the behaviour of an individual in a group is different from the behaviour of the individual when he is alone. The behaviour of the individual is affected by the behaviour of the other individuals when be is a member of a group. The concept of group dynamics has supplanted the old concept of group mind. When we study the group as a whole, we are aware of studying changes which occur in the behaviour of the individuals. These changes are transmitted to all the individuals, so that the behaviour of the group is altered. Culture determines group behaviour. The Social psychologist seeks to explain group behaviour on the basis of Social interaction and cultural transmission through Social interaction. This interactive psychological relationship is termed "group dynamics".

We can understand group behaviour only if we take into account both the personality of the individual and the character of the Social situation. In other words, group behaviour is a function of the individual and the Social situation.

11.3. Research Studies:

Lewin in his study found that lecture method brought about change in behaviour in 3 percent of the women, in conveying the information. When the same information was communicated by discussion method, 32 percent of the women used the new foods which were recommended by nutritionists. In another study it was found that mothers who participated in group discussion used cod liver oil to feed their infants more readily than the mothers who followed lecture method. It was also found that 90 percent of the mothers used orange juice after the group discussion method as against 35 percent of women who listened to the lecture. These results show that the discussion method is far superior to the lecture method in bringing about a Social change. The superiority of the discussion method is due to the greater involvement of the individuals in the problem under discussion. Lecture method makes people passive where as discussion method makes them active participants. When the group it self shows a readiness to change by active participation then actual Social change becomes possible. The change will be even more when the group actually takes the decision to change.

Coch and French conducted a study in a sewing factory. The management of the factory found it necessary to change the workers from one job to another and also to adopt new methods in doing old jobs. The study revealed that even efficient operators showed an immediate drop in production. The drop in production was due more to problems of motivation rather than to technical problems. So an experiment was conducted. The workers to be transferred were divided into three groups equal to one another with respect to efficiency. The first group was the control group; the members of the group followed usual method. When they were introduced to the new section. They were informed about the changes. It was found that there was a big drop in production. The second group was informed about the change but an explanation was given regarding the need for the change. Through group discussion, the group agreed that a change was necessary, after these new methods were explained in detail. For this group,there was initial drop and there was good recovery and no worker left the job. The third group was treated in the same way as the second group; only they were asked to participate in the work as "special operators". So there was prestige attached to the transfer. This group was superior to the second group. When there was group discussion and group decision, there was not only increase in productivity, there was also no labour turnover; there was no aggression against the management. When a group understands

the change, agrees to the change, and when there is a group decision with respect to the change, the productivity increases.

11.4. Dimensions of Group Dynamics:

Four dimensions of group dynamics are of particular importance to group workers in understanding and working effectively with all types of task and treatment groups:
1. Communication and interaction patterns
2. Cohesion
3. Social control mechanisms, that is norms, roles and status
4. Group culture

In depth knowledge of group dynamics is essential for understanding the social structure of groups and for developing begininig-level skills in group work practice.

11.5. The Interaction Patterns:

According to northen, " Social interaction is a term for the dynamic interplay of forces in which contact between persons results in a modification of the behaviour and attitudes of the participants". Verbal and nonverbal communications are the components of social interaction. Communication is the process by which people convey meanings to each other by using symbols. Communication entails (a) The encoding of a person's perceptions, thoughts, and feelings into language and other symbols, (b) The decoding of the transmission of these symbols or language, (c) The decoding of the transmission by another person. As members of a group communicate to one another, a reciprocal pattern of interaction emerges. The interaction patterns that develop can be beneficial or harmful to the group. A group worker who is knowledgeable about helpful communications and interactions can intervene to help the group achieve desired goals and to ensure the social-emotional satisfaction of the members.

11.6. Communication:

The worker should be aware that whenever people are together in a group, they are communicating. All communications are intended to convey a message. Silence can communicate sorrow, anger or lack of interest. Every group member communicates for many reasons. Kiesler has suggested that people communicate for (a) Understanding other people, (b) Persuading others, (c) Gaining power, (d) Defending themselves, (e) Provoking a reaction from others, (f) making an impression on others and (g) maintaining relationships.

Workers should observe, assess and understand communication and interaction patterns. Workers should use this information to work with individual members and the group as a whole. If one member is unassertive in the group, the worker might help the member to respond assertively to situations in the group. The worker suggests that the member practices the skills to respond assertively to situations.

The worker should also be aware that messages are often received selectively. Selective perception refers to screening of messages. Messages are decoded and their meanings are received. Selective screening sometimes results in blocking of messages so that they are not decoded and received. Napier and gershenfeld suggest that the perception of a communication can be influenced

by (a) experiences in early childhood, (b) stereotypes, (c) status of the communicator, (d) Previous experience and (e) assumptions and values. The
interaction might have hidden meaning for both sender and the receiver of a particular communication.

It is not possible, for workers to analyze each interpersonal communication that occurs in a group. With little practice, they can become aware of the meanings behind messages and their effect on a particular member and on the group as a whole. The group workers can intervene in the group when they have full understanding of the meanings of the messages being communicated and received by each member.

Communications can also be distorted in transmission. One of the transmission problems are language barriers. There are problems of understanding accents and dialects. The meanings of many words are culturally defined and may not be interpreted as the communicator intended. Special care must be taken to avoid distorting the meanings intended by the communicator.

Noise and other distortions inside or outside the meeting room can interfere with effective communication. Hearing and eyesight problems can create difficulties in receiving messages. Elderly people have some hearing impairment and also suffer from severe visual impairment. When working with older people, the practitioner should be alert to members' potential difficulties in hearing and eyesight.

It is important that members receive feedback about their communications. Feedback is a way of checking that the meanings of the communicated messages are understood correctly. Feedback is designed to check the distortions rather than to confront or attack them. Feedback and clarification can help to prevent communications from being interpreted in unintended ways.

11.7. Other Interactions patterns:

A variety of interaction patterns have been identified in social work literature (Middleman), such as (a) the leader is the central figure and communication occurs from leader to member or from member to leader; (b) members take turns talking; (c) there is exchange between the leader and a member, as the other members watch; and (d) all members take responsibility for communicating. The first three patterns are leader-centered; the fourth pattern is group-centered, because it emerges from the initiative of group members.

The workers should facilitate development of group-centered rather than leader-centered interaction patterns. In group-centered patterns, members freely interact with each other. Group centered patterns increase social interaction, group morale and members' commitment to group goals. But group centered patterns are less efficient than leader- centered patterns.

Patterns of interaction are affected by (a) the cues and reinforcements; (b) the emotional bonds that develop between group members, (c) the sub-groups that develop in the group, (d) the size and physical arrangement of the group and (e) power and status relationships in the group. Workers can change interaction patterns by modifying these important factors.

Cues and Reinforces:

Workers and members can decide to use verbal and non-verbal behaviours to facilitate modifications in established patterns. Cues such as words or gestures can act as signals to group

members to talk more or less frequently to one another or to the worker. Workers and members can also use other reinforcers to encourage beneficial interactions.

Emotional Bonds:

Positive emotional bonds such as interpersonal liking and attraction increase interpersonal interaction. Negative emotional bonds reduce solidarity between members. Hartford calls alignments based on emotional bonds " interest alliances". Members cf a minority group might form an interest alliance based on similar concerns about the lack of community services for minority groups.

Sub-groups:

Sub- groups also affect the interaction patterns in a group. Sub-groups form from emotional bonds and interest alliances among sub-sects of group members. Individuals look forward to interacting with those to whom they are particularly close. They should not be viewed as threat to the integrity of the group unless the attraction of members within the sub-groups becomes greater than their attraction to the group as a whole.

There are variety of sub-group types, including the Dyad, triad, and clique. Also there are isolates, who do not interact with the group, and scapegoats who receive negative attention and criticism from the group.

Sub-group formation is useful for assigning certain tasks to committees, delegate councils and some teams. The results of the sub-groups work are brought back to the larger group for consideration and action. The formation of intense sub-group attraction, can be a problem. Sub-group members may challenge the worker's authority. They may substitute their own goals and methods for the goals of the larger group.

Size and Physical Arrangements:

As the size of the group increases, the possibilities for potential relationships increase. As groups grow larger, each member has more social relationships, but less opportunity to maintain. With increased group size there are also fewer opportunities and less time for members to communicate. A reduced chance to participate leads to dissatisfaction and lack of commitment to decisions made by the group.

The physical arrangement of group members also influences interaction patterns. For example, members who sit in circles have easier time communicating with each other than do members who sit on rows. Circular seating arrangements promote face-to face interaction, they are often preferred to other arrangements.

Power and Status:

Two other factors affecting communication and interaction patterns are the relative power and status of the group members. When members carry out roles that are important to the group, their power and status increases. When a member enjoys high status and power, other members are likely to direct their communications to that member (Napier & Gershenfeld)

Communication-Principles:

Workers may find the following principles about communication and interaction patterns helpful.

1. Workers should help members communicate effectively throughout the life of a group.
2. communication patterns can be changed strategies. Workers can change sub-groups, group size, structure or alter the power or status relationships in a group.
3. Workers should help members understand each other's intentions by clarifying them through group discussion.
4. Workers should help members understand and appreciate the meaning of different communications
5. Workers should help members listen to what others are communicating.
6. Workers should help members clarify verbal and non-verbal communications.
7. The worker should educate members about how to give and receive effective feed back.
8. workers should encourage communication patterns that are appropriate to the purpose of the group.

Workers should follow the above principles to help groups develop patterns of communication and interaction.

11.8. Group Cohesion:

People are attracted to group for a variety of reasons. According to Cartwright, four interacting sets of variables determine a member's attraction to a group.

1. The need for affiliation, recognition, and security
2. The resources and prestige available through group participation.
3. Expectations of the beneficial and detrimental consequences of the group.
4. The comparison of the group with other group experiences.

Cohesive groups satisfy members need for affiliation. Many people join groups because of the people they expect to meet and get to know. Prestige may also be an incentive. Another incentive is access to services or resources not otherwise available. Cohesion can affect the functioning of individual members and the group as a whole. Cohesion can lead to dependence on the group.

Group Cohesion – Principles:

The following principles are helpful to enhance a group's cohesiveness.
1. The worker should use group discussions to encourage interaction.
2. The worker should help members identify their needs and how they can be met in the group.
3. the worker should help members to achieve goals.
4. The worker should help group members to cooperate rather than compete with each other.
5. The worker can use inter group competition to build inter-group bonds.
6. The worker should give all members the opportunity to be fully involved.
7. The worker should help members clarify their expectations
8. Workers should help groups to be rewarding experiences for members.
9. The worker should help the group develop pride in its identity and purpose.

11.9. Social Control Dynamics:

Social control includes the norms that develop in the group and the roles and status of individual group members. Social order and stability are prerequisites for the formation of a cohesive group. Social control can be used by workers and members to gain compliance from deviant group members. Social controls that are too stringent can reduce group attraction.

The extent of social controls varies from group to group. In groups with strong social controls, members must give up a great deal of their freedom and individuality. In some groups this is necessary for effective functioning.

How Norms, roles, status and other social control mechanisms can satisfy members social emotional needs, are described below.

NORMS:

Norms are shared expectations and beliefs about appropriate way to act in social situation such as a group. Norms stabilize and regulate behaviour in groups. Norms result from what is valued, preferred and accepted behaviour in the group. Norms develop as the group develops. The emergence of the norms as the group progresses, however, reduces the need for structure and control by the worker. Norms may be overt or covert. Some norms are strictly enforced while others are rarely enforced.

Deviations from group norms are not necessarily harmful to a group. Deviations help groups move in new directions. Norms may be dysfunctional, or unethical, or it may be beneficial for members to deviate from them. The worker can help groups examine whether norms contribute to the effective functioning of the group the worker should ensure that the developing norms are beneficial for the group. New norms become the recognized and accepted rules by which the group functions. Napier and gershenfeld have suggested ways that norms can be changed.

1. Discussing, the decisions about the group norms
2. Directly intervening in the group to change a norm
3. Deviating from a norm and helping a group to adapt a new response.
4. Hiring a consultant to work with the group to change its norms.

Roles:

Roles can also have an important influence on group members. Roles are shared expectations about the functions of individuals in the group. Roles define behaviour in relation to a specific function that the group member is expected to perform. Roles provide social control in groups by prescribing how members should behave in certain situations. Performing in a certain role not only prescribes certain behaviour but also limits member's freedom to deviate from the expected behaviour in the role. Changes or modifications of roles are best undertaken by discussing members roles, asking members to assume new roles or adding new roles.

Status:

Status refers to an evaluation and ranking of each member's position in the group relative to all other members. Because status is defined relative to other group members, a person's status in a group is also affected by the other members.

Low-Status members are the least likely to conform to group norms, because, they have little to lose by deviating. Medium status group members tend to conform to group norms so that they can retain their status and perhaps gain a higher status. High status members generally conform to valued group norms. Changing member's roles in the group and helping them to achieve more visible or responsible position within the group can also increase members' status.

Social control-Principles:

Norms, roles and status are interrelated concepts. Social controls limit individuality, freedom and independence. At the same time social controls stabilize and regulate the operation of groups by helping them to function efficiently and effectively. Worker may find the following principles about social control dynamics helpful when facilitating a group.

1. Social control dynamics help regulate and stabilize group functioning.
2. Workers should help members avoid stereotypical way of interaction and develop an awareness of their own stereo types.
3. The Worker should mediate value conflicts among members and between members and the larger society
4. the worker should promote values such as openness, self- determination, fairness and acceptance of difference which are fundamental to social group work and social work profession.
5. Groups are most satisfying when they meet members' socio emotional needs

11.10. Summary:

The understanding of group dynamics is useful for practicing effectively with any type of group. One should understand groups as social systems. A system is made up of elements and their interactions. The forces that result from interactions of group members are often referred to as group dynamics. Group dynamics influence the behaviour of both individual group members and the group as a whole.

When two or more individuals come together and work for certain common goals so that a group structure, as well as group norms are set up, we have the formation of groups. That means, the behaviour of the individual influences the behaviour of the other individuals in the group. The behaviour of the other individuals influences the behaviour of the given individual. This is group dynamics. Group dynamics indicates the adjustive changes which are occurring in the group as a result of the changes which are occurring in any part of the group.

There are four types of group dynamics which are helpful to group workers for working effectively with the groups, (1) communication and interaction patterns, (2) cohesion, (3) Social Control Mechanisms, that is norms, roles and status, (4) Group culture.

According to Northen, " Social interaction is a term for the dynamic interplay of forces in which contact between persons results in a modification of the behaviour and attitudes of the participants". Verbal and non-Verbal communications are the components of social interaction. Communication is the process by which people convey meanings to each other by using symbols.

The worker should be aware that whenever people are together in a group, they are communicating. All communications are intended to convey a message. Silence can communicate

sorrow, anger or lack of interest. Every group member communicates for many reasons. Workers should observe, assess and understand communication and interaction patterns. The worker should also be aware that messages are often received selectively. Selective perception refers to screening of messages.

Communications can also be distorted in transmission. One of the transmission problems are language barriers. There are problems of understanding accents and dialects. The meaning of many words are culturally defined. Noise and other distortions inside and outside the meeting room can interfere with effective communications. It is important that members receive feed back about their communications.

The workers should facilitate development of group-centred rather than leader-centred interaction. Patterns of interaction are affected by (a) the cues and reinforcement; (2) the emotional bonds, (3) the sub-groups, (4) the size and physical arrangement of the group, (5) Power and status relationships in the group.

People are attracted to groups for a variety of reasons. Cohesive groups satisfy members' need for affiliation. The extent of social controls varies from group to group.

11.11 Key words:
a) Group dynamics
b) Interaction Patterns
c) Communication
d) Group cohesion.

11.12. Exercises:
1. Explain the concept of group dynamics and its nature and significance.
2. Discuss various dimensions of group dynamics.

11.13. Reference Books:
1. Kuppu swamy (1965)   : An Introduction to social Psychology; Asia Publishing House.
2. Lewis, oscar and Dhilon (1954) : Group dynamics in a Northern Indian village- A study of Factions, Planning commission.
3. Sherif and sheriff (1953) :   Group in Harmony and Tension, Harper

Prof. M. Lakshmipathi Raju

CREATING AWARENESS

12.0. Objectives:

The objectives of this lesson are to explain how to create awareness about the problem confronting the community

Structure

12.1 Introduction:

The effectiveness of social action depends on the number of people in a given community are aware of their own problems and supporting measures for the removal of such problems. Until a sizable majority cognizes problems and extend support for remedial measures, the problems will remain and social action will not take place.

Creating awareness is one of the objectives of a social worker functioning in the role of a social actionist. Social awareness is understood not merely problem consciousness. It is something more than that. It implies physical, emotional, moral support for the measures to solve the problem. Mere mental cognizance of the problem is not enough. In social action process, unless there is physical and emotional involvement of the community, mere consciousness of the problem will not help to change the situation or solve the problem. " He alone is more knowledge able who also acts". However, the conversion of knowledge into action depends on early discipline and also multifarious social, environmental factors. For instance, knowing that alcoholism is an evil, many people will become victim to it. So also for many evils like gambling, crime, prostitution etc., many people become victims. People generally do not act immediately for achieving desired purposes. They need to be slowly and steadily roused to collective action. There should be persistent and organized effort on the part of the social actionist.

12.2. Role of Research:

It is said that knowledge is power. People with knowledge of the problem or awareness about the problem will act better than those without knowledge. Hence it is necessary to acquire more knowledge about the problem by gathering facts relating to the situation. In a sccial situation, it is always better and more effective to act with knowledge than to act without it. It is the duty of the social worker to create in the minds of the people awareness of the problems affecting them. Social research is one of the means of creating such awareness. By research, we can investigate into the origin, development and extent of social problems. By research, we can have an understanding of the

group. He meets the group in different times. In every meeting the group worker observes carefully the members of the group and makes record.

Records are also important to the agency which sponsors the worker. The agency, through the supervisor, has a means of knowing what is going on, if there is a record. It aids the worker through guidance and improves the programme. In some agencies, the records are regularly used in staff conferences to provide a basis for staff discussion and learning.

The important part of group worker's responsibility is the preparation and writing of records. The minutes of the meetings may be kept by the elected secretary of the group. These minutes are used by the groups, in reviewing its experience in making plans and in follow up work. Another type of record kept by group workers is processed records. In this kind of records, each meeting of group is described in full details. It is a process record in the sense that primary attention is given to participation and interaction of the members with a view to determining the role of each individual in the affairs of the group.

The writing of record is becoming an integral part of social groups work practice. It is a tool for the improvement of group worker and has important values for the groups, the worker. The agency and the field. The major value of narrative process record help the worker to do a more effective job with his group. By writing a complete process record, it serves as a tool of understanding the group and learning how to help it. When the worker puts in writing what happened in each group meeting, what he did, what problems he faced and what questions arose in his mind, he is thinking into the group situation.

Process records are written by the worker primarily for himself for his own use continuously throughout his relationship with the group. These records help the worker to become more aware of the members of the group. He can see the development of skills and social attitudes. Process records show the worker the variety of patterns of interpersonal relationships which take shape within the group. As the worker writes his records after each meeting, he develops a picture of the group that can be passed on to his superior. Together, worker and supervisor can focus their attention on the group situation as experienced by the worker. Records are useful for evaluating the group experience of the members and for helping the worker in the individual and group supervisory, conferences.

In worker evaluation, records are indispensable when new workers are assigned to groups. Past records become useful at the point of orientation and help to new workers to understand the kind of experience, the group has enjoyed prior to the coming of the new worker. Records are valuable to other departments of the agency. They are important in the planning of referrals of individuals to community resource agencies.

Records are useful to administration in determining whether its service is in the line with purposes and objectives of the agency, and whether there is need to change policies and practices. Further more well kept records are useful in interpreting group work as a method in social work. Agency Boards and community groups can be helped to appreciate the need for added facilities, equipment and staff. When a review of the records of several groups reveals common problems, it is possible to utilise factual information as a base for the selection of staff members and for staff training.

Records have value for the group, the worker, and the agency and for the field of social work, They serve as teaching material for in-service training, and professional education. They serve as discussion material for professional organizations that conduct institutes and conferences. Group records are essential in study, research and experimentation.

12.3. Types of Recording:

Records can be written in different ways. Process recording is the most effective way. Other ways (types) of recording are narrative, role recording, summary recording and abstract. Narrative, process and role recording form a continuum.

Narrative Recording:

A beginner in social work should start with narrative recording. In narrative recording everything that has happened is recorded as it has happened. We have to reproduce the situation. It consists of all the statements, observations and comments of the worker. It is narration of what has happened and a detailed account of the events.

Process recording:

Process recording is of immense value to the learners of social work methods. Process is continuous development involving many changes. It is a series of actions, changes or functions that bring about a result. Process record includes these developments and actions. These developments are meaningfully related to the person- in-situation. It is selective in its recording. Interactions which have meaning for intervention are recorded and the rest of the details are discarded. The focus is on the developments relevant to understanding of psycho-social life of the client. Process recording includes relevant conversations, observations of the worker. It gives an idea to the supervisor whether the therapist (caseworker) has used his knowledge of human behaviour, and his reactions to the client's communications are appropriate.

Role-Recording:

It is a refined version of process recording. It focuses on the role of the worker in his interaction with the client.

Summary recording:

It summaries the interactions with focus on main events. It avoids details of any event. It is useful for keeping the records of the work carried out. This is used in the regular practice when the worker has limited time.

Summary recording saves time and labour. Process recording is time-consuming. Abstract, a condensed form of summary recording, presents the basic idea or action taken.

12.4. Factors that influence the keeping of process records:

Not every agency has got adequate facilities for recording. All agencies cannot keep full records on all their groups. It is necessary to point out some of the factors that influence an agency's decision to keep process records.

1)   If the agency is committed to the task of providing individualized group experience, it becomes necessary to keep the records.
2)   If the agency has workers who are qualified to do a good job as group workers, they should assume a responsible role in relation to recording .

If the workers are not well-trained, they may not be capable of keeping records. Workers, who never engaged in record keeping, will need special help in record keeping. They have to develop skill in this area.

3) It takes time to write records. The agencies should provide proper facilities and staff services such as dictating machines, stenographic services and well-kept filing systems.

4) Another factor to consider is the nature of the specific group. If the group has a short term activity, there may not be the need for keeping records. If the group has got long term activity and it is considered permanent, then the records should be kept.

5) The availability of competent supervisory help for the worker is another factor. If the supervisors discuss with the workers, about the content of the records, it would be much more meaningful.

6) If records are used by all the departments of the organisation, there should be uniformity of content. If the agency is related to other agencies in the community by way of referral services, it must be included in recording.

7) If the agency is a part of a national organisation, the records will have to be geared to the total requirements of the national scene.

12.5. Content of records:

1) When we record the group work process, we write about the behaviour of the individuals in the group.

2) We write about the type and extent of participation of individuals. We concentrate upon what individuals do as they associate with one another.

3) We note and record the origin and development of ideas, including their acceptance or rejection by the individuals involved.

4) We write in the record what the group worker does, as he works with the group. We also record what the worker thinks and feels about the group.

5) We note the movement, growth and change as we see it in individuals and in the group as whole.

6) We write about the relationship between the group and the agency and include community relationships

Recording the group work process implies that we shall concentrate upon (1) individuals working together in group situations; 2) relationships among individuals as reflected by their participation, interaction within the group and between groups, and ourselves as workers present to exercise a helping role.

The content of Narrative record:

The working of the narrative record is but one part of the worker's job in group work. Various items which might appear in the records of a group which has been meeting for some time include the following.

1) The record should include basic identifying information about the group, its name, the date, time and place of its meetings the names of individuals present and absent,

2) The record should include individuals by name; what they do, what they say and how they get along in the group. Specific contributions of individuals should be mentioned as they interact with other members of the group.

3) By working with the group, the worker will become aware of the group. By writing in the record the activity program, by noting positive and negative response to experiences, the worker becomes conscious of the group as it moves through various phases of its development.

4) The relationship and role of group worker should be included. When the worker does anything in relation to the group, it should be recorded.

5) At the close of each meetings record the worker should include evaluative comments regarding what has happened during the meeting. The record should include explanations as to why things occurred or failed to occur, the tentative plans for the future.

6) If the worker works with committees that are a part of the group, these meetings should also be described. Individual conferences between the worker and officers of the group should also be included. The goal should be to make the record as complete as possible.

12.6. How to write records:

Skill in recording is a matter of becoming capable of observing the group, analyzing what is going on and understanding what it means to the individuals. As workers become more skillful in their work with groups and develop insight into their own role, their records reflect this growth.

Simple language, short sentences, frequent paragraphing and the use of topical headings throughout the record will make it easier to analyze at a later time. Identification of the worker by 'w' or 'worker' is preferable, though some find the use of the personal pronoun " I" easier and more natural for them. The dating of all entries is important because it shows continuity and development. Periodic summaries of individual and group growth are important means of reviewing the record and modifying future entries as to style or content.

12.7. Principles of Recording:

The principles of recording are found in Linday's book. She lists and describes five basic principles:

1. The principle of flexibility:

By this she means that record must be adapted to the agency's purpose because group work practice and agency purpose are interrelated.

2. The principle of selection:

It implies that the worker does not include everything in his record but selects significant material in the light of individual and group development.

3. The principle of readability:

Form and style are important. Clarity of expression is essential for all written material. The record must be readable in its form and style.

4. The Principle of confidentiality:

The record is professional document. As such its contents are guarded by a sense of professional ethics. The record containing confidential material should not be kept open to all people.

The worker should maintain confidentiality in so far as the information relating to the group and the agency is concerned.

5) Principle of worker acceptance:

The worker must accept his responsibility to write records because of his conviction that records have value in rendering high quality professional service.

These principles reveal that workers use their records to improve upon their work with their groups.

12.8. Using process records:

The primary value of the records is in helping the worker think through his work with the group. The record should be reviewed before each meeting with the group. Thereby the worker will be helped to recall salient features of the group's development. The accumulated information in the record Should be studied with a view to ascertaining trends and movements. Record usage centres around both immediate and long term goals.

Good records help the worker to understand the kind of relationship he has established with the group. They show his sensivity. They reveal how he picks up group leads or fail to respond to requests for help. Records help the worker to learn how his role has changed as the group has developed.

Records help the worker to deepen his understanding of individual and group behaviour. Individuals who need special attention emerge. The extent to which their needs are being met in the group can be seen. The records help the worker to identify individuals with leadership abilities and they can be helped to take greater responsibilities for the activities of the group.

Records are most useful for evaluation of the group work process. Without records, evaluations of program, individual growth, or worker performance cannot be made. Thorough evaluation is possible only if adequate records have been kept.

Summarizing and analyzing group records:

From time to time, it is necessary to prepare an analysis and summarize the records. This exercise is rewarding to the worker. The worker can learn a great deal about what has happened in the group. He can retrace the role he has played in bringing about the group development.

Such a review is essential particularly when the group is closed. It is also needed when the worker is transferring the group to a new worker. For agency evaluation the summary analysis is indispensable.

12.9. Evaluation of group work:

Evaluation attempts to measure the quality of group's experience in relation to the objectives of the agency. Evaluation may be done to measure individual growth, programme content or worker performance.

Evaluation requires gathering of comprehensive evidence of individual member growth. The level of development he had achieved at the time of entry into the group and the level of development he had achieved as a member of the group will he studied. Evaluation should be thought of as a continuous rather than periodic. It is an integral part of good group work.

Evaluation begin with the formulation of specific objectives for individuals and groups. It is necessary to clarify the objectives by identifying individual and group behaviour. The next step is to provide programme experience designed to offer opportunities for adjustment and growth. These experiences may be of long or short duration. The worker should keep full records of the behaviour of individuals and study their response to group, program and worker.

If inter predation of evidence shows that prevailing programme is meeting needs, it may be continued. If it is necessary to improve the quality of experience provided, changes can be made. Through evaluation, it is possible for workers to know the extent to which they are accomplishing their objectives. Without continuous evaluation, objectives become outmoded, programs become static and groups fail to meet needs. It is the obligation of every worker, and every agency to rethink and reorganize its practice in the light of thoughtful evaluation.

12.10. Role of group worker for the satisfaction of social needs:
The individual and the group are in a process of interaction and neither need to dominate the other. The group exists in part for the satisfaction of social needs and the development of individuals and the community.

The group worker relates the social needs of individuals to the activities which groups perform. The worker must understand how he can appraise the social needs and development and also the community. For the assessment of social needs of individuals and development of individuals and also the community, some of the ways are as follows.

i. Personal Interview:
Some agencies conduct personal interviews with all individuals before permitting them to join group activities. One child would like to act in a clay rather than engage in any other activities which the agency offers. Another child prefers to play basket ball to the exclusion of all other activities. These needs are plain and may be easily detected. The interview may also be used to uncover such basic needs as security, response and recognition, that can be met in any group. The interview is useful after placement in understanding the requirements of the individual and the community.

ii. Tests:
Tests for determining the social needs of the individuals and community must be used by group workers. To provide the best possible group experience for the clients, the tests must be increasingly used by the group workers. The commonly known standardized tests can point out to the worker the kind of skills that individuals have. The worker can determine what rates of learning is expected of individuals. The worker should not expect more or less from individuals. The individuals may fail to function according to the development of their groups. The group worker can use the findings of the tests to evaluate the work of the agency.

iii Observation:
For all individuals, we cannot conduct interviews and tests for entrance into a group work agency. The condition on which they will enter may well be their right to determine their own membership and to plan their own activities. The group benefits the individual. The group should provide security to the individual. He must be able to express himself freely, both vocally and in activity. The group should help a person to express himself without fear. The individual may expect

the worker to serve him, but he must also expect to serve the group. He needs to know to what extent the group will cooperate with him.

He must also know to what extent the groups expect cooperation from him. He sees his role in relation to those of others. He develops a sense of responsibility towards the group.

Group work plays a vital role in the development of community also. Group workers should focus their attention not only on themselves, but also on others especially on the community. The group work plays a great role in community development. The group worker finds more helpful work to play a role in the development of the community. The group work plays a vital role in the development of the individual and also in the development of the community.

12.11. Group work practice in agencies:

Group worker needs to develop group programmes which can become an integral part of the agencies' services. Very few agencies have utilized the group work method.

In most of the agencies, the official policy does not demand utilization of group approaches to achieve their overall objectives. Therefore group work is conducted on an adhoc basis. This is due to a lack of conviction, inadequate skills and the vagueness of its place in the total educational programme for social work. If group work is conducted, it is generally found that records are often not maintained or are so sketchy that it is not possible to get any idea of its process and methodology.

A large number of governmental and voluntary agencies manned by both qualified and untrained social workers do conduct group programmes. The majority social work personnel lack the technical knowledge of working with groups. The competent group work practitioners do not document their work and hence a wealth of good data is lost.

12.12. Summary:

Recording is an important method to learn social work practice. It is also an opportunity to reflect back upon his interactions and identify the mistakes commilled by him. It helps him to organise his information.

Record taking in group work is important and is becoming increasingly important. The group worker, whether professional or non-professional, needs accurate information. Recording increases the objectivity with which, the group workers view their work. It is a tool for the improvement of group worker and has important values for the group, the worker, the agency and the field.

Not every agency has got adequate facilities for recording. All agencies cannot keep full records on all their groups. Some of the factors that influence an agency's decision to keep process records are: 1. If the agency is committed to the task of providing individualized group experience.2) if the agency has workers who are qualified; 3) it takes time to write records; 4) the nature of the specific group; 5) the availability of competent supervisory help for the worker; 6) if all departments of the organisation use the records, there should be uniformity of content 7) if the agency is a part of a national organisation; the records have to be geared to the total requirements of the national scene.

When we record the group work process, we write about the behaviour of the individuals in the group. We write about the type and extent of participation of individuals. We concentrate upon

what individuals do as they associate with one another. We note and record the origin and development of ideas, including their acceptance or rejection by the individuals involved.

The narrative record should include basic identifying information about the group, its name, the date, time and place of its meeting, the names of the individuals present and absent. The record should include individuals by name, what they do, what they say and how they get along in the group.

Skill in recording is a matter of becoming capable of observing the group, analyzing what is going on and understanding what it means to the individuals. Simple language, short sentences, frequent paragraphing and the use of topical headings throughout the record will make it easier to anlyze at a later time.

The principles of recording include, 1) the principle of flexibility, 2) the principle of selection 3) the principle of readability, 4) the principle of confidentiality, and 5) principle of worker acceptance.

The record should be reviewed before each meeting with the group. Thereby the worker will be helped to recall salient features of the group's development. Record usage centres around both immediate and long -term goals. From time to time, it is necessary to prepare an analysis and summarize the records.

Evaluation attempts to measure the quality of groups experience in relation to the objectives of the agency. Evaluation may be done to measure individual growth, programme content or worker performance.

12.13. Key words:
    a)   Process Recording
    b)   Narrative Recording
    c)   Evaluation

12.14. Exercises:
    1) Discuss the various types of Recording in group work.
    2) Explain the importance of recording in group work

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Lesson- 13

SOCIAL CASE WORK AND GROUP WORK IN HEALTH / HOSPITAL SETTINGS.

13.0 Objectives:
The objective of this lesson is to learn the role of a social caseworker and the group worker in health and hospital settings.

Contents:
13.1. Introduction.
13.2. Casework Practice In Health Setting.
13.3. Role Of Caseworkers, In General.
13.4. Specific Roles Of Social Caseworkers.
13.4. I. Half Way Homes.
13.4. II. Crisis Work.
13.4. III. Therapeutic Communities.
13.4. IV. Rehabilitation Work.
13.4. V. Long Term Care.
13.4. VI. Family Care Homes.
13.4. VII. Day Care Centers/Night Hospitals.
13.5. Group Work Practice In Hospitals.
13.6. Summary
13.7. Key words
13.8. Exercises
13.9. References

13.1.Introduction:
Social casework in its most informal method is being practiced even before the recognition of Social Work as a profession. Social casework is widely known as method of helping people individually through a one to one relationship. As a method it deals more with the conscious and subconscious aspects of the mind than the unconscious aspects. It thus differs from the traditional psychotherapy and psychological techniques of dealing with the problem. It is extensively practiced in various fields with a specific purpose. Some of the fields where it is practiced are:

13.2.Casework Practice In The Health Setting:
Casework practice in the health setting can be as varied as the countless number of health problems itself. In a broad sense, health problems can be classified into physical, psychological (mental), neurological, neurosurgical and the like. Though in general a caseworker follows common principles/techniques to help the client, he/ she needs to fine-tune the skills and techniques to suit the needs of the respective field. The kind of difficulties the client has may also be according to the disability one has.

A social caseworker's role in the health setting can be termed as psychiatric social work and medical social work. In a psychiatric set up, a social worker basically deals with all the psychiatric

(mental health and mental illness) issues. Whereas, in a medical set up, a social caseworker deals with all those issues that are not purely psychiatric and which have medical origin for the problems.

The opportunities and challenges for the social caseworker in the health settings are quite different from what it was around two to three decades ago. There is a much wider range of local community based services available now. Also, better information, new philosophies and knowledge have contributed to raised expectations all over

Any form of ill health affects not only the person suffering from it but also the ones who are involved in the care taking of the sick person. It leaves one pondering where to go for help, what are the procedures involved in the treatment process, the likely duration of treatment, the outcome that could be anticipated, the severity of the illness one has, the likely expenditure and finally the acceptance of the treatment and continuation of the same. In a health setting a social workers role becomes very crucial in disseminating the right kind of information to both the treating team and also the party being treated. A social caseworker's active involvement in the treatment process from the initiation of the treatment till the completion of the procedure and even in the post recovery period is essential.

It is often observed that both the patients and their family members become very anxious and stressed as soon as one of the family member falls sick. Though only a few are able to cope up with the situation, most people succumb to it. Surprisingly enough more than the illness itself, it is the anxiety and the panic that hits them worse. Thus a social caseworker in a hospital setting has to work both with the patient and their family members to bring harmony in the existing family conditions.

13.3.Role Of Caseworkers, In General:
1. The prime responsibility of the caseworker is to establish rapport with the patient so as to get a realistic understanding of the client's problems.

2. Once he has gathered all the information, he needs to help the client also to analyse them.

3. Based on the information gathered, he needs to break the news in such a way that the client does not break down in despair.

4. The client needs to be helped to prioritize his problems.

5. The caseworker instead of acting as a judge or a decision maker, needs to act as a facilitator and help the client look for choosing the alternatives and also explore the available resources.

6. The caseworker needs to help the patient realize the importance of the timely treatment.

7. A client also needs to be told about the necessity of continuing the treatment procedure as long as he is advised to.

8. The client needs to be helped to realize his strengths and weaknesses.

9. Client also needs to be guided toward the utilization of his strengths in the right direction.

10. Wherever necessary, client has to be told about the need
    for regular drug compliance.

11. Emphasis should also be in the need for regular follow up.

12. The client also needs to be given a clear picture (as far as possible) about his current condition and the likely duration for recovery.

13. The client has to be informed about the post recovery measures that are to be taken.

14. The patient needs to be actively involved at every step of planning for his future plan.

13.4.Specific Roles Of Social Caseworkers:

A social caseworker needs to utilize his or her experiences as a practitioner and the knowledge of individual client to contribute to a new style of service planning that is more personal, local and involves assessment of community resources as well as the individual.

The specific roles of a social worker in a non- traditional (mental) health services are as follows:

13.4.i. Half Way Homes:

Half way homes are an arrangement for clients to stay for a short while. It is basically to assist the clients to get adjusted to the community life after a period of long stay in the hospitals. It is generally located in the middle of the hospitals and the community where the client stays. It is also for those who do not require a complete institutional regimen. In some cases it also serves as the permanent facility for people who are not able to fully move into the community. The chief functions of a social caseworker in a half way home are:

i. To assist the client and the family members in having an understanding of the client's condition and the burden caused to the family as a result of client's condition.

ii. Enhancing the capabilities of the residents or those who are impaired by residual deficits from mental illness to remain in the community, participating to the fullest possible extent.

iii. To provide facilities for mediating between a person with emotional problems and the community with its requirements and opportunities.

iv. To ensure a proper balance between rehabilitative measures and the need to provide a home like atmosphere.

v. In fact, a case worker in units for residential care work at two levels;

1) Personal level – working with the feelings and behaviour of the clients

2) Interpersonal level- concentrating on the relationship between the client and others.

A social caseworker in any residential care unit needs to be well equipped with the following four approaches

13.4.ii. Crisis Work:

Working with the individuals and the families in crisis is one of the major responsibilities of a social caseworker. Using residential care as an integral part of crisis work presents a considerable challenge for those involved in it. It calls for expertise and confidence. It requires that the workers involved in it share aims, objectives and information and whether the ups and downs involved in managing limited resources in the face of considerable demands.

13.4.iii. Therapeutic Communities:

These have developed on the premise that it is helpful for individuals with psychological problems to live in a group where they are encouraged to confront and share their difficulties with others. Such communities have been organised on the basis that all aspects of the daily routine provide therapeutic opportunities.

Come of the benefits of this form of residential care have been described as providing individuals with experiences that help minimize distortions of reality, encourage better communication and participation, reduce anxiety and increase self esteem and insight into the causes of individual difficulties. It is claimed that a period spent in such a community can result in growth and development and therefore long term changes in behaviour and ways of relating to others.

13.4.iv. Rehabilitation Work:

The use of residential care to rehabilitate mentally ill has become much more important. The focus of this kind of care is to use the intense experience of communal living to enhance the abilities of individuals to cope with recurring or long-term difficulties. The emphasis is on doing, on improving skills by practice and graded learning opportunities in order that individuals can survive more successfully in the outside community. The workers concentration on individual and group programmes is on the social skills needed to cope with life in the community, with personal needs, occupational and recreation. For the worker, this kind of a unit can be an invaluable resource in planning to support individuals who need to stabilize more independence from their families or re-establish routines of daily living.

13.4.v. Long-Term Care:

The main goals of a social caseworker in long-term care are to:

1. Counsel: in the initial stage the main role of a social caseworker is to identify for whom the institutional care is required. Also, to match the individuals to the appropriate facilities that serves the purpose. The nature of the problem needs to be examined, alternatives need to be explored, offering choices and an opportunity for the client and family to collaborate in the planning has to be done. An appraisal of the total situation that includes the mental and physical health of the person, physical environment, social and economic situation, family relationships should be made.

2. Provide direct individual and group services to the clients and their families.

3. Collaborate with other staff and professionals both in and outside the facility in developing and implementing co ordinated, individualized treatment programmes and supportive services.

4. Help to maintain ties with the community, family and friends

5. Help in sustaining earlier lifestyles or finding substitute roles.

13.4.vi. Family Care Homes:

Family care home is used to describe a system of care in which discharged psychiatric patients are cared for in non – institutional living groups that are not their own. It is an attempt to find alternative sheltered care for the mentally ill in the community with private families other than their own. The social care worker's roles in a family case home are as follows:

i) to set the standard policies and the goals for the agency

ii) to assess the coping abilities of the families with a sick person

iii) to help families to understand the problems of the mentally ill.

iv)To assess the family income of the clients to find out any financial liabilities and also to assess near by community services for the welfare of the client.

v)To modify the attitudes by encouraging the interchange of experiences with the worker and also between other families.

vi)To encourage continuous supervision and periodical group meetings.

13.4.vii. Day Care Centers / Night Hospitals:

The main aim of this kind of facilities is:

The provision of treatment and training designed to improve individual functioning.

The provision of work experience and also preparation for work in paid employment.

The provision of opportunities to pursue educational, recreational and leisure activities.

Treatment and training:

The non-physical treatment or training that is available in most psychiatric day care units are based on group therapy and rehabilitation techniques. Day cares provide more limited contact between staff and residents to test out new skills and ideas at their homes.

Work and retraining:

The emphasis in some day care centers is on work and retraining for work stems from two traditions. First, is to provide a sheltered alternative to work for groups in the open market. The second is to increase client's chances of finding suitable employment by establishing or re establishing work habits and teaching new occupational skills.

Recreation and education:

Picking up the challenge that unemployment poses for some center users will influence the content of the third main area of work in a day care center (opportunities to pursue educational, recreational and leisure activities). It is significant to note that students of day care centers consider talking to others as one of the major positive activity to spend time. Recreational and educational opportunities that provide social contact and stimulation are a valued part of day care.

The other forms of traditional services could be sheltered workshops, psychosocial rehabilitation centers where the role of a social caseworker would be the same as in day care center.

13.5. Group work practice in hospital settings:

In a hospital setting, various group activities can be conducted based on the requirements of the situation. The groups could be conducted for the clients exclusively, family members exclusively or for both the clients and the family members together. Further, the group could either be homogenous or heterogonous both in terms of the disease conditions and the gender of the members involved in it. Often group work plays a very important role in the psychiatric set ups. However, group activities are very helpful in medical set ups too. In imparting the knowledge about several communicable and chronic diseases, its causes, remedies and the preventive measures, group work is indispensable.

In a psychiatric setting, the group activities are required for insight facilitation, reality orientation, skills learning and the like. The purpose of the group can vary according to the settings where it is conducted. For eg, the group activities required for those suffering from a schizophrenic disorders may be quite different from the group activities conducted for the alcoholics. Further, the group activities usually are more productive in case of the neurotics than the psychotics.

Often in the child guidance clinics, the group activities are more rigorously required for the parents of the children with problem than the children themselves. Through group activities, the parents are taught several techniques that are very essential for the handling of their child's difficulties. The group activities for the children are basically recreational in nature.

Effective group activities can be conducted with the family members of the clients too. These group activities usually emphasize on the handling of the negative and expressed emotions, over involvement of the family in client's care taking, negligence of the client and also on the various ways and means through which the family members can help the client in speedy recovery.

13.6. Summary:

It could be stated that the role of a social caseworker in a non-traditional mental health services is manifold, where the welfare of the client is first and foremost catered. The worker acts as a liaison with the agency, where the agency standards are made clear to the family. The family and their needs are also catered to. Most of all, the client is helped to be integrated back into his community. It is not just the casework but also the group work activities that are very essential in the total recovery or rehabilitation the client. It would not be an exaggeration to say that both casework techniques and the group work techniques go hand in hand in this direction.

13.7. Key words:

Half way homes
Therapeutic communities
Family care homes
Rehabilitation work
Long term care

13.8. Exercises:

Elucidate the responsibilities of a social caseworker in a health setting.
Bring out the importance of group work in a psychiatric set up.

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Lesson- 14, Part- I

CASE WORK PRACTICE IN SCHOOL SETTINGS

14.0 Objectives:
The objective of the chapter is to orient the students to the casework techniques that can be used in a school setting.

Contents:
14.1. Introduction.
14.2. Work With Students.
14.2. I. Individual Psychotherapy.
14.2. II. Conjoint Family Therapy.
14.2. III. Group Therapy.
14.2. IV. Behaviour Therapy.
14.3. Work With Parents.
14.4. Work With Teachers.
14.5. Summary
14.6. Key words
14.7. Exercises
14.8. References Books

14.1. Introduction:
The scope of social work has widened in almost every facet of human life - industrial, correctional, hospital, charity organisation, orphanages and obviously school to name a few. Social casework is an important component of social work that deals with the promotion and prevention of mental health and mental ill health respectively.

Schools are established to bring about the overall growth and development of the children in the physical, psychological and emotional spheres. A school is a place where a child spends most of his / her active time. It is here that the vital aspects of developing and shaping the students attitude take place. The ever-increasing expectations of parents from their children are leading them to high stress levels and competitiveness.

Unfortunately in most of the schools the major stress is on the academic performance, making the students a bookworm. Though the extra and co curricular activities are encouraged, it is not adequate. A thorough evaluation of the education system reveals that most of the educational institutions follow the 'carrot and stick' policy. It means that when the students are polite and obedient they are rewarded and when they are rebellious they are punished. This reward and punishment system causes severe psychological impact on children. It has lead to bifurcation of students into two categories a) Intelligent and b) less intelligent. This categorization leads to unhealthy competition by making room for jealousy feeling among students. Those students, who are below average, often get neglected as they are branded into the group of failures. All these factors can have a major impact on the developing egos.

Generally, teachers are anxious to show good result, parents are anxious to make their children the top achievers and get into the best of the professions. These anxieties in the teachers and parents lead to severe pressure on the children and unfortunately most of them succumb to it. In a situation like this the role of a social caseworker becomes indispensable. A caseworker's perception would be different from that of the parents and teachers as he / she strives to produce an individual, who is developed in all spheres of life and who could be a productive person and also a good citizen of the country. On the basis of the above facts it can be said that a social caseworker in a school setting needs to work at three levels;
With the students
With the parents
With the teachers

14.2.WORK WITH THE STUDENTS:

With the help of the parents and the teachers, a caseworker needs to collect the following information
Details about the parents
Details about the students, covering
academic performance (whether improving of deteriorating)
relationship with the teacher
relationship with the classmates
discipline
personality traits
hobbies

Often, the most commonly observed difficulties in the children of school going age are;
emotional disorders
conduct disorders
hyper kinetic disorders
developmental disorders
adjustment disorders
pervasive developmental disorder
scholastic backwardness
physical disabilities
other health problems

However, the emphasis should also be on truancy and dropouts: the primary responsibility is to identify the number of truants, whether only one student is involved in it or a group of students are involved in it? Whether the parents are aware of this? If they are aware, what measures have they taken? What is the cause of truant behaviour? – Is it due to personal reason? Is it due to academic pressure? Are parents involved in it? Is the peer group responsible? Similarly if a child has dropped out of school, it is important to know is it because of learning difficulties/ is it because of financial difficulties? Is it due to lack of support from the family? Is it due to any other emotional or familial reasons?

According to the assessment of the nature of problems in the children, they can be helped with the following techniques at an individual level in a school setting.

14.2.I. Individual Psychotherapy:

This is required in cases where a child's problems stems from emotional disturbance concerned either with the internal conflicts and stresses or with the way a child thinks about some unalterable stresses in the past and the present. The basis for all the psychotherapeutic intervention is the clear identification of the goals and objectives. This implies also a consideration of appropriate method of reaching the goals and objectives.

A careful assessment of the nature of the child's psychological difficulties is an essential precondition of the psychotherapy. The actual psychological mechanism that underlies each child's problem needs to be understood.

A social caseworker must listen to the child and provide him with ample opportunity to express his feeling and beliefs. The therapeutic situation is so structured that it facilitates adequate communication

The worker must communicate his understanding of the child and convey his willingness to help.

The worker and the child together must define the role of their meeting.
Worker makes clear the strengths and weakness of the child
When the worker deals with behaviour that is dependent on social interaction, he must modify it by focusing directly on the interaction.

The worker must plan to end the treatment when the advantages of ending out weigh the advantages of continuing. It implies that treatment may need to finish before the child is fully better. Complete recovery may not be realistic and it could be counter productive to continue treatment beyond the point where it has any effect.

14.2.II. Conjoint Family Therapy:

In many cases the origin of the child's problems lies in the family. Hence, conjoint family therapy is found to be effective method in treatment. This is a method of psychotherapy in which the whole family as a group is seen together and in which the focus is placed on family interaction rather than on the problems of the child alone.

Most of the children present with problems associated with faulty child rearing practices. Lack of adequate interaction between the parents and the children is also an issue that can be addressed in family therapy.

14.2.III. Group Therapy:

This is useful for both children and their parents. The social caseworker can note as to which behaviour of child leads him to isolation, rejection, teasing, bullying or any other difficulty. On the basis of the discussions that take place in the group, both the parents and the child can be helped to modify their behaviour.

In case of parents, it is found that they feel more relieved when they meet the parents of children with similar problems. This may be particularly valuable for parents of children with chronically handicapping disorders such as mental retardation, cerebral palsy or infantile autism. Such groups serve the following purpose;

a) Parents derive a great deal of comfort from talking with other parents in a similar predicament. People are inclined to blame parents for shortcomings in their children and a group situation free of this blame can be very supportive.

b) The therapist and other parents can help them to find ways of coping with their difficulties. Discussions of other parents about how they deal with different difficult situations may give some insight to deal with their own children's problem.

c) Feeling of guilt, anger, despair and frustration are the common lot of parents whose children show severe disorders. Frequently parents are reluctant to admit these negative feelings in them. Hence, instead of nearly reassuring them, involving them in such ϛ oup activities will give them better ideas to cope with such situation.

14.2.IV. Behaviour Therapy:

Behaviour therapy is the term applied to a wide range of focused treatment approaches designed to modify specific behaviour. This includes different therapeutic techniques that utilize disparate learning principles. It also involves a systematic manipulation of the environment to encourage or discourage particular form of behaviour in the child.

Desensitization: it is used in the treatment of phobias in the child. This can be done in two ways

a)   the pairing of the anxiety evoking stimulus with the experience of relaxation and pleasure. the systematic progression through the least anxiety provoking to most anxiety provoking stimulus in a hierarchy pattern.

Modeling: Bandura et al. have produced evidence to show that watching someone progressively approach and cope with feared objects may also serve in eliminating phobias.

Flooding: this technique involves the exposure of the phobic child straight to the most fearing or frightening situation. This is usually done in fantasy by getting the child to imagine himself in a situation he fears the most and thereby getting him to enter the same situation in the real life.

Feedback Approaches: at times the main factor is preventing a child from overcoming the problem is that he is not properly aware of what is happening. A variety of ingenious pieces of apparatus have been devised to correct this. Here the required behaviour is broken down into small steps and then getting the child to accomplish the steps one by one.

Time – out: it is a procedure wherein the child is kept in the four walls for two to three minutes without anything pleasurable. This procedure would be explained to the child in advance. The procedure should be followed by a praise and encouragement once the child stops misbehaving.

Positive and Negative Reinforcement: the use reinforcement is one of the techniques of behaviour modification that helps in bringing about changes in the child in the form of establishing desired behaviour and eliminating the undesirable behaviour.

14.3. WORK WITH PARENTS:

Parents play a very vital role in shaping the future of the children. Hence, to keep the parents informed about the require..nents of the care taking of the children is also very important. A caseworker can help the parents in the following ways:

Through parent meeting analyse their expectation from children

Address the faulty upbringing patterns

Deal with the over demanding and negative attitudes

Identify the unhealthy over criticizing and comparing behaviour

Teach to maintain consistency in both rewarding and punishing.

14.4. WORK WITH THE TEACHERS:

It would not be an exaggeration to say that teacher's role in shaping the child's personality is as important as the role of the parents. Hence a caseworker in a school setting need to keep the teachers informed about

The neurotic traits in the children.

The indicators for learning disabilities

The indicators for adjustment disorders

Personality variations

Techniques to deal with the difficult children

14.5. Summary:

A caseworker in a school setting must act as an advocate. On behalf of the student, he can put forth the claims to the teacher; he can play the role of a co coordinator. In it he can co ordinate the activities of the parent body on one side and educational authorities on the other. There could be constraints in the form of time, authority and skill of the worker. However, a caseworker has to strive to make the student achieve a holistic development.

14.6. Key words:

Psychotherapy

Conjoint family therapy

Behaviour therapy

14.7. Exercises:

1) How essential is social casework in a school setting? Discuss.

2) Highlight the importance of involving the parents and teachers in the treatment   of the children with school related problems.

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Lesson- 14, Part-II

CASEWORK PRACTICE IN INDUSTRIES

14.0 Objectives:

The objective of this chapter is to make the students familiar with various problems in the industrial setting and the casework techniques that could be used to deal with the same.

Contents:

14.1. Introduction.
14.2. Meaning Of Mental Health.
14.3. Stress In The Work Situation.
14.4. The Nature And Extent Of Maladjustment In Industrial Settings.
14.5. Emotional Disorders In Industries.
14.6. Absenteeism.
14.7. Grievances.
14.8. Accidents.
14.9. Alcoholism.
14.10. Job Behaviour And Maladjustment.
14.11. Specific Social Work Interventions.
14.12. Summary
14.13. Key words
14.14. Exercises
14.15. References

14.1. Introduction:

Industrial social work is an expanding area of practice involving activities performed by the social workers in the work place. Although the activities performed in an industrial setting basically appear similar to those performed in the public and private welfare systems, there are pointers toward the differences too. Industrial social work takes place in an environment where goods or services are produced and distributed for financial profit. In this setting, the social workers are employed by the management for the purpose of helping to achieve the goal of profit. Interestingly, this organisational goal coincides with the social workers goal of improving the working condition and the personal lives of the workers. It is this merging of the organisational and the social work goal that makes a fruitful collaboration possible.

The principle activities of a caseworker in industrial setting involve direct services to the troubled employees. In providing such help, the organisation is primarily interested in minimizing the negative impact of an employee's personal problem on his work performance. The organisation generally wants to do whatever it can to enable the troubled employee to be productive particularly, when the employee has served the organisation well in the past. The caseworkers direct services may include counselling, organizing and leading self-help groups, consulting the supervisors and making the referrals to the community agencies and the resources.

To a lesser extent, caseworkers perform what are called ' indirect services'. Within this framework, caseworker provides consultation with the managers regarding the personnel policies

and group training of employees and managers in such areas as communication skills, conflict management and work group dynamics. The caseworker may help to diagnose and solve organisational problems through consultation with both the workers and the managers or may help managers implement difficult or unpopular decisions. These kinds of activities are sometime called ' organisational development'. The particular areas in which a caseworker can work are as follows:

14.2. Meaning of mental health:

Mental health is concerned with the adjustments individuals make to situations and the factors that influence these adjustments. As individuals develop, as they approach and reach adulthood, they are faced with a series of challenges related to adjustment. For eg. The transition from school to college life. The student must adjust to the increased demands that college make on them in terms of study hours and the responsibility for his own actions. Failure to behave in accordance with these demands can lead to maladjustment and possible expulsion from the college. Hence, the individual needs to be firm in meeting these demands.

14.3. Stress in the work situation:

A similar situation as sited in the above example exists in the work place too. Certain modes of behaviour are expected of an individual when he is employed. These expectations have to do with such things as hours of work, dress code, social relationships, acceptance of authority and type of work to be performed. On the other hand, the individual has a certain set of needs that he hopes to satisfy through the work situation like financial security. If the work situation enables the individual to achieve his goal to a sufficient degree, then it is quite reasonable to assume that the individual will accept the demands made by the work situation. If on the other hand, the demands made by the work situation conflicts excessively with the individuals personal goals, then it is reasonable to expect a certain amount of difficulty in adjusting to the demands of the work situation. These difficulties in adjusting will be manifested in such things as labour turn over, absences and poor morale. The particular behaviour involved will depend upon the individual's position in the company, the financial pressures that keep him tied to the job and the way he perceives his particular job. These factors of course are not sufficient to account for all adjustment and maladjustments. There are factors outside the work situation that also lead to adjustment difficulties such as personal and domestic problems.

14.4. The nature and extent of maladjustment in industrial settings:

One of the major social medical and economic problems of the century has been the increase in the proportion of the population, identified as having some form of emotional disorders. The persons so identified as having emotional disturbances that range from mild neuroses with little apparent effect on their everyday adjustment to severe psychoses, which require hospitalization and special care. Industry draws its manpower resources from the general population and the prevalence of persons in industry with emotional disorders , particularly mild disorders should closely parallel the number found in the general population.

14.5. Emotional disorders in industry:

In a study among factory workers based on a battery of psychological tests, an interview with social worker and a medical and psychiatric examination showed that ten percent of the male and female employees were diagnosed as having a severe neurosis and twenty percent were affected with minor neurosis. In addition, neurotic illness was found to be causing one quarter and one third of all absences from work. In industries, emotional disturbances are usually discussed in terms of

such on the job behaviours as absenteeism, accidents, alcoholism and grievances. Some of them are discussed hereunder:

14.6. Absenteeism:

The direct costs of absenteeism to the industry have been estimated at 5 billion dollars a year, with the indirect costs estimated at 4-5 times this amount. This is sizeable sum, the reduction of which could lead to important gains to the industry to individual employee and at the national economy level too. Absenteeism is a complex problem. It would be unreasonable to expect one factor such as emotional disorders to account for all absences. Such other factors as age, organisational climate and community conditions should also be evaluated for their effects on absenteeism.

14.7. Grievances:

Grievance procedures are designed to provide a method for resolving problems that stem from the interpretation of the formal contract and from problems stemming from the employees interpretation of what is due to him on the basis of past practice and tradition. While many grievances stem from real problems and other can be accounted for in terms of local politics, it is interesting to consider the possibility that some grievances arise out of emotional disorders or due to acts of aggression.

Different studies show that personality traits were found to be associated with a tendency to submit to grievances. This raises the possibility that person in industry who is hypersensitive to the conditions of their work environment use an established and recognized channel, the grievance procedure for expressing their dissatisfaction.

14.8. Accidents:

Accidents could occur due to a number of reasons both with in and outside the individual. These must be analyzed in detail in order to understand the role of human factors in accidents. Perhaps through the study of accidents one gets to learn more about mental health.

14.9. Alcoholism:

In itself, alcoholism is a significant manifestation of a general lack of adjustment. Industry' direct concern with alcoholism is that many alcoholics are employed actively and that the effects of alcoholism are quite manifest on the job. Alcoholic Rehabilitation programme has been carefully designed and implemented with the help of social workers

Criterions for identifying alcoholism:
Consistent tardiness or absence on Monday morning and frequent occurrences of leaving early on Friday evenings.
Unexpected disappearances from an assigned post during a tour of duty.
Recurring excuses for absence due to minor illness such as cold, bronchitis, stomach upset or too frequent off duty accidents, particularly, with assault as a factor.
Personality changes in a previously good worker such as arguments or criticism of others, recurring mistakes for which he defends himself, minor accidents which he blames on others or on the equipment, marked variation in mood and disinterest in work.

14.10. Job behaviours and maladjustment:

An employee reflects maladjustment in more than one way. Thus, maladjusted employee may not limit himself to absences, accidents or grievances or some other undesirable job behaviour. He may also engage in several or all the misconducts. Investigators analyzed the relationship between accidents and certain classes of absences and found that persons with greatest numbers of accidents had a greater number of unsanctioned absences, a greater number of sickness absences and smaller number of absences for which permission was granted beforehand.

Further it could be said that certain kinds of works are considered to be particularly hazardous from a psychological point of view. Some of them are mentioned here under:

Work requiring intense utilization of a limited range of abilities or parts of the body can cause problems. For instance, the job of telegrapher can cause telegrapher's cramp or loss of voice among switchboard operators or teachers.

Relatively simple, highly repetitive and highly paced work also brings in difficulties.
Jobs failing to acquire the full participation of the workers in the worker induced problems.
Lack of job satisfaction, indebtedness, indiscipline, and family problems are some of the other areas where a social caseworker can intervene.

It is evident from the above-mentioned facts that the relationship between some of the job behaviours that are considered to be indications of maladjustment. Not only is the maladjusted individual absent more frequently but he would also seem to have a greater number of accidents, interfere with the orderly business process.

Lack of job satisfaction, indebtedness, indiscipline, and family problems are some of the other areas where a social caseworker can intervene

14.11. Specific social work interventions:

The specific ways in which a social caseworker can contribute in an industrial setting is as follows:

Counselling: wherever essential to both the employees and those in the management desk as required to understand the actual difficulties and to look out for alternatives.

Stress Management programmes: an approach that could be made available to the management and the one that fits in with the emphasis on organisational practices and adjustment is to introduce practices that relieve certain stresses on production employees. It could be done through
Job enlargement - consists of measuring the number and scope of job operations performed by an employee.
Job rotation – consists of periodical changes in the responsibilities of the work assignments.
Job status – increased social significance of the work.

14.12. Summary:

It could be told that a social caseworker in an industrial setting has a very vital role to play not only with the employees but also with the management. Here the role of a caseworker is more like facilitator and a liaison between the workers and the management.

14.13. Key words:
Absenteeism
Grievance
Alcoholism

14.14. Exercise:
1). Discuss the need for utilizing the casework techniques in industrial settings.
2) Enlist the situations requiring the attention of social case work interventions.

14.15. Reference Books:

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2. Moorthy, M. V., 1992, Human Resource Management: Psycho-
      Sociological Social Work Approach, Bangalore, R & M Associates.
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Lesson- 15, Part- I

CASEWORK PRACTICE IN CORRECTIONAL INSTITUTIONS

15.0 Objectives:

The objective of this chapter is provide an idea about the use of casework techniques in correctional settings.

Contents:

15.1. Introduction:

The scope for social casework in the correctional settings is viewed with a lot of suspicion due to the feelings of revenge, hostility against the offenders by the general public. Discussions often revolve around the stringent reinforcement of the punishments and the longer sentences of imprisonment by the police and the judiciary than the reformation programmes for the offenders. Correctional administration deals with that part of the criminal justice, where effort is made to prevent repeated criminal behaviour and at the same time look into those underlying causes of the anti social behaviours. The prime objective here is to rehabilitate the offenders back into the society. The broad areas where social casework can be carried out under the purview of correctional settings can be identified as social deviant behaviour, prisons, and juvenile homes and after care services.

15.2. Social Deviance:

In a layman's term, 'Deviant' means to stray from an accepted path. It is that behaviour that does not conform to social expectations. There is particularly no society free from deviance. It consists of those acts, which do not follow the norms and expectations of a particular group. In other words, deviance is that behaviour which is contrary to the norms of the group expecting its limits of tolerance for non-conformist behaviour and subject to punishment if discovered. It is the group, which defines whether certain behaviour could be ignored while certain others are readily accepted.

Deviance violates the rules of the group, that is, custom, religious and moral codes. The behaviour of man that does not conform to accepted norms is called social deviance. There is no society that can claim complete conformity to its norms. Also, there is no society where complete violation of norms or normlessness is found. Whether a particular behaviour is deviant or not depends on the way people react to it.

Causes Of Deviant Behaviour:

Many Sociologists have attempted to link the deviant behaviour to the sickness while many others opine that deviance is due to disorganized state of the society. Some others think some people who are alienated from the society tend to commit offences and this is sufficient enough to cause personality disintegration that may in turn give birth to dev int behaviour. Biological explanations state that some individuals are more prone to deviance than (hers.

Faulty Socialization Process:

In the process of socialization, individual learns to conform to the norms of the group. When he fails to do so systematically, he becomes a social deviant. The socializing agents often fail to inculcate certain anticipated behaviours in the new born. Ironically enough, sometimes, the social agents themselves may directly or indirectly, overtly or covertly, consciously or unconsciously encourage such deviant behaviour. For example, broken and immoral family presenting wrong models before the children.

Weak and Ambiguous sanctions:

When social norms are ambiguous and complex, the individual fails to understand and follow them. Further when the punishments for not following the norm are not uniform and consistent, it also leads to deviance.

Characteristics of Deviant Behaviour:

Deviance from social norms: when an individual does not strictly conform to the ideals and norms imposed by their culture.

Personal as well as social: it is observed on both personal as well as social levels. Personal deviance is psychological while social deviance is collective or group interest.

Culturally conditioned: when behaviour is not in keeping with the culturally expected norms of the society, taking into consideration a particular culture.

Evil social consequences; it causes a number of negative consequences for the society.

Social significance of the deviant behaviour:

Deviance poses a danger to the society and the stability of the social order. It may be destructive to an organisation in three ways

it is more or less defect of a critical part in a complicated mechanism.
It may undermine organisation by destroying people's willingness to play their parts.
The most destructive impact of deviance on organization is through its impact on trust, on confidence that others will by and large play by the rules.

Types of deviance:

Innovation: society sets forth goals for the individuals to aim at end and also lays down means to achieve them. When a person accepts both goals and means, the result is generally 'conformity'. Sometimes, a person may accept the goal but not the means. He may innovate or create his own means to achieve the same goals (that is perhaps culturally or socially not acceptable) and becomes a deviant. This response rejects normative means of achieving success.

Ritualism: those who select this alternative are deviant because they have largely abandoned the commonly held success goals. The pressure to adopt this alternative is greatest among the members of lower middle class.

Retreatism: it applies to psychotics, outcastes, vagrants, tramps, chronic drunkards, the drug addicts and the like. They have strongly internalized both the cultural and the institutionalized means, yet are unable to achieve success. They resolve the conflict by abandoning the goals and means of achieving them. They are unable to cope and 'drop out' of the society.

Rebellion: it forms the final response. It is a rejection of both the success goals and the institutionalized goals and norms. Those who adopt this alternative, wish to create new society. Thus, terrorism is one such response form.

This classification by the well known sociologist, Merton , shows how culture and structure of the society can also lead to deviance.
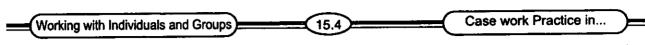
15.3. Prisons and juvenile homes:

These are the places where we find most of the individuals who are convicted for one or more reasons. It is not necessary that all those individuals who are convicted are offenders. Because, unfortunately most of the times certain individuals get convicted due to inadequate evidence to prove themselves innocent. Whatever the explanation be, some of the most commonly found causes for the commitment of the crimes are family (especially broken families, family tension, parental control and rejection, family economics), emotional instability, neighbourhood influence, cinema and pornographic literature, peer group influence and the same.

15.4. Intervention techniques:

Though both the individual and the group techniques can be used extensively in the treatment of the offenders, it is found that individual work is more rewarding. Some of the social casework techniques that can be used here are as follows:

a) Psychotherapy:

Here the caseworker after establishing a good rapport with the client needs to get into the details of the causes of the delinquent or offensive behaviour. The caseworker needs to be very sensitive in gathering the information and also in imparting the interventive techniques. In psychotherapy, it is often believed that the understanding of the past is very important in order to make changes in the present behaviour. Hence, in this sense to gather as much information as possible about the past behaviour is essential. Often the psychotherapeutic interventions are long term in nature. It also should be borne in mind that the therapy should be consistent and goal oriented. In essence, the transference and counter transference factors should be taken care of.

b) Milieu therapy:

It is otherwise called the environment therapy. Here the aim is at altering the situations in the environment so as to facilitate a better adjustment in the client. It is more useful to those clients who become deviant due to the unfavourable circumstances in the environment.

c)Activity therapy:

Often most of the offenders or the delinquents are known to have a lot of pent up emotions. If these emotions are not released appropriately, it can have serious repercussions. Hence, here the clients are involved in such activities where they have an opportunity to release their physical energy along with their creative abilities in a constructive way. It is more effective when conducted in a group and also it works more for the delinquents than the adult offenders. Various elements of creativity is included in it to make it more interesting.

d) Behaviour therapy:

It is aimed at modifying certain behaviours in an individual. It is often believed that most of the human behaviours are learned. It is also believed that whatever is learned can also be unlearned (especially if it is unpleasant). Most of the behaviour modifications are done through positive and negative reinforcements. Wherein, positive reinforcement aims at increasing the pleasant behaviour, a negative reinforcement aims at reducing the unpleasant behaviour. In order to make this therapy more effective, it is vital to understand each individual's reinforcers.

e) Reality therapy:

Unlike psychotherapy, this therapy aims at the present behaviour. Here the client is treated as a responsible individual and not merely as an unfortunate individual. The followers of this therapy believe that most of the people who act in an irresponsible manner are the ones who have not been able to fulfill their basic needs. An effort is made in this therapy to help the individual realize his responsibilities and refrain from anti- social behaviours. An individual is expected to obey rules but he is not rejected when he breaks one.

Apart from these, the clients are also offered vocational counselling and skill building trainings. This is basically done keeping in mind those clients who are not academically talented. These trainings are aimed at sharpening those qualities in an individual that would help him lead a decent life after discharge from the correctional setting, than getting back into the same old criminal activities.

15.5. After care services:

This is one of the most important functions of a social caseworker. This is very essential in reintegrating the client to the community. A constant touch with the client provides a good knowledge about how the client is doing in the post release period. This is one of the important measures to keep the client away from the influence of the anti social elements. A good after care service would ensure reduction in the rate of relapses of the criminal behaviour. Also, through the appropriate use of the after care facilities, the clients can be provided with the suitable opportunities to function in a socially acceptable manner.

15.6. Summary:

Working in a correctional setting is a real challenge. A complete co-operation from the clients can never be guaranteed. As the trend shows, most of the accused are in their adolescence or early adulthood. They would not have had the required educational training. They

may not show much interest also in learning in the post release period, as they would have got accustomed to the imprisoned life. This being the scenario, a social caseworker needs to really work well to bring some hopes into the lives of the client and also to inculcate meaningful habits.

15.7. Key words:

Social deviance

Prisons

Juvenile Homes

15.8. Exercises:

1) Casework intervention can bring some meaningful changes in the lives of the offenders. Justify.

2) Elucidate the scope of casework in correctional setting.

15.9. References Books:

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Lesson-15, Part-II

GROUP WORK PRACTICE IN ORPHANAGES AND OLD AGE HOMES

15.0. Objectives:

The objective of this chapter is to highlight the group work practices in orphanages and the old age homes.

Contents:

15.1. Introduction
15.2. Hazards Of Old Age
    a)Occupational
    b)Financial
    c)Physical
    d)Socio-Psychological
    Psychiatric
15.3. Group Intervention
a Acceptance Of Reality
a Constructive Use Of Time
a Skills Training
a Feeling Of Belongingness
a Empathy
15.4. Scope For Group Work Activities
    . a)Psycho Geriatric Units
    b)Hospice
    c)Non Governmental Organisations
15.5. Summary
15.6. Key Words
15.7. Exercises
15.8. References Books

15.1. Introduction:

    Group work is one of the important methods of social work. It is here that a worker gets a unique opportunity to work with individuals in a group. The aim is to reach the individual through the group. Group work can be carried out in various settings tailored to the needs of those involved in it. However, it is to be noted that there are no universally applicable techniques in the group work as each group is different and each group situation is different. A group worker needs to put all his skills into use in order to deal with the diverse aspects of the various groups.

    It is projected that elderly population of the world will cross the billion mark by the year 2020. By that time 700 million old people will be living in developing countries. In India, around 11% of the population will be 60years and above. In India, it has been the tradition to take the 60th year as the point of turning old. Indian culture prescribes celebrations to mark the event. It is important that elderly people are not taken as a burden on society but rather an asset. It is interesting to observe that:

More than 12%of the rural elderly male are living in India alone.
6% of the aged in Ind'n are immobile due to various disabling conditions.
50% (approximately) of the elderly suffer from chronic diseases.
Visual and hearing impairment are highly prevalent – the availability of health services for the elderly is far from satisfactory.

Though ageing is a biological process followed by the cessation of growth - as it has been well said 'Longetivity has its penalties'- Old age is the last stage in one's life. It is also known as Empty Nest. It is one of the crucial stages where an individual needs to make seve, al adjustments in various walks of life. It is generally found that the aged can be grouped into two broad categories – the one who have enjoyed their youth and are continuing to enjoy their life and the ones who were always found cribbing and continue to do so. Some of the individuals are capable of planning well ahead for their future while some end up being disorganized through out. The process of ageing is influenced be several factors like health, environment, life style disease patterns and the genetic constitution.

15.2. Hazards Of Old Age:
Some of the demands that are made on the individual during this stage can be identified as follows:
a) Occupational problems
b) Financial problems
c) Physical problems
d) Socio-psychological problems.
f) Psychiatric problems.

A) Occupational Problems:
Most of the adults get retired by the time they reach their old age. If not planned adequately, they would be in the mercy of the caretakers who could be either their children or other family members or some outsiders too. Some of them who have a tendency to plan ahead would have arranged for some of the activities to keep them engaged. These activities could be recreational, economically productive or health enhancing activities. On the other hand there are some individuals who are not well equipped to face the post retirement life. They do not have much activity to keep themselves engaged in. This makes them feel unoccupied and restless. Not being clear as to what to do, they end up interfering in others affairs. This may lead to many interpersonal problems.

B) Financial Problems:
There are people who make right investments in time in order to have the financial security. They make sure that the get good returns even when they are not working. However, there are those adults who in the greed of making big money quickly end up investing in wrong plans and also become bankrupt, unfortunately, at the right time. This may also lead to severe psychological trauma in them.

C) Physical Problems:
One of the major problems in the old age is the increasing concern about the health problems. With the growing age, one also tends to develop several health complications. The weakening bones, falling teeth, decreasing eye sight, poor digestive system, poor motor co ordination dry skin, brittle nails, grey hair and weight gain or loss are all an indication of the problems of the physical body in

9)

the old age. In addition the kidney and liver undergo reduction in size, heart and lung size increases and also there will be changes in the brain bones, joints and sensory organs leading to functional impairment. These disabilities could make them depend on others. All old people may not feel comfortable to depend on others, as it would hurt their ego. This could also lead to several psychological problems.

d) Socio-Psychological Problems:

Some of the socio-psychological impacts could be understand in terms of the aged feeling isolated, not taking part in much of the social gatherings due to physical restrictions and commutation problems, decreasing coping abilities due to various reasons, resentment, aloofness and the same. They could also develop inferiority feelings if they are not prepared in advance to face the realities of the old age. Social isolation is recognized as risk factor for the disease and disability. Absence of social support – bereavement is associated with elevated morbidity and mortality.

E) Psychiatric Problems:

Some of the psychiatric problems that worst affect the aged are dementia, Alzheimer's disease – which could be secondary to the organic changes in the brain. There could also be depression due to the death of the near and dear ones. With the growing dependency on others the elderly develop some of the paranoid reactions – suspecting each and every action of others. Also sleep disturbances are commonly found in the elderly due to various physiological and psychological changes.

15.3. Group Intervention:

Most the aged, especially in old age homes or in the organisations catering to the needs of the aged can be helped through various group techniques. The group work activities with the aged are basically aimed at providing the following skills required in daily living.

Acceptance Of The Reality:

Earlier the joint families would attend to most of the needs of the aged and the children. Whereas, the current trend of the nuclear family has left most of the aged pondering where to seek help from. If for whatever reasons, the aged parents do not share good relation with their children, they may have to relay on other sources for their survival. In a situation like this a group worker could engage those troubled individuals into a group and encourage a discussion on what alternatives could be looked for to lead a better life.

Constructive Use Of Time:

As mentioned earlier most of the aged may not have much work to keep them occupied through out the day. Thus engaging them in some group activities either recreational or economically productive would bring much difference to their lives. These activities should preferably be planned in the spare time not affecting the adequate rest required for the elderly.

Skills Training:

As part of the group activity, the elderly could be trained in some of the skills that would not only keep them occupied but also fetch them some monetary gains, if required. These could based on the needs, interests and the capabilities of those involved in it. In essence, the activities selected should not be taxing for the ones involved in it. It should provide satisfaction to them not be burden.

Feeling Of Belongingness:

The group work activities should make the elderly feel that they are needed and cared by some people at least. This would be of great help especially for those who feel neglected and left out. In doing so, care should be taken to avoid transferences, as it would be more difficult to come out from at this stage. They need to be provided with the warmth, love and affection that they are anticipating from the family members but are unable to get it at the same time.

Empathy:

Through group activities, the elderly need to be helped to realize that there are others also who are going through the same stress and strain that they are going through. They are to be helped to look for the alternatives that others are using to deal with the same situation. This is essential because most of them end up cursing themselves, their fate, their bad luck and the like instead of creatively looking for what needs to be done. In a group they are to be taught to accept their own situations and also to empathize the same situations in others.

Life Styles:

The aged can be engaged in such activities that enhance their positive life style. They should be guided to avoid any activity that leads to negative consequences.

18.4. Scope For Other Group Work Activities:

Some of the situations where effective group work can be carried out for the elderly are
Psycho geriatric units
Hospice for the terminally ill.
Non-governmental organisations dealing with the elderly.

1) Psycho geriatric units:

The psycho geriatric team is lead by a consultant psychiatrist with a major commitment to psycho geriatrics. The other members of the team include the Nurses, Social Workers, Psychologists, and Occupational therapists and physiotherapists. This is field that demands a full range of psychiatric skill and a good knowledge of general and social medicine.

2) Hospice For The Terminally Ill:

The primary aim of he hospice is to ensure dignity for the mentally ill or dying. It also aims to ensure comfort in living and dignity in dying. A good hospice must have adequately trained doctors, nurses, social workers, physiotherapists, dieticians, administrative staff and voluntary workers.

3) Non-Governmental Organisations:

These are run by those who are interested to serve in the field with or with out assistance from the government. The primary task of the NGOs is to identify the problems of the elderly in a particular community. This can be done by having a clear-cut understanding of the socio-economic and the psychological problems faced by the elderly.

15.5. Summary:

The group work practice with the aged can be carried out in different settings in order to enhance their quality of life. Care should be taken to include those activities that are not taxing and which are productive in its outcome.

15.6. Keywords:

Psycho geriatric units

Hospice

Non-governmental organisation

15.7. Exercise:

1. How effective are social casework interventions for the elderly? Discuss.

2. Bring out the various problems faced during old age.

15.8. References Books:

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Lesson-16, Part - I

GROUP WORK PRACTICE IN COMMUNITY CENTERS.

16.0 Objectives:
The objective of this chapter is to familiarize the use of group work techniques in a community setting.

Contents:
16.1. Introduction
16.2. Approaches to rural community development
16.3. Adoption of new ideas and practice
16.4. Types of group activities
16.4.1 Developmental
16.4.2 Preventive
16.4.3 Therapeutic
16.5. Essentials of group work activities
16.6. Other group work situations.
16.7. Summary
16.8. Key words
16.9. Exercises
16.10. References

16.1. Introduction:
Community organisation is also one of the significantly developing fields of social work in India. This field is gaining momentum with the organisation of the community centers and national development projects. The two main sub fields in this area are rural community organisation and urban community organisation. The prime objective of this field is to provide valuable experience to the individuals in the group in order to build a healthy community.

Community means a group of people living in a contiguous geographical area and interacting to meet their needs. In Indian situation, a community is generally equated with the village. Community assumes a we- feeling- a sense of belonging. Self – reliance is one of the objectives of development programmes in India. However, the programmes that have been launched seem to increase the dependence of the rural people on the government rather than developing a sense of self- help.

The rural population in India is very large. Their needs are manifold. The resources of the country are limited. Hence, any programme launched by the government cannot meet the demanding challenge of the rural development. These programmes should act only as stimulants and demonstration. Ultimately, the community has to respond and organize itself to meet its needs.

16.2. Approaches To Rural Community Development:
There are two major approaches to rural community development namely

a) Service approach: this aims at providing services needed by the community with the hope that people would use them to improve their living conditions. The service approach proved a failure when it was not based on the felt needs of the people.

b) Educational approach: it is a major means of change. It involves motivation, communication and decision-making. The results, although slow, are permanent. The educational approach may be classified as
Individual and family approach
Small group approach
Mass approach

16.3. Adoption of new ideas and practices:
People pass through a series of distinguishable stages before they adopt a new practice. These stages are
Awareness
Interest
Evaluation
Trial
Adoption
The above stages are not necessarily rigid. At times there may be skipping of stages. Adoptions are usually slow in the beginning and increase as more and more people accept the practice.

It is here that the group work activities can play a major role. In many cases individual action cannot yield much results. A group is more important and effective than an individual. A group is defined as two or more people in a reciprocal communication. An individual needs group participation as he grows up in a group and others satisfy most of his wants indirectly. Some groups may have common interests and others have divergent interests. A group worker in a community needs information about the group to gain their support in disseminating information and other aspects of his work. The groups like women at the drinking water well, in hukka group or in a recreational group may not be formally organised but are important in decision-making. This does not mean the underestimation of the formally organised groups like the caste group or the religious group. A group worker in a community setting must understand that in his approach to an organisation, he is dealing with the systematically organised group of people, who are organised to achieve a common purpose and where each member has a specified role. The group worker has to know whether the change he is going to bring is in conflict with the common interest or purpose of the organisation, does it conflict with the prescribed roles of any member of the community organisation?
However, in a community setting, the group activities can be carried out at three levels-
Developmental,
Preventive and
Therapeutic.

a) Developmental group activities:

These are usually conducted by involving the youth clubs, mahila mandals and the women self help groups. The youth groups basically aims at identifying the needs of the youths, especially the employment needs, the empowerment (especially economic) of women. It also aims at developing the leadership qualities in the youth thereby making them the responsible citizens capable of taking

the responsibilities of building the community. The women groups also aims at making the women more self-reliant by inculcating some of the leadership qualities in her. Wherever possible women are also taught the basic skills that are economically rewarding.

b) Preventive group activities:

Before actually conducting this group activity, certain groundwork needs to be done. It is essential to identify the high risk group in terms of school drop out, alcoholism, drug dependence, vulnerability to communicable diseases and the like. These group activities aims at teaching the high risk group those measures that are required to keep away from the risk situations. The group members need to be taught the healthy techniques to guard themselves from the risk situations.

C) Therapeutic Group Activities:

This group essentially aims at offering some of the therapeutic measures to the members. Often such group comprises of those individuals who have been victim of some or the other form of disease, ailment or disability. This group provides skills and techniques that are needed to cope with the current conditions and also the measures needed to be adopted for a healthy and better living.

16.4. Essentials Of Group Work Activities:

Some of the highlights of the outcome of the group work activities can be briefly mentioned as follows.

aDissemination of knowledge about various governmental schemes and the developmental programmes available for the community and the actual benefits they are entitled for.

aAssisting people in understanding the various terms and conditions to be fulfilled to avail the benefits and also the eligibility criteria, the safety measures and the procedural requirements.

aHelp the individuals in the group to modify their attitude wherever required in order to meet the needs of the present situation.

aPromote the value of self-employment and also provide the suitable guidelines and trainings required for being self-employed.

aHelp eradicate some of the myths and misconceptions that are groundless and impractical.

aEmpower the community people to understand the ways in which they are being exploited and also aid them in choosing the ways and means to combat the same.

aHelp the members identify the local resources available.

aAssist people in linking the available resources to the utilization for the community development purpose.

aHelps in the implementation of the facilities available both within the community and outside the community.

16.5. Other Group Work Situations:

Some of the other important group activities in the community set up are as follows:

Participatory rural appraisal:

Known in different names as rapid rural appraisal, relaxed rural appraisal, participatory learning and action, has drawn its methods, principles and approaches from various disciplines. It is based on the practice and experience of what works and what does not. However, the principles of PRA include:

Reversal of learning: here the required information about the community is gathered from the hands on experience directly from the community people.

Rapid and progressive learning: this is a substitute for the traditional blue print approach. It concentrates on the rapid and progressive learning through the use of flexible and innovative methods.

Offsetting biases: this means keeping away from the rural development tourism or anti poverty biases (a process where in plenty of outsiders visit the village and make statements that are never real or complete) it also emphasizes on being relaxed and seeking out the poor.

Optimal ignorance: this indicates that one should not go into dwelling the unnecessary details. **Triangulation:** it refers to the assessment and comparison of the findings from several angles. Complexity and diversity: focus on variability, complexity and diversity than averages.

The PRA techniques generally banks on the local community participation. It involves the people in the community directly to gathers information on various aspects of it. In a way, it minimizes the out side influence. It believes that people within the community themselves are capable of analyzing their problems; its complexities and also they are capable of creatively using their knowledge and skills to solve those problems. It rejects the notion that people are ignorant.

16.6. Summary:

It is to be observed that the group work activities in community settings are very essential in the overall development of the community. The scope of the group work practice in such a setting is very vast. The activities can be planned to suit the needs of the particular community. The effective and healthy use of the group work skills could bring in the desired results.

16.7. Key words:

Community organisation
Participatory rural appraisal

16.8. Exercises:

1. Explain the relationship between community centers and group work.
2. Highlight the importance of group work in rural community development.

16.9. References Books:

1. Pepell, C.P. and Rothman,B., Social Work with Groups, New York: The Haworth Press.
2. Garland, J.A., (Ed.), 1992, Group Work Reaching Out: People, Places and Power, New York: The Haworth Press.

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Lesson-16, Part -II

GROUP WORK PRACTICE IN INDUSTRIES

16.0 Objectives:

The objective of this chapter is to enlist the areas requiring group work intervention in industrial settings.

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16.1. Introduction
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16.1. Introduction:

Social work has a very important role to play in industrial settings. A social worker can contribute equally well both in the case work and the group work aspects. However, the major areas where social group work activities can be conducted are as follows:
Work groups where team work is involved
Committees such as work committee, canteen committee, safety committee
Joint consultation situations such as labour management councils
Collective bargaining contexts
Administration of bargaining agreements
Training programmes, group meetings, conferences and seminars
Building and maintaining group morale.

16.2. Labour Management:

Labour turnover is one of the vital indicators of the need for labour management. The high index of labour turnover is a warning signal that something is wrong with the organisation. Too low labour turn over can also be a danger signal. In every organisation, employees constantly join and lea e the institution for one reason or the other. Persons may leave the organisation by tendering resignation, by retrenchment or by retirement. Labour turn over is a measure of the extent to which old employees leave and new employees enter the services of a concern in a given period.

The effects are expensive: Low output during the replacement period, higher cost of recruitment, selection, training of the new employees, increased cost of wastage and spoilage due to inexperience of new workers, higher rates of accidents, loss of production during training period, additional overtime allowance due to lower speed of work, under utilization, mishandling of machines and equipments.

The causes for such problems are of two types. One is avoidable and the other is unavoidable. The avoidable causes can be listed as shortage of material, inadequate planning, seasonal character of the business, lack of management foresight and determination, dissatisfaction with the job, remuneration, hours of work and working conditions and poor interpersonal relations. The unavoidable causes ae beyond the control of the management. Viz. personal betterment, domestic affairs, illness and accidents, unsuitable for job or misconduct, housing or transport problems and retirement or death.

Remedial measures:

The social worker employed in the organisation along with the concerned authorities can discuss about the following issues using various group work techniques.
1) Proper man power planning
2) Sound personnel policies – recruitment, selection, promotion, placement and training Attractive wage incentives
3) Provision of welfare measures
4) Setting up of machinery for ascertaining the causes of grievances and redressal there off.
5) Provision of retirement benefits
6) Good communication system
7) Good working conditions and work environment
8) Proactive attitude of management
9) Workers' participation in management

16.3. Labour Welfare:

A state of living of an individual or a group in desirable relation to the total environment – animate and inanimate- is called welfare. Adjustment to the environment is necessary not only in the interest of mere survival but also of those of growth and development of the individual. Life would be impossible without this adjustment. This adjustment of the individual to the environment is not purely physical, the goodwill and affection of others constitute welfare. Adjustment with the family and the neighbourhood are also essential.

It is to be noticed that all the four components (physical, mental or intellectual, moral and emotional) are integrated as one. These are considered as four pillars on which the structure of welfare is built. In planning welfare, the individual alone should not be taken into consideration. One needs to remember that man is a member of a family and family is not as isolated unit. It is related to other families and the neighbourhood (community). Welfare is based on the well being of the total man. It is also a three dimensional concept implying the welfare of the family and community in addition to man himself.

Labour welfare is an area of social work. Social work started as a help rendering process and grew into a self-help rendering technique. Labour welfare officers have great scope for the practice of social work. Labour welfare, for that matter, is an essential part of social welfare. This means the adjustments of the labourers' work-life and family life to the community and the social life around. The need for labour welfare lies in the fact that the industrial workers today constitute functionally a very significant and important element of the country's population.

16.4. Motivation:

Through various group activities, the group worker can facilitate motivation in the workers. Motivation to work is a human state where competence to work and will to work fuse together.

Without employee motivation, all other resources are futile. Motivation refers to any inner condition of the organism that initiates or directs its behaviour towards a goal. Motives are mostly the expression of personal needs. The specific motives of an individual are limitless. These are the basic cores of needs that apparently must be met if the individual is to grow and function normally. This includes biological and psychological needs. These needs are to be fulfilled for homeostasis or equilibrium. Motives are mostly unconscious. Individuals are often unaware or only partially aware of what his needs and goals really are. The satisfaction of so-called needs is necessary but not sufficient for full and truly satisfying life. Man's basic psychological requirements are less readily identifiable than his requirements for food water and sleep.

Sometimes change in life situations may lead to the modification of his motive pattern. For example, the key motives of the child are not the same as those of the adolescents as the key motives of the adolescents of the adolescents are not the same as those of the adults. The employee who has taken little responsibility in work may show a considerable shift in behaviour when he is placed in a supervisory position. Motives change according to the environmental conditions too (the past experiences and the new requirements in life). Through positive and negative incentives one can motivate people to change some of their behaviors. Men work for various reasons, sometimes for a combination of reasons and sometimes for different reasons at different times. We can motivate people only when we know them- see what they want and how best their needs can be fulfilled within the acceptable limits. Rewards help in changing behaviour and punishment rarely yield the desired results.

16.5. Other Group Situations:
Some of the other larger group activites that could be carried out are as follows:
Union development and leadership at all levels.

Putting forth demands	Peaceful strikes
Conferences and seminars	Securing labour legislations
Union and public relations	Trade union's participation in politics.

Union's participations in International Organisations. Eg. ILO.

16.6. Summary:
A good group worker can play a very vital role in maintaining a good balance between the workers and the management in an industrial setting. The skill lays in identifying the key situations that require group activity and co ordinating the same efficiently.

16.7. Key words:
Labour management Labour welfare

16.8. Exercises:
Identify the situations warranting group work intervention in industry.

A social group worker is the key person in balancing a good relationship between the workers and the management. Justify.

16.9. References:
1) Garwin, C. 1987, Contemporary Group Work, New York: Prentice Hall Inc.
2) Konopka, G., 1963, Social Group Work: A Helping Process, Englewood Cliff, N. J: Prentice Hall Inc.

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<u>అధ్యాపకుల, విద్యార్థుల సలహాలు, సూచనలు :</u>

అధ్యాపకులు, విద్యార్థులు ఈ స్టడీ మెటీరియల్‌కు సంబంధించిన సలహాలు, సూచనలు, ముద్రణ దోషాలు తెలియపరచినచో, పునర్ముద్రణలో తగు చర్యలు తీసుకొనగలము. తెలియపరచవలసిన చిరునామా : డిప్యూటీ డైరెక్టర్, దూరవిద్యా కేంద్రం, ఆచార్య నాగార్జున విశ్వవిద్యాలయం, నాగార్జున నగర్ – 522 510.

Course	Year	Paper No. Title
M.A. Social Work	1st Year	Paper - III : Working with individuals and Groups