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Readings in Social Work

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Fayoum University   **Fayoum University**

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Readings In Social Work

الخريطة الزمنية الدراسية لمقرر (نصوص أجنبية في الخدمة الاجتماعية)

بالفصل الدراسي الثاني – العام الجامعي ٢٠٢٢ /٢٠٢٣

م	الأسبوع	خلال الفترة من	خلال الفترة إلى	رقم المحاضرة	محتوى المحاضرة
١	الأول	٢٠٢٣/٢/١٢	٢٠٢٣/٢/١٦	الأولى (مباشر بالكلية) الثانية (on line)	التعريف بالمقرر للطلاب Basic concepts of Social work
٢	الثاني	٢٠٢٣/٢/١٩	٢٠٢٣/٢/٢٣	الثالثة (مباشر بالكلية) الرابعة (on line)	Basic concepts of Social welfare and Social Services - Values
٣	الثالث	٢٠٢٣/٢/٢٦	٢٠٢٣/٣/٢	الخامسة (مباشر بالكلية) السادسة (on line)	Social Work: Art or Science Social Agencies
٤	الرابع	٢٠٢٣/٣/٥	٢٠٢٣/٣/٩	السابعة (مباشر بالكلية) الثامنة (on line)	New Concepts- Characteristics- Principles- Techniques- Training- Scope- Allied Fields
٥	الخامس	٢٠٢٣/٣/١٢	٢٠٢٣/٣/١٦	التاسعة (مباشر بالكلية) العاشرة (on line)	Purpose of Social Work Objectives Generalist social work practice
٦	السادس	٢٠٢٣/٣/١٩	٢٠٢٣/٣/٢٣	الحادية عشر (مباشر بالكلية) الثانية عشر (on line)	Social case work
٧	السابع	٢٠٢٣/٣/٢٦	٢٠٢٣/٣/٣٠	الثالثة عشر (مباشر بالكلية) الرابعة عشر (on line)	إختبار الميدترم الأول **Midterm Exam 1**
٨	الثامن	٢٠٢٣/٤/٢	٢٠٢٣/٤/٦	الخامسة عشر (مباشر بالكلية) السادسة عشر (on line)	Social group work
٩	التاسع	٢٠٢٣/٤/٩	٢٠٢٣/٤/١٣	السابعة عشر (مباشر بالكلية) الثامنة عشر (on line)	Community Organization
١٠	العاشر	٢٠٢٣/٤/١٦	٢٠٢٣/٤/٢٠	التاسعة عشر (مباشر بالكلية) العشرون (on line)	Distinction between Community Organization and Community Development
١١	الحادى عشر	٢٠٢٣/٤/٢٣	٢٠٢٣/٤/٢٧	الحادية والعشرون (مباشر بالكلية) الثانية والعشرون (on line)	**Revision**
١٢	الثاني عشر	٢٠٢٣/٤/٣٠	٢٠٢٣/٥/٤	الثالثة والعشرون (مباشر بالكلية) الرابعة والعشرون (on line)	**Midterm Exam 2** إختبار الميدترم الثاني
١٣	الثالث عشر	٢٠٢٣/٥/٧	٢٠٢٣/٥/١١	الخامسة والعشرون (مباشر بالكلية) السادسة والعشرون (on line)	**Revision**
١٤	الرابع عشر	٢٠٢٣/٥/١٤	٢٠٢٣/٥/١٨	السابعة والعشرون (مباشر بالكلية) الثامنة والعشرون (on line)	**Revision**
١٥	الخامس عشر	٢٠٢٣/٥/٢١	٢٠٢٣/٥/٢٥	التاسعة والعشرون (مباشر بالكلية) الثلاثون (on line)	تساؤلات الطلاب وإعلان درجات أعمال السنة
١٦	السادس عشر	٢٠٢٣/٥/٢٨	٢٠٢٣/٦/١	الحادية والثلاثون (مباشر بالكلية) الثانية والثلاثون (on line)	تساؤلات الطلاب وإعلان درجات أعمال السنة

فترة الدراسة بالفصل الدراسي الثاني ستة عشر أسبوعًا طبقاً للأجندة الجامعية للعام الجامعي ٢٠٢٢ / ٢٠٢٣

بدء إمتحانات الفصل الدراسي الثاني ٢٠٢٢ / ٢٠٢٣ إعتباراً من السبت ٣ / ٦ / ٢٠٢٣ م

Readings In Social Work

كلية الخدمة الاجتماعية
Faculty of Social Work

وحدة ضمان الجودة والتخطيط الاستراتيجي
Quality Assurance and Strategic Planning Unit

جامعة الفيوم
Fayoum University

رؤية و رسالـــــة

كلية الخدمة الاجتماعية – جامعة الفيوم

رؤية كلية الخدمة الاجتماعية – جامعة الفيوم

تسعى كلية الخدمة الاجتماعية بجامعة الفيوم

أن تكون مؤسسة تعليمية معتمدة ومتميزة محلياً وإقليمياً .

رسالة كلية الخدمة الاجتماعية – جامعة الفيوم

تلتزم كلية الخدمة الاجتماعية بجامعة الفيوم

بإعداد خريج مثقلاً بالمهارات المعرفية والذهنية والمهنية والعامة

طبقاً للمعايير القومية الأكاديمية القياسية ،

قادراً على المنافسة محلياً وإقليمياً، مواكباً التطور التكنولوجي ،

متفرداً في إجراء البحث العلمي لمواجهة المشكلات والأزمات المجتمعية

في إطار من القيم والأخلاقيات ، مشاركاً في تحقيق التنمية المستدامة .

تاريخ إعتماد مجلس الكلية
٢٠٢٠/١١/١١ – جلسة رقم (٣٠٩)

توصيف المقرر الدراسي
Readings in Social Work
(نصوص أجنبية فى الخدمة الاجتماعية)

جامعة: الفيوم

كلية: الخدمة الاجتماعية

قسم: طرق الخدمة الاجتماعية

توصيف مقرر دراسي (نصوص أجنبية فى الخدمة الاجتماعية)

١– بيانات المقرر		
الرمز الكودي:	اسم المقرر: نصوص أجنبية في الخدمة الاجتماعية	الفرقة / الأولى
التخصص: طرق الخدمة الاجتماعية	عدد الوحدات الدراسية: نظري ٤	عملي --

٢– هدف المقرر:	يهدف مقرر نصوص أجنبية في الخدمة الاجتماعية إلى تحقيق الأهداف التالية:
	٢/١ فهم الطالب للمعارف المرتبطة بمهنة الخدمة الاجتماعية من خلال دراستها في الأدبيات الأجنبية بما يتيح له الفرصة للتعلم المستمر، والتواصل مع المستجدات العلمية والمهنية المرتبطة بمهنة الخدمة الاجتماعية في الخارج.
	٢/٢ تزويد الطالب بالمهارات المهنية للخدمة الاجتماعية، بحيث يمكنه استخدامها وتوظيفها في مجالات الممارسة المختلفة.
	٢/٣ فهم الطالب للأدبيات الأجنبية المرتبطة بقيم ومبادئ مهنة للخدمة الاجتماعية لدى الطالب لكي تصبح مكون أساسي في سلوكهم المهني.

٣– المستهدف من تدريس المقرر: طلاب الفرقة الأولى – مرحلة البكالوريوس	
أ– المعرفة والفهم :	بنهاية تدريس مقرر نصوص أجنبية في الخدمة الاجتماعية يكون الطالب قد اكتسب المعارف والقدرة على أن:
	٣/أ/١ يحدد مفاهيم الرعاية الاجتماعية والخدمة الاجتماعية والخدمات الاجتماعية باللغة الأنجليزية .

٢/أ/٣ يعرف القيم الأساسية لممارسة مهنة الخدمة الاجتماعية والمفاهيم الإنجليزية بالمرتبطة بها . ٣/أ/٣ يوضح خصائص مهنة الخدمة الاجتماعية وسمات الأخصائي الاجتماعي باللغة الإنجليزية . ٤/أ/٣ يذكر المبادئ الأساسية التي يلتزم بها الأخصائي الاجتماعي في ممارساته المهنية باللغة الإنجليزية . ٥/أ/٣ يشرح المجالات المتعددة للممارسة المهنية للخدمة الاجتماعية باللغة الإنجليزية . ٦/أ/٣ يلخص طرق الممارسة المهنية للخدمة الاجتماعية ودور الأخصائي الاجتماعي فيها باللغة الإنجليزية . ٧/أ/٣ يعرف الممارسة العامة للخدمة الاجتماعية باللغة الإنجليزية ودور الأخصائي الاجتماعي كممارس عام.	
بنهاية تدريس مقرر نصوص أجنبية في الخدمة الاجتماعية يكون الطالب قادراً على: ١/ب/٣ التمييز بين المفاهيم المختلفة التي تشتمل عليها مهنة الخدمة الاجتماعية. ٢/ب/٣ المقارنة بين المؤسسات الأولية والمؤسسات الثانوية لممارسة مهنة الخدمة الاجتماعية ٣/ب/٣ تحليل قيم الممارسة المهنية للخدمة الاجتماعية. ٤/ب/٣ مناقشة أبعاد الخدمة الاجتماعية والتداخل والتشابه بين هذه الأبعاد. ٥/ب/٣ تفسير الخصائص المتعددة لمهنة الخدمة الاجتماعية. ٦/ب/٣ الربط بين أهداف الخدمة الاجتماعية ووسائل الأخصائي الاجتماعي لتحقيقها. ٧/ب/٣ إدراك الفروق بين الأنساق المختلفة لممارسة مهنة الخدمة الاجتماعية.	**ب‑ المهارات الذهنية:**
بنهاية تدريس مقرر نصوص أجنبية في الخدمة الاجتماعية يكون الطالب قادراً على: ١/ج/٣ تطبيق معارف ومهارات وقيم الخدمة الاجتماعيه مع مختلف مستويات أنساق العملاء. ٢/ج/٣ أدراك الفروق الفردية بين البشر، واحترام التنوع الإنساني. ٣/ج/٣ فهم ثقافة المجتمع واستخدام اللغة المناسبة عند التعامل المهني.	**ج‑ المهارات المهنية الخاصة بالمقرر :**

٣- المهارات العامة:	بنهاية تدريس مقرر نصوص أجنبية في الخدمة الاجتماعية يكون الطالب قادراً على:
	٣/د/١ التفكير وإبداء الرأي وقبول الرأي الأخر .
	٣/د/٢ التحدث باللغة الإنجليزية .
	٣/د/٣ التعلم الذاتي المستمر.
	٣/د/٤ استخدام أساليب الاتصال اللفظي وغير اللفظي.
	٣/د/٥ استخدام شبكة المعلومات العالمية، والبحث في بنك المعرفة المصري.
	٣/د/٦ استخدام وسائل التواصل الاجتماعي، وموقع الكلية الإلكتروني على شبكة الانترنت.
٤- محتوى المقرر:	يشتمل المقرر الحالي في ضوء أهدافه العامة والمهنية على العناصر التالية :
	Basic concepts of Social work
	Basic concepts of Social welfare and Social Services
	Values
	Social Work: Art or Science
	Social Agencies
	Dimensions
	New Concepts - Characteristics
	Principles of Social Work
	Techniques- Training- Scope
	Allied Fields
	Purpose of Social Work
	Objectives of Social Work
	Generalist social work practice
	Social case work- Definitions- Objectives- Stages
	Social group work- Definitions- Goal - Principles
	Community Organization- Definition
	Distinction between Community Organization and Community Development
٥- أساليب التعليم والتعلم:	– استراتيجية التعليم الهجين .
	– استراتيجية التعليم الالكتروني .
	– استراتيجية المناقشة والحوار .
	– استراتيجية العصف الذهني.
	– استراتيجية لعب الدور .
	– إجراء البحوث.
	– العروض التقديمية.

– استراتيجية التعلم الذاتي. – استخدام الخرائط الذهنية	
٦– تقويم الطلاب	
أ– الأساليب المستخدمة:	١. المناقشات داخل المحاضرة. ٢. إجراء البحوث في موضوعات المقرر. ٣ . امتحان تحريري (ميد تيرم).
ب– التوقيت:	الأسبوع الثامن من بداية الفصل الدراسي
ج– توزيع الدرجات:	**أعمال السنة: (٣٠ درجة)** ١. حضور المحاضرات (**١٠ درجات**). ٢. إجراء بحوث في موضوعات المقرر (**١٠ درجات**). ٣ . امتحان ميد تيرم (**١٠ درجات**). **امتحان تحريري في نهاية الفصل الدراسي: (٧٠ درجة)**
٧– قائمة الكتب الدراسية والمراجع:	
أ– مذكرات	**Readings in Social Work.**
ب– كتب ملزمة:	- H.Wayne Johnson and Contributors: the Social Services An Introduction. - Dharam Paul Chowdhry: Introduction to Social Work. - Brenda Dubois, Karla Miley: Social Work An Empowering Profession - Bradford W. Sheafor et al.., Techniques and Guidelines for Social work Practice.
ج– كتب مقترحة:	- Charles Zastrow, (2010): Introduction to Social Work and Social Welfare Empowering People. - Anissa Taun Rogers (2010): Human Behavior in the Social Environment. - Karen K. Kirst-Ashman.(2010): Introduction to Social Work & Social Welfare Critical Thinking Perspective. - Kate Wilson et.al., (2008):Social Work An Introduction to Contemporary Practice.
د– دوريات علمية أو نشرات ...إلخ	- NASW :Encyclopedia of Social Work. - Robert Barker: Dictionary of Social Work.

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Chapter One

History and Basic concepts of Social work, Social welfare and Social Services

By: H. Wayne Johnson (*)

Readings In Social Work

Chapter One

History and Basic concepts of Social work, Social welfare and Social Services

By: H. Wayne Johnson

Social work as a profession is of relatively recent origin. The first social welfare agencies began in the early 1800s in an attempt to meet the needs of people living in urban areas. These agencies, or services, were private agencies developed primarily at the initiation of the clergy and religious groups. Until the early 1900s, these services were provided exclusively by members of the clergy and wealthy "do-gooders" who had no formal training and little understanding of human behavior. The focus was on meeting such basic physical needs as food and shelter and attempting to "cure" emotional and personal difficulties with religious admonitions.

An illustration of an early social welfare organization was the Society for the Prevention of Pauperism, founded by John Griscom in 1820.1 This society's goals were to investigate the habits and circumstances of the poor, to suggest plans by which the poor could help themselves, and to encourage the poor to save and economize. Toward these ends, its members conducted house-to-house visitation of the poor (a very elementary type of social work).

By the last half of the 1800s, a fairly large number of private relief agencies had been established in large cities to help the unemployed, the poor, the ill, people with a physical or mental disability, and orphans. These agencies' programs were uncoordinated and sometimes overlapped. Therefore, an English innovation—the Charity Organization Society (COS)—caught the interest of a number of American cities.2 Starting in Buffalo, New York, in 1877, the COS model was rapidly adopted in many cities. In charity organization societies, private agencies joined together to (a) provide direct services to individuals and families—in this respect, they were forerunners of social casework and of family counseling approaches—and (b) plan and coordinate the efforts of private agencies to combat the pressing social problems of cities—in this respect, they were precursors of community organization and social planning approaches. Charity organizations conducted a detailed investigation of each applicant for services and financial help, maintained a central system of registration of clients to avoid duplication, and used volunteer "friendly visitors" to work with those in difficulty. The friendly visitors were primarily "doers of good works"; they generally gave sympathy rather than money and encouraged the poor to save and to seek employment. Poverty was looked on as the result of a personal shortcoming. Most of the friendly visitors were women.

Concurrent with the COS movement was the establishment of settlement houses in the late 1800s. In 1884 Toynbee Hall became the first settlement house in London; many

others were soon formed in larger U.S. cities. Many of the early settlement house workers were daughters of ministers, usually from the middle and upper classes. In contrast to friendly visitors, they lived in the impoverished neighborhoods and used the missionary approach of teaching residents how to live moral lives and improve their circumstances. They sought to improve housing, health, and living conditions; find jobs for neighborhood residents; teach English, hygiene, and occupational skills; and change environmental surroundings through cooperative efforts. Settlement houses used change techniques that are now referred to as social group work, social action, and community organization.

Settlement houses emphasized "environmental reform." At the same time, "they continued to struggle to teach the poor the prevailing middle-class values of work, thrift, and abstinence as the keys to success."3 In addition to dealing with local problems by local action, settlement houses played important roles in drafting legislation and in organizing to influence social policy and legislation. The most noted leader in the settlement house movement was Jane Addams of Hull House in Chicago.

It appears that the first paid social workers were executive secretaries of charity organization societies in the late 1800s.
At that time, some COSs received contracts from the cities in which they were located to administer relief funds. They then hired people as executive secretaries to organize and train the friendly visitors and to establish bookkeeping procedures to account for the funds received.

To improve the services of friendly visitors, executive secretaries established standards and training courses. The first such training course was offered for charity workers in 1898 by the New York Charity Organization Society. By 1904 a 1-year program was offered by the New York School of Philanthropy. Soon many colleges and universities were offering training programs in social work.

Richard Cabot introduced medical social work at Massachusetts General Hospital in 1905. Gradually, social workers were employed in schools, courts, child guidance clinics, and other settings. Early training programs in social work focused both on environmental reform efforts and on efforts to help individuals adjust better to society. In 1917 Mary Richmond published Social Diagnosis, the first text to present a theory and methodology for social work. The book focused on how the worker should intervene with individuals. The process is still used today and involves study (collecting information), diagnosis (stating what is wrong), prognosis (stating the prospect of improvement), and treatment planning (stating what should be done to help clients improve). This text was important because it formulated a common body of knowledge for casework.
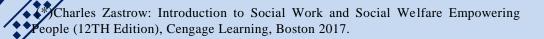In the 1920s, Sigmund Freud's theories of personality development and therapy became popular. The concepts and explanations of psychiatrists appeared particularly appropriate for social workers, who also worked in one-to-one relationships with clients. The psychiatric approach emphasized intra-psychic processes and focused on enabling clients to adapt and adjust to their social

situations. Thus, most social workers switched their emphasis from "reform" to "therapy" for the next three decades .

In the 1960s, however, there was a renewed interest in sociological approaches, or reform, by social workers. Several reasons account for this change. Questions arose about the relevance and appropriateness of "talking" approaches with low-income clients who have urgent social and economic pressures. Furthermore, the effectiveness of many psychotherapeutic approaches was questioned. Other reasons for the renewed interest included an increase in the status of sociology and the mood of the 1960s, which raised questions about the relevancy of social institutions in meeting the needs of the population. Social work at present embraces both the reform approach and the therapy approach .

Not until the end of World War I did social work begin to be recognized as a distinct profession. The depression of the 1930s and the enactment of the Social Security Act in 1935 brought about an extensive expansion of public social services and job opportunities for social workers. Throughout the 20th century there was a growing awareness by social agency boards and the public that professionally trained social workers were needed to provide social services competently. In 1955 the National Association of Social Workers (NASW) was formed, which represents the social work profession in this country. The purpose of this association is to improve social conditions in society and promote high quality and effectiveness in social work practice. The association publishes (a) several professional journals, most notably Social Work; (b) The Encyclopedia of Social Work; and

(c) a monthly newsletter titled NASW News. The newsletter publishes current social work news as well as a list of job vacancies throughout the country. In recent years, there has been considerable activity in developing a system of certification, or licensing, of social workers. Such a system both helps assure the public that qualified personnel are providing social work services and advances the recognition of social work as a profession. All states have now passed legislation to license or regulate the practice of social work. Although a young profession, social work is growing and gaining respect and recognition (*).

(*)Charles Zastrow: Introduction to Social Work and Social Welfare Empowering People (12TH Edition), Cengage Learning, Boston 2017.

Basic concepts of Social work, Social welfare and Social Services:

Numerous definitions of social welfare are found in the literature but they tend not to differ much from each other substantively. For our purposes social welfare refers to societaly organized activities aimed at maintaining or improving human well-being. This is a very broad concept involving a number of professions including, but not restricted to, social work. Among other occupations involved those have to do with health, education, recreation, and public safety, to mention only a few. Social welfare encompasses both governmental and voluntary sectors and cuts across all levels of each. Since the activities alluded to are organized, it should be noted that this means both those formally and those informally organized. For example, in the United States we find rural social welfare less formally organized generally than is true in urban communities.

Explicit in this definition of social welfare is the goal of human Well-being. That this is a highly relative purpose is seen in the statement about the activities aiming at maintaining or improving social functioning. While improvement is the ideal, in the real world this is not always possible. Often one must settle for maintenance activity. The dying patient, for example, is probably not going to improve; yet there is increasingly the notion of death with dignity. In other words, much can often be done to be helpful to people in the sense of maintaining them and thus enhancing their wellbeing.

A second term, social work, requires definition - and - as with social welfare, various definitive statements exist. Boehm's in the late 1950s follows:

Social work seeks to enhance the social functioning of individuals, singly and in groups, by activities focused upon their social relationships which constitute the interaction between man and his environment.

Twenty years later Bear and Federico (1978) defined social work thusly:

Social work is concerned and involved with the interactions between people and the institutions of society that affect the ability of people to accomplish life tasks, realize aspirations and values, and alleviate distress.

In this book social work is taken to mean a profession concerned with the relationship between people and their environments and the influencing of these relationships toward maximal social functioning. Boehm found social work's "distinguishing characteristic" to be its focus on social relationship. Here we take a similar position. This means that social work is concerned with human interactions and the interchange between people and their surroundings, their psychosocial situations. That this is still central to social work is seen in current developments having to do with refinement of Council on Social Work Education (CSWE) Accreditation standards for undergraduate

programs in colleges and universities. The analytic model for social work practice is seen to be the "person at the interface with the environment" What this means is that the social worker focuses on the points at which 'the various levels of social systems come together and their effect on the person: individual, family, other groups. Community, organizations, and society. These are the major social systems. This is why, with the move to more of a social systems approach in this profession, social work is being seen as" boundary work," that is, the boundaries between the systems and/or their component parts, Social work tends to deal with exchanges between the components of these systems, for example, between family members, between an individual and a person(s) in other systems such as education or employment, between two or more groups in a community, or between several organizations.

The distinction between social welfare and social work is one between social institution or system (social welfare) and occupation or profession (social work). Social welfare, a far broader concept than social work, is what sociologists call a social institution, and as such, encompasses a number of occupational endeavors including social work. On the other hand, social work refers to professional activities- what certain people do as their practice in their vocational roles.

A social service is the last concept for analysis. It is defined here as the programs or measures employing social workers or related professionals and directed

toward social welfare goals. Social workers operate in many different fields: in the corrections services the worker may be a probation officer, in family social services a marriage counselor, in the field of the elderly the worker is perhaps a planner of programs, an advocate or an organizer.

Values:

As is true of any profession, social work practice entails knowledge, skills, attitudes or values. The core values are those having to do with human worth and dignity. Social workers generally deal with people experiencing problems of one kind or another and often see people not at their best. This makes commitment to humanitarian values especially important. Take the intoxicated person as an example; the inebriate in the glitter, untidy, irrational, uncooperative, is still a human being and it is this quality that gives him or her worth. The drunk is important not because, of drunkenness but because of the humanness. We are all fallible and capable of falling short of our potential. The social worker's professional values acknowledge both the strengths and weaknesses of humankind. What are the other philosophical values upon which modern social work stands? Friedlander categorized these into a four-fold scheme, simplified as follows:

A. The humanistic values having to do with the dignity, integrity and worth of the individual human being just alluded to.

b. The right to self-determination-the idea that-the Individual has the right to determine his Own needs and how to meet them.

c. Equality of opportunity, limited only by the innate capacities of the individual.

d. People's social responsibilities toward themselves, their families, their community and society.

The value orientation of a profession can be understood in many ways. One way is to examine some of the formalized statements, creeds, and documents that are developed by organizations. In the case of social work the Code of Ethics of the National Association of Social workers (NASW) is perhaps the best example.

Social Work: Art or Science?

Another question which sometimes surfaces has to do with whether social work is an are or a science. Much of the rest of this book addresses this question, at least implicitly, but we will deal with it briefly now simply to say that the only possible answer is that it is both. To the extent that there is a transmittable body of verifiable relevant in formation and knowledge integrated within a subject, it is a "science."

In the case of social work, the scientific aspect is real and growing, especially as the social mil behavioral sciences, on which it so heavily h 'ends, mature. But just as the field of medicine. Its individual, subjective, "bedside manner" non science components, so social work is

partially an "art." It is an art in that some people appear to be "naturals" or possess a "knack" or talent for working with people in a helping capacity. Whatever qualities these terms are used to characterize-warmth of personality, dedication to a helping goal, empathy and .so forth-the fact remains that .social work is not all science. The ideal situation is one in which a person possessing the personality qualities and motivation so important to this profession (art) is able to capitalize on formal education and profit from present knowledge (science).

Residual and Institutional Social Welfare:

Wilensky and Lebeaux presented two useful conceptions of social welfare which they termed the "residual" and the "institutional." The older residual view sees a place for social welfare services only after the break down of the family or the market, the proper sources for meeting needs. The newer institutional position, looking at contemporary industrial Society, calls for these services as a regular societal function. These two views are philosophically at opposite ends of a scale but in actual practice social work today is somewhere between, them mixing elements of each. Powerful social forces are at play impacting on individuals and families: population, growth, industrialization, urbanization, the human rights "revolution, "mobility, changes in the structure of the family scarcity of natural resources and energy among others. From all of this, the long-term historical trend

appears to be from the residual toward the institutional. Some components of each conception are as follows:

Wilensky and Lel3eaux conclude their discussion with this prediction, the "welfare state" will become the "welfare society" and both will be more reality than epithet. At this writing, with "conservatives" being in power nationally in the U.S., it may be difficult to accept this historical assessment. Over the long haul, however, this does %owl to be the direction in which we are moving. The thrust of modern societies is toward viewing social services as What Kahn called "social utilities," an investment in people to meet their normal needs "arising from their situations and roles in modern social life" in industrial communities.

Social Agencies:

Most social work is carried out within the context of an agency or organization of some kind. Collectively these are usually thought of as social agencies. A small but wowing amount of social work is done outside the framework of an agency, taking the form of private practice. Social workers in private practice arc generally engaged in such activities as counseling, psychotherapy in some form, consultation or educational/ training endeavors. While social workers in industry and some other contexts are in nontraditional settings, these are organizations and as such they influence the activities of professionals and are influenced by them as is true with agencies in general.

Agency settings can be classified into various categories with regard to social work practice. In some settings social workers are the principal professionals present and social work is of the essence-no social work, on agency. These are termed primary agencies. Example is welfare department, family service agency, and children's program offering adoption and foster care services. With other agencies the social work role is subordinate to that of other professionals from such field as medicine, education or law and these agencies are referred to as secondary or host settings. They are hosts to social work and can operate without this profession although we, of course, would argue that the service is of better quality when social work is present. Examples of these are hospitals (medical and psychiatric social workers), courts (probation officers), and schools (school social workers).

One of the most basic distinctions made relative to social work programs is whether they are tax supported public or private (voluntary). In an earlier era this separation was clear and distinct. Now, however, it is much less so in that govern- mental (public) funds permeate many, if not most, formerly private agencies. This is so extensive, in fact that some so-called private services could not exist today without public funding. A common from that this takes is for public organization such as a State Department of Public Welfare, Human services or Social Services (DDS) to purchase needed defined services from private providers such as a day care center, group home, or rehabilitation program. This

enables the provision of services that the DDS is not equipped to provide or could offer only at great expense. Once in existence, the service is available not only to DDS but often to other community entities as well.

Public agencies may be funded by local governmental units such as municipalities, counties, school districts; by regional bodies or states; by the federal government; or by some combination of these. The sources of funds for private agencies are often multiple and complex. Some combination of the following may be found: United Way moneys fees, purchase-of-service charges, church or other contributions, bequests and annuities, interest from endowments and others.

Private or voluntary agencies are of two types, sectarian, that is, church or religious related, and nonsectarian. Some private -agencies are not church related; this is particularly true for organizations serving groups and communities, but is also fond with family and children's services. In view of the ecumenical movement of recent decades, the distinction between church related and no church related agencies is not necessarily terribly significant. .Many denominational agencies serve numerous clients outside their own groups. Sometimes these actually constitute a majority of the agency's clientele. The infusion of public funds into private agencies noted above includes church connected organizations so this tends further to diminish the importance of the sectarian/ nonsectarian line.

Social agencies also differ in age and Size. Some go back to the beginning of the century or earlier and others may reflect in their programs the factors and forces from the 1960s, 70s or 80s that led to their creation. As far as size is concerned, some agencies are so small that the director may also be heavily involved in direct service. On the other hand of the scale are large organizations with more than on administrative person, sever supervisors, and numerous direct service workers in addition to a sizable clerical staff and perhaps others.

A social agency is often more than a single local entity many are part of a network of organizations, stretching across a state, the nation or even several countries. Local welfare or public social service departments, for example, are units of similar state agencies. Some states have two or more intermediate district or regional offices encompassing several counties each. Outside of a single state we next encounter the federal regional unit of this system.

Dimensions:

A number of dimensions can be delineated in social work which facilitates our understanding. Included are fields, age groups, populations, and social problems. It is true that there is considerable overlapping and interrelatedness among these but they are nonetheless useful constructs.

Bartlett points out that "field" may refer to either program /settings/ services on one hand or differing kinds of social work practice in these contexts on the other. In examining of so-called "fields of practice" it is advantageous to further differentiate between settings and fields. Settings refer the agencies or organizations themselves rather than the larger fields of which the settings are a part. To illustrate, health and mental health are fields whereas a hospital and a mental health center are settings. In both cases the context (setting and field) is of import.

Another- dimension in the social services results from categorizing people served by ages in which case some programs focus on a single age group and others on several or even all ages. The usual groups when separating by age are infants, preschoolers, children, adolescents, young adults, middle aged, and elderly or some variation of these. A day care center for youngsters and a nursing home for the aged point up the importance social welfare attaches to age factors.

A related and somewhat overlapping -approach is concerned with populations. Examples are single parents, college students, widows, and the handicapped. Programming often revolves around a particular population(s) and is directed toward meeting needs and problem resolution within this context. Some problems are unique to one population whereas others are characteristic of several groups.

Finally, one way to look at social welfare measures which also relates to those just described is in terms of social problems. The list is long but included are crime, poverty, alcoholism, and mental illness to cite a few. Social work may be thought of as a profession concerned with social problems, their remedy and control. The interrelatedness of these various dimensions or levels is seen if we take the case of crime (social problem), consider for example .victims of offenders (populations), the youth or young adults who commit much of our crime (ages), collections (a field of service), and a prison (as a specific setting). Similar relationships exist with many, but not all, social service areas.

Other Concepts, Principles, Trends:

There are a number of developments occurring in social welfare and the broad field of human services in the 1980s, some of which have profound implications for a field like social work. Some of these are further along than others and are far beyond the idea stage; others are still emerging. Many are interrelated with others. The order in which these principles and concepts are being presented here is of no particular importance. They all are important themes, thrusts, and issues in social work currently:

1. Least drastic or restrictive alternative. developments of the last couple of decades have given many Americans pause as we have become In teasingly aware that too much of our past programming for people in the name of helping -has had damaging consequences or

side effects. Hence it is now being perceived that the general principle should be followed of utilizing always the least drastic or restrictive alternative available for people. Historically we have passed through a series of eras in our notions of proper treatment. Clearly from the present view some of these were harmful.

Child dare is a good example. Today's view is that children should be kept at home if at all possible and supports provided to keep the family intact. If part-time arrangements such as daycare do not suffice and a youngster cannot remain at home for whatever reason and if relatives are not available, foster family care may be resorted to a the next possibility, a less-drastic alternative than institutional care, of the kind associated with the orphanage era at the turn of the century.

Another example is corrections. Incarceration of offenders is a drastic and restrictive action There is clear evidence that most offenders do n require such severe handling and that there can a should be a variety of ways of keeping the offender in the community with less cost to the taxpayers, adequate protection for the public, potential help for the victim, and a better prognosis for the perpetrator of the illegal act.

2. Community-based services and deinstitutionalization. A very much related trend and concept is that of developing programs in the community which often, but not always, brings services out of distant institutions and places them closer to home. Not only does this mean that newly created programs are more likely today to be in

the open community than in the more closed environment of a physical institution, but it also implies a reduced need for institutions. There is therefore a move toward reduction in size and numbers. Deinstitutionalization is happening in mental health, retardation, corrections, and child welfare, among other fields, but the occurrences around the country are uneven both geographically aid in the social problem being responded to. In general, community-based programs are perceived less drastic and less restrictive than institutional programs.

It should be noted that the picture is complex that "everything is relative," and definitions are required. For example, what about day care; are not such centers in effect institutions? The answer must be if we recognize that day care centers are typically community based, often actually serving local neighborhoods. Furthermore, day care can keep some children from institutions. A sizable number of children in day care are from single-parent families and historically it was youngsters such as a portion of these who could not be cared for at home and were living in orphanages (institutions) with their regimentation, anonymity, depersonalization, and other limitations. Another complication is correctional institutions; many states are building more rather than deinstitutionalizing. At the same time, there has been significant deinstitutionalization of juvenile delinquents and although more institutions are being erected for adult offenders, these are often smaller and more widely dispersed. There also are some highly important

community measures in existence for both youth and adult deviants.

Sometimes the view is advanced that deinstitutionalization has gone too far, especially in such areas as mental health. It is alleged that parts of our large cities have become "psychiatric ghettos" where formerly hospitalized patients idle away. Their time, at best unproductively, if not destructively, in neighborhoods, flophouses, and nursing homes. This view seems to this author an exaggeration of a genuine problem and concern. Rather than being taken as an argument for more institutionalization/hospitalization, it can be seen as the case for more adequate, efficient, and creative locally-based service and facilities such as mental health centers; sheltered workshops, and structured housing. Intertwined with community-based services is the recent emergence of home-based services, sometimes termed in home care. There is striking evidence that heavy social service; input into families in their own homes can substantially reduce the need for substitute care for family members, including the need for institutionalization.

3. Permanence. In the 1970s there was a thrust in child welfare toward greater permanence in the care of children. All too often children have gone from natural home to foster home, back to natural home, and through a whole series of foster homes and other substitute care arrangements such as group homes and institutions. There is a variety of reasons for this but the experience is generally and understandably not a positive one for

the child nor for other persons involved. As there has come to be more awareness of the problem, more professionals are devoting themselves to solutions. An example of the problem is children who, in adoption circles, have traditionally been labeled "hard-to-place." Now some agencies are having success placing youngsters for adoption who formerly would never have had the continuity of growing up in one family. Permanence is a relative concept that goes beyond children. The elderly are another example. It is now quite clear that the day of institutional care such as a nursing home or other out-of-home arrangements can be delayed or prevented altogether for large numbers of older persons if supportive services are offered in communities. The result may not be complete permanence but certainly continuity can be attained.

4. Comprehensiveness of services and continuity of care. Very much related to permanence are the further interrelated yet separate ideas of continuity of "care" and comprehensiveness of services. These are goals rather than accomplished facts in the Social services and there is anything but a steady progression toward these ends: Social welfare programs are in many respects a hodgepodge, a collection of pieces that do not always mesh together well. Examples of some movement toward comprehensiveness, even if not total attainment, are some of the public assistances which are now more integrated and less categorical, and some mental health centers that have broadened their services beyond those that are strictly clinical.

A field in which continuity of care is essential and not currently existent for millions of Americans is health. A high price is paid for what has often been referred to as our health nonsystem. One of the products of this nonsystem is that significant numbers of people needing health care are falling between the cracks, receiving no medical services or only piecemeal ones, and lacking continuity. Still another concept is prevention which in part may be an outgrowth of quality services that are comprehensive in nature and provide for continuity, and comprehensiveness are not synonymous, they are highly interrelated. Collectively they go hand in hand with the holistic notion of viewing persons and situations in their entirety as totalities.

5. Right to treatment and to refuse treatment. Implicit in the act of becoming a "client," "patient,", "resident" or whatever else a social welfare "consumer" may be termed is the idea of such person's right to treatment. All too often, for example, people have been hospitalized, incarcerated or institutionalized in the name of care, rehabilitation, or some other facet of treatment only to find that actual treatment is nonexistent: or of: inferior quality. Certain mental hospitals and correctional institutions in the United States have, recent years, been reprimanded by courts for failing to provide treatment and have been mandated to institute programs aimed at its provision.

And as the right to receive treatment has been attended to by the courts, the individual's right to refuse

treatment is also coming to be recognized. Such refusal can be an issue in a variety of settings and situations. With offenders, for example, a strong case can be made that, while the state can incarcerate as punishment, the prisoner should be flee to decline "treatment" in prison and that participation in various institutional programs should be voluntary rather than mandatory.

6. Do not harm, it may appear contradictory that social workers who are sometimes referred to as "do gooders" by frequently unsympathetic elements of the public should be cautioned to avoid doing harm. But this is an important idea given the extent to which some of the _social worker's actions and programs contain at least the potential for damage. The sociologist, Robert Merton, suggested that behavioral practices have both "manifest" (intended and recognized) and "latent" (Unintended and unrecognized) functions. For example, young people go to college in order to attain an education and gain entry into certain kinds of life pursuits (manifest functions). But there may also be latent functions such as keeping them out of the labor market for a time and finding spouses.

Some of the latent functions may actually be dysfunctional, that is, they may be harmful or destructive. In medicine there is the phenomenon of iatrogenic illness, that is, illness caused by the treatment. Loeb and Slosar described so iatrogenic dysfunctions" as negative consequences resulting from social intervention activities. Among the various instances of so iatrogenic dysfunctions are those they discussed, grouped under

psychotherapy, corrections, mental hospitals, school dropouts, and urban renewal. In each of these contexts the destructive potential is real. Obvious examples are the stigmatizing labels used in corrections and mental hospitals.

A principal point of the Loeb/Slosar article is that it is unwise to proceed as "though doing anything is better than doing nothing." In some situations, taking no action is actually preferable. So we conclude that the idea and admonition to do harm is important for social work.

7- Accountability There can be little doubt that we are now in an era of significant demands for Accountability. Various segments of the public are questioning social welfare programs and services. Funding, of course, is a central issue and concern. People understandably want to know what they are receiving for their money, whether the latter refers to tax fund or private contributions. But it is far complex than this. Often it is not enough for an agency to demonstrate that it provided a certain number of units of service in a specified time period. Also requested is documentation of quality and effectiveness of services. Not infrequently there is skepticism about efficiency in program administration and about effectiveness. While this trend may complicate the lives of Social workers and present demands that are difficult to meet, it is generally healthy, if appropriate and reasonable.

The human services should be accountable especially in inflationary times. But also the general public may need to be educated to understand some of the problems and limitations o this field and what can realistically be expected. Accountability is not a one-way street but one o reciprocity and mutuality. Communities, too, have accountability responsibilities. Social welfare institutions cannot be fully productive and effective without support from the society and communities of which they are a part and to whose problems they are addressed. Sometimes the obvious must be restated and stressed. Social work does not make social problems-communities and societies do- and it is these that must provide the solutions and pay the costs. For example, one price of industrialization is unemployment; hence there is a societal responsibility to provide some sort o income maintenance, protection. It is these dynamics that must be spelled out as often necessary to build public understanding and support.

Chapter Two

Scope and Concept of Social Work

By: Paul Chowdhry (*)

Readings In Social Work

Chapter Two

Scope and Concept of Social Work.

By: Paul Chowdhry

Social problems have been in existence in every society from times immemorial. Therefore, for the 'hit' ion of such problems, social - services has also been part of every society. Loves for one's fellowmen, feeling of brotherhood, urge for service to members of one's community and giving charity the poor was considered a major aspect of social service. Indeed, the method used to tackle the problems depended upon the needs and resources of each society. It was considered that necessary requisites to serve the poor were spirit of service and goodwill. But the concept of social service has it gone changes along with the changes in the socio-economic structure. Unorganized charity is now giving place to a scientific approach to every mild problem.

Factors:

Some of the factors which are responsible for bringing about change in the approach and philosophy of social work are:

1. Social institutions like family, joint family, caste system, village panchayat, private property, education etc. have undergone changes and are unable to meet the changing demands of the individual and the community.

2. The steady growth of population, resulting in an increased demand for service, made charity inadequate to cope with the new demands.

3. With advancement of science, our life has become complex industrialization and urbanization have also created so many problems like slums, juvenile delinquency, neglected children, unmarried mothers, etc. and the individual is unable to adjust to the rapid changing order. Our wants are increasing and resources at our disposal are limited-unsatisfied wants create more problems.

4. Religious force which was working behind all charity has weakened.

5. Self-sufficiency of village communities has broken down.

6. Economic development is responsible for creating a new situation within which new economic and social needs arise. The problems are not only economic in nature but there are (-motional and

social problems arising out of the dationships where no amount of charity can do everything to solve human problems.

7. Development of social services has made it possible to analyze every social problem and suggest scientific solution based on the study of human behavior and social trends.

New Concepts:

In view of these factors we have now evolved new concepts and new definitions of work. Social work aims at creating conditions for the individual and groups under which they are able to utilize their potentialities and existing resources to remove some of the handicaps and to overcome them by proper adjustment, in order to live this life more adequately and creatively. Therefore, social work is a helping and enabling process. The value of social work is essentially dual. Social workers have to be interested in reform and at the same time to be helpful to the individual in adjusting to his present circumstances.

Characteristics:

The general characteristics of social work as given by United Nations in an International Survey of Training for Social Work are:

1. It is a helping activity, designed to give assistance in respect of problems that prevent individuals, families and groups from achieving a minimum desirable standard of social and economic well-being.

2. It is a social activity, carried on not for personal profit by private practitioners but under the auspices of organization governmental or non-governmental or both, established for the benefit of members of the community, regarded as requiring assistance.

3. It is a liaison activity, through which disadvantaged individuals, families and groups may tap all the resources in the community, available to meet their unsatisfied needs.

Principles of Social Work:

Changing needs warrant new techniques, skills and outlook. Thus, we need a systematized and organized method of giving help, so that we make an individual stand on his own feet. The following principles have evolved out of these new trends in social service:

1. It is essential that problems do exist and that there is no stigma attached to any maladjusted person.

2. Many problems arise out of environments and circumstances over which an individual has no control.

3. A solution can be sought to every problem, because of the belief that conditions can be created to help the maladjusted persons to adjust to the environments.

4. Individual/community is to be helped to help himself/ themselves. His / their participation is very necessary. A social worker should act as an agent to enlist peoples' support for programs.

5. Total personality of the individual is to be studied in order to help him.

6. Total needs of the individual, group or community, are to be taken into consideration while trying to help them.

7. Relationship is the key-note of all types of work.

8. Self-help programs require the use of local resources, in terms of men money and material, so that dependence on outside bely could be minimized, if not avoided.

9. People in need should be helped by placing them back in the community rather than sending them to institutions except in case of mental, social, physical and emotional maladjustments which require specialized treatment.

10. Apart from treatment of social problems, social work should also evolve ways and means of providing preventive services, like public health, programs.

Social Work as a Profession:

Social work is not merely a leisure-time Activity now. It has developed into a full-fledged Profession with definite knowledge, techniques and skills, which are-acquired by a social worker.

The following are the attributes of a profession:

1. There should be tested body of knowledge, consisting of techniques and methods communicable through an educational discipline which should not only be academic but practical in nature.

2. Standards for training, jobs and services should be set up.

3. There should be a sense of belonging, group consciousness and responsibilities, profession ethics for e-very professional.

4. Profession should provide the professional with continued occupation.

5. It should be responsive to public interest and work towards social ends.

6. The goals should be the welfare of the people, improved human relations, built on understanding and tolerance.

Techniques:

Like any other profession, social work profession has also developed certain methods and techniques which have been tested. These methods and techniques have also become areas of social work. These are:

1. Social Case Work.
2. Social Group Work.
3. Community Organization.
4. Social Work Administration.
5. Social Investigation/Research.

These methods have been dealt with in some detail in the next chapter.

Training:

Every profession has a system of training that is to be imparted under certain discipline. The body of knowledge and the techniques which social work profession has developed are transmitted to the professionals through training. Awareness of the

need of professional training for workers required in the field of social work in this country is of recent origin. The idea is still prevalent that in order to serve one's fellowmen, qualifications necessary are: a spirit of dedication, a large measure of goodwill and some leisure.

Scope:

The scope of social work is being extended to more areas. It is now possible to mention definite fields which social work covers. Since the profession deals with human beings and is relatively a new area, its scope depends upon the special needs and problems of each society which are constantly changing because of various socio-economic factors. It is not possible to give any definite and uniform basis for including certain services in the scope of this profession.

The field of social welfare now covers (1) Child Welfare, (2) Women Welfare, (3) Youth Welfare, (4) Social Defense, (5) Community Development, (6) Welfare of the handicapped, (7) Services for the aged, (8) Medical and psychiatric social work.

Standards:

After a period of experimentation and challenges, which the profession has been receiving, it has now reached a stage when it covers certain definite areas of social work. Standards' of services and training are being worked out and an definite body of knowledge is evolving. The professionals have developed a group-consciousness, and have got a continued occupation.

Taking into consideration various features of the field of social work as mentioned above, it can be said with certain amount of confidence that social work has the requisites of a profession and can be placed among professions.

Allied Fields:

Social work consists of those processes, which are evolved in adjusting an individual's relationship with other persons and wider social and economic environments.

For this purpose a worker has to Use techniques of the profession, but these techniques may also extend to other areas relating to the human beings, although these areas as such may not strictly come under "social work". We have, therefore, to distinguish between social work activities and use of

social work techniques in other professions a technical disciplines like medicine, education, housing, industry etc. It is on this basis that some of the fields like the welfare of the handicapped, condensed courses of education for women, work with juvenile delinquents, work with adult offenders, medical and psychiatric social work etc. have been covered in volume.

A social work activity is distinguishable from other social programs, when it is concerned with those forms of assistance, traditionally associated with social work but the use of social work skills. May extend beyond the borders of social -work agencies. A group of experts appointed by the United Nations studied this question and made an attempt to indicate the settings and the programs in which professional social workers could participate. A summary of some of their recommendation is given below.

Education:

Social workers can be employed in educational agencies to help the pupils with certain problems of adjustment. Adult education and social educations are other fields where social workers are used Social work techniques can also he employed in school social work service. Condensed course of education for women is yet anther area of social welfare.

Treatment of Adult Offenders:

Social workers are employed in the prisons and institutions for the care of young offenders. They are no concerned with the penal aspect of prison work, but they play a large role in post-work, e.g., after-care services for the released offenders and work with agencies which are concerned with parole and probation services.

Courts:

Social workers work closely with juvenile courts, concerned with treatment of juvenile delinquency, children in need of protection, adoption and couples with marital problems. Thus, they have an important role to play in the prevention of problems arising out of difficulties in establishing and sustaining positive relationship with others. Social workers can also play useful role in legal aid to the poor.

Housing:

The program of slum clearance and slum improvement necessarily involve trained social worker in order to (1) enable the new occupants of a colony to make proper use of the new housing facilities and amenities and (2) provide welfare

services in the programs of slum improvement, by establishing Community Welfare Centers.

Medical Care and Public Health:

Social workers are employed in various capacities in medical aid and public health programs. The social worker helps to make the community resources available to various medical, nursing, health and educational programs interprets the viewpoint of the medical and health personnel to the community in cases where the response from the community is very encouraging. A social worker, therefore, deals with social aspects of medical care and health programs. No wonder, social workers are now in demand for employment in child guidance clinics, medical-social work, Psychiatric services and mental health programs.

Rehabilitation of the Handicapped:

Education of the physically handicapped the blind, the deaf, the mute, the mentally retarded, etc, falls within the purview of the work of the rehabilitation, but an effective program of rehabilitation of the handicapped calls for a combined knowledge and skills of medical, health, ,educational, social work and vocational specialists.

The contribution of the social worker in this area is significant, because the success of rehabilitation programs depends upon the participation of the patient himself. The understanding of the family back ground, which is an important factor in rehabilitation and recovery, is to be provided by the social worker, who also helps the handicapped person and his family not only during treatment, but also in follow-up of medical care.

Industry:

The trained worker is increasingly in demand in industry for providing welfare services like canteens, crèches, rest-rooms, recreational activities, counseling etc. to the industrial workers.

It may thus be seen that participation of the social worker in allied fields is very necessary. Great care is to be exercised by the social worker in associating himself with programs of social services, so that the role of the social worker is kept distinct from other personnel like medical, public health, education, housing, industry, etc. While working as a member of a team, the social worker tends to concentrate to human problems in such a way as to enable the community to understand that social work is a distinct profession with techniques and skills acquired after training wider a certain discipline. By doing so, the present-day confusion in the minds of

the general public about what activity is social work and what is not social work could be avoided.

The industrial and business houses have also entered into the field of social welfare and rural development in a big way consequent upon the announcement of Income-tax concession on expenditure on rural development activities. A large number of voluntary organizations initiated by highly educated and motivated persons belonging to affluent families have initiated innovative projects. The industries are now for workers for developing projects of rural development.

Chapter Three

Social Work: A Helping Profession

By: Brenda DuBois, Karla Krogsrud Miley (*)

Readings In Social Work

Chapter Three

Social Work: A Helping Profession

By: Brenda DuBois, Karla Krogsrud Miley

Imaging a society without human suffering. Do you envision a society in which all members have the basic necessities of life and sufficient resources and opportunities to achieve their educational dreams and career aspirations? Are you picturing healthy, functioning individuals who have access to needed health care and other social provisions to enhance their lives? Is it a society where racism and discrimination are absent and where cultural "and racial diversities are celebrated? Can you see congruence or match between society's resources and needs on the one hand and ill citizens' resources and needs on the other? If so, than you have imagined a society that doesn't need social workers.

Human societies are not perfect. Social problems emerge that require societal solutions, and human needs arise that must be satisfied. Are you willing to confront the realities of these social problems and human needs? Are you concerned with the plight of many who endure the strife and hardship of poverty and homelessness and the tears of hunger and pain? Do you question a society in which children have babies and infants are born

addicted to drugs? Are you offended when illness and disease go untreated because health care is not affordable? Are you intolerant of 'the pervasive violence that touches familial and intergroup relationships? Do you challenge the inequity o personal and institutional discrimination that denies certain populations, base only on their skin color o disability, the realization of their fullest potent and their right to participate in mainstream life? Do you want to be involved in shaping a society that strives to ensure a high quality of life and social justice for all societal members? Welcome to the social work profession.

It is important that citizens of a society enjoy ' the full benefits that society offers. A society, in turn, flourishes when its citizenry can contribute their fullest potential. The well-being of individuals is jeopardized when normal developmental processes are interrupted by personal crisis, poverty, unemployment, poor health, and inadequate education. Societies are compromised when inequity, discrimination, and other forms of social Injustice prevail.

Social workers respond to both the demands of living in a changing society and the call for social to promote citizens rights. In practice, social workers address social concerns that threaten the structure of society and redress social conditions that adversely affect the well-being of people and society. Social work practice thus encompasses the professional activities of helping individuals, groups: organizations, and communities to enhance or restore their capacity for

optimal social functioning and of creating societal conditions favorable to this goal. In essence, social work activities empower clients systems to develop strength and competence and enable social structures to relieve human suffering and remedy social problems.

The Purpose of Social Work:

The purpose of social work provides the vision-indeed, the overall direction and motivation-for addressing social problems, resolving interpersonal conflict, confronting issues, and meeting human needs. Improvement of the quality of life in the human condition is envisioned as an explicit goal of the profession. Promoting adaptive functioning in the relationship between individuals and social institutions is central to the purpose of social work: "Historically, social work has contributed to the development of these relationships in such a way as to promote social and economic Justice and protect the opportunities for all people to live with dignity and freedom" (Council on Social Work Education 1988). The purpose of social work is explicated in the National Association of Social Worker' (NASW) "Working Statement of purpose".

Working Statement on the Purpose of Social Work:

The purpose of social work is to promote or restore a mutually beneficial interaction between individual and

society in order to improve the quality of life for everyone. Social workers hold the following beliefs:

The environment (social, physical, organizational) should provide the opportunity and resources for the maximum realization of the potential and aspirations of all individuals, and should provide for their common human needs and for the alleviation of distress and suffering.

• Individuals should contribute as effectively as they can to their own well-being and to the social welfare of others in their immediate environment as well as to the collective society.

• Transactions between individuals and others in their environment should enhance the dignity, individuality, and self-determination everyone. People should be treated humane' and with justice.

Clients of social workers may be an individual family, a group, a community, or an organization.

Objectives:

Social workers focus on person-and-environment in interaction. To carry out their purpose, they work with people to achieve the following objectives:

- Help people enlarge their competence and Increase their problem.-solving and coping abilities.
- Help people obtain resources.

- Make organizations responsive to people.
- Facilitate interaction between individuals and others in their environment.
- Influence interactions between organizations and institutions.

To achieve these objectives, social workers work with other people. At different times, the target of change varies-it may be the client, or the environment, or both.

The purpose of social work is achieved through the application of professional social work values, principles, and practice methods. Social workers may for example, confer wit individuals and families, enabling them to deal with stress and resolve interpersonal problem Social workers also help communities and society prevent social problems and provide or improve health and social services. And social worker actively participate in legislative processes a policy advocacy to formulate fair and equity Social policies. In sum, social workers or counseling services in times of personal crisis advise policymakers of critical issues, a advocate for -a better society. These social w activities illustrate that the concern of profession lies in the interconnections among between persons and society. No other profession considers the interactions between humans and their social and cultural environment to the extent that social work does.

A Generalist Perspective:

The social work profession provides opportunities to work in different practice settings and with people, individually and collectively, whose diverse problems, issues, and needs interfere with their personal and social functioning. For instance, social Workers, as family service consultants, provide parenting education for new strengthen family bonds. Case managers involved in services for the aging link elderly clients with home-based services to allow the elderly to remain in their own homes. And, as members of hospital rehabilitation teams, social workers arrange Ito it at mils in the home and adaptive devices to support the independent functioning of persons with disabilities. Community organizers work with 3nstituents to develop strategies to change neighborhood conditions. Advocates are involved in efforts to influence the formulation of social policy. These brief illustrations offer a sense of some of the clients and settings of social work practice. Let us examine in more detail the experiences of four social workers, each working with very different clients and each performing variety of practice activities to better understand how social workers enhance functioning.

As generalists, the foregoing social worker draw upon a common problem-solving framework and utilize specialized knowledge and skills t address unique characteristics Of each process o change. Social workers have knowledge and skill that are shared by all social work practitioners, yet each is able to apply the

knowledge and skills a social system levels, with diverse population groups and in a broad spectrum of practice settings.

Generalists practice is both a way of thinking and way of doing. Social workers, as generalists, Problems through a wide-angle lens rather than a Microscope, to understand problems in the context possible. The wide-angle view simulates the planning of multifaceted interventions that address both the individual and societal dimensions of any given problem. Generalist practitioners work with many social system levels simultaneously-individual, families, groups, organizations, and communities. Generalist social work practice:

- Is an art (which involves a skill that results experience or training);
- Involves the application of knowledge of human behavior;
- is based on client involvement in developing options designed to resolve problems;
- Emphasizes the use of the client's resources (psychological and physical) as well as those extant in the community in the problem solving process;
- Is based on an orderly helping process;
- Is based on planned change efforts; and
- Focuses on problem solutions.

Generalist practitioners work in a variety practice settings with diverse population group that present an array of problems. Social worker may focus their

professional practice on working with a particular population group, such as the elderly, person with disabilities, juvenilia delinquents, the unemployed, or the chronically mentally ill. Social workers confront the problems of child abuse and neglect, homelessness, poverty, drug abuse, and domestic violence. Social workers may develop expertise in utilizing particular techniques of intervention, such as crisis intervention, family therapy, social planning, neighborhood development, or social research. Sometimes, social workers develop specialties in a field of practice, such as health care, family service, gerontology, community planning, or information and referral. Additional specialties are grouped according to practice roles, such as direct service practitioners, community organizers, policy analysts, foster care specialties, family life educators, and administrations. However, even when social workers develop specialties, the wide-angle lens generalist is applicable, as problems must be understood in their context and intervention developed with an eye on their implications at system levels.

Caring Professionals:

Persons, enter helping professions for different reasons. Many people are motivated by unselfish regard for others. Some want to make difference by bettering the human condition and promoting social justice. And others enter field to reciprocate for help they once receive almost without exception, they are motivate because they care.

Social workers are often described professional "helpers"-helping others resolve problems, assisting in obtaining resource supporting in times of crisis, and facilitate social responses to needs. Professionalism social work is reflected in the degree to which an Individual has the requisite knowledge and skills and adheres to professional values and ethics when serving clients. The helping person is motivated by a commitment to caring. Helping professionals share similar value orientations about people. They hold others in positive regard and are optimistic about life in general. Social workers need to be realistically hopeful to affect constructive outcomes for persons and Society. The helping person shares a genuine concern about the well-being of others. This other directness is energized by altruism, or an unselfish regard for others. In fulfilling their professional responsibilities, social workers bring personal Characteristics to the helping relationship. Essential personal qualities for helping persons include warmth, honesty, genuineness, openness, courage, humility, concern, and sensitivity. These qualities are important because they provide a foundation for establishing rapport and building relationships.

The helping person values working with others in a partnership. Effective social work practice involves empowering persons and enabling change-in other words, working "with" others. Helping persons appreciate differences and celebrate diversity; people are valued for their own uniqueness. Professional "helpers"

are trustworthy, act responsibly, demonstrate sound judgment, and are accountable for their actions. Above all, helping persons have a vision of the future based on the social justice ideal.

Human and Social Needs:

Human needs are the substance of the social work profession. We all share common us logical, developmental, social, and cultural weds. At the same time, each of us develops a unique spectrum of needs influenced by our own particular level of development in each domain. We are unique in our physical, cognitive, psychosocial, and cultural development. Also, our interaction with the social environment influences us and shapes our personal meaning. Ordinarily, person and social needs are met through interaction with the everyday environment. Needs are met to the extent that there is a "goodness of fit," or congruence, between the needs of the individual and the resources of society.

Universal Basic Needs:

Universal basic needs are those needs that are hued by all people and that affect personal growth and development. Basic needs include physical. Intellectual, emotional, social, and spiritual growth and development. Physical needs encompass basic life supplies such as food, shelter, and clothing, opportunities for physical, Development, and essential health care Intellectual development is fostered as opportunities to attain

knowledge and mastery are matched to individual capacity. Relationships with significant others and self-acceptance nurture emotional development. Social growth comprises opportunities for socialization and meaningful relationships with others. Finally, spiritual development revolves around discovering a meaning for life that provides purpose and direction and that transcends everyday experience.

Several assumptions are made by experts about universal basic needs. First, it is assumed that all people have needs for security and dependency, as well as for growth and independence. Furthermore, it is assumed that each person is unique and "has a unique potential for development in each of the living areas". Finally, variations of individual potential exist "in a dynamic interrelation that constitutes the whole, mid no one aspect can be considered as separate from the others".

Basic needs are met differentially; that is, some persons are able to achieve optimal functioning, while others experience deprivation. The unique developmental configuration of physical, intellectual, emotional, social and spiritual needs must be understood holistically, Interaction with each other.

Motivational Needs:

Individuals strive to achieve in dynamic personal satisfaction in their lives. These motivational needs which underlie all In n behavior are depicted in a

hierarchical schema by Abraham Maslow (1970). In this hierarchy, basic needs are foundational and must be fulfilled before higher level growth needs are addressed. The most basic of needs revolves around physiological necessities, such as for food, water, and sleep. The second level entails the need for security, which is satisfied by a safe, secure physical and psychological environment. The next level involves needs relation to belongingness and love, fulfilled through intimacy and satisfying relationships. Esteem needs follow, including feelings of competence and a sense of personal worth derived from recognition of accomplishments. Finally, self-actualization, a process of realizing one's maximal potential marked by a vision that encompasses the whole of human kind, is at the pinnacle of the hierarchy. In this hierarchy, deficits denote need and growth is I elated to self-actualization.

Developmental Needs:

Personal development, directed toward becoming an independent and autonomous individual, is influenced by biological, psychological, interpersonal, social, and cultural factors. Charlotte Towle, an early leader in social work education, provides a schema for understanding developmental needs in her classic book, Common Human Needs, first published in 1945. Developmental needs, according to Towle (1957), include those related to physical welfare, well-being, psychological intellectual development, interpersonal relationships, and spiritual growth. All of these factors

influence adaptive development and adjustment. The ascendancy of a particular need is related to a person's developmental stage and life circumstance. Every stage of the human life cycle. Is distinguished by an array of needs. All of these 'developmental needs interact with one another to contribute td the synergy of growth needed for adaptive social functioning. Certain needs emerge or are unique to a particular developmental stage; other needs are common throughout the life cycle. For example, love provides sustenance throughout development, although the manifestation of love varies. In infancy, love is communicated through the attachment relationship between infant and caregiver, while in young adulthood; love is expressed in intimate relationships.

Relationship Needs:

Many developmental theorists, including Erikson (1963), Kohlberg (1973), and Levinson (1978), presume that men and women share similar developmental needs, yet use "masculine" traits such as autonomy, independence, and achievement as the standard for normal development. In. other words, mature identity is idealized as autonomous functioning, work achievement, and individuation or separation from others. Autonomy has been equated with maturity, and "concern .about relationships has been seen as a weakness of women (and men) rather than as a human strength".

This perspective creates a void in the fulfillment of relationships for both men and women. For men,

relationship needs are submerged in their expected roles. Prominent masculine qualities are those "qualities deemed necessary for adulthood the capacity for autonomous thinking, clear decision-making, and responsible action "independence and separation are pronounced throughout the developmental life cycle of men. And, according to Gilligan, the role development of women heretofore has been defined by their place in the male life cycle, rather than considering the uniqueness of the female experience. In the context of human relationships, women's roles have been that of nurturing, care giving, and helping. To understand more fully the development of women's identity, one must understand these intimate and generative relationships that are so much a part of female development. For women, identity is defined in the context of relationships-fused in a web of relationships with others. Interdependence and attachment are prominent throughout the developmental life cycle of women. The challenge is to understand the unique relationship needs presented by both women and men.

Life Task Needs:

Demands made upon people by various life situations must be confronted throughout the life cycle. These life tasks have psychological and social implications for personal functioning and for developing social relationships. The concept of life task has "to do with daily living, such as growing up in the family, learning in school, entering the world ids work, marrying and rearing a family, and also with the common

traumatic situations of life such as bereavement, separation, illness, or financial difficulty". Life tasks confront all- people, and although responses may differ, persons must deal with the challenges of the tasks. A consideration of life tasks focuses on the commonalities of life situations.

Cultural Identity Needs:

The values, customs, and symbols associated with each society reflect diversity in cultural heritage and, define cultural identity. All persons have conferred upon them the cultural identity of their own society, and many treasure the cultural patterns of their ancestors. Ethnic groups, culturally different from the predominant population, share their own traits, customs, values, and symbols. Ethnic identity, a source of pride and esteem, offers a sense of group belonging to cultural minorities.

Ethnic disposition and social class affect the universal tasks integral to the various stages of the life cycle. The socialization patterns of children and adults throughout the life cycle differ in families because of social class, ethnicity, and minority group status. Cultural identity and class status determine the perennial roles in child care and prescribe parental authority in child rearing. Socialization of family members' is affected by cultural assumptions about the independence or dependence of children and the sex-specific experiences and role assignments of family members.

Other important factors to consider in life cycle development are the effects of bilingualism, the impact of biculturalism in families, the level of religious identification, the degree of ethnic group identity, the amount of intergenerational kinship there is in families, the cultural response strengths or families, and the impact of social stereotyping. The response of minority groups to racism, discrimination, and segregation shapes their cultural identity, and the effects of racism, discrimination, and segregation may impede the completion of developmental tasks.

Physical Environment Needs:

Human also have needs related to their interaction with the physical environment the physical environment, including the natural and human-constructed world and its temporal and spatial arrangements, affects how people view possibilities, meet goals, and fulfill needs. Physical components of the human environment include such things as ecological needs (clean water; uncontaminated soil, and pure air), space for living, housing arrangements, and transportation provision. human survival is dependent upon abating widespread environmental pollution and conserving natural resources Identity is defined by space; overcrowding and lack of privacy hinder personal development, Furthermore, how people perceive their interaction with the physical environment is informed by their cultural interpretation of that environment,

"Environmental competence" derives from the congruence between provision and need and from a sense of being able to effect environmental change. Environmental competence increases when the configuration of the physical environment is pleasing, stimulating, and protecting. In contrast, the physical environment is disabling when it debilitates one's sense of self, heightens the fear of danger, and interfaces with meeting life cycle needs.

Social Justice Needs:

Ideally, all members of a society share the same rights to participation in the society, protection by the law, opportunities for development, responsibility for social order, and access to social benefits. Social justice prevails when all members of a society share equally in the social order, secure an equitable Consideration of resources and opportunities, and enjoy the full benefit of civil a liberties. Problems in social justice emerge when people are not accorded equity and equality and when their human and civil rights are violated. Prejudicial attitudes, discriminatory practices, exclusion of some societal members from full participation in the society, and oppression deny equal access to the opportunities and resources necessary for optimal social functioning. The construction of human and civil rights in any society prescribes to societal defined limits to justice. For example, while laws in some countries constrain personal liberties, they are defended as necessary to the social order; however, other members of the global

community, critical of these practices, deem them violations of human rights.

World Living Needs:

We live in an interdependent global society. All societies must be concerned with world issues and needs, and with how solutions generated within one society affect the well-being 'of other societies. Needs created by food shortages, economic problems, political upheavals, natural disasters, pollution, and wars threaten the functioning of societies and have repercussions for all world citizens. Mutual dependence on energy resources, Food supplies, and medical and scientific technologies requires inter societal cooperation. In order to eliminate the threat of war and achieve world harmony and peace, there must be an appreciation of diverse cultures, recognition of the viability of many different social structures, and a commitment to mutual exploration of solutions for social problems in the world context.

Social Functioning:

While we all share basic needs and develop our unique needs, there is considerable variation in our abilities and opportunities to meet these needs. The functional level of social systems ranges from adaptive functioning to maladaptive or dysfunctional. Why is there this variation? Psychologists argue that the

variation is due to individual differences. Sociologists examine social structure and its effect on persons. Social work theory suggests that the answer lies in the interface and transactions between individuals and their environment. Social functioning as viewed by social workers relates to:

Fulfilling one's responsibilities to society in general, to those in the immediate environment, and to one's self. These responsibilities include meeting one's own basic human needs and those of one's dependents and making positive contributions to society. Human needs include physical aspects (food, shelter, safety, health care and protection), personal fulfillment (education, recreation, values, esthetics, religion, and accomplishments), emotional needs (a sense of belonging, mutual caring, and companionship), and an adequate self-concept (self-, confidence, self-esteem. and identity).

Social functioning for individuals encompasses striving towards a life-style that meets basic needs, establishing positive relationships and accentuating personal growth and adjustment. Many individuals Neck supportive assistance from the social service delivery system to enhance their competence in social functioning.

Social workers also work with groups, organizations, and communities as client systems to empower them to restore their capacity for social functioning by developing resources, promoting lull

molly between members, and creating dynamic Opportunities for growth and change at these system levels. For all client systems, the source of improvement of social functioning may be within the system itself, or it may lie in creating changes in the social structures. Change in any one social structure can result in improved social functioning in other structures.

Classification of Social Functioning:

The nature of social work intervention with any client system depends upon the particular challenges there are to social functioning, the client system's capacity for problem solving, and the availability of personal and social resources. Potential client systems include invidious and families, groups and organizations, and communities and society.

Adaptive Social Functioning:

Understandably, adaptive systems are able to use personal, interpersonal, and institutional resources when confronting problems, issues, and needs. Also, these resources are relatively available and accessible to these systems in the social structure. Systems considered adaptive are functional enough to recognize problems and take the necessary steps to resolve them. For example, individuals who adjust successfully to stresses life transitions, such as marriage and divorce, parenting the death of a loved one, or retirement, are considered

adaptive. When concerns arise, they are able to cope with the stresses associated with the problem, adapt to change, and make adjustments in their immediate environment. They may or may not assess social work services, depending upon whether they identify a need and whether resources are available.

At-Risk Populations:

Some populations or social systems are considered at risk of developing impaired social functioning. An at-risk system is a system that is vulnerable to the onset of problems in functioning, although such problems have yet to surface. In other words, identifiable conditions exist that are predictive of having a negative or detrimental impact on social functioning. For example, research indicates that certain conditions, such as unemployment, alcohol and drug abuse, and illness of their caretakers, place children at risk for abuse and neglect; persons with disabilities are at risk of underemployment; the elderly are vulnerable to early and unnecessary institutionalization; and some inner city neighborhoods may be at risk of a decline in educational and economic opportunities. Through case finding, the delivery network exerts an effort to identify those at-risk groups and offer services to them before the onset of actual problems. Outreach services are developed as a measure of prevention. Client systems access prevention services voluntarily. Prevention activities are usually informational, supportive, sand educational, rather than interceptive, rehabilitative, or therapeutic. Also, change

efforts may be directed at other system levels that create at-risk conditions. Identifying a population group as at risk raises an ethical dilemma because the label itself may create a problem that stigmatizes adaptive individuals within those groups identified as at risk.

Maladaptive Social Functioning:

Finally, some social systems are maladaptive in these systems, problems become so exacerbated that the ability of the system to cope is diminished or the system becomes immobilized and cannot initiate any changes. In some situations, systems may themselves recognize serious problems that inhibit their ability to function: Individuals may experience depression and loneliness, families may identify communication problems or interfamilial conflict, or an industry may recognize high levels of work stress that threaten productivity. In other situations, the behavior of the system itself may be labeled aberrant or dysfunctional by society; examples are criminal offenders, perpetrators of child abuse, and institutions that violate civil rights. Society imposes sanctions for the violation of laws and other social norms at all system levels. This type of societal power and control can be exercised through the social service delivery network.

Social functioning must be considered in the context of the larger social structure, as both problem and solutions may be located there. Too often, the victim of the social problem is blamed and held accountable for

both the problem and its solution: Victims of social problems are those targeted, as the 'deviant' is US society. They are the drinkers in the social problem of alcoholism. They are the abusers in the social problem of child abuse. They arc the depressed or angry women or minorities in the social problems of sexism or racism. They are the most accessible and easily labeled participants in social problems and society is more willing for social workers to work with them.

What is labeled as maladaptive functioning in one social system may actually be a response to a social problem in the larger social structure.

Social Problems and Social Functioning:

Social problem's affect the social functioning of clients in a number of domains of living, including physical and mental health, employment and education, financial security, housing, recreation, and family and community integrity:

A social welfare problem is an alteration in the status of functioning (movement toward dysfunction) of individuals, groups, or institutions, in one or more domains of living, brought about or made worse by any one of several obstacles to optimum functioning. Furthermore, these problems rarely occur in isolation or in just one domain. For example, deficiencies in education generally result in occupational vulnerability. This vulnerability, when it reaches crisis (unemployment), will lead to crisis in financial resources

and housing. Eventually, the integrity of family life is threatened and this has implications for the physical and mental well-being of the family and ultimately the community.

In these situations, social work interventions concurrently directed toward restoring the social functioning of client systems and toward realigning opportunities by reforming social conditions.

The Social Welfare Response to Need:

Human needs and social problems are ordinarily met through societal institutions that function to address the physical, economic, educational, religious, and political needs of citizens. social institutions such as the family, education, government, religion, the economy, and social welfare evolve in response to individual and collective needs in society. Children are nurtured in the family through the provision of food, shelter, and clothing; and growth is fostered through the socialization process. Knowledge, skills, beliefs, attitudes, and norms are transmitted through education. The economic institution provides vehicle for the production and distribution of goods and services: Political institutions function as structures for the distribution and exercise of power. Direction and meaning for humankind in understanding the ultimate concerns of life is the central concern of the religious institution. And, finally, the social welfare institution provides services needed by all people at some time or another to sustain or attain their roles as socially productive members of society.

A breakdown in societal institutions necessitates social service provisions through social welfare. Thus, _social welfare comprises a "first-line support to enable individuals to cope successfully with a changing economic and social environment and to assure the stability and development of social institutions".

Social Welfare Institution:

The social welfare institution has developed in response to the needs of society and its members for health, education, and well-being. Ideally, society, through the social welfare institution, provides opportunities for all people to participate fully in y and to achieve their maximum potential. Welfare addresses the "general well-being" needs of individuals and is organized to meet the universal needs of the population:

Social welfare includes those provisions and processes directly concerned with the treatment and prevention of social problems, the development of human resources, and the improvement of the quality of life. It involves social services to individuals and families as well as efforts to strengthen or modify social institutions. Social welfare functions to maintain the social system and to adapt it to changing social reality.

In other word, social welfare encompasses the diverse provision of services, both public and private, to individuals, as well as modifications of social institutions. The social welfare system encompasses, for

example, family services, medical and health provisions, legal services, criminal justice activities, and income supports. Social services may be provided as social utilities, available to all persons and groups as a right, or available as specific programs designed to meet the more specialized needs or address the unique problems of particular groups of people.

Opinions differ on the function of social welfare. On the one hand, social welfare is seen as a residual activity to be applied only when the normal family, economic, or political structures break down. On the other hand, an institutional view of social lime recognizes welfare as an integrated function a modern industrial society that provides services a citizen right. The view of social welfare as the residual activity is criticized by many as a stopgap measure or "bandage approach" to the provision of vices. Although the institutional form of social welfare in the United States derives its legitimacy in the constitutional mandate to promote well-being, it has been criticized for usurping the legitimate function of other institutions.

Ideally, social welfare should respond promptly to shared social needs, providing adequate housing, education, health care, personal safety and participation in the affairs of the community " To assure effective, equitable, and services requires orderly planning mechanisms, good social accounting, prompt feedback, and close coordination of economic and social policies". Typically, however, social needs are not identified until they reach the magnitude of critical, complex social

problems requiring large-scale intervention with an appropriate social planning network in place. With fragmentation and/or the absence of social planning, the magnitude of the challenge is catastrophic! Consider the extent of the AIDS epidemic before any societal solutions were proposed. Or consider the tragedy of infants addicted to crak-cocaine. Social planners must begin today to assess the future impact of the tragedy and implications for service provision when these babies become school-aged children in need of a network of services.

Unfortunately, the social welfare institution does not raw the needs of all people equally. First, people experience various degrees of need. When demands are greater, social resources may be inadequate. Also, those accorded status and power ate in a position to define which needs are priding and how needs will be addressed. Those without power-that is, persons differentiated by socioeconomic status, age, gender, sexual orientation, or racial or ethnic diversity-have less influence and often experience gaps and barriers in institutional provisions. Ironically, instead of explaining those gaps and barriers in terms of the structural factors that create needs, individuals are often stigmatized, judged, and blamed for the structural shortcomings. As Pierce (1989) reflects:

To be bothered by the question of who receives social welfare is to miss the point of the social institution. The needs a social institution meets and the people who exhibit those needs are neither good nor bad. The needs and the institution that develops to meet those

needs are an outcome of the interactions of all parts and people within a given society. To blame those who are in need and to put a stigma on them is to hold them accountable for the outcome of a social process to which they alone did not have input. The part social work plays in meeting the needs of people within the institution of social welfare is a natural and useful one within society. Such meanings and values associated with social welfare should be carefully examined. Social workers must constantly deal with people who are devalued by society, and deal with a society which devalues social workers.

Social workers have been summarily described as "professional helpers designated by society to aid people who are distressed, disadvantaged, disabled, deviant, defeated, or dependent. They also are charged to help people lessen their chances of being poor, inept, neglected, abused, divorced, delinquent, criminal, alienated or mad ". Indeed, the social work profession is mandated to work with the disenfranchised and oppressed. However, rather than Applying labels that denote pathology, it is more appropriate to focus on the strengths of social systems, thereby promoting personal and societal competence. Moreover, the beneficiaries of social welfare are no one group of people; in actuality, social welfare services include diverse social provisions encompassing the total population. It has even been suggested that social welfare services are part of the societal infrastructure that provides public utility services, such as transportation and education. This frame of reference suggests that users of public utility

services, including social welfare, are citizens with rights rather than persons who are deviant helpless and labeled clients or patients.

Personal Troubles and Public Issues:

C. Wright Mills (1959) distinguishes between the personal troubles of milieu and the public issue of social structures. His seminal work, Sociological Imagination, provides a critical understanding where to locate problems and seek solutions. H suggests that:

Troubles occur within the character of the individual; and within the range of his immediate relations with others; they have to do with his self and with those limited areas of social life of which he is directly and personally aware. Accordingly, the statement and the resolution of troubles properly lie within the individual as a biographical entity and within the scope of his immediate milieu-the social setting that is directly open to his personal experience and to some extent his willful activity. A trouble is a private matter: values cherished by an individual are felt by him to be threatened.

Issues have to do with matters that transcend these local environments of the individual and the range of his inner life. They have to do with the organization of many such milieus into the institutions of an historical society as a whole, with the ways in which various milieu overlap and interpenetrate to form the larger

structure of social id historical life. An issue is a public matter: some value cherished by publics is felt to be threatened.

A Collection of private troubles becomes a public issue; aria, conversely, a public issue may result in many private troubles. Private troubles are often considered undesirable personal situations that require individual attention to resolve. Public issues affect collective groups and require efforts from the economic and political institutions of society for their resolution and prevention. Public issues may be reframed as a private trouble through a process that blames the victim, thus denying the requirement of a public solution. A controversy exists. For example, in the homeless situation this has gained national attention. Some question whether it is a problem of an undomiciled population-the "who"-while others hold it to be a problem of homelessness-the "what." In either case, the problem has the dimensions of a private trouble as well as a public issue. Homelessness is seen as a public issue, not only because of the sheer number of citizens without permanent flowing, but also because of the implications of a government housing policy and standards of income maintenance that deny significant numbers of persons from obtaining adequate, affordable housing. Conversely, social problems affect real people. The homeless are real people-including families and children-who experience the trauma of being uprooted, lack of privacy, and a concern for their safety and security among others.

Problems, Issues, and Needs:

Problems, issues, and needs result from the interaction between persons and their social environrnent. Problems are defined as difficulties in human conduct or in the performance of social relationship that require resolution. Also, when concern arises about a social condition, it is defined as a social problem, which causes discomfort to individuals and a malfunction in society. Issues are disputes, controversies, or disagreements that occur between or within social systems. When any of these occurs, It can precipitate a need or opportunity for change. The notion of "opportunity" broadens thinking and encourages awareness of no problematic conditions that may also be subject to change. Needs arise when something identified as essential or desirable for enhancing or maintaining the quality of life is lacking. Failures or breakdowns in the social institutions of a society, as well as gaps and barriers, create needs for members of that society which must be addressed through social change. Programs and services in the social welfare delivery system are developed as residual supports when gaps and barriers prevent the meeting of common human needs.

Social Services:

Social problems and human needs are the targets of social service programs in the social welfare delivery system. Social service supports are accessed either to

enhance an already adequate level of functioning or to fulfill needs that have remained unmet by personal, interpersonal, or institutional resources. Within the broad scope of social services, interventions can have a preventive, supportive, and/or treatment focus. In fact, prevention, support, and treatment represent an overlapping continuum of potential interventions. Social workers are engaged to intervene when problems arise or have the potential for arising in the social structure that affect the social functioning of that unit or that impair the relationship between a societal unit and other systems in the social environment.

Social workers intervene:

1- *Be fore a problem arises*. Prevention services enhance social functioning and the quality of life for all persons. Prevention, by definition, is proactive and is offered before problems that is impede social functioning occur.

2. *While the problem is occurring Supportive* services address problems during crises that strain social functioning abilities. Supportive services are also utilized to sustain adaptive functioning or to enhance the capacity to cope.

3. *To alleviate the consequences* of a chronic problem. A treatment focus has a reformative or rehabilitative quality for the restoration of social functioning.

Fields of Practice:

The provision of social services is arranged within fields of practice that revolve around social needs or problems and that reflect a range of intervention strategies. Many social services are organized to reflect the needs of particular age groups in society, while others are universal to all age groups. Traditional fields of service are family and children's services; health and rehabilitation; mental health; occupational social work, or social work in business and industry; housing; community development; information and referral; income maintenance; aging, or gerontology social work; education, or school social work; and social work in corrections.

Ideally, service provisions in each field of practice should emphasize prevention and early intervention and, optimally, should offer the least restrictive alternative or the least intrusive measures. For example, it is generally considered preferential to support family preservation efforts rather than separating the family unit; to consider in-home support services for the elderly and for persons with disabilities before selecting a confining residential placement; to offer prevention oriented services before the onset of problems; to provide services locally rather than utilize distant services; to promote normalization and mainstreaming rather than institutionalization; and to access nature helping networks to lessen the necessity for intrusive services.

Social Work Goals and Service Delivery:

The goals and objectives of social work are achieved through the delivery of social service programs. Four interrelated goals, which describe social work activities, reflect the profession's purpose to better the human condition and to strengthen the relationships between people and the institutions of society:

1. To enable adaptive social functioning, including the developmental capacity to solve problems and cope and deal with life tasks. Social workers assist with determining or assessing barriers to social functioning; provide in formation necessary for resolving problems; assist with the, development of coping skills; and develop plans of action for change and provide whatever affective support is necessary for such change. Professional activities to achieve this goal include tasks such as assessment, counseling, advocacy, and education.

2. To improve the operation of the social service. Delivery network an effective social delivery system is absolutely essential. Toward that end, social workers are active in developing in for exchange between organizations; mediating between people and resources to enhance the benefits of those resources; and creating new resources. Activities of the social workers in achieving these aims include referral, organizational activities, case management, Mobilization, and resource exchange.

3. To link client systems with needed resources. f achieve the goal of linking people with resource, social workers promote and design programs for meeting social needs; coordinate resources; increase the effectiveness of the delivery system; seek client involvement in developing social policy; refine mechanisms for ensuring accountability; and implement standards and ethics of the profession in the administration of the social service delivery system. A variety of activities, including management, supervision, coordination, consultation, program development, evaluation, and staff development, are performed in pursuit of these aims.

4. To promote social justice through the development of social policy. Social workers are involved in policy development in several different ways, including interpreting statues and regulations; developing new policies; eliminating ineffective policies; and defining the implications of social policy for social problems and issues. Social workers are involved in the analysis, development, advocacy, planning, evaluation, and review of social policies.

Social Work in Relation to Society:

In fulfilling the social welfare mandate, social work assumes different postures in relation to society. These postures can be understood in the context of different models of society and the corresponding sanctioned social work role. The way in which societal

arrangements are defined and the nature of social problems influence the conceptualization of the social work role.

Leonard (1976) describes two models of society, the consensus and conflict models, which reflect two different sociological perspectives, the structural functionalist perspective and the conflict perspective, respectively. A consensus or structural functionalist model of society values equilibrium between the society and its members. In this model, the role of social work is to resolve conflicts and tensions, to socialize deviants, and to strive for mutual adjustment between persons and their social environment. In other words, social workers are involved in the dual effort to control societal members and reform society. By contrast, the conflict model of society examines power issues and conceptualizes social problems in terms of the inequitable distribution of power and authority. In the conflict model, social workers play a more direct role in confronting injustice in social systems and advocating the interests of oppressed and vulnerable groups in order to change the power and authority in social arrangements.

The relationship between social work and society can thus be understood in terms of four possible patterns:

- Social work as an agent of social control on behalf of society.

- Social work as an opponent or reformer of society.
- Social work as separate from society.
- Social work as an intermediary between the individual and society.

Social workers may serve as agents of society till the purpose of resocializing social systems through elements of social control. In this instance, client systems are likely to be involuntary that is, impelled or required to seek or accept services. Examples of involuntary clients include court-adjudicated delinquents, parolees, and some institutionalized populations. As agents of society, social workers seek to reform individuals on behalf of society.

When social work is In opposition to or in conflict with society, the social work role is to advocate for the reform of political, economic, and social structure. Problems are defined as resulting from malformed social structures. This position forces social workers to respond to problems within the institutional structures by improving or reforming societal conditions through strategies of social action and change.

When social work ka seen as separate from society, there is little or no interactive relationship between the profession and society this orientation is reflected in a type- of clinical practice that is oriented toward individual treatment rather than social change. With this neutral stance, social workers do not employ any mechanisms for reforming or changing society.

Finally, the relationship between social work nod society which establishes social work as an intermediary between client systems and the social environment embodies an ecological perspective. the ecological perspective is a theoretical viewpoint 'hat places emphasis on the social contexts of social intervenes Social work, as an intermediary, between client systems-including families, groups, organizations, and l-ven communities-and their social context or environment.

Although differences exist between each of these four positions, it cannot be said unequivocally that one is better than another. Rather, each brings a different meaning to the practice of social work. Within the intervention continuum social workers agents of social control or social reformers.

When clients are directed inward; seeing the source of problems within themselves and asked to adapt to social conditions as they exist while being led away from attempts change those conditions, this is a social control strategy. On the other hand, when people are directed outward, toward understanding social circumstances and toward directly confronting social conditions with the purpose of altering them, this is a social change strategy.

Social work as an instrument of society used for the socialization of the individual emphasizes social control, which suggests that the public good takes precedence over the needs of the individual. And, while

social reformers have oftentimes forced the social work profession to respond to problems by taking action to improve social conditions, a radical stance may alienate potential allies and blockade social change efforts. Further, while some social workers may engage solely in therapeutic intervention and take a "neutral stance" in relation to society, this position does not seem consistent with the social justice mandate of the profession. The intermediary role seems to approximate most closely the conceptualization of social work as an empowering process or partnership for planned change, a change that can occur in both persons and society. Furthermore, an understanding of these inflict-lying principles of partnership and empowerment can transform how social control and social change are implemented.

Looking Forward:

Social work is just one of several occupations in the social welfare arena; however, historically, social work has been identified as the primary, profession that carries out the social well mandate. Differentiating social work from the other occupations is complicated by the tendency to identify anyone working in the broad area of soc welfare provision with social work. Thus, in the human services field, individuals with a variety educational backgrounds, training, and levels competence may be identified by the general public as social workers, or even may identify themselves as "doing social work". In fact, the profession o social work requires a particular education designed and

implemented by the profession so that practitioners may acquire the knowledge, skills, and value base fundamental to social practice.

Preparation for professional practice requires understanding human and societal needs, developing skills to facilitate change, and assimilating a social work value orientation. Clients touched by personal and social problems engage, with social workers to enhance the clients social functioning through a partnership of planned change. Professional social workers are sanctioned by society to implement the social welfare mandate. The purpose, mission, goals, and objectives of the social work profession prescribe the behaviors, attitudes, and skills of the social workers that are required to effect change.

Chapter Four

SOCIAL CASE WORK

Readings In Social Work

Chapter Four
Social casework

Social Case Work, a primary method of social work, is concerned with the adjustment and development of individual towards more satisfying human relations. Better family life, improved schools, better housing, more hospitals and medical care facilities, protected economic conditions and better relations between religious groups help the individual in his adjustment and development. But his adjustment and development depend on the use of these resources by him. Sometimes due to certain factors, internal or external, he fails to avail existing facilities. In such situations, social caseworker helps him. Thus, social casework is one to one relationship, which works in helping the individual for his adjustment and development. Every individual reacts differently to his social, economic and physical environments and as such problems of one individual are different from those of another. The practice of casework is a humanistic attempt for helping people who have difficulty in coping with the problems of daily living. Its one of the direct methods of social work which uses the case-by-case approach for dealing with individuals or families as regards their problems of social functioning. Case work, aims at individualized services in the field of social work in order to help the client toad just with the environments.

Definitions of Social Case Work:

Mary Richmond (1915)
"Social Case Work may be defined as the Art of doing different things with different people, co-operating with them to achieve some of their own & society's betterment."

Mary Richmond (1917)
Social case work is the art of bringing about better adjustments in the social relationship of individual men or women or children

Mary Richmond (1922)
Social case work means, ,,those processes which develop personality through adjustment consciously affected, individual by individual, between men and their social environment"

Jarrett (1919)
Social case work is "the art of bringing an individual who is in a condition of social disorder into the best possible relation with all parts of his environment.

Taft (1920)
Social case work means "social treatment of a maladjusted individual involving an attempt to understand his personality, behavior and social relationships and to assist him in working out better social and personal adjustment".

Watson (1922)

Social Case Work is the art of untangling and restructuring the twisted personality in such a manner that the individual can adjust himself to his environment

Queen (1932)

Social case work is the art "of adjusting personal relationship".

Lee (1923)

Social case work is the art of changing human attitudes"

Taylor (1926)

Social case work is a process concerned with the understanding of individuals as whole personalities and with the adjustments of these to socially healthy lives

Raynods (1935)

Social case work is the processes of counseling with a client on a problem which are essentially his own, involving some difficulty in his social relationship.

Raynods (1935)

Social case work is that form of social work which assists the individual which he suggests to relate himself to his family, his natural group , his community

Klein (1938)

Social case work is a technical method in social work. A way of adjusting to the client to his personal problems.

Swift (1939)

Social case work is the art of assisting the individual in developing and making use of his personal capacity to deal with problems which he faces in his life.

DeSchweiinitz (1939)

Case work means those processes involved in giving service, financial assistance, or personal counsel to individuals by the representatives of social agencies, according to polices established and with consideration of individual need.

Strode (1948)

Social case work is the process of assisting the individual to best possible social adjustment through the use of social case study, social resources and knowledge from relative fields of learning.

Towle (1947)

Social case work is one method ….by which certain social services are made available in areas of unmet needs.

Objectives of Social Case Work:

- ➢ To make good rapport with the common people
- ➢ To find-out, understand & solve the internal problems of an individual
- ➢ To strengthen ones ego power
- ➢ To prevent problem
- ➢ To develop internal resources

Nature & Characteristics of Case Work:

- ✓ Relationship arise out of shared & emotionally charged situation
- ✓ Relationship contains elements of acceptance, expectation, support & stimulation
- ✓ Client & case worker are interdependent
- ✓ Case work relationship may have several therapeutic values
- ✓ Improvement of condition
- ✓ More adjustment within the society
- ✓ Development of personality
- ✓ Capacity building
- ✓ Relationship needs outside help
- ✓ Case worker too has relationship reactions and part of one's professional skills in their management.

Relationship in Case Work Client:

Case Worker Relationship

The term relationship in social case work was used forth first time by Miss. Virgini a Robinson in her book "A changing psychology in Social Case Work" in 1939.

- Relationship is the channel through which the mobilization of the capacities of the client is made possible.

- Relationship is the medium through which the client is enabled to state his problem and through which attention can be focused on reality problems, which may be as full of internal conflict with emotional problems.

- Relationship is the professional meeting of two persons for the purpose of assisting one of them, the client, to make a better, a more acceptable adjustment to personal problem.

- Professional relationship involves a mutual process of :

  ✓ shared responsibilities,
  ✓ recognition, of other's rights,
  ✓ acceptance of difference to stimulate growth
  ✓ Interaction by creating socialized attitudes and behavior.

Components of Case Work

I Person:

- The person's behavior has this purpose and meaning: to gain satisfactions, to avoid or dissolve frustration and to maintain his balance-in-movement.
- Whether a person's behavior is or is not effective in promoting his well-being depends in large part upon the functioning of his personality structure.
- The structure and functioning of personality are the products of inherited and constitutional equipment in continuous interaction with the physical, psychological and social environment th0065 person experiences.
- A person at any stage of his life not only is a product of nature and nurture but is also and always in process of being in the present and becoming in the future.
- The person's being and becoming behavior is both shaped and judged by the expectations he and his culture have invested in the social role

The person who comes as a client to a social agency is always under stress. To understand human behavior and individual difference, Grace Mathew has given the following propositions:

1. An individual's behavior is conditioned by his/her environment and his/her experiences. Behavior refers to reacting, feeling, thinking, etc. the conditions and influences surrounding the person constitutes the environment.

2. For human growth and development it is essential that certain basic needs should be

met. (Maslow's hierarchy of needs)

3. Emotional needs are real and they cannot be met or removed through intellectual reasoning.

4. Behaviour is purposeful and is in response to the individual's physical and emotional needs.

5. Other people's behavior can be understood only in terms of ones own emotional and

intellectual comprehension.

PERSON
II Problem

The problems within the purview of social casework are those which vitally affect or are affected by a person's social functioning. The multifaceted and dynamic nature of the client's problem makes necessary the selection by caseworker and client some part of it as the unit for work. The choice of problem depends on

(1) whether the problem is the client's problem

(2) leadership given by case worker depends upon the professional knowledge and judgment

(3) agency's function e.g. hospital, etc.

- Problems in any part of a human being's living tend to have chain reactions. ….
  cause > effect > cause.
- Any problem which a person encounters has both an objective and subjective significance quality and intensity of our feelings.
- Not only do the external (objective) and internal (subjective) aspects of the problem co-exist, but either may be the cause of the other.
- Whatever the nature of the problem the person brings to social agency; it is always accompanied and often complicated by the problem of being a client.

Problems can be categorized as follows (Grace Mathew):

1. Problems related to illness and disabilities
2. Problems due to lack of material resources.
3. School related problems.
4. Problems related to institutionalization.
5. Behavior problems.
6. Problems of marital discord.
7. Problem situations needing a follow-up service.
8. Needs related to rehabilitation of people.
9. Clients caught up in social problems like gambling, prostitution, alcoholism, drug addiction
and unmarried motherhood.
P

III Place:

- The social agency is an organization fashioned to express the will of a society or of some group in that society as to social welfare community decides the need of the agency.
- Each social agency develops a program by which to meet the particular areas of need with which it sets out to deal. It depends on factors like money, knowledge and competence of the agency staff, the interest, resources available and support of the community.
- The social agency has a structure by which it organizes and delegates its responsibilities and tasks, and governing policies and procedures Hierarchy roles and responsibilities clear, designated and delegated collaboration procedures and policies, understand the usefulness. by which it stabilizes and systematizes its operations. among workers.
- The social agency is a living, adaptable organism susceptible to being understood and changed, much as other living organisms.
- Past, present and future not static and fixed.
- Every staff member in an agency speaks and acts for some part of the agency's function, and the case worker represents the agency in its individualized problem solving help.
- Case worker not an independent professional practitioner

- case worker speaks and acts for the agency psychologically identified with its purpose and policies.
- The case worker while representing his agency is first and foremost a representative of his profession must know and be committed with feeling to the philosophy that guides the practice of the social work profession.
- Agency Private e.g. funding agencies and Public e.g. family welfare orgs.
- Primary e.g. NGO and Secondary e.g. Hospitals, schools, etc

Based on functions.

Child welfare, family welfare, education, specialization based.
Also differs based on Source of support, Professional authority, Clientele they serve, Services they offer, Goals of the agency, etc.

IV Process:

In order to understand what the case work process must include in its problem-solving help, it is necessary to take stock first of the kinds of blockings which occur in people's normal problem-solving efforts. The six are:

1. If necessary tangible means and resources are not available to the person.
2. Out of ignorance or misapprehension about the facts of the problem or the facts of existing ways of meeting it.

3. If the person is depleted or drained of emotional or physical energy.

4. Some problems arouse high feelings in a person emotions so strong that they overpower his reason and identify his conscious controls.

5. Problem may lie within the person; he may have become subject to, or victim of, emotions that chronically, over a long time, have governed his thinking and action.

6. Haven't developed systematic habits or orderly method of things and planning.

The intent of the case work process is to engage the person himself both in working on and coping with the one or several problems that confront him and to do so by such means as may stand him in good stead as he goes forward in living.

The means are

1. The provision of a therapeutic relationship

2. The provision of a systematic and flexible way

3. Provision of such opportunities and aids.

All competent problem-solving, as contrasted with trail-and-error method, contains three essential operations. Urgent pressures will often dislodge their sequence, botany conscious effort to move from quandary (difficulty) to solution must involve these modes of action;

1. Study (fact-finding)

2. Diagnosis (thinking about and organizing facts into a meaningful goal-pointed explanation)

3. Treatment (implementation of conclusions as to what and how of action upon the problem).

Finally, for the solution or mitigation of many problems there must exist certain material means or accessible opportunities which are available to the needful person and which he can be helped to use. Kinds of resources that a person may need are money, medical care, nursery schools, scholarships, foster homes, recreation facilities, etc.

Stages in Case Work:

Different stages in case work process are:

> Case study /Social Investigation / Psycho Social Study

> Social Diagnosis

> Social Treatment

Social Case History:

The first step in the case work is to collect the social history of the client. This could be done in various ways. These are:

✓ Interview with the client

✓ Interview with the relatives, employer, teacher and friends of the client.

✓ Visiting the neighborhood and environment in which the client lives.

All these visits will help the worker to know the client in his environment and collect all the data in respect of the client and his environment i.e. his family, neighborhood, friendship circle, employer, teacher, etc. as a matter of fact it is not possible to separate the three stages of case work service i.e. social history, diagnosis and treatment. During the course of interview, the worker may be able to diagnose and even suggest treatment to the client but where the problem is very acute; it is necessary to consider the diagnosis in relation this own history.

Social Diagnosis

Social diagnosis is an attempt to arrive at an exact definition as possible of the social situation and personality of a given client. It is a search for theca uses of the problem which brings the client to the worker for help. Diagnosis, is therefore, is concerned with understanding both the psychological or personality

factors which bear a causal relationship to the client's difficulty and the social or environmental factors which tend to sustain it.

Social treatment

Social treatment in case work is the sum total of all activities and services directed towards helping the client with a problem. The focus into relieve the immediate problem and if feasible modify any basic difficulties which precipitated it. Strictly speaking, everything that has been discussed so far is part of treatment.

Generally, two types of efforts are required for social adjustment environmental modification and or change in behavior modification. Early case work treatment was placed on modification through the environment. Later on the development of ego psychology helped social case workers to use intensive and direct treatment technique.

Objectives of Case Work Treatment:

❖ To prevent social breakdown .

❖ To conserve client's strength .

❖ To restore social functioning.

❖ To provide positive reinforcements.

❖ To create opportunities for growth and development.

❖ To compensate psychological damage.

❖ To increase capacity of self-direction.

❖ To increase his social contribution.

Methods of social case work treatment.

Administration of Practical Services.

Indirect Treatment (Environmental Manipulation)

Direct Treatment

Providing help to the client to choose and use the social resources afforded by the community. Money, medical care, legal aid, helping to get job or admission in educational institutions, aged homes, foster homes, recreational facilities are such type of services that any

person in problem may need in order to resolve a given problem in his daily living Environmental manipulation means changing the social conditions of the client so that he/she may be relieved from excessive stresses and strains. For example attempts to change the attitude of the parents, teachers, spouse, employer, friends and relatives, training and employment for livelihood, group experience in accordance with the needs of the client. Environmental modification is undertaken by the case worker only when environmental pressures upon the client are beyond the client's control but can be modified by the case worker In this the case worker exerts influence directly on the client. It is used when the client needs direction because of his ignorance, anxiety and weakness of his ego strength. Direct treatment is given through counseling, therapeutic interviewing, clarification and interpretation leading to an insight.

Social Treatment

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Generally, two types of efforts are required for social adjustment environmental modification and or change in behavior modification. Early case work treatment was placed on modification through the environment. Later on the development of ego psychology helped social case workers to use intensive and direct treatment techniques. The interviews in all these process are every important and unless the interviews are conducted properly, it is not possible to expect results. The case worker has, therefore, not only to understand the theory of interview but also have sufficient training and

experience in interviewing, if he/she wants to be successful in providing service to the client.

Interviewing in Casework

By interviewing, we mean a meeting or conference (may be formal or informal) between two or more persons for specific purpose. It is an art which is used in every situation for better understanding and better relationships between the interviewer and the interview. Interviewing is the foundation on which theory and practice of social case work is based because without interview, the worker cannot get all the possible information about the client nor can the client gain any confidence in the worker. The purpose of an interview is, therefore:

o To obtain knowledge of the situation.

o To understand another person.

o To make the person understand you.

Case Work Process:

Casework process has four different stages, namely,

- Social study
- Social diagnosis
- Casework treatment
- Evaluation.

Conceptually, they are different and separate stages but they do not make a neat progression always with one stage following the other in sequence. Sometimes, two or more stages proceed simultaneously. Diagnosis may also change with the gathering of more data about the situation or with change staking place in the situation itself. Casework help cannot be postponed till the completion of the social study or of the formulation of a social diagnosis. Some kind of help may have to be rendered even at the first worker-client contact. The skilful way the case worker conducts the interview may be of help to the client in terms of the concern, hope, warmth and interest conveyed to the client, which in turn start a process, sooner or later, within him activating him

to mobilize his inner resources for problem solving. In casework intervention the individual client is not considered in isolation from the family, but as a part of the family, since the family forms the most important human environment for the client with its network of emotional relationships. Therefore, other members of the family are also involved in the casework process. Also, home visits are made by the caseworker to get an understanding of the environment as for other reasons.

Process of Social Case Work:

I. Intake (First Interview) Rapport Building

> Client comes to an agency for professional help through a Case worker.

> Relationship between two persons of unequal positions and power is developed.

> Accept client as a person in a stressful situation

> Respect the client's personality and help him resolve.

The areas for probing are:

1. The stage of the problem at which the person, through whom, and the reasons because of which, comes to this agency.

2. The nature of request and its relation to his problem, and the cause of his problem, asthe client see.

3. Does the request relate directly to his needs/ problems?

4. His adjustment to his social functions in job, family, etc.

5. The state of his physical and mental health.

6. His appearance including dress, etc. in his first meeting.

7. His personal and social resources including material and financial position.

8. Appropriateness and intensity of feelings.

9. Nature of defense mechanisms he frequently uses.

10. Level of motivation, how quickly he wants to get rid of his problems.

11. Nature of family, its status, values, relationship pattern within the family, etc.

12. Reactions to the worker and seeking help from the agency and sex of caseworker who will be suitable to help the person.

II. Psycho-Social study (Exploration / Investigation):

"Psycho – Social study is the initial assessment of client's current, relevant past and possible future modes of adaptation to stressful situations and normal living situations."

Perlman has given the following contents of the case work study.

1. The nature of the presenting problem

2. The significance of the problem.

3. The cause(s), onset and precipitants of the problem.

4. The efforts made to cope with problem-solving.

5. The nature of the solution or ends sought from the case work agency.

6. The actual nature of the agency and its problem solving means in relation to the client and his problem.

Tools of study

The tools used by the case worker for collecting the relevant information are:

1. Interview guide and schedule.

2. Life chart.

3. Video recording of family interaction.

4. Tape recorded interview.

The Format of Interview Schedule

1. History of the problem.

2. Personal history.

3. Family history.

4. Problematic areas.

5. Treatment Plan

III. Psycho - Social diagnosis (Assessment):

According to Perlman (1957)

➢ "Diagnosis helps in determining the focus of treatment, further collection of facts and deciding the best course of action to solve the problem."

➢ "Social diagnosis is the attempt to arrive at an exact definition as possible of the social situation and personality of a given client."

➢ "Diagnosis is concerned with understanding both the psychological or personality factors which bear a causal relation to the client's difficulty and the social or environmental factors which tend to sustain it."

➢ "Diagnosis may be viewed as the fluid, constantly changing assessment of the client, their problems, life situations and important relationships."

Content of the Social Diagnosis:

1. The nature of the problem brought and the goals sought by the client, in their relationship to.

2. The nature of the person who bears the problem and who seeks or needs help with the problem, in relation to.

3. The nature and purpose of the agency and the kind of help it can offer and/ or make available.

Process of making diagnosis

▪ Shifting the relevant from irrelevant data

- Organizing the facts and getting them into relatedness
- Grasping the way in which the factors fit together
- Preparing the meaning as a whole.

Data for Diagnosis

1. Interviews

2. Checklist and Inventories

3. Direct Observation

Steps in Diagnosis

1. The worker begins to focus on problematic behaviors. Both functional and dysfunctional

Behaviors in the client's environment are surveyed. The client's personal strength as well as of

His environments are evaluated.

2. He specifies the target behaviors. Break down complex behaviors into clear and precise component parts.

3. Baseline data are collected to specify those events that appear to be currently controlling the problematic behaviors.

4. The collected information is summarized in an attempt to anticipate any major problem in treatment and as a way of beginning to establish objectives for treatment.

5. Selecting priorities for treatment is the final step of the diagnosis.

III

Types of diagnosis

1. Clinical

 ✓ The person is described by the nature of the illness .E.g. Schizophrenia, psychopath, typhoid, etc.

 ✓ Used in medical practice.

 ✓ Use is mini mum in casework practice. - Importance in medical and psychiatry.

2. Etiological

 ✓ Tries to delineate the causes and development of presenting difficulty.

 ✓ History of the person.

3. Dynamic

- ✓ Proper evaluation of the client's current problem as he is experiencing it now.
- ✓ Role of psychological, biological, social and environmental factors in the causation of the problem.
- ✓ No attempt to dig life history.
- ✓ Case worker and client engage inappropriate corrective action or treatment.
- ✓ These developments may lead to modifications in the goals for treatment

IV. Intervention / Treatment (Problem-solving process):

According to Hamilton

"Treatment is the sum total of all activities and service directed towards helping an individual with a problem. The focus is relieving of the immediate problem and, if feasible, modifies any basic difficulties which precipitated it."

The objectives of Social case work treatment

1. To prevent social breakdown.

2. To conserve client's strength.

 3. To restore social functioning.

4. To provide happy experiences to the client.

5. To create opportunities for growth and development

6. To compensate psychological damage.

7. To increase capacity for self-direction.

8. To increase his social contribution.

Methods of Social treatment

1. Administration of concrete and practical services.

E.g. money, medical care, scholarships, legal aid, etc.

2.Indirect treatment (modification of environment, both physical and social).

 E.g. Camps, group experience activities, training programmers, etc.

3. Direct treatment

A. Counseling

marriage, occupational, family, school, etc.

B. Therapeutic Interviewing

Family and marital therapy.

C. Clarification

D. Interpretation and Insight

E. Psychological support.

F. Resource utilization

G. Environment modification.

Intervention / Treatment (Problem-solving process)

V. Monitoring and Evaluation:

Monitoring provides crucial feedback to case worker and the client regarding

1. Whether the treatment program is succeeding as desired.

2. Whether established goals have been achieved

3. Whether modifications in the program are necessary

4. Whether the client is being helped in real sense.

Importance of Monitoring and Evaluation

🔸 The purpose of Evaluation is to see if the efforts of the case worker are yielding any result or not, if the

techniques used are serving the purpose, and if the goals are being achieved.

- Evaluation is the process of attaching a value to the social work practice. It is the method of knowing what the outcomes are.
- It is a continuous process.
- Evaluation of the approach used and result should be taken up with the client so that the efforts are meaningfully utilized.
- Evaluation will further strengthen the relationship between the caseworker and client and motivate the client to work towards his goal.
- Casework practices need to be evaluated from time to time. The subject needs to be tested and researched and most importantly needs ongoing validation. They need tobe proved to the public that they are effective and beneficial to the clients.
- Casework practice should be subjected to critical review. Workers need to be held accountable for

what they do and for their social work competence. Workers need to win approval for their programs.

🔸 They may sometimes have to be told that their services are overlapping and ineffective.

🔸 Workers have to enhance their own image and also of the agency to develop public relations. The clients need to give a feedback on the effectiveness of the services.

VI. Follow-up and Termination

❖ At the end, i.e. termination, the worker should discuss the original as well as revised goals and objectives, achievements during the helping period, factors helpful or obstructive in achieving the objectives, and the efforts needed to maintain the level of achievement and the feelings aroused by disengagement.

❖ It is neither wise nor necessary for the termination to be an abrupt one.

- ❖ It is best to discuss termination and its ramifications (implications) several times before the final interview.

- ❖ The frequency and amount of contacts should be gradually decreased.

- ❖ Termination of the helping process brings up in both the case worker and client(s) many feelings both positive and negative which must be verbalized and discussed.

- ❖ Follow-up is done to help client maintain the improvement.

- ❖ During follow-up, the client is helped to discuss the problems he faces in maintaining the improvement.

- ❖ Work is done with the people significant for his improved social functioning.

- ❖ If required, he is referred to the proper source for needed services and help.

- ❖ The follow-up should be planned on a diminishing basis after two weeks, then a month, then three

months, six months and a year following the
termination of the formal program.VI

In short

The case work process consists of:

- ❖ Intake (First Interview)Rapport Building Psycho-Social study exploration/ Investigation)
- ❖ Psycho - Social diagnosis (Assessment)
- ❖ Treatment (Problem-solving process
- ❖ Follow-up and Termination

The components of social casework are:

- ❖ The Person
- ❖ The Problem
- ❖ The Place
- ❖ The Process
- ❖ The worker – client relationship
- ❖ The Problem solving work

Approaches in Social Case Work.

Approaches in Social Case Work: Psychosocial approach, functional approach, diagnostic approach, and crisis -intervention. Social casework recording: need, importance & types of recording.

Casework: A Psychosocial Therapy

Known in academic circles as the 'bible' for clinical practitioners of social work, Casework: A Psychosocial Therapy introduces readers to the basic theory and principles in the practice of psychosocial therapy, along with attention to the historical development of the approach as it has been enriched and expanded over the years. The authors' approach reflects a balanced focus on people, their environment, and the ways in which people interact with their environment. Essential techniques including how to conduct initial interviews with clients, crisis intervention, arriving at assessments, and choosing appropriate treatment, are thoroughly explained, and often clarified with case studies and vignettes, preparing readers to assess social work clients from a variety of perspectives. The book is designed for the graduate-level

student who needs to master the principles, theories, and approaches of the psychosocial approach to applied practice, but it may also be used to fit a variety of courses, including the Introduction to Social Work BSW student who is looking for supplemental information on the basics of clinical practice. Now in its fifth edition, Casework has been thoroughly revised to keep discussions clear and up to date. New material has been added throughout, including a greater variety of case studies, discussions about current topics such as the influence of ethnicity and diversity in the social work practice, changes in family life roles, changes in ideas and practice approaches, and a significantly updated bibliography for reference.

Functional Approach

Structural functionalism is a broad perspective in sociology and anthropology which sets out to interpret society as a structure with interrelated parts. Functionalism addresses society as a whole in terms of the function of its constituent elements; namely norms, customs, traditions and institutions. A common analogy,

popularized by Herbert Spencer, presents these parts of society as "organs" that work toward the proper functioning of the "body" as a whole.[1] In the most basic terms, it simply emphasizes "the effort to impute, as rigorously as possible, to each feature, custom, or practice, its effect on the functioning of a supposedly stable, cohesive system." For Talcott Parsons, "structural-functionalism" came to describe a particular stage in the methodological development of social science, rather than a specific school of thought.[2][3] Parsons called his own theory for action theory and argued again and again that the term structural-functionalism was a misleading and inappropriate label to use as a name of his theory.

* THEORY

Classical functionalist theories are defined by a tendency towards biological analogy and notions of social evolutionism.

Functionalist thought, from Comte onwards, has looked particularly towards biology as the science providing the

closest and most compatible model for social science. Biology has been taken to provide a guide to conceptualizing the structure and the function of social systems and to analyzing processes of evolution via mechanisms of adaptation ... functionalism strongly emphasizes the pre-eminence of the social world over its individual parts (i.e. its constituent actors, human subjects).

Social Workers and Case Management: The Key to Crisis Intervention

Every day around the world, people are in crisis. They face problems and situations that they cannot deal with alone and the caring advocacy of the social workers that help them may be the difference between their ability to deal with the crisis or to "drown" under the weight of it .

A Day in the Life of a Social Worker

The Social Worker's day is typically filled with crisis intervention. The diversity of the needs of the patients assigned to them requires research, strategic planning and provision of individualized support to each client. In addition, the nature of their work requires confidentiality

and emotional separation to enable them to carry out their case management in a professional manner .

Team Work as Intervention Strategy

Working closely with a client and his or her family, the social worker must also work as a member of a team to provide the best outcomes for the client. Depending on the type of work engaged in, and the type and extent of support required, the types of teams the worker is part of may change considerably from client to client .

Communication is the Key to Successful Intervention

Case management requires the development of excellent communication skills to enable all members of the team, and the client to feel that progress is being made and that the client's most pressing needs are being successfully addressed. Social work can be a difficult and sometimes stressful profession, but ongoing education can provide skills in areas that would otherwise be potentially draining. Courses in communication, technology, team work and strategic planning are among the many options that can help provide all health care workers with advanced skills to assist them in their work .

Best Practice Interventions

When an individual is faced with a crisis, they may in certain circumstances need someone to make decisions for them. This is particularly true of children requiring protective services intervention. Their age and vulnerability mean that often they are incapable of making important life decisions .

But older individuals must be empowered to make their own decisions and this is the role of social workers working with adult clients. They offer an essential service in the provision of advocacy and information, ensuring that their client is in a position to be able to make informed life choices .

If you feel that the field of social workers might be a career for you, why not check into one of the online training courses that are offered. You won't just learn a new skill, but will become a part of a movement that is all about helping others explain the important keys to crisis intervention

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Readings In Social Work

Chapter Five

Social group work

Readings in Social Work

Chapter Five
Social group work

Social group work is a method of social work that helps persons to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems (Gisela Konopka, 1959).

Social group work, is a primary modality of social work in bringing about positive change, it is defined as an educational process emphasizing the development and social adjustment of an individual through voluntary association and use of this association as a means of furthering socially desirable end. It is a psycho social process which is concerned in developing leadership and cooperation with building on the interests of the group for a social purpose. Social group work is a method through which individuals in groups in social agency setting are helped by a worker who guides their interaction through group activities so that they may relate to others and experience growth opportunities in accordance with their needs and capacities to the individual, group and community development. It aims at the development of persons through the interplay of personalities in group situation and at the creation of

such group situation as provide for integrated, cooperative group action for common ends. It is also a process and a method through which group life is affected by worker who consciously directs the interacting process towards the accomplishment of goals which are conceived in a democratic frame of reference. Its distinct characteristics lies in the fact that group work is used with group experience as a means of individual growth and development, and that the group worker is concerned in developing social responsibility and active citizenship for the improvement of democratic society. Group work is a way to serving individual within and through small face to face group in order to bring about the desired change among the client participants.

Definitions of Social Group Work:

- Group Work maybe defined as an educational process emphasizing the development and social adjustment of an individual through voluntary association and the use of this association as a means of furthering socially desirable ends. (Newsletter -1935).

- Social Group Work aims at the development of persons through the interplay of personalities in group situations, and at the creation of such group situations to provide for integrated, cooperative group action for common (Coyle 1937).

-Group work is method by which the group worker enables various types of groups to function in such a

way that both group interaction and programme activities contribute to the growth of the individual and the achievement of desirable social goals (Association for the Advancement of Group Work-1948)

-Group Work as a social process and a method through which group life is affected by a worker who consciously direct the interacting process toward the accomplishment of goals which are conceived in a democratic frame of reference (Wilson & Ryland -1949)

- Social Group work is a psychosocial process which is concerned no less than with developing leadership ability and cooperation than with building on the interests of the group for a social purpose (Hamilton - 1949)

- 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 (Coyle -1954)

- Social Group Work is a method through which individuals in groups and in agency settings are helped by a worker who guides their interaction in programme activities so that they may relate themselves to others and experience growth opportunities in accordance with their needs and capacities to the end of the individual, group and community development (H.B.Trecker -1955)

- Social Group Work is a method of social work which helps individuals to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems (Konapka -1963)

- Group Work can address the two fold objectives of providing therapeutic services and also the political goal of strengthening democratic functioning (Sallie Bright - 1955)

- Group Work include both improving the normal functioning and neutralizing the abnormal functioning of individuals (Balgopal & Vassili -1983)

- Social Group Work is used for the purpose of reducing or eliminating roadblocks to social interaction and accomplishing desirable social goals (Skidmore – 1988).

- (In Indian context) Social Group Work will refer to working with a small group (members ranging from 7-10) to a medium size group (members ranging from 10-20) for a variety of purposes beginning from recreation to behaviour modification on the one hand and accomplishing tasks including social change and development on the other, with a variety of clients ranging from children to elderly. The worker makes use of the expertise in human relationships to help these groups to achieve the group goals in a participatory

manner while paying adequate attention to individual needs and social norms (H.Y.Siddiqui -2008)

Group Work and Team Work

For some group work is just another way of talking about teamwork. Working in groups is often presented as a good way of dividing work and increasing productivity.

It can also be argued that it allows for the utilization of the different skills, knowledge and experiences that people have. As a result, in schools and colleges it is often approached as a skill to be learnt – the ability to work in group-based environments. Within schools and colleges, working in groups can also be adopted as a mean of carrying forward curriculum concerns and varying the classroom experience - a useful addition to the teacher or instructor's repertoire.

But the focus of Group Work is somewhat different. In the process of working with groups, group members may undertake particular tasks and become environments where members can share in a common life, form beneficial relationships and help each other. Entering groups or forming them, and then working with them so that members are able be around each other, take responsibility and work together on shared tasks, involves some very sophisticated abilities on the part of practitioners. These abilities are often not recognized for what they are – for when group work is done well it can seem natural. Skilled group workers, like skilled counselors, have to be able to draw upon an extensive

repertoire of understandings, experiences and skills and be able to think on their feet. They have to respond both quickly and sensitively to what is emerging in the exchanges and relationships in the groups they are working with.

Characteristic of Group work:

Characteristics of group work identified from Trecker's definition

1. Social Group work is a method
2. Individuals helped through groups in social agency settings
3. The role of worker is to guide interaction process
4. The purpose of group work is to provide experience, growth opportunities for development

Characteristics of group work

1. Group work practiced by group itself
2. It's based on humanitarian philosophy
3. It gives aspiration to help each other
4. Group work provides more information and more skill
5. It develop human personality

1. Group work is practiced by group itself : with the help of group workers, development of the individual changes and personality growth are happen. The group practiced and take steps by his own worth and dignity by the help of its workers.

2. Based on humanitarian philosophy: Group work is based on humanitarian philosophy. A group gets its inspiration from the happiness, joy and prosperity of the member of that particular group within a community. A group must have a belongingness and group philosophy.

 3. It gives aspiration to help each other: Because of living together, sharing problem and emotion of each other they get a aspiration to help each other. The group help the individual when she/he is in problem.

 4. It provides more skill and information: After formation of a group by a worker the group members get more information and skill. Because of belongingness and helping mind the member can share their knowledge among themselves. They get more information about science, resources and techniques.

 5. It develops human personality: After making a group their networking with other groups, workers and agency develop their personality.

Goal & Functions of Social Group Work

Social group work is an orderly, systematic plan, way of working with people in groups.

Social group work is not an activity but a way of conducting many different activities. The members are helped to learn new ideas, develop skills, attitude changes & responsibilities through participation in a social process. In group work group itself has utilized by the individual with the help of the worker as a primary means of personality growth, change & development of individual.

Goal (Purpose) of Group work:

- To teach the individual to live & work together and participate in the group activities for their intellectual emotion& physical growth
- To live a good life within the group and family. The individual is also taught to work together with other people & participate in different activities.
- To develop individual personality& behaviour by using different group work process
- To prepare the individual to learn how to take responsibility in a democracy style of working.
- To give opportunity to those who have potentiality, worth and dignity of leadership
- To make best use of leisure time.
- To learn division of labour & specialization of role just to indicate to play individual role in the group
- To provide suitable task to the individual according to her/his skill, knowledge and interest
- To widen ones horizon
- To prepare people for social change
- To apply group therapy in need of physical, mental and emotional adjustment

Functions of group work:

- Group works mainly sees the situation & the needs of all the individuals & try to solve the problems of the individuals. For every individual the group is the main source of strength & renders everybody helping hand.

- A group fulfill the social desires and need of each individual in the group

- Group work is carried on with voluntary group in the setting of social agency

- Group workers take care of social agencies in many fields as education, religious & recreational field.

- It's a helping process with dual purpose of individual & group growth.

- The function of the group work is always for the betterment of the individual as well as for the growth of the entire group.

- Group worker plays role of enabler & helping person, by earning an effective group. The group worker is a main person who by her/his better knowledge try to make the group better.

Principles of Social Group Work:

While group work shares with other methods of social work, generic principles such as respect for the individual, non-judgmental attitude and objectivity, out of its own philosophy and skill evolve basic principles specific to this method which guide the worker. Change is brought about through the establishment of purposeful growth-producing relationships between the worker and group members and among the members themselves. Sometimes this may require an appropriate modification of the group interactional process and its components (such as bond, leadership, isolation, scapegoating, sub-groups, conflict, hostility and contagion) to create a

conducive atmosphere. The group worker encourages each member to participate according to the stage of his capacity thus enabling him to become more capable and confident in the process of problem solving. The worker also makes judicious use of limitations to direct and control the behavior of members to obtain the optimum interaction. Most important is the differential and purposeful use of a programme according to the diagnostic evaluation of individual members, the group purpose and appropriate social goals. Well-chosen programme media provide opportunities for a new and differing experience in relationships and accomplishments. Group work demands an ongoing evaluation of the progress made by each individual and the group and, finally and most important of all, a warm and disciplined use of self on the part of the worker.

Principles of Social Group Work
Douglus & Tom has mentioned 14 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 group worker and group member.

5- Encouragement and enabling of help and co-operative relationships between members.

6- Appropriate modification of 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- Provision of opportunities for new and differing experience in relationship 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 goals.

13- Ongoing evaluation of individual and group progress.

14- Warm human and disciplined use of self on the part of the group worker.

Trecker's 10 Principles of Social Group Work

1- The Principle of Planned Group Formation:

Group is the basic unit through which the service is provided to the individual, consequently, the agency and the worker responsible for the formation of group or the acceptance into the agency of already formed groups must be aware of the factors inherent in the group situation that make the given group a positive potential

for individual growth and for meeting recognizable needs.

2- The Principle of Specific Objectives:

Specific objectives for individual as well as group development must be consciously formulated by the worker in harmony with group wishes and capacities and in keeping with agency function.

3- The Principle of Purposeful Worker Group Relationship:

A consciously purposeful relationship must be established between the worker and the group members based on the worker's 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 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 practised by the worker. Groups and individuals in the group must be understood as developing and changing.

5- The Principle of Guided Group Interaction :

In group work the primary source of energy which propels the group and influences the individuals to change are the interaction and reciprocal responses of

the members. The group worker influence this interaction by the type and the quality of participation

6- The Principle of Democratic Group Self Determination:
In group work the group must be helped to make its own decisions and determine its own activities, taking the maximum amount of responsibility in line with the capacity and ability. The primary source of control over the group is the group itself

7- The Principle of Flexible Functional Organization:
In group work, the group worker guides the group by setting up an organization to meet the group needs. The organization thus established should be understood by the group members, should be flexible and encouraged only if it meets the felt need of the members. The organization should be adaptive and should change as the group changes.

8- The Principle of Progressive Programme Experiences:
In social group work, the program experiences in which the group engages should begin at the level of the 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 the agency and the community possess resources which should be utilized to enrich the content of group experience for individuals and for the group as a whole.

10- The Principle of Evaluation:
In social group work, continuous evaluation of process and programs in terms of outcomes is essential. Worker, group and agency share in this procedure as a means of guaranteeing this greatest possible self-fulfillment.

<u>Social Group Worker :</u>

The Importance of Social Group Worker		
Reaction	**Groups with Social Group Worker**	**Groups without Social Group Worker**
Task performance	Members engage in diligent, consistent, goal-related actions	Members are perfunctory, inconsistent, and sloppy
Performance monitoring	Members provide one another with corrective, critical feedback as needed	Members exhibit little concern for the quality of the group's performance
Perceptions	Members are viewed in terms of the jobs they do rather than individual qualities	Members focus on the personalities and uniqueness of members rather than group

Self-perceptions	Members feel important, responsible, and capable	Members feel lowered self-esteem with little sense of competence
Attitude toward the group	Members express concerned over the continuation of the group	Members are cynical about the group and its functions
Supportiveness	Members are reluctant to reject those who are performing poorly	Members are less willing to help other members of the group

Functions of Social Group Worker

The American Association of Group Workers (1949) describes as:

"The group worker enables various types of groups to function in such a way that both group interaction and programme activities contribute to the growth of the individual, and the achievement of the desirable social goal. The objectives of the group worker include provision for personal growth according to individual capacity and need; the adjustment of the individual to other persons, to groups and to society, the motivation of the individual toward the improvement of society and; the recognition by the individual of his own rights, abilities and differences of others. Through his participation the group worker aims to effect the group process so that decisions come about as a result of

knowledge and a sharing and integration of ideas, experiences and knowledge, rather than as a result of domination from within or without the group. Social Work Intervention with Individuals and Groups through experience he/she aims to produce those relationship with other groups and the wider community which contributes to responsible citizenship, mutual understanding between cultural, religious, economic or special groupings in the community; and a participation in the constant improvement of our society towards democratic goals. The guiding purpose behind such leadership rests upon the common assumptions of a democratic society; namely, the opportunity for each individual to fulfill his capacities in freedom, to respect and appreciate others and to assume his social responsibility in maintaining and constantly improving our democratic societies. Underlying the practice of group work is the knowledge of individual and group behavior and of social conditions and community relations which is based on the modern social sciences. On the basis of this knowledge the group worker contributes to the group with which he works with a skill in leadership which enables the members to use their capacities to the full and to create socially constructive group activities. He is aware of both programme activities and of the interplay of personalities, within the group and between the group and its surrounding community. According to the interests and needs of each, he assists them to get from the group experience, the satisfaction provided by the programme activities,

the enjoyment and personal growth available through the social relations, and the opportunity to participate as a responsible citizen. The group worker makes conscious use of his relations to the group, his knowledge of programme as a tool and his understanding of the individual and of the group process and recognizes his responsibility both to individuals and groups with whom he works and the larger social values he represents".

Knowledge Base for Social Group Work

There are special areas of knowledge that enable group workers to more ably serve the group. Besides the knowledge of the history and mission of social work profession as it impacts, group work with poor people, minorities and other disenfranchised people, a worker should have a knowledge of individuals, small group process and what is expected (functions) from the about the group work.

1- Knowledge of individuals:

1) Knowledge about the nature of individual human growth and behavior, that too from a biopsycho-social perspective (person-in-environment) that means viewing the member in the context of the group and the community.

2) Knowledge about the familial, social, political and cultural contexts that influence members'social

identities, interactional styles, concerns, opportunities, and the attainment of their potentials.

3) Knowledge about the capacity of members to help one another and to change and contribute to social change in the community.

4) Knowledge about the protective and risk factors that affect individuals 'needs for services and their ability to act.

5) Knowledge about how to appreciate & understand differences due to culture, ethnicity, gender, age, physical and mental abilities and sexual orientation among members that may influence group life and group work practice.

2- Knowledge of groups & small group behavior:

1. Knowledge about the group as an entity, its dynamics, culture and other social conditions.

2. Knowledge about the group's multiple helping relationships, and —mutual aid.

3. Knowledge about the group process and structures that shape and influence the members individual as well as collective transaction and how the group develop goals that contribute individual member growth, group development and/or social change.

4. Knowledge about the phases of group development and how it influence change throughout the life of the group.

5. Knowledge about how groups are formed for different purposes and goals (e.g., education problem solving, task accomplishment, personal change, social action) and this influences what the worker does and how the group accomplishes its goals as well as the nature of the contract between the worker and members, among the members, and between the group and the sponsoring organization.

Knowledge of the function of the group worker:

1. Knowledge about how to promote individual and group autonomy, how to promote group goals, how to remain flexible, sensitivity and creativities
.
2. Knowledge about the worker's tasks and skills that are specific to each stage of group development and the related group character, members' behavior and tasks.

3. Knowledge about the recent advancement and research related to group process and contemporary practice principles.

4. Knowledge about methods of monitoring and evaluating the group process, how to involve the members in evaluation process.

5. Knowledge about appropriate recording of the group processes and how to disseminate knowledge about effective practices through professional meetings, education and scholarship.

6. Knowledge about professional, ethical, and legal requirements generally associated with social work practice as well as those specifically associated with social work with groups and how to assess their own practice and seek supervision and/or consultation in order to enhance their practice.

Group Work Skills:

While there are some common steps in different social work methods such as fact finding, assessment, problem-solving and evaluation, it is possible to identify certain basic areas of knowledge and skill distinctive to group work.

Skill in understanding and dealing individual behavior + Skill in directing the small groups + Skill in using various programmes :

Knowledge of individual behavior and the characteristics of small groups (now extended in current literature to larger groups and social movements), of their potentialities for participants and means to modify group process and interaction, and the use of programme media, and their proper planning, constitute the fundamental basis for competence. The group worker shares with other members of the profession knowledge about human development, community structures and

welfare organizations and services. His primary mode of utilising such generic knowledge as an integrated method of social work to clients is through sessions of the small group.

Skills in intake and referral services +Skill to conduct interviews and group meetings in the community setting

The practitioner also conducts intake and referral interviews and group meetings in the community setting, visits clients' homes when necessary and discusses with them incidents that occur between group sessions and so on. Therefore, contacts are not restricted within the group. Direct interaction between worker and client within and outside the group is an important means of giving services. The knowledge and skills needed for such service are identical with those appropriate for other methods, especially casework interviewing, while not forgetting that the group is both the context and medium of service.

Skills in group counseling and psychotherapy:

There are many schools of group counseling and psychotherapy which make use of multi-person procedures but they lack the thorough recognition of effects of group processes that group work has. Neither have they harnessed the power of the group with all its forces which characterises group work. The interaction pattern of any group is dependent on five major factors. The worker must not only have knowledge of them but

also the necessary skills in handling them effectively. These are:

- Qualities of members - characteristics, abilities, personalities, experiences, culture, motivation, position in the group;

- Qualities of the group - size, cohesiveness, values, communication, performance, composition, duration, internal structure;

- Qualities of the goal or task - kind of task, stress, criteria for completion, sanctions, and consequences;

- Quality of external relationships, with other groups and the community; and

- Psychological structure — power relations, stoichiometric choice, roles, norms and group attractiveness.

Chapter Six

Community Organization

Suresh Pathare & C.M.J. Bosco

Readings In Social Work

Chapter Six

__Community Organization__

Introduction:

   In social work profession there are three basic methods of working with people (individuals, groups and communities). We have already studied the two methods namely, social casework and social group work. The third basic method is community organization. As we are aware, social casework is aimed at helping individuals on one-to-one basis and social group work seeks to facilitate the development of individuals through group activities. The aim of community organization is 'developing capacity' in the community 'by making it more organized' to handle its own needs or problems. Community organization is a well-established method in social work. It has value orientation and the practice is guided by a set of general principles.

Community Organization is one of the primary methods of social work. It deals with intervention in the communities to solve the community problems. As a method of social work community organization can solve the problems of many people in the community through their collective involvement. Community organization and community development are inter-related as two sides of same coin. The community

organization includes other methods of social work, that is, group work, and casework. The power structure plays a role in community organization. The social workers need to know the community power structure to practice community organization method, which is used for empowering people for their development. The details are provided for social work students to understand and practice community organization effectively.

Meaning and Definition of Community Organization:

Meaning:

Before we get to know more about community organization as a method of social work, let us first understand the meaning of the term we use. The term community organization has several meanings. It is being often used synonymous to community work, community development and community mobilization. In general, community organization means helping the community to solve its problems. In the context of social work profession, the term is used to denote a method of social work to intervene in the life of a community.

In sociology we learn that society and social institutions are more than just a collection of individuals. It includes how those individuals are linked to each other. These are sets of systems such as economy, political organization, value, ideas, belief systems, technology, and patterns of expected behaviors (social interaction). It means that just

a collection of individuals living at a common place are not necessarily organized. To call them organized they need to have a set of common ideas and expectations. This gives them a social structure and some social processes that make the organization something (social). It goes beyond the individuals that compose the community.

Further it is important to note that just forming various groups in community having some structure or form (e.g. having a president, treasurer, secretary, etc.) does not make the community organized. It is not the multiplicity of institutions, interest groups or set of activities, which make an organized community. Actually it may create more conflicts and disrupt normal life. Thus the important determining factors of community organization are interaction, integration and co-ordination of the existing institutions, interest groups and activities, and evolving new groups and institutions if necessary, to meet the changing conditions and needs of the community.

Definition:

To study and to be able to engage in community organization practice it is necessary to have a clear definition. There are several definitions available in literature, which have been put forth at different times and in differing context. The common element in most of them is matching resources to needs. We will discuss

here two most widely accepted definitions of community organization.

Murray G. Ross (1967) defines community organization as a "process by which a community identifies its needs or objectives, gives priority to them, develops confidence and will to work at them, finds resources (internal and external) to deal with them, and in doing so, extends and develops cooperative and collaborative attitudes and practices in the community."

In this definition by "process" he meant a movement from identification of a problem or objective to solution of the problem or attainment of the objective in the community. There are other processes for dealing with community problems, but here he called the community organization process as one by which the capacity of the community to function as an integrated unit grows as it deals with one or more community problems. The task of the professional worker in community organization is to help, initiate, nourish, and develop this process. His task is also to make this process conscious, deliberative, and understood.

"Community," in the sense in which it is used here, refers to two major groupings of people. Firstly it may be all the people in a specific geographic area, i.e., a village, a town, a city, a neighborhood, or a district in a city. In the same manner it could refer also to all the people in a province or a state, a nation, or in the world.

Secondly, it is used to include groups of people who share some common interest or function, such as welfare, agriculture, education, or religion. In this context community organization may be involved in bringing these persons together to develop some awareness of, and feeling for their "community" and to work at common problems arising out of the interest or function they have in common.

The second definition we will discuss here is by Kramer and Specht (1975), which is in more technical terms. They defined that "Community organization refers to various methods of intervention whereby a professional change agent helps a community action system composed of individuals, groups or organizations to engage in planned collective action in order to deal with special problems within the democratic system of values".

According to their explanations, it involves two major interrelated concerns: (a) the interaction process of working with an action system which includes identifying recruiting and working with the members and developing organizational and interpersonal relationships among them which facilitates their efforts; and (b) the technical tasks involved in identifying problem areas, analyzing causes, formulating plans, developing strategies and mobilizing the resources necessary to have effective action.

The analysis of both these definitions reveals that they cover the "Need-Resources Adjustment" approach, "the Social Relationships" approach and a combination of the two ideas of meeting needs and development of co-operative attitudes.

The distinguishing features of community organization practice are derived largely from the three dimensions: (1) The nature of its setting and focus– the community and its problems, 2) from the nature of its goals – enhanced functional capacity of the community and its ability to influence the social welfare policy, and 3) from the techniques it employs towards effecting the inter-personal and inter-group relationships of the members of the community. The statements defining community organization method, stress individually or in combination the above three factors and also refer to clientele and the total process and the way in which the method is applied.

Community Work and Community Organization in Social Work:

Having discussed the meaning and definition of Community organization let us now try to compare it in the context of community work and social work profession. In social work the term "community work" is often used with different meanings. In social work literature we find that the term "community work", "community development", "community organization"

and "community empowerment" are at times interchangeably used for the work with communities. Some authors have used these terms for the same types of work whereas others use them to refer to different types of work with communities.

Community work has a long history as an aspect of social work. It has passed through various phases. All over the world it has been recognized as an integral part of social work practice. History shows that community work even preceded social work education. In UK and USA community work in social work began in the 1800 with the charity organization movement and the settlement house movement. During the initial phase in UK, community work was primarily seen as a method of social work, trying to help individuals to enhance their social adjustment. The main thrust was to act as a means to coordinate the work of voluntary agencies.

There are several ways in which social work practitioners and others work in the community. In social work we find three main approaches namely, Community Development, Community Organization and Community Relations/Services. While these approaches represent different situations or areas of community work, there are fundamental similarities in what is being attempted. Their components are often interlinked and at times overlapping.

What is important for us here is to understand that the community work is one of the basic social work processes. It is being used to attain the same basic objectives, as casework and group work. As you may be aware all the social work methods are concerned with removal of the blocks to growth of individual, group, or community, release of their potentials, full use of internal resources, development of capacity to manage one's own affairs and their ability to function as an integrated unit. In community organization, social work is concerned with the initiation of that process which enables a community to overcome those blocks (apathy, vested interests, discrimination) which prevent the community from working together; and facilitate release of potentials, use of indigenous resources and growth of cooperative attitude and skills which make possible achievement of even increasingly difficult objectives.

Thus, community organization started more as a product of the maturation process than as the beginnings of a profession. The increasingly complex and interdependent nature of modern society makes community organization almost a pre-requisite for smooth functioning of any society.

Community Organization as Macro Method:

Community organization is considered as a Macro method of practice in social work. (Arthur E. Fink) It is used for solving community problems. The term Macro is used because of its ability to involve a large number of people in solving the social problems. Community organization is a macro method because this method can be successfully implemented at local level of community or at state level and at regional levels of the community or even at the international level. For example, community organization can help in pollution control at local, state, regional, national and international levels. It is a macro method because unlike casework which deals with only one person at a time or group work which deals with limited number of participants, community organization deals with large number of people at any given time. For example, Poverty cannot be solved by using individual approach like casework as there are many people affected by poverty. Individual approach is not practical where the magnitude of the problem is alarming. In such cases we have to use a method, which can help a large number of people. While comparing other methods of social work community organization as macro method is useful for solving widespread economic and social problems like poverty.

Community Organization as a Problem Solving Method:

In community organization method the community is the client. Community organization solves the community problems and fulfills the needs of the community. Many of the community problems like social injustice, poverty, inadequate housing, poor nutrition, lack of health, lack of medical services, unemployment, pollution, exploitation, bonded labour system, illicit arrack, dowry, female infanticide, women and children trafficking, drug trafficking etc. can be solved by using community organization method. In problem solving generally there are three basic aspects. These are study, diagnosis, and treatment. First the problem has to be studied. For this, we have to collect information regarding the problem. From the information collected we have to identify the main causes. This is called diagnosis. Based on the findings, or diagnosis, a solution is evolved that is called treatment. We consider this model as medical model because doctors study the patient to find out the causes for illness and based on findings, treatment or medicines are prescribed. Such a model can be used in community organization method. Problems can be solved only with involvement of people due to which resources are mobilized to solve the problems. This method is especially applicable in Indian situations, because in India a large number of people are affected by poverty or other poverty related problems which need speedy

solutions. For this community organization as a problem solving method is most effective to solve community problems. For example people in certain area suffer due to lack of water for their cultivation. With the help of the community organizer and people's participation, watersheds can be made and ground water level is increased. Water stored during rainy season can help the people to continue cultivation. Here the whole village problem is related with water for irrigation and drinking purpose, which can be solved by using community organization method.

Value Orientation of Community Organization:

From the discussion above we understand that community organization is an integral part of social work practice. In the practice of community organization some questions do arise as to, how it should be done? Are there value orientations and general principles that may guide us in deciding as to what is sound or socially desirable in community organization process? How to improve the chances of success in achieving the objectives of community organization? We will deal with such questions in this section.

Community organization derives from a unique frame of reference, the nature of which is based on a particular value orientation. In social work, the focus of community organization practice is influenced by a system of personal and professional values. These values

affect worker's style of intervention and the skills they use in working with community members. Values are beliefs that delineate preferences about how one ought or ought not to behave. Such formulations of values obviously have some subjective element. Values differ between groups and between individuals within the same group. Moreover, there has been no explicit, comprehensive, or generally accepted formulation of basic ethical and social values by any representative group of community organization practitioners.

The value orientation of community organization as of all social work methods derives from acceptance of certain basic concepts and principles as a foundation for work with people. Among these are the essential dignity and worth of the individual, the possession by each individual of potentials and resources for managing one's own life. The importance of freedom to express one's individuality, the capacity for growth within all social beings, the right of the individual to these basic physical necessities (food, shelter and clothing) without which fulfillment of life is often blocked, the need for the individual to struggle and strive to improve own life and environment, the right of the individual for help in time of need and crisis, the importance of a social organization for which the individual feels responsible are very basic. The need for social climate which encourages individual growth and development, the right and responsibility of the individual to participate in the affairs of own community, the practicability of

discussion, conference, and consultation as methods for the solution of individual and social problems, and "self-help" as the essential base for community organization are some of the value orientations which constitute the basis of community organization process. Community Organization method is used for the following:

1- To meet the needs and bring about and maintain adjustment between needs and resources in a community.

2- Helping people effectively to work with their problems and plan to realize their objectives by helping them to develop, strengthen, and maintain qualities of participation, self-direction and cooperation.

3- Bringing about changes in community and group relationships and in the distribution of decision making power.

4- The resources of the community are identified and tapped for solving the community problems.

Principles of Community Organization:

Principles of community organization, in the sense in which the term is used here, are generalized guiding rules for sound practice. Principles are expressions of value judgments. The principles of community organization, which are being discussed here, are within

the frame of reference and in harmony with the spirit and purpose of social work in a democratic society. We are concerned with the dignity and worth, the freedom, the security, the participation, and the wholesome and abundant life of every individual. This implies practice of following principles of democracy, such as betterment of the marginalized, transparency, honesty, sustainability, self-reliance, partnerships, cooperation, etc.

In the literature of community organization we find various sets of principles. Dunham (1958) has presented a statement of 28 suggested principles of community organization. He grouped those under seven headings:

1- Democracy and social welfare.
2- Community roots for community programmers،
3-Citizen understanding, support ,and participation and professional service،
4- Cooperation،
5- Social Welfare Programmers،
6- Adequacy, distribution, and organization of social welfare services, and
7- Prevention

    Ross (1967) outlined specific principles – the elementary or fundamental ideas regarding initiation and continuation of community organization processes. These principles have been discussed in terms of the nature of the organization or association and the role of

the professional worker. The twelve principles identified by Ross are:

1-Discontent with existing conditions in the community must initiate and/or nourish development of the association.

2- Discontent must be focused and channeled into organization, planning, and action in respect to specific problems.

3- Discontent which initiates or sustains community organization must be widely shared in the community.

4- The association must involve leaders (both formal and informal) identified with, and accepted by, major sub-groups in the community.

5- The association must have goals and methods and procedures of high acceptability.

6- The programmers of the association should include some activities with an emotional content.

7- The association should seek to utilize the manifest and latent goodwill which exists in the community.

8-The association must develop active and effective lines of communication both within the association and between the association and the community.

9- The association should seek to support and strengthen groups which it brings together in cooperative work.

10-The association should develop a pace of work in line with existing conditions in the community.

11- The association should seek to develop effective leaders.

12- The association must develop strength, stability and prestige in the community.

Relevance of Community Organization for Community Development:

Community organization and community development are interrelated. To achieve the goals of community development the community organization method is used. According to United Nations, community development deals with total development of a developing country that is their economic, physical, and social aspects. For achieving total development community organization is used. In community development the following aspects are considered as important. The same aspects are also considered important by community organization. They are،

1- Democratic procedures
2- Voluntary cooperation
3- Self-help
4- Development of leadership
5- Educational aspects.

All the above aspects are related with community organization.
(a) Democratic procedures deal with allowing all the community members to participate in decision-making. It is possible to achieve this by community organization.

The selected or elected members or representatives are helped to take decisions. Democratic procedures help people to take part in achieving community development goals. Community organization method permits democratic procedures for people's participation.

(b) Voluntary cooperation means that the people volunteer for their participation. For this they are convinced. They should feel that they should involve themselves in the process of development without hesitation. This attitude is supported by community organization method. People's emotional involvement is necessary to make success of the community organization method. If discontentment about their conditions is created, then people will volunteer for participation. Community organization emphasizes the discontentment aspect only to make them initiate people's participation.

(c) Self-help is the basis for community development. Self-help deals with the capacity of mobilizing internal resources. Self-help is the basis for self-sufficiency and sustainable development. In community organization self-help is emphasized. Community organization is relevant to community development because both emphasize the self-help concepts.

(d) Development of leadership is an important aspect in community development. Leadership deals with influencing and enabling people to achieve the goals.

Community organization also emphasizes leadership. With the help of leaders the people are motivated to participate in action. Community organization is a relevant method to develop and use leadership. This is applicable for community development also.

(e) Educational aspects in community development means helping people to know, learn, and accept concepts of democracy, cooperation, unity, skill development, effective functioning etc. In community organization also the above mentioned aspects are considered very important. The process of community organization emphasizes education of the community. Thus both are emphasizing the educational aspects for the progress of the community. Thus community organization and community development are interrelated and mutually supportive. There are no opposing aspects in between community organization and community development as both emphasize democratic method and self-help principles. Thus they are relevant. So in all community development programmer's community organization method is used as implementing method.

Distinction between Community Organization and Community Development:

There are many similarities between community organization and community development. But for theoretical purpose it is possible to differentiate community organization and community development:

a) Community organization is a method of social work but community development is a program for a planned change.

b) Community organization emphasizes the processes, but community development emphasizes the end or goals.

c) Community organizers are mostly social workers and social change agents, but community development personnel can be from other professions including agricultural experts, veterinary experts, and other technical experts.

d) Community organization is not time bound. It is achieved step by step according to the pace of the people. But community development is time bound and time is specified for achieving the development objectives.

e) In community organization people's participation is important. But in community development people's development is important.

f) In community organization governments and external agencies assistances are not important or needed. But in community development external assistance from the government or other agencies is considered important.

g) Community organization is a method of social work and this method is used in many fields. But unlike community organization community development is considered as process, method, programmer, and movement for planned change.

h) Community organization is used in all the fields but community development is used mostly in economic development and for the development of living standards of the people.

i) In community organization planning is initiated by the people through their participation. But in community development planning is carried out by an external agency mostly by the government.

j) In community organization people are organized to solve their problem. But in community development goals have to be achieved and for that people are organized.

k) Community organization is universal to all communities. But community development Programmers differ from people to people depending upon whether the area is rural, urban or tribal, and other characteristics of the area

Even though there are differences, both are interrelated. The relationship is so close, so that community organization process and principles are accepted fully. Both are like two sides of the same coin. The ideal community development takes places where community organization method and its various steps and principles are effectively put into practice.

Working with Individuals, Families, and Groups within The Community:

Individuals join together and form groups and families. Families and groups join together and form communities. While working with

communities we have to work with individuals, families, and groups. In the practice of social work, distinction between different at social work methods do not have clear boundaries. All are carried out based on the situation. In community organization the organizer has to work with individuals. Individual contact strategy is used to create awareness. Individually people are motivated to accept community goals through education and awareness generation. Working with individuals takes much time but it is very effective and successful. Working with families and groups is important in community organization. Working with many groups takes place in community organization, since in the community there are many groups. For achieving the common goals we have to work with different groups. There are many groups in the community involved in different activities. They are dependent on each other for their functioning. The community organizer works with the different groups in order to achieve the goals of the community. Thus the community organizer takes deliberate efforts to increase the unity among individuals, families, and groups. When they unite together, they collaborate to achieve the common goals. Groups are considered superior in problem

solving and action. The groups are better than the average individual but they need not be better than the best individual. While working with groups there is a possibility of getting variety of opinions and information for community organization. The group members can eliminate the unwanted opinions by group decisions. The individuals can work fast in a group but to involve others in work takes some time. Consensus is considered an ideal way to select from among alternatives while working with groups when most of the group members commit themselves for the cause it is bound to succeed. When there are controversial issues among the group members, it is possible to reach a decision by modifying the original decision. Then it may become acceptable to all the group members. Thus, a community organizer has to work with individuals and groups to achieve the community goals. The organizer should have casework and group work skills apart from community organization skills to work with individuals and groups in the community.

Readings In Social Work

Chapter Seven

Guiding Principles for Social Workers

By: Bradford W. Sheafor & Charles R.Horejsi (∗)

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Within each profession there exist a number of fundamental principles that guide practice decisions and actions. These principles apply in all practice situations, regardless of client characteristics, practice setting, or roles assumed by the profes-sional. In addition, they are independent of any specific theories, models, and techniques selected in a specific practice situation. Principles are basic rules or guides to one's practice behavior, but they are not prescriptions that are to be applied without careful and thoughtful analysis.

Social work's practice principles are grounded in the profession's philosophy, values, ethical prescriptions, and practice wisdom. Most are not supported by empirical verification nor are they compiled in a single document. Yet there are frequent references in social work literature to the social work practice principles, as if there is an agreed upon set of practice guidelines that all social workers follow. To the contrary, social work's practice principles are largely unwritten and typically are passed on informally from seasoned workers to those who are entering the profession. They are often

expressed as clichés such as "start where the client is" or "accept the client as he or she is." Many of the principles seem so obvious and self-evident to the experienced worker that they often are not consciously taught in professional education programs or during supervision. However, they are central to effective social work practice and should be carefully considered.

This chapter presents a synopsis of 24 fundamental principles that should guide social work practice. The first 6 focus on the social worker. The remainders are concerned with the social worker in interaction with a client or client group whether it be an individual, family, small group, organization, neighborhood, com-munity, or even larger social structure.

Principles That Focus on the Social Worker

1- The Social Worker Should Practice Social Work

This fundamental principle seems so obvious that it appears trite. We expect the teacher to teach, the physician to practice medicine, and the social worker to practice within the boundaries of the social work profession. Yet it is not uncommon to find these and other professionals extending their activities into the domain of another profession. This principle admonishes the social worker to do what he or she is sanctioned and trained to do.

Social work is sanctioned to focus on social functioning and help improve the interaction between people and their environment—that is the social work domain. The requisite educational preparation equips the social worker with the knowledge, values, and skills to work at the interface of person and environment, and that, more than anything else, is the unique contribution of social work among the helping professions. The social worker is not sanctioned to be either a cut-rate psychiatrist, at one extreme, or a humanistic environmental planner at the other.

Due to areas of overlap, the "turf" problems among the disciplines are difficult enough when each practices within professional boundaries. Such problems are magnified when a member of one discipline strays into another discipline's area of operation. Ethical practice requires that the social worker function within his or her professional expertise. Although individual social workers may have special talents that exceed the profession's domain, the social worker who drifts from the profession's area of focus deprives clients of a critically important perspective on human problems and associated change activities.

2. The Social Worker Should Engage in Conscious Use of Self

The social worker's primary practice tool is the self (i.e., his or her capacity to communicate and interact with others in ways that facilitate change). The skilled worker

is purposeful in making use of his or her unique manner and style of relating to others and building positive helping relationships with clients.

In professional relationships, workers reveal—verbally or nonverbally, directly or indirectly—their values, life-styles, morals, attitudes, biases, and prejudices. Workers must be consciously aware of how their own beliefs, perceptions, and behaviors may have an impact on their professional relationships, as these personal at-tributes will surely affect the ability to be helpful to clients. Part of the "art" that the social worker brings to the helping process (see Chapter 3) is his or her enthusiasm for helping people improve the quality of their lives. This personal commitment to serving others facilitates communicating energy and hope to the client.

The social worker must also be comfortable with his or her unique personality and be at peace with whatever problems he or she has experienced in life. For most people, acquiring such self-knowledge and self-acceptance is a lifelong journey that requires a willingness to take risks, for taking a close look at who we are can indeed be disquieting. But the worker must discover and build on his or her special strengths and minimize the impact of deficiencies, identify the types of clients and situations that respond positively to his or her practice style, and develop a pattern of regular, objective, and nondefense examination of how one's professional self is functioning.

3. The Social Worker Should Maintain Professional Objectivity

By the time most clients come into contact with a professional helper, they have at-tempted to resolve their troublesome situation themselves—by either struggling alone or seeking assistance from family, friends, or other helpers. Often, these efforts are thwarted by high levels of emotion and the conflicting advice they receive. This may only add to the person's frustration and preclude clear understanding and response to the situation.

The professional adds a new dimension to the helping process by operating with a degree of personal distance and neutrality. Maintaining this neutrality without appearing unconcerned or uncaring is a delicate balancing act. The worker who becomes too involved and too identified with the client's concerns can lose perspective and objectivity. At the other extreme, the worker who is emotionally detached fails to energize clients or, even worse, discourages clients from investing the energy necessary to achieve change. The social worker can best maintain this balance through a controlled emotional involvement.

Further, this professional objectivity is important to the social worker's own mental health. A degree of emotional detachment is needed, allowing the worker to set aside the troubles of clients and society and separate the professional and personal aspects of one's life.

Professional objectivity is perhaps the best antidote to worker burnout.

4. The Social Worker Should Respect Human Diversity

The practice of social work involves activity with and in behalf of people from virtually all walks of life, most racial and ethnic backgrounds, a variety of cultures and religions, a range of physical and intellectual abilities, both genders, as well as various sexual orientations and ages. This diversity is expressed in the behavior of individuals, families, communities, and even societies.

The worker must understand and respect such differences and human uniqueness and recognize that what may appear to be deviance or unusual behavior from one perspective may be quite appropriate given a different set of values and life experiences. To the social worker, diversity brings richness to the quality of life and failure to accept and appreciate difference creates barriers to helping.

Respect for diversity requires sensitivity to the fact that various population groups have had differing experiences in U.S. society. In addition, individuals within a particular group or class may have had quite different experiences from other per-sons in that group. The social worker, then, must also appreciate the variations within any group and avoid making assumptions about any one person's cultural identity, beliefs, or values on the basis of that person's external

characteristics or membership in a particular population or demographic group. Practitioners who respect diversity are careful to guard against jumping to conclusions or making decisions based on overgeneralizations and stereotypes.

5. The Social Worker Should Challenge Social Injustices

Central to social work is the recognition that many human problems are caused by discrimination, oppression, or more subtle social factors that limit people's opportunities or create difficulties for them. The lack of health insurance by one in every six American families, the failure of employers to accommodate the needs of per-sons with disabilities, and the tradition of higher pay for men over women doing comparable work are just a few well-known examples of social injustices. If not ad-dressed, these social injustices will continue to burden the individuals affected and the society as a whole. Eliminating these injustices will improve the quality of life for all and, for the most vulnerable members of society, will prevent many social problems from occurring in the first place.

Challenging social injustices is a long-term proposition. The social worker can-not expect social issues that developed over time to dramatically be resolved with only short-term effort. However, unless social workers, clients, and other concerned citizens effectively identify, document, analyze, strategize, and

carry out social change efforts, social injustices will surely continue.

6. The Social Worker Should Seek to Enhance Professional Competence

Social work is a contemporary discipline. Its focus is on the here-and-now concerns of ever-changing people living in a dynamic environment. Helping people interact more effectively with their environments requires that the social worker be in tune with the world as it is experienced by others. One cannot be empathic and creative in working with a wide range of clients while holding a narrow and uninformed view of life. The social worker must continuously seek growth and development—both personally and professionally.

The person who becomes immersed in social work to the exclusion of other activities and experiences actually limits his or her ability to be helpful by restricting his or her knowledge and awareness of broader issues that affect human functioning. To appreciate the infinite variety of the human condition, one must understand life from various orientations. Gathering ideas from history, literature, science, the arts, and travel and interacting with a wide range of people are vital to the continuing development of the social worker. However, the social worker must also be current with the latest professional in-formation. The rapid growth and change in the knowledge relevant to social work re-quires constant updating. New concepts, theories, and intervention techniques regularly appear in

the literature and are presented at workshops and conferences. It is incumbent on the social worker to regularly participate in such activities in order to continue to grow as a competent social worker.

Principles That Guide Practice Activities

In addition to the principles related to the social worker as an individual and a professional person, a number of other principles are concerned with the social worker's intervention with individual clients and client groups.

<u>7. The Social Worker Should Do No Harm</u>

Social work practice is about the facilitation of desired change. However, there is al-ways an element of risk in any effort to bring about change, no matter how well in-tended or desirable the goal. Because planned change is a very human process, the responsible professional must anticipate that mistakes will be made. The social worker must anticipate such possibilities and have a plan for dealing with the things that can go wrong in an intervention. In the effort to do well and enhance the social functioning of people, the social worker must strive to at least minimize any harm.

A social worker's change goals and intervention activities should not damage appropriate and healthy levels of social functioning by an individual, family, neighborhood, or community. Professional actions and the programs social workers implement should in no way discourage or undermine responsible client behaviors nor erect barriers to appropriate social

functioning. Furthermore, social workers engaged in efforts to change an unjust condition or unfair social policies must avoid being unjust or unfair to those they seek to influence.

8. The Social Worker Should Engage in Knowledge-Guided Practice

At the very core of society's trust in professions is the expectation that the professional will bring to the change effort the latest and most professional knowledge; even so, consciously using knowledge in one's practice requires considerable discipline. With the pressure of heavy caseloads and busy schedules, there is a tendency to fall into a pattern of reacting to client situations without carefully considering what is known about people who experience similar conditions, what research has shown on the effectiveness of different intervention approaches related to this condition (i.e., evidence-based practice), and so on. Unless one's work is knowledge driven, it will fail to meet the expectation for professional practice.

A social worker cannot possibly stay abreast of all the knowledge that relates to the many dimensions of social work practice. However, the worker is obligated to be familiar with the most current knowledge that directly relates to his or her practice activities and to be able to retrieve needed knowledge from the social work literature, from the vast resources on the web, and from colleagues.

It is also important that social workers are careful consumers of the knowledge available through electronic technology, presented in the social work literature, and discussed at social work conferences. After all, it is the clients that are most at risk if practice assessments and intervention decisions are based on faulty information.

Each social worker should be prepared to engage in critical review of social work's theoretical and intervention knowledge before adopting that as a basis for his or her practice activities.

9. The Social Worker Should Engage in Value-Guided and Ethical Practice

It is critical that the social worker make a conscious effort to identify and address relevant value and ethical issues as a part of social work practice. Value choices and value conflicts are at the center of many practice situations. The social worker must recognize that one's values are powerful forces in human behavior and that helping clients clarify and understand value issues in their lives can be a critical step in bringing about change. However, in many cases, if clients are to change themselves or their situations, they must take some action to adjust or adapt their values to be more congruent with those of others in their lives—or learn to help others adjust or adapt their values to be more congruent with those of the client. When working directly with clients, then, the social worker must be

sensitive to the value issues that inevitably arise in the lives of their clients.

Organizations and communities also operate from values about who should be served, who should pay for the services, and how the services should be delivered. When engaged in practice activities that relate to the agencies that employ them, the social conditions that exist in the community, or the social programs that are created at the city, county, state, or federal level, the social worker should attempt to understand the values that have affected that situation. Societal problems are often a result of value differences, and an important step in finding solutions to those problems is to address the value issues.

Social workers must also be sensitive to their own values and beliefs and be prepared to suspend or set aside their own preferences and perspectives to avoid inappropriately imposing their beliefs on their clients. Social work practice, however, is not value free. At times, the social worker must take actions to protect the health and safety of others or achieve a broader social benefit than the interests of a single client. Making those practice decisions ethically requires careful consideration.

10. The Social Worker Should Be Concerned with the Whole Person

 Most professions focus on a single dimension of the person. Physicians are primarily interested in physical well-being, teachers focus on intellectual development, and psychologists are concerned with emotional and cognitive processes. Social work, however, is unique among the professions because of its concern for the whole person—biological, psychological, social, and spiritual. For the social worker, practice activities rarely relate to a single dimension of human life and living.

 Concern for the whole person requires attention to the client's past, present, and future. It requires the social worker to look beyond the client's immediate or Presenting problem and be alert to the possible existence of other issues, ranging from a lack of food and shelter to a lack of meaning and purpose in life. The social worker must focus attention on both the client's problems and strengths. He or she must attend to the client's presenting problem or concern and to possible underlying causative factors (i.e., the symptoms as well as their causes). In keeping with the person-in-environment construct, the social worker must be concerned with the well-being of the client and also the many other people who may be affected by the client's behavior and by the worker's intervention. Finally, the social worker must be concerned with both the short-

term and long-term implications of the change process for both the client and others.

11. The Social Worker Should Serve the Most Vulnerable Members of Society

From its inception, the profession of social work has concerned itself with those people most likely to experience difficulties in social functioning. Persons who are poor, mentally or physically disabled, from a minority race or culture, and who other-wise may be devalued often face special challenges of discrimination, ostracism, and neglect by the dominant society. Needless to say, not every person who is part of a vulnerable population actually experiences problems and requires the assistance of a social worker. But as a group, these individuals are at risk and frequently encountered by workers when delivering various social programs.

Not infrequently, ill-conceived social policies and laws treat devalued groups unfairly and place them at a social and economic disadvantage. Social workers have often been champions of efforts to remedy these conditions, even though advocacy for (and with) these groups is usually politically unpopular. Such advocacy, if successful, forces members of the dominant society to face the existence of social and economic injustice and the need for change in the social order. In fact, those who have power and privilege often benefit from the status quo and typically resist change. They may

therefore dislike what social workers are trying to do and seek to discredit the profession. To be a social worker, one must be willing to accept the lower professional status that follows from service to devalued groups and the advocacy needed to accomplish social change.

12. The Social Worker Should Treat the Client with Dignity

Philosophically, the social worker must accept the proposition that each person or group deserves to be treated with dignity, respect, and understanding. The phrase "Accept the client as he or she is" reminds and encourages the social worker to approach clients as people with dignity who deserve respect, regardless of behavior, appearances, and circumstances. Acceptance occurs when the worker views the client as he or she is, with all of the endearing and maddening characteristics that every human possesses. That means recognizing that clients sometimes make wise decisions and at other times make irrational choices that damage themselves and others. Nevertheless, the social worker is obligated to treat the client as a person who is valued and deserves to maintain his or her dignity throughout the helping experience.

Communicating acceptance and respect requires that the social worker avoid making moral judgments concerning clients. The worker's nonjudgmental attitude helps clients overcome the common fear of being judged by others and frees up the helping relationship for

positive, rather than defensive, action. Treating the client with dignity also helps guard against the inappropriate intrusion of the social worker's biases into the client's life. Weick, Rapp, Sullivan, and Kisthardt (1989, 353) observe that the importance of acceptance and the nonjudgmental attitude in practice rests on the belief that people have "an inner wisdom about what they need and that ultimately, people make choices based on their own best sense of what will meet that need [and that] it is impossible for even the best trained professional to judge how another person should best live his or her life."

The need to treat each and every client with respect and acceptance does not imply approval of all behavior by a client. One can accept and care for the client with dignity without approving of, for example, illegal, harmful, or socially destructive behavior. The key to adhering to this principle is to remember that the purpose of social work is to help people make changes, and it has been amply demonstrated that acceptance of and respect for the person are prerequisite for change and that condemnation and judgmentalism erect barriers to such change.

13. The Social Worker Should Individualize the Client

To individualize the client—whether an individual, family, group, or community—is to be cognizant of and sensitive to the uniqueness of the client and the

uniqueness of his or her situation, concerns, history, and possibilities. The social worker must adapt his or her approach to this uniqueness and to the client's capacities, limitations, and readiness to participate in a particular intervention or change effort. What works well with one client may not work at all with another.

Closely related to the principle of individualization is the precept "Start where the client is." In other words, the social worker must strive to identify and tune in to the client's current thoughts, feelings, and perceptions. The worker should always begin the professional relationship, an intervention, and each contact with the client by focusing first on the concerns, issues, and circumstances that are most relevant to and most pressing for the client. The client's highest priority or greatest concern may, of course, change from day to day or week to week. A skillful social worker will be alert to such shifts and adapt his or her approach accordingly. If the social worker attempts to direct the client toward issues that he or she feels are not important, he or she will likely view the worker as unhelpful, at best, and lacking understanding and sensitivity, at worst.

14. The Social Worker Should Consider Clients Experts on Their Own Lives

Who knows more about a client than the client himself or herself? Too often, social workers and other helping professionals become enamored with their theoretical knowledge of human functioning and forget to consult

with their clients to learn the actual circumstances of their lives. There are many things social workers will never know about their clients—and, in fact, many things that are not the business of the workers to know. Where possible, clients should be viewed as the primary experts on their lives.

What, then, is the social worker's role in assessing a client's situation? The expertise a social worker brings is to help the client recall factors that have affected his or her life, to provide alternative interpretations of the meanings of those factors, to provide possible explanations by connecting multiple factors, to link this information to knowledge that aids in understanding, and to help the client decide how to act on the basis of this knowledge. The client will be empowered to realize that the worker recognizes him or her as the expert on his or her own life.

15. The Social Worker Should Lend Vision to the Client

A central feature of professional helping is to bring vision: new ideas, new perspectives, and more effective change strategies to a problem situation. If an individual or group is to invest in the difficult process of changing, they must be convinced that the outcome will be worth the effort. One element of vision that the social worker must introduce and nurture is a sense of hopefulness and offer a vision that change is possible and that there are new and better ways to deal with the situation. The client will become more hopeful and more open to change if

the worker can display a genuine belief and faith in the client's potential for change, in his or her power to overcome obstacles, and in the capacity to build working alliances with others who can become resources to the client.

While offering new perspectives, encouragement and support, and techniques for change, the social worker must also be realistic and honest about limits and possibilities. Clients are not helped by raising false hopes or by projecting unrealistic outcomes for the helping process. A tempered infusion of energy and vision allows the client or client group to make real progress toward achievable outcomes.

16. The Social Worker Should Build on Client Strengths

All too often, social workers and other human services professionals become preoccupied with client problems and invest considerable effort in identifying all that is wrong with a situation and in describing the specific limitations or deficiencies of a client or client group. Such an essentially negative way of thinking about clients and their situations is reinforced by the diagnostic labels now required for statistical purposes within many human service agencies or by insurance companies that pay for social work services.

For the social worker, it is the clients' abilities and potentials that are most important in helping to bring about change. Since a change in social functioning is

largely under the control of the client, it is important to help clients recognize and utilize their strengths. The emphasis on maximizing and building on clients' strengths helps change the tone of the helping relationship from one of gloom over problems and pathology to one of optimism.

17. The Social Worker Should Maximize Client Participation

"Help your clients to help themselves" is a principle based on the belief that if meaningful and lasting change is to occur for an individual, group, community, or other client system, the people who will need to change must be active participants in the change process. It is the responsibility of the social worker in guiding the process to be sure that, as far as possible, all relevant persons participate in identifying the problem, formulating a plan of action, and implementing that plan.

In order to maximize client participation, the social worker should "Do with the client and not to or for the client." For example, it does little good for the social worker to construct a sophisticated diagnosis of a client's situation if that client does not understand or accept those conclusions. Meaningful change will occur only when those who must change clearly understand the need for change and are willing and able to take action.
Similarly, an intervention plan is most likely to be followed when it is developed with active client

participation. As compared to an attorney, who single-handedly presents a case for the client, or a physician, who injects the patient with a chemical that can cure an illness with minimal patient involvement, a social worker must assume a very different posture. The social worker must view himself or herself as primarily a collaborator, facilitator, and catalyst. Although situations do arise in which a social worker must act in behalf of clients, the social worker should always seek to maximize client involvement.

18. The Social Worker Should Maximize Client Self-Determination

The instruction to "Guide the process—not the client" captures another important principle. This principle maintains that those who must ultimately live with the outcomes of decisions should have the freedom to make those decisions. The job of the social worker is to help clients explore alternatives and the implications of various options but not to prescribe their final choices.

The principle of self-determination must be qualified in its application. It assumes that the client is capable and legally competent to make decisions in relation to self and others. Sometimes that is not a valid assumption. Some clients may not understand the consequences of an action or may lack the mental capacity to make sound judgments and might therefore make choices that are clearly harmful to themselves or others. At times, the social worker must take on a decision-making role for these clients (e.g., children, the

person who is mentally ill, etc.). This may involve persuading them to take a particular action, using the authority or power that the social worker's position might command, securing a court order declaring mental in-competence, or, in the most extreme situations, calling for police assistance in order to prevent a tragedy.

The social worker should reluctantly assume the responsibility for making decisions in behalf of clients and then only after careful review of the situation, after consultation with others, and always with the intent of returning that responsibility to the client as soon as possible. In the final analysis, the social worker should at-tempt to maximize the client's ability to determine his or her own destiny.

19. The Social Worker Should Help the Client Learn Self-Directed Problem-Solving Skills

Most social workers are familiar with the idea of helping people help themselves. Perhaps this should be extended to "helping people help themselves now and also in the future."

Many of us have had the experience of being pleased with our loss of weight only to discover a few months later that we had slipped back into old eating patterns and regained the lost pounds. Similarly, the changes in social functioning made by a client with the assistance of a professional helper can come unraveled unless the client is prepared to sustain that change over time.

Ideally, a social work intervention helps prepare clients to cope successfully with future difficulties and to engage in self-directed problem solving when faced with another problem.

Hopefully, what the client learns during his or her interaction with the social worker can be applied to additional concerns in day-to-day living—in the present and in the future. The admonition "Don't do for clients what they can do for them-selves" relates to this principle of helping clients learn the skills needed to be independent and self-reliant.

An important aspect of preparing clients for the future is to teach them how to identify and make use of resources that might be found in their immediate environment. Such resources may include family members, relatives, friends, service clubs, and church, mosque, or synagogue groups.

20. The Social Worker Should Maximize Client Empowerment

Because social workers are committed to serving society's most vulnerable citizens, they regularly work with people who have been victims of various forms of discrimination and oppression. One especially helpful contribution social workers can make to their clients' social functioning is to help them gain increased power over their lives. While some of the principles described here have the effect of giving clients more control over some dimensions of their lives (e.g., maximizing

participation, maximizing self-determination, or helping to develop problem-solving skills), a principle that should guide all of a social worker's practice activity is the goal of empowerment.

The goal of helping people, both individually and collectively, to gain the power needed to change their life circumstances and to gain control over how they live their lives has been part of social work's philosophy from its founding, although the term empowerment has not always been applied in that effort. In recent years, this term has come to reflect efforts to help people gain control over their life circumstances, to obtain needed information and resources, and to develop skills needed to make the decisions and take the actions necessary to attain a higher level of self-reliance and modify one's social and political environment. In order to empower others, social workers place a special emphasis on the activities of encouraging, teaching, and facilitation, as well as collaboration and shared decision making within the professional relationship.

21. The Social Worker Should Protect Client Confidentiality

Individuals and families seeking help from a social worker often discuss very private aspects of their lives. In groups, clients may reveal secrets and self-perceptions that could be embarrassing or damaging if made public. The community worker, too, encounters instances when information about individuals, agencies, and

organizations must be protected. All social workers must therefore be capable of handling private and sensitive information in a confidential manner.

There are two basic forms of confidentiality: absolute and relative. Absolute confidentiality refers to a situation when information imparted by the client can never go beyond the social worker. That degree of confidentiality is rare in social work practice. It is only under the protection of some professional licensing statutes that a client can claim a legal right to privileged communication. Most social work practice involves relative confidentiality, meaning that the most the social worker can promise is to treat information responsibly, as prescribed in the profession's Code of Ethics; adhere to existing laws; and to follow agency policy concerning the handling of client information.

The degree of confidentiality that can be provided will, of course, depend on the type of information communicated, the nature of the agency where the practice occurs, the state and federal laws and regulations that govern its operation, and the existence of other legal requirements such as the mandated reporting of child abuse. In correctional programs (e.g., prison, parole, probation), the client can expect little confidentiality. On the other hand, a client who receives social services within a hospital setting will have a much higher level of protection. But even here, a client's records might be reviewed by nonhospital personnel such as insurance companies, Medicaid or Medicare authorities, worker's compensation officials, hospital

accredit- tation teams, and others who have authority to review patient records for purposes of quality control. The clients should be advised early in the helping process of the limits of confidentiality the social worker can guarantee.

The social worker must be prudent regarding what information is placed in agency files, and care must be taken in preparing clerical staff to respect the confidential nature of any materials they may type, file, or inadvertently overhear. To protect confidential information, social workers must carefully plan the location of interviews and cautiously select the information to be discussed during professional consultations and in case conferences. Further, clearly separating one's personal life and work life is important in protecting against breaches of confidentiality that might occur when discussing work experiences with family and friends.

22. The Social Worker Should Adhere to the Philosophy of Normalization

Many social work clients have significant mental and physical disabilities. Because of these limitations, they often experience discrimination and social isolation. The philosophy of normalization is a powerful force in efforts to integrate persons with disabilities into the life of the community and ensure that their lives resemble that of the so-called normal person as much as possible. This philosophy originated in the field of mental

retardation but has spread to programs serving other groups such as the elderly, the physically disabled, and the seriously mentally ill.

Normalization connotes helping people, especially those experiencing disabling conditions, to live their lives within an environment and in a manner considered typical and culturally normative for persons without disabilities. This approach has the effect of minimizing social stigma and increasing social acceptance of persons who are in some way different from most others. For example, a person with mental retardation should, to the greatest extent possible, live in a typical or ordinary home, attend a conventional school, and perform work that is useful and valued. His or her recreation, religious participation, clothing, transportation, and daily routines should be as conventional and mainstream as possible. Moreover, the individual should receive medical and social services in ways and in settings that closely resemble how others in society would receive them.

23. The Social Worker Should Continuously Evaluate the Progress of the Change Process

The practice of social work is far from an exact science. It involves working with ever-changing people and ever- changing situations. The objectives of helping activities, therefore, must be clearly delineated and regularly reviewed to be certain that they remain relevant to the client's needs. It is not enough to set the course of an intervention strategy and assume that the

desired outcome will be achieved. Rather, a continuous monitoring and evaluation of the change process by both the social worker and the client is necessary. To achieve this, both the worker and the client or client group must regularly collect and record data that are indicators of change and these data must be reviewed and carefully analyzed. If the desired change is not occurring, the worker is obligated to try another approach or redesign the intervention plan.

24. The Social Worker Should Be Accountable to Clients, Agency, Community, and the Social Work Profession

One factor that complicates practice is that the social worker must answer to a number of parties. Practitioners in some disciplines might feel that they are accountable only to the client, but the social worker—working at the interface of person and environment—faces multiple sources of accountability.

Social workers are obligated to give their best service to all clients at all times and therefore must be accountable to those individuals, families, and groups they directly serve. In addition, since most social workers are employed by a social agency or as part of a private practice group, they must be accountable to their employing organizations by carrying out their work as effectively and efficiently as possible. Furthermore, the

existence of a professional monopoly demands that the members of a profession also be accountable to the community. For many social workers, this accountability is formalized through licensing. For others, the accountability is less structured but nevertheless expected.

The social work profession, as reflected in the NASW Code of Ethics (NASW, 1996), expects accountability to clients, colleagues, employers, the profession, and society. At times, practice situations place the individual worker in a position that makes it impossible for him or her to be fully and equally accountable to all audiences. In those situations, the social worker should attempt to maximize the accountability to each but accountability to one's clients should be given priority.

Conclusion

The new social worker is often inundated with information that reveals, in bits and pieces, the knowledge and values that guide social work practice. Some of this information is formally taught in professional education programs, whereas other information, such as the principles described in this chapter, is typically transmitted in a more subtle and informal manner.

Practice principles reflect that combination of values and knowledge that should underlay all practice activities. If all else fails, the worker cannot go too far wrong if he or she is operating within these principles. They might be viewed as a fail-safe mechanism in social work practice. With these principles firmly in mind, the social worker is prepared to engage the client in a change process and to identify and select appropriate techniques for addressing the problems or enhancement needs of the client.

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Chapter Eight

Social Work and the Future

By: Rex A.Skidmore & Milton G.Thackeray (*)

Readings In Social Work

Chapter Eight

Social Work and the Future

By: Rex A.Skidmore & Milton G.Thackeray

We live in a rapidly changing world that idolizes speed and automation. Newspapers, TV, and radio flash the latest scientific inventions, and satellites encircle the globe. As television and other broadcasts are transmitted worldwide, many questions arise regarding the part that people and human relationships play in the total scheme of things.

In 1970 Toffler's startling book, Future Shock,[1] was published, in which he dramatically described ways in which people are becoming overwhelmed in responding to change. He claimed that future shock is no longer "a distantly potential danger, but a real sickness from which increasingly large numbers already suffers," and also suggested that "unless man quickly learns to control the rate of change in his personal affairs as well as in society at large, we are doomed to a massive adaptation breakdown." [2]

Naisbitt in Megatrends outlines where our sophisticated technology is taking us, stressing that we

are moving from an industrial society to an economy based on the creation and distribution of information. He describes basic trends affecting our political, social, and economic life that will shape our future. He suggests that while we are moving in dual directions of high tech/high touch, matching each new technology with a human response, human relations are becoming even more important. In conclusion he observes that "as we move from an industrial to an information society, we will use our brainpower to create instead of our physical power, and the technology of the day will extend and enhance our mental ability.... Yet the most formidable challenge will be to train people to work in the information society." (3)

In this fast-moving uncertain age, where is social work likely to find itself? In the years ahead, how will social work fit into the total scheme?

If it were possible to look into a crystal ball and to see exactly what is ahead, we would likely be surprised in many ways. Since this is impossible, the next best action is to look at the past and the present and to make projections and predictions based upon available knowledge regarding what is likely to happen. This chapter is an attempt to consider some of the likely developments in social work in the years ahead.

Professional Maturation

Social work education and practice are churning and in a state of turmoil in many ways. Educators and practitioners differ considerably in their thinking, and opinions range along a continuum from the disappearance of social work as a profession to professional matura-tion and enrichment encompassing an increase of skilled professional delivery of services. A few leaders, in a pessimistic vein, talk about the demise of social work. Others claim that we are on the horizon of really blossoming and that the doors are open to improved services and innovative opportunities for the social work profession. For example, Josephine V. A. Allen, NASW President, is clearly hopeful about our future and sees opportunities for growth and influence on both the national and international scenes .

It is critical that we enhance our skills in order to deliver culturally competent services. These are factors that support the presidential initiative on international social work whose purpose is to strengthen NASW's position and work on such global issues as facilitating international social development, advocating for human rights, social justice, and a more humane and equitable immigration policy. Similarly, the profession's attention to related issues on the domestic scene must reflect its outreach to the international community. (4)

Most social workers feel that although there are critical problems and pressures, numerous opportunities are available for the social work profession to move ahead on a sound basis, strengthening current delivery of services and innovating services that have been practically untouched to date. An example is the growth of social work in private industry, which is being accepted and accelerated by several large corporations and smaller businesses, providing much-needed services for their employees and families relating to personal and family problems.

Social work is relatively new, surfacing as a beginning profession at the end of the nineteenth century. It is bound to face some critical problems. When one realizes it is only since the 1950s that the National Association of Social Workers and the Council on Social Work Education came into existence, it seems almost phenomenal what has happened in the development of social work. Many leaders anticipate that the current divergencies of opinion regarding training and practice are healthy and will bring about a balanced combination of generic principles and skills in practice, accompanied by specializations providing skills and knowledge for working with various social problems and with groups of people with particular needs. Another positive factor is America's service commitment for competent personnel for its institutions. What happens in the years ahead will depend upon the leaders in social work education and practice and how they act and react with other social workers, related professions, and

political leaders. Philosophically, social workers would agree with the Chinese, who have two definitions for the word crisis—danger and opportunity.

Increase in Services

Based on data supplied by the U.S. Department of Labor, it was estimated there were 385,000 social workers in the United States in 1978. Since then there has been a steady in-crease in social workers (more than 600,000 in 1996), and indications are that this will continue even though there have been federal and state curtailments in various social service programs. On the other hand, new services continue to be developed, both in public and private sectors, requiring the skills and knowledge of qualified social workers. Also, private practice continues to expand.

On the cutting edge of growth and innovation in social work is practice in industry. As mentioned before, numerous industrial firms and businesses are instituting various person-nel and human services, which hire social workers to help employees and their families. Such workers are employed in the delivery of social services in a variety of kinds of industrial and business settings, including steel companies, banks, tobacco companies, insurance firms, and many others.

Problems in human relationships in many other areas are reaching for social workers. Drug abuse is of great concern in the sports world, and social workers are being

hired to help. All four major sports (football, baseball, basketball, and hockey) now have league-wide policies prohibiting use of drugs by athletes. The National Football League and the NFL Players Association have involved the Hazelden Foundation in Minnesota, since 1982, to operate a program to help players to end their drug problems, including alcohol. NASW News reports that "Tim Plant, a social worker who counsels football players at Ha-zelden, says services include outpatient and inpatient care or a combination. An aftercare program also is provided to support the work done during initial counseling." (5)

Symour and Marston report an innovative development in social work practice, evolving in a vision care clinic, where optometric students and graduate and undergraduate social work students in field placements are working together offering opportunities in interdisciplinary cooperation. The social workers help with understanding of psychosocial factors and in assisting patients to make effective use of treatment and rehabilitation pro-grams that are available. The authors conclude: "The relationship between visual functioning and nonvisual factors such as stress offers opportunities for a new role for social workers in the field of vision care." (6)

Another door is opening for social work, this time with architecture. Meenaghan describes three-year collaboration between the School of Architecture and the College of Social Work at Ohio State University that has

focused on specific content areas within the social work curriculum that were found to be functional to some architectural programs. Nearly 300 students had taken part in collaborative courses, and Meenaghan concluded, "Selected social work curriculum can be utilized in attaining a social perspective in architecture." *(7)*

Professional Identification and Visibility

One of the challenging problems of the emerging profession of social work has been the need to develop a stronger professional identification. A few decades ago there were many dedicated social workers and several independent, semiprofessional associations, all of which at times seemed to be striking out in different directions. A significant step took place in 1955 with the creation of the National Association of Social Workers, which has made major contributions to the development of professional interest and identification. Through its staff and various committees, it has helped practitioners, educators, lay citizens, and students to realize that social work is an important profession calling for the best in people, including integrity, maturity of personality, and specific professional training. The association has helped considerably to assist social workers to identify with their profession, and to interpret to nonsocial workers the role of social work.

Graduate and undergraduate students are encouraged to become members in this association and to identify with its purposes and activities prior to embarking upon

practice. They have an opportunity to study the code of ethics and to understand its professional implications. They also have opportunities for association with professional persons, self-expression, and professional identification. In 1997, nearly 3,000 social workers gathered at the annual NASW meeting in Baltimore, Maryland. The focus, in part, was concerning human rights, the blurring of boundaries between public and private practice, and the direction taken by managed care. As participants join together each year, they do so with the intent of addressing current policies, practices, and trends pertinent to the profession of social work.

On a local chapter basis, it is probable that members of NASW will devote more of their time and talents to strengthening their profession, improving practice, expanding recruitment, and participating in other professional activities.

The Council on Social Work Education, with its special emphasis on training, has been another major force in leading social workers to a stronger professional identification. Its annual conference has increased in stature in the past few years. For the 1989 conference in Chicago participants came from colleges and universities with graduate training programs in social work, from undergraduate programs in preparation for social work, as well as from various fields of practice. More than 3,500 participants joined together with serious intent to understand social work better and to improve the training programs resulting in more effective practice in social work. Various projects and activities of the

council are providing many opportunities for strengthening the total profession at all levels— paraprofessional, under-graduate, master's, and doctoral.

Some questions have been raised about the effectiveness of social work practice, particularly in relation to the one-to-one method. Research studies differ somewhat on out-comes. However, Rubin reviewed twelve research studies with controlled experimentation between July 1978 and June 1983 and reported that the overall conclusion was, "Recent experiments have provided more grounds for optimism regarding the development of effective forms of direct social work practice." (8) He also suggested we need more methodologically credible experimental research evaluating effectiveness of social work direct practice.

Licensing

Since the 1960s several steps have been made toward licensing in social work. For a field to become a full-fledged profession, it is almost imperative that some kind of official con-trol and licensing be in operation. Doctors must pass examinations and be issued licenses in the states in which they practice. Lawyers qualify by taking state bar examinations to be-come properly licensed. Until a few years ago, there was little attempt to control social work standards and practice. However, there have been assertive activities in several states related to certification or licensing.

In 1961 the National Association of Social Workers inaugurated a movement to strengthen social work practice. Provision was made for a voluntary system of registration, resulting in certified social workers. An Academy of Certified Social Workers was established and practicing workers were invited to apply for membership. Membership was contingent upon a person's is having had two years of paid social work employment and two years of NASW membership. Stipulations were that future applicants must not only have a master's degree in social work, but also at least two years of experience in social work under qualified supervision by a member of the Academy of Certified Social Workers. This plan has been approved with considerable enthusiasm by professional social workers as a major step toward licensing. In 1963 there were more than 20,000 persons who had applied for certification and who had been awarded membership in the Academy, in 1980 the number had increased to 46,300 and today there are more than 58,000. As a result of this movement, social workers everywhere now add ACSW after their names on letters, just as those of other professions give designations that display professional meaning.

To date, licensure or certification is found in all 50 states and Puerto Rico. Licensure is the term most frequently used and usually refers to authorization by a board to practice in the profession. Certification authorizes a person to practice in their profession from the authority given by a governmental entity. Only the

state of Michigan uses the term registration, which is recognized by a board and qualifies a person to practice social work. (9)

Spirituality in Social Work Practice

In keeping with the social work philosophy of working with the total person in the total environment, a current development is the increase in consideration of spiritual factors in social work practice. We are beginning to recognize that spiritual components need additional study for helping with personal or family problems. Spirituality, according to The Social Work Dictionary, 1995 edition, is "devotion to the immaterial part of humanity and nature rather than worldly things such as possessions; an orientation to people's religious, moral, or emotional nature." (10)

Sermabeikian suggests that "the spiritual perspective is an important but relatively un-explored area in social work practice." (11) Obviously, we need more research to understand its significance in human behavior, especially as it relates to meeting basic needs of clients. We also need to improve our skills in utilizing spiritual resources in bringing positive behavioral changes.

A significant event related to the spiritual component and social work's use of it was the First National Conference for the Society for Spirituality and Social Work, held in Salt Lake City, July 7-11, 1995. More than 400 participants were present.

Changing Continuum in Social Work Education

Social work education is churning; changes are developing rapidly. There is, however, an emphasis on a "social work continuum," which encompasses training on the paraprofessional, undergraduate, masters, and doctoral levels.

The Council on Social Work Education has assumed leadership in providing guidance and direction for community colleges and other educational institutions offering training for paraprofessionals (many of whom are indigenous persons) on the freshman, sophomore, or special levels of education not involving regular college work. The number of such programs is on the increase.

On the undergraduate level there is a major thrust toward strengthening the social work curriculum, in moving toward the BSW degree, or providing a substantive major on the undergraduate level. In 1971 the council authorized the establishment of undergraduate pro-grams that could be approved by the council (which now may be accredited by the council) and provide the "first professional level of practice," for its graduates. Consequently there has been a surge to strengthen undergraduate programs in social work and to help qualify the graduates of these programs to perform competently in the delivery of social services.

The MSW program provides a professional course of study that builds upon beginning level undergraduate offerings. It also includes one area of concentration or more. In May 1982, the Board of Directors of the CSWE

adopted a new Curriculum Policy Statement for the MSW and BSW program—a pioneering statement that included both programs together for the first time. This statement provided ample opportunities for individual pro-grams to be creative and innovative, but also required basic educational levels for attaining core knowledge and practice skills needed for successful social work practice. The CSWE 1992 Curriculum Policy Statement reaffirms the basic relationships between the under-graduate and graduate programs in social work and further defines differences and re-sources of each program.

A development in social work education that will likely increase is the doctoral program. These programs vary considerably, and so far there have been no specific standards established by the Council on Social Work Education regarding them. However, within a few years there will probably be some recommendations and minimum requirements formulated.

In all probability, most of those who obtain a doctoral degree will go into schools of social work and become teachers themselves. Some will enter practice in key administrative positions in hospitals, community mental health centers, or other social work agencies; others will accept research positions. A current trend is to replace the DSW degree with the PhD degree with the goal of strengthening academic research and advanced graduate study.

Development of the Role of Consultant

Within the past years, social workers have not only used consultants from the disciplines of psychiatry, psychology, medicine, and other areas, but have become consultants themselves. Many social workers spend full time in the role of the consultant. For example, in one school district in California, two social workers spend their entire working day, every day, in a consultative capacity. They talk with teachers, principals, counselors, and other professional people about their problems in working with the boys and girls and their families. The basic aim is to help teachers, counselors, and others to understand themselves better and what they are doing in relation to assisting the youngsters with personal or family troubles.

Social workers are used as consultants in a variety of settings, and are likely in the future to be used by additional agencies. They are hired as consultants not only in schools and in comprehensive mental health centers, but also in family service societies, in YWCAs and YMCAs, in Girl Scout groups, in hospitals, in business enterprises, and in numerous other kinds of agencies or settings.

In the role of consultant, the social worker acts mainly as a catalyst who unlocks the door to bring about better understanding, information, and procedures that may be helpful to other professional people. In this capacity the social worker does not instruct the others as to what to do, but helps them to understand what

different lines of action are possible and then leaves the choices to them. As a consultant, the social worker does not have authority over those with whom he or she consults. The social worker acts as an advisor and one who assists them to understand more about social dysfunction and what can be done about it.

Status of the Social Worker

The future may portend higher status for the social worker than the past or present. When social work was coming into its own during the early decades of the twentieth century, many people were very critical of it. Some claimed social work was all wrong because it abolished independence. Others declared social work was synonymous with socialism. A minority thought of social work as merely the process of handing out a dole to the poor and transient.

In the last few decades major shifts in attitudes have taken place. While community leaders were previously sometimes critical of social work and its practices, today some of these same leaders are referring members of their families and close friends to social work agencies. The general attitude has changed so that most citizens today look upon social work as a profession with many solid services to perform. These changes are evident in the demand for social workers, not only in regard to well-established social work services, but in the creation of new agencies and services.

A major reason for the favorable shift in attitude has been that millions of individuals, families, and numerous

communities have benefited from social work services. As people have been helped with their personal and family problems, to face them, work them through, and go on to an enrichment of living, they have usually become exponents of social work and its services. Although according to some studies there are several professions that have higher prestige and status ratings than does social work, movement seems to be gradual and substantial toward an elevation of its position. Increased salaries and improved working conditions, along with fringe benefits, are indicative of this development. In the last two decades salaries for social workers have increased considerably, so that current salaries for most MSW graduates are in the range of $25,000 to $30,000 a year, and for those with practice experience of about ten years, $30,000 to $50,000. Higher incomes will likely attract more men and women of excellent backgrounds and dedicated interests in people. This, again, will provide an effective chain reaction for improving the status and prestige of the profession. As salaries increase, better people apply for training, which results in more effective social work services. More effective services help to bring about increases in income. From nearly every direction the prospect looks encouraging for higher salaries in social work.

Today social workers are being appointed to key administrative positions in government, education, business, and private endeavors, adding to their status. Another example of the increased status of social work

is that since the middle of the 1980s social workers have been invited to appear in court hearings as expert witnesses. They are asked to state their opinions and often influence the judgment or verdict. Their professional understanding of people and their behavior is respected as never before.

Private Practice

In the years ahead there is likely to be an increase in private practice. Since NASW has given its approval to private practice, more practitioners are moving into this area, either on a full-time or part-time basis. Economic emoluments, clinical challenges, and opportunities for service seem to be primary motivating factors. In 1968 a study of NASW members revealed fewer than 1,000 full-time private practitioners, with an estimated 15,000 doing part-time private counseling.(12) By 1995 there were more than 28,000 social workers in private practice.

Currently, private practice has become a major component of social work practice, involving both full-time and part-time patterns. A study of students in a New York State Master's of Social Work program indicated that more than half of them (57 percent) said they thought they would enter private practice within ten years after obtaining their MSW degree. .(13)

With the boon of managed care companies in the United States, there is a growing demand for less expensive, cost saving services. Hospitals and outpatient service agencies are making every attempt to reduce

costs. Much of a company's costs are tied up in employee wages and benefits. In the 90s, a significant trend has emerged toward hiring independent social work contractors to deliver services. This may free up to 25 percent of the expenses paid in salaries to employees. Though some may find it very attractive to work independently, they must also invest in their own retirement, health care, malpractice, paid vacations, and sick leave, which may be very costly. This trend is, however, expected to continue into the year 2000 and beyond.

Case Management

Although the social work profession has always utilized case management as one of its effective treatment interventions with individuals and families having complex problems, during recent years it has been identified and used increasingly as a discrete service that will likely grow in popularity in the years ahead. Case management has gained so much attention because it is a process that requires a case manager to have a small number of clients (usually fifteen to twenty) and to individualize treatment by assessing the client's needs, setting jointly agreed upon goals, linking the client to necessary resources, and following through so the client receives the needed services.

As our society becomes more complex and sophisticated, the need for case management will

undoubtedly increase. Severely dysfunctional individuals and families are usually unable to negotiate all the complicated social service systems available to them. Social work will likely play a major role in the development, management, and provision of case management in the future. Social work educators throughout the country should develop a special curriculum focus to prepare practitioners to give direction to the strong emphasis being placed on case management intervention. Newly graduating social work professionals will likely enter a climate that is clamoring for case management expertise.

Advocacy Role

Numerous social workers and agencies employing social workers assume a social action role encompassing advocacy for their clients. It is likely in the future that this role will be increased. Social workers assume the role of helping individuals, alone and in groups, but also help them in relation to the societal context in which they live.

On a broad base, more social workers are becoming active in political movements and politics and are sharing their goals and ideas with others, to help bring about changes in the political, social, and economic arenas, as well as to assist clients clinically.

Improved Public Relations

Many believe that one of the major weaknesses of social work is its inadequate public relations. Especially in the past, social work has done very little to paint a favorable public image. Today there is considerable interest in this kind of activity, and many social workers and agencies are spending time and energy in improving their public relations policies and activities.

The strengthening of public relations is arising through two main avenues. The first involves increased interest and activity among the social workers themselves. There is additional interest in studying knowledge and skills of public relations in the graduate schools of social work. There are also more social workers "on the firing line" who feel that they must take more interest and participate more fully in improving their public image.

A second approach is one that will probably be tapped more in the future. This is the hiring of public relations experts as consultants to social work agencies and social workers. Social workers are beginning to recognize that they are not experts in public relations and that if they are going to obtain the best professional services available, they will need to pay for these services, to employ those who are especially trained. Why should not social workers hire experts in public relations just as they hire consultants in psychiatry, psychology, and other related disciplines? There are many examples to indicate that this procedure has been

most effective in improving the public image of social work and social work agencies and programs. This trend likely will continue in the future.

Lobbying is being recognized as another important development in social work. The Council on Social Work Education and the National Association of Social Workers have full-time lobbyists in Washington, D.C., who have become highly effective in helping to influence federal legislation relevant to social work education and practice. Mahaffey maintains that social workers need to understand the lobbying process and suggests actions and techniques that might be utilized. She quotes the late Whitney M. Young, Jr., who said in his closing remarks to the 1969 NASW delegate assembly: "I think that social work is uniquely equipped to play a major role in the social and human renaissance of our society," and then concluded, "There are social workers who are successfully influencing the political process. The profession needs more of them."(14)

Rural Social Work

In recent years, movement has brought more social work services to the sparsely populated areas of the United States. Two major efforts have been taking place in bringing social work services to less populated communities: (1) traveling teams of professional workers, including social workers, have made regular visits to outlying areas, offering nearly the whole gamut of health and welfare services, (2) individual social

workers with inclination toward the rural way of life have accepted positions and moved to smaller communities.

Rural social work has many limitations, but also many advantages. Professional isolation, limited resources, and minimal cultural opportunities exemplify the limitations. Positives include openness and a personal and informal way of life, along with many opportunities for recreational and social activities. Rural social work services are likely to increase in the years ahead.

Technology

Technology is beginning to play a part in the profession. Already, social workers and other helping professionals are using the Internet to interact with clients. Services may range from a one-time question and answer chat to a weekly group-counseling session. This may offer much needed help for the homebound person with small children, someone with a debilitating illness, or for people in rural locations. The down side is that nonverbal communication is eliminated and total confidentiality cannot be guaranteed. This is an emerging area of practice and many questions are yet being asked.

With the output of information in recent years, social workers must also keep abreast of current research in their field of practice. Many are turning to the Internet to find information fast. This allows people to work from

their home or office and is an attractive alter-native to finding needed resources.

As technology is further utilized in the profession, it is likely to be incorporated into the development of self-help practice interventions. Areas most likely to be developed are those relating to psychological problems, relationship problems, and areas of self-improvement

Increase in International Social Work

Social work knowledge and skills have little concern for national boundaries. Numerous social workers are traveling to countries around the world, acting as consultants for government agencies and social work leaders, both public and private. This movement is a two way process with social workers in countries abroad being used as consultants in the United States and in other New World countries.

An example of active international cooperation and collaboration in human relations is the Alliance of Universities for Democracy, a consortium of 94 universities from central and Eastern Europe and the United States. It was established in 1990 to enhance the role o universities in promoting democratic institutions, economic development, education, philanthropy, and human rights in the newly established democracies of central and Eastern Europe. The alliance promotes collaborative work among universities, drawing on social workers for expert participation.

The International Federation of Social Workers is an organization that is doing much to further the cause of social work throughout the world. NASW president, Ann A. Abbott, attended their meeting in Sri Lanka on July 4, 1994 and reported more than 70 countries sent representatives to this biennial conference, with a challenging theme, "The Social Work Profession: A Family United in Troubled Times." She recalled that half a world away she "experienced in a highly personal way the power of social work's commitment to em-brace rather than reject diversity."(15)

Movement for Higher Quality

Traditionally, social work has provided services for the disadvantaged and others with in-adequate social relationships. In the past, report after report has been collected to emphasize numbers of interviews, group conferences, testing, and other indicators of work accomplished. Efficiency and effectiveness have been tabulated in many different ways to reflect agency services. Today there is a growing emphasis to provide not only quantity of services, but, in particular, to reach for quality.

According to Martin, top-quality management (TQM) is rapidly shaping up as today's new managerial wave. Many corporations have initiated TQM programs in recent years. Mar-tin also suggests that it is just a matter of time "before this new management wave washes over human service organizations. In anticipation of this

eventuality, human service administrators may find it in their best interest to begin exploring the concept of TQM."(16) And a major element in this new approach is its emphasis on quality as a primary organizational goal.

Summary

We live in a fast-changing world, which has many implications for the rapidly developing profession of social work. In the years ahead, what pathways will social work be likely to follow?

Several trends and developments are emerging as projections are made into the future of social work: innovative services, increased status, higher salaries, growth of private practice, spirituality considerations in practice, curriculum modification, greater use of case management, increased advocacy role, improved public relations, growth in international social work, more leadership roles, additional emphasis on prevention and enrichment, use of technology, and movement for higher quality in social work education and practice.

The potentialities seem generally favorable for social work and social workers. Some rough spots lie ahead, but professional training and services are likely to be consolidated, increased, and improved.

Notes

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كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر

Readings In Social Work

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Social Welfare	الرعاية الاجتماعية
Human Well-Bing	الرفاهية الإنسانية
Social Work Practice	ممارسة الخدمة الاجتماعية
Recreation	الترويح
Public Safety	الأمن العام
Governmental Sector	القطاع الحكومي
Voluntary Sector	القطاع التطوعي
Rural Social Welfare	الرعاية الاجتماعية الريفية
Urban Communities	المجتمعات المحلية الحضرية
Social Functioning	الأداء الوظيفي الاجتماعي
Social Relationships	العلاقات الاجتماعية
Social Interaction	التفاعل الاجتماعي
Social Environment	البيئة الاجتماعية
Social Institutions	المؤسسات الاجتماعية
Aspirations	طموحات
Social Work Values	قيم الخدمة الاجتماعية
Human Interactions	التفاعلات الإنسانية
Psychosocial Situations	مواقف نفسية اجتماعية
Council on Social Work Education	مجلس تعليم الخدمة الاجتماعية
Accreditation Standards	معايير الاعتماد
Undergraduate Programs	برامج دراسية لمرحلة البكالوريوس
The Analytic Model for Social Work	النموذج التحليلي للخدمة الاجتماعية
The Social Worker	الأخصائي الاجتماعي

	تابع / كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Social Systems	الأنساق الاجتماعية
Sociologists	المتخصصون في علم الاجتماع
Professional Activities	أنشطة مهنية
Professional Roles	أدوار مهنية
Social Services	الخدمات الاجتماعية
Corrections Services	خدمات إصلاحية
Probation Officer	ضابط مراقبة
Marriage Counselor	مستشار للزواج
Elderly	المسنون
Planner of Programs	مخطط للبرامج
Social Organizer	منظم اجتماعي
Attitudes	اتجاهات
Human Worth and Dignity	القيمة والكرامة الإنسانية
Humanitarian Values	القيم الإنسانية
Modern Social Work	الخدمة الاجتماعية الحديثة
Self-Determination	حق تقرير المصير
Equality of Opportunity	تكافؤ الفرص
Value Orientation	التوجيه القيمي
Code of Ethics	ميثاق الأخلاقيات
National Association of Social Workers	الجمعية القومية للأخصائيين الاجتماعيين (بالولايات المتحدة الأمريكية)
Social and Behavioral Sciences	العلوم الاجتماعية والنفسية
Helping Capacity	قدرات المساعدة
Empathy	التجاوب العاطفي

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Motivation	الدافعية
Formal Education	التعليم الرسمي
Residual Social Welfare	الرعاية الاجتماعية الإيوائية أو العلاجية
Institutional Social Welfare	الرعاية الاجتماعية المؤسسية
Contemporary Industrial Society	المجتمع الصناعي المعاصر
Social Forces	القوى الاجتماعية
Population Growth	النمو السكاني
Industrialization	التصنيع
Urbanization	التحضر
Human Rights	حقوق الإنسان
Social Mobility	الحراك الاجتماعي
Natural Resources	الموارد الطبيعية
Welfare Society	مجتمع الرفاهية
Historical Assessment	تقييم تاريخي
Motivation	الدافعية
Formal Education	التعليم الرسمي
Residual Social Welfare	الرعاية الاجتماعية الإيوائية أو العلاجية
Institutional Social Welfare	الرعاية الاجتماعية المؤسسية
Contemporary Industrial Society	المجتمع الصناعي المعاصر
Social Forces	القوى الاجتماعية
Population Growth	النمو السكاني
Industrialization	التصنيع
Urbanization	التحضر
Human Rights	حقوق الإنسان

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Social Utilities	المنافع الاجتماعية
Normal Needs	احتياجات طبيعية
Modern Social Life	الحياة الاجتماعية الحديثة
Industrial Communities	المجتمعات الصناعية
Social Agencies	المؤسسات الاجتماعية
Private Practice	الممارسة الخاصة
Counseling Services	خدمات الإرشاد
Psychotherapy	العلاج النفسي
Primary Agencies	مؤسسات أولية
Social Welfare Department	إدارة الرعاية الاجتماعية
Family Service Agency	مؤسسة الخدمات الأسرية
Adoption	التبني
Foster Care Services	خدمات الرعاية البديلة
Secondary on Host Settings	أماكن ثانوية أو مضيفة للخدمة الاجتماعية
Medical Social Workers	الأخصائيون الاجتماعيون الطبيون
Psychiatric Social Workers	الأخصائيون الاجتماعيون الطب نفسيون
Probation Officers	ضباط للمراقبة الاجتماعية
School Social Workers	أخصائيون اجتماعيون مدرسيون
Governmental Fund	التمويل الحكومي
Public Organizations	منظمات حكومية
Rehabilitation Program	برنامج التأهيل
Dimensions of Social Work	أبعاد الخدمة الاجتماعية
Age Groups	الجماعات العمرية
Populations	السكان

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر

English	العربية
Settings	أماكن – مؤسسات – منظمات
Fields	مجالات – ميادين
Mental Health Centers	مراكز الصحة العقلية
Infants	الأطفال الرضع (صفر-٢)
Preschoolers	الأطفال في سن ما قبل المدرسة(٢ – أقل من ٦ سنوات)
Children	الأطفال (مرحلة التعليم الابتدائي) (٦ – أقل من ١٢ سنة)
Young Adults	البالغين الصغار (١٨ – ٣٥ سنة)
Middle-Aged	الأشخاص في منتصف العمر (٣٦ – ٥٥ سنة)
Elderly	كبار السن (أكثر من ٥٥ سنة)
Daycare Center	مراكز الرعاية النهارية (الحضانات)
Youngsters	صغار السن
Single Parents	الأسر ذات العائل الواحد
College Students	طلاب الكليات
Widows	الأرامل
Social Welfare measures	مجالات الرعاية الاجتماعية
Crime	الجريمة
Poverty	الفقر
Alcoholism	إدمان المسكرات
Mental illness	المرض العقلي
Prison	السجن
Social Service areas	ميادين الخدمات الاجتماعية
Concept of Social Work	مفهوم الخدمة الاجتماعية
Social Problems	المشكلات الاجتماعية
Social Services	الخدمات الاجتماعية
Society	المجتمع العام
Community	المجتمع المحلي

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Charity	الإحسان
The Poor	الفقراء
Needs and Resources	الاحتياجات والموارد
The Socio-Economic Structure	البناء الاجتماعي الاقتصادي
Scientific Approach	مدخل علمي
Philosophy of Social Work	فلسفة الخدمة الاجتماعية
Social Institutions	مؤسسات اجتماعية
Joint Family	أسرة مشتركة
Caste System	نظام الطائفة
Individual	الفرد
Growth of Population	النمو السكاني
Industrialization	التصنيع
Urbanization	التحضر
Slums	المناطق العشوائية الفقيرة
Juvenile Delinquency	انحراف الأحداث
Neglected Children	الأطفال المهملين
Self- Sufficiency	الاكتفاء الذاتي
Economic Development	التنمية الاقتصادية
Social Needs	الاحتياجات الاجتماعية
Emotional and Social Problems	المشكلات الانفعالية والاجتماعية
Solve Human Problems	حل المشكلات الإنسانية
Scientific Solutions	حلول علمية
Human Behavior	السلوك الإنساني
Social Trends	الاتجاهات الاجتماعية

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Definitions of Social Work	تعريف الخدمة الاجتماعية
The Value of Social Work	قيم الخدمة الاجتماعية
Characteristics of Social Work	خصائص الخدمة الاجتماعية
Social Activity	نشاط اجتماعي
Governmental Organizations	منظمات حكومية
Non-Governmental Organizations	منظمات غير حكومية
Principles of Social Work	مبادئ الخدمة الاجتماعية
Social Work Techniques	أساليب مهنية للخدمة الاجتماعية
Skills	مهارات
Social Relationships	العلاقات الاجتماعية
Self-Help Programs	برامج المساعدة الذاتية
Local Resources	موارد محلية
Preventive Services	خدمات وقائية
Public Health Programs	برامج الصحة العامة
Sense of Belonging	الشعور بالانتماء
Group Consciousness	وعي جماعي
Professional Ethics	أخلاقيات مهنية
Human Relations	علاقات إنسانية
Social Case Work	طريقة خدمة الفرد
Social Group Work	طريقة خدمة الجماعة
Community Organization	طريقة تنظيم المجتمع
Social Work Administration	الإدارة في الخدمة الاجتماعية
Social Research	البحث الاجتماعي
Professional Training	التدريب المهني
Scope of Social Work	نطاق الخدمة الاجتماعية
Socio-Economic Factors	عوامل اجتماعية اقتصادية
Child Welfare	رعاية الطفل

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Women Welfare	رعاية المرأة
Youth Welfare	رعاية الشباب
Social Defense	الدفاع الاجتماعي
Community Development	تنمية المجتمع المحلي
Welfare of the Handicapped	رعاية المعاقين
Services for the Aged	الخدمات المقدمة للمسنين
Psychiatric Social Work	الخدمة الاجتماعية الطب نفسية
Group-Consciousness	وعي جماعي
Social and Economic Environments	بيئات اجتماعية واقتصادية
Social Work Activities	أنشطة الخدمة الاجتماعية
Juvenile Delinquency	انحراف الأحداث
Adult Offenders	الجانحين البالغين
Social Programs	البرامج الاجتماعية
Social Work Agencies	مؤسسات الخدمة الاجتماعية
Professional Social Workers	الأخصائيون الاجتماعيون المهنيون
Educational Agencies	المؤسسات التعليمية
Problems of Adjustment	مشكلات التكيف
Adult Education	تعليم الكبار
Social Education	التعليم الاجتماعي
School Social Work Services	خدمات الخدمة الاجتماعية المدرسية
Prisons	السجون
After-Care Services	خدمات الرعاية اللاحقة
Parole and Probation Services	خدمات الإفراج المشروط والمراقبة القضائية
Juvenile Courts	محاكم الإحداث
Adoption	التبني
Marital Problems	مشكلات زواجيه
Prevention of Problems	الوقاية من المشكلات
Legal Aid	مساعدات قانونية

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Slum Clearance	إزالة المناطق العشوائية الفقيرة
Slum Improvement	تحسين المناطق العشوائية الفقيرة
Community Welfare Centers	مراكز الرعاية المجتمعية
Community Resources	موارد المجتمع المحلي
Medical Social Work	الخدمة الاجتماعية الطبية
Mental Health Programs	برامج الصحة العقلية
Rehabilitation of the Handicapped	تأهيل المعاقين
Physically Handicapped	معاقين جسمياً
The Blind	الكفيف
The Deaf	الأصم
The Mute	الأبكم
Mentally Retarded	المتأخر عقلياً
Recreational Activities	أنشطة ترويحية
Counseling	الإرشاد
Voluntary Organizations	مؤسسات تطوعية
Rural Development	تنمية ريفية
Society	المجتمع
Basic Necessities	احتياجات أساسية
Sufficient Resources	موارد كافية
Opportunities	فرص متناسبة
Career Aspirations	طموحات مهنية
Access to needs	الحصول على الاحتياجات
Health Care	الرعاية الصحية
Social Provisions	الإمدادات الاجتماعية
Racism	العنصرية
Discrimination	التفرقة في المعاملة

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Racial Diversities	التنوعات العرقية
Society's Resources	موارد المجتمع
Citizens	المواطنون
Human Societies	المجتمعات البشرية
Social Problems	المشكلات الاجتماعية
Societal Solutions	الحلول المجتمعية
Human Needs	الاحتياجات الإنسانية
Poverty	الفقر
Homelessness	أشخاص بلا مأوى
Hunger and Pain	الجوع والألم
Infants	الأطفال الرضع
Addicted to Drugs	مدمني العقاقير المخدرة
Violence	العنف
Institutional Discrimination	التمييز المؤسسي
Participation	المشاركة
Social Justice	العدالة الاجتماعية
Developmental Processes	عمليات النمو
Personal Crisis	الأزمة الشخصية
Unemployment	البطالة
Poor Health	الصحة الضعيفة
Inadequate Education	التعليم غير المناسب
Inequity	عدم المساواة
Social Injustice	الظلم الاجتماعي
Demands of Living	متطلبات المعيشة
Citizens' Rights	حقوق المواطنين
Social Concerns	الاهتمامات الاجتماعية

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Structure of Society	بناء المجتمع
Social Conditions	الظروف الاجتماعية
Well-being of People	رفاهية الناس
Professional Activities	أنشطة مهنية
Families	أسر
Groups	جماعات
Organizations	منظمات
Communities	مجتمعات محلية
Optimal Social Functioning	الأداء الوظيفي الاجتماعي الأمثل
Societal Conditions	ظروف المجتمع
Familial Relationships	العلاقات الأسرية
Social Structures	البناء الاجتماعي
Human Suffering	المعاناة الإنسانية
Motivation	الدافعية
Interpersonal Conflict	النزاعات بين الأشخاص
The Quality of Life	نوعية الحياة
Adaptive Social Functioning	الأداء الوظيفي الاجتماعي التكيفي
Social Institutions	المؤسسات الاجتماعية
Purposes of Social Work	أهداف الخدمة الاجتماعية
Dignity and Freedom	الكرامة والحرية
Council on Social Work Education	مجلس تعليم الخدمة الاجتماعية
National Association of Social Workers	الجمعية القومية للأخصائيين الاجتماعيين
Interaction	التفاعل
Environment	البيئة

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Aspirations	طموحات
Common Human Needs	احتياجات إنسانية مشتركة
Alleviation of Distress	تخفيف المحن الإنسانية
Human Suffering	المعاناة الإنسانية
Social Welfare	الرعاية الاجتماعية
Human Transactions	المعاملات الإنسانية
Individuality	الفردية
Self-Determination	حق تقرير المصير
Clients	العملاء
Problem Solving	حل المشكلة
Clients Systems	أنساق العملاء
Intergroup Relationships	العلاقات داخل الجماعات
Critical Issues	قضايا حاسمة
Generalist Perspective	المنظور العام للممارسة
Practice Settings	مجالات الممارسة
Social Functioning	الأداء الوظيفي الاجتماعي
Family Services	خدمات أسرية
Case manager	مدير الحالة الفردية
Elderly Clients	عملاء مسنين
Home-Based Services	خدمات مقدمة بالمنازل
Rehabilitation Teams	فريق التأهيل
Independent Functioning	الأداء الوظيفي المستقل
Community Organizer	المنظم الاجتماعي
Neighborhood Conditions	ظروف الجيرة
Advocates	المدافعون
Practice Activities	أنشطة الممارسة

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Social Work Practitioners	ممارسوا الخدمة الاجتماعية
Diverse Population Groups	الفئات المتنوعة من السكان
Generalist Practice	الممارسة العامة
Professional Interventions	التدخلات المهنية
Societal Dimensions	الأبعاد المجتمعية
Generalist Practitioners	الممارسون العاميون
Systems Levels	مستويات الأنساق
Human Behavior	السلوك الإنساني
Coping Abilities	قدرات مواجهة الصعاب
Principles	المبادئ
Values	القيم
Practice Methods	طرق الممارسة
Interpersonal Problems	المشكلات فى العلاقات بين الأشخاص
Social Services	الخدمات الاجتماعية
Legislative Processes	العمليات التشريعية
Policy Advocacy	المدافعة السياسية
Social Polices	السياسات الاجتماعية
Counseling Services	خدمات الاستشارة
Personal Crisis	الأزمات الشخصية
Policymakers	واضعو السياسة
Helping Process	عملية المساعدة
Planned Change Efforts	جهود التغيير المخطط
Problem Solutions	حلول المشكلات
Professional Practice	الممارسة المهنية

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Person with Disabilities	الأشخاص المعاقين
Juvenile Delinquents	الأحداث المنحرفين
Chronically Mentally Ill	المريض بمرض عقلي مزمن
Child Abuse and Neglect	اساءة معاملة الطفل وإهماله
Drug Abuse	إدمان المخدرات
Domestic Violence	العنف المنزلي
Techniques of Intervention	أساليب التدخل المهني
Crisis Intervention	التدخل في الأزمات
Client's Resources	موارد العميل
Social Planning	التخطيط الاجتماعي
Neighborhood Development	تنمية الجيرة
Social Research	البحث الاجتماعي
Family Services	الخدمات الأسرية
Gerontology	علم دراسة المسنين
Community Planning	التخطيط على مستوى المجتمع المحلي
Direct Service Practitioners	ممارسوا الخدمة المباشرة
Policy Analysts	محللو السياسة
Foster Care	الرعاية البديلة
Professional Ethics	الأخلاقيات المهنية
Value Orientations	التوجيهات القيمية
Altruism	الغيرية
Professional Responsibilities	مسئوليات مهنية
Personal Characteristics	السمات الشخصية
Helping Relationships	علاقات المساعدة

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Individual Potential	الطاقات الفردية
Effective Social Work	الخدمة الاجتماعية الفعالة
Physical Development	النمو الجسمي
Cognitive Development	النمو المعرفي
Psychosocial Development	النمو النفسي الاجتماعي
Cultural Development	التنمية الثقافية
Social Environment	البيئة الاجتماعية
Spiritual Growth	النمو الروحي والديني
Family Therapy	العلاج الأسري
Constructive Outcomes	نتائج بناءة
Physical Needs	الاحتياجات الجسمية
Self- Acceptance	قبول الذات
Emotional Development	النمو النفسي
Socialization	التنشئة الاجتماعية
Universal Basic Needs	الاحتياجات الأساسية العامة
Dependency	الاعتمادية
Independency	الاستقلالية
Deprivation	الحرمان
Motivational Needs	الاحتياجات المتصلة بالدوافع
Referral	عملية التحويل(لمؤسسة أو مصدر لتقديم الخدمة)
Personal Satisfaction	الرضا الشخصي
Multifaceted Intervention	تدخل مهني متعدد الجوانب
Human Behavior	السلوك الإنساني
Hierarchical Schema	التدرج الهرمي

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Physiological Necessities	الحاجات العضوية الضرورية
Psychological Environment	البيئة النفسية
Physical Environment	البيئة المادية
Belongingness	الانتماء
Intimacy Relationship	علاقات المودة
Esteem Needs	احتياجات التقدير
Feeling of Competence	الإحساس بالكفاءة
Professional Responsibilities	مسئوليات مهنية
Growth needs	احتياجات النمو
Personal Worth	الجدارة الشخصية
Maximal Potential	القدرات القصوى
Human Kind	الجنس البشري
Self-actualization	تحقيق الذات
Developmental Needs	احتياجات النمو
Common Human Needs	الاحتياجات الإنسانية المشتركة
Physical Welfare	الرعاية البدنية
Interpersonal Relationships	العلاقات القائمة بين الأفراد
Adaptive Development	النمو المتكيف
Life Circumstances	ظروف الحياة
Life Cycle	دورة الحياة
Adaptive Social Functioning	الأداء الوظيفي الاجتماعي التكيفى
Attachment Relationship	العلاقة الإرتباطية
Caregiver	مقدم الرعاية
Relationship Needs	احتياجات أقامة العلاقات
Developmental Theorists	علماء النمو
Masculine Traits	سمات ذكورية
Achievement	الانجاز
Mature Identity	هوية الناضجين

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Autonomous Functioning	الأداء الوظيفي المستقل
Individuation	الانعزال
Separation	الانفصال
Human Strength	قوة إنسانية
Expected Roles	أدوار متوقعة
Decision Making	اتخاذ القرار
Responsible Actions	أفعال مسئولة
Young Adulthood	البلوغ المبكر
Intimate Relationships	علاقات حميمة
Generative Relationships	علاقات مثمرة
Web of Relationships	شبكة من العلاقات
Life Task Needs	احتياجات متطلبات المعيشة
Psychological Implications	متضمنات نفسية
Social Implications	متضمنات اجتماعية
Personal Functioning	الأداء الوظيفي الشخصي
Social Relationships	العلاقات الاجتماعية
Rearing a Family	تكوين أسرة
Traumatic Situations	مواقف صادمة
Bereavement	الحزن الشديد لفقدان شخص عزيز
Financial Difficulty	الإعسار المادي
Commonalities Situations	مواقف عمومية أو مشتركة
Values	القيم
Customs	العادات
Symbols	الرموز

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Cultural Heritage	الـوراث الثقافي
Cultural Identity	الهوية الثقافية
Cultural Patterns	الأنماط الثقافية
Ethnic Groups	الجماعات العرقية
Cultural Minorities	الأقليات الثقافية
Ethnic Disposition	الوضع العرقي
Ethnic Identity	الهوية العرقية
Social Class	الطبقة الاجتماعية
Socialization Patterns	أنماط التنشئة الاجتماعية
Nurturing	التربية
Daily Living	الحياة اليومية
Group Belonging	الانتماء للجماعة
Traits	السمات
Source of Pride	مصدر للفخر
Universal Tasks	مهام عالمية
Socialization Patterns	أنماط التنشئة الاجتماعية
Ethnicity Group	الجماعة العرقية
Class Status	المكانة الطبقية
Parental Roles	الأدوار الوالدية
Parental Authority	السلطة الأبوية
Child Rearing	تربية الطفل
Sex-Specific Experience	الخبرات الخاص بالنوع
Bilingualism	ثنائية اللغة
Biculturalism	ثنائية الثقافة

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Religious Identification	الهوية الدينية
Intergenerational Kinship	علاقات القرابة بين الأجيال
Cultural Responses	الاستجابات الثقافية
Social Stereotyping	قوالب الأفكار الاجتماعية النمطية
Segregation	الفصل العنصري
Human Rights	حقوق المواطنين
Developmental Tasks	مهام خاصة بالنمو
Physical Environment	البيئة الطبيعية
Fulfill Needs	تلبية الاحتياجات
Physical Components	المكونات المادية
Ecological Needs	الاحتياجات البيئية
Uncontaminated Soil	التربة غير الملوثة
Housing Arrangements	ترتيبات السكن
Transportation Provision	وسائل المواصلات
Environmental Pollution	تلوث البيئة
Natural Resources	الموارد الطبيعية
Overcrowding	التكدس السكاني
Lack of Privacy	الافتقار إلى الخصوصية
Cultural Interpretation	التفسير الثقافي
Environmental Competence	الكفاية البيئية
Environmental Change	التغير البيئي
Social Justice	العدالة الاجتماعية
Social Order	النظام الاجتماعي العام
Civil Liberties	الحريات المدنية

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Civil Rights	حقوق المواطنة
Prejudicial Attitudes	الاتجاهات المتحيزة
Discriminatory Practices	الممارسات التمييزية
Full Participation	المشاركة الكاملة
Equal Access of Resources	الانتفاع العادل بالموارد
Global Community	المجتمع الكوني
Autonomy	الاستقلالية
World Living Needs	احتياجات المعيشة في العالم
Food Shortages	نقص الغذاء
Economic Problems	المشكلات الاقتصادية
Political Upheavals	القلاقل السياسية
Natural Disasters	الكوارث الطبيعية
Mutual Dependence	الاعتمادية المتبادلة
Energy Resources	مصادر الطاقة
Food Supplies	المعونات الغذائية
Inter-societal Cooperation	التعاون المتبادل بين المجتمعات
Diverse Cultures	الثقافات المختلفة
Social Structures	الأبنية الثقافية
Adaptive Functioning	الأداء الوظيفي التكيفي
Maladaptive Functioning	سوء الأداء الوظيفي
Dysfunctional	عجز الأداء الوظيفي
Psychologists	علماء النفس
Individual Differences	الفروق الفردية
Immediate Environment	البيئة القائمة

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Positive Contributions	إسهامات ايجابية
Physical Aspects	جوانب جسمية
Recreation	الترويح
Accomplishments	المنجزات الشخصية
Sense of Belonging	الإحساس بالانتماء
Mutual Caring	الرعاية المتبادلة
Companionship	الصحبة
Self-Concept	إدراك الذات
Self-Confidence	الثقة بالنفس
Self-Esteem	تقدير الذات
Identity	الهوية الذاتية
Positive Relationships	العلاقات الإيجابية
Adjustment	التوافق
Supportive Assistance	المساعدة الداعمة
Problem Solving	حل المشكلة
Institutional Resources	موارد مؤسسية
Cope with Stress	مواجهة الضغوط بنجاح
At-Risk Population	السكان المعرضون للخطر
Impaired Social Functioning	الأداء الوظيفي الاجتماعي العاجز
Identifiable Conditions	الظروف المحددة
Detrimental Impact	تأثيرات ضارة
Underemployment	التعطل عن العمل
Alcohol and Drug Abuse	إدمان المسكرات والعقاقير المخدرة
Institutionalization	الإيداع بالمؤسسات

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Economic Opportunities	**الفرص الاقتصادية**
Outreach Services	**خدمات تقدم خارج المؤسسات**
Measure of Prevention	**اجراء وقائي**
Prevention Activities	**أنشطة وقائية**
Intervention Activities	**أنشطة خاصة بالتدخل المهني**
Rehabilitative	**تأهيلي**
Therapeutic	**علاجية**
Inner City	**المدن الصغيرة**
Personal Growth	**النمو الشخصي**
Esthetics	**الجماليات**
Ethical Dilemma	**معضلات أخلاقية**
Depression and Loneliness	**الاكتئاب والوحدة**
Communication Problems	**مشكلات الاتصال بالآخرين**
Interfamilial Conflict	**صراعات داخل الأسرة**
Productivity	**الإنتاجية**
Criminal Offenders	**مقترفوا الجرائم**
Perpetrators of Child Abuse	**مرتكبوا الإساءة للأطفال**
Sanctions	**عقوبات**
Social Service Delivery Network	**شبكة توزيع الخدمات الاجتماعية**
Political Institutions	**المؤسسات السياسية**
Religious Institutions	**المؤسسات الدينية**
Social Norms	**المعايير الاجتماعية**
Problem of Alcoholism	**مشكلة إدمان المسكرات**
Sexism	**التفرقة على أساس النوع**

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Mental Health	الصحة العقلية
Community Integrity	التكامل المجتمعي
Optimum Functioning	الأداء الوظيفي الاجتماعي الأمثل
Occupational Vulnerability	ضعف المكانة المهنية
Social Conditions	الظروف الاجتماعية
Socialization Process	عملية التنشئة الاجتماعية
Beliefs	المعتقدات
Attitudes	الاتجاهات
Financial Security	الأمن المالي
Social casework	طريقة خدمة الفرد
Case study	دراسة الحالة
Social resources	الموارد الاجتماعية
Unmet needs	الاحتياجات غير المشبعة
Good rapport	علاقة جيدة
Internal problems	المشكلات الذاتية
Ego power	قوة الذات
Internal resources	الموارد الذاتية
Social investigation	الاستقصاء الاجتماعي
Psychosocial study	الدراسة النفسية الاجتماعية
Social diagnosis	التشخيص الاجتماعي
Social treatment	العلاج الاجتماعي
Social case history	التاريخ الاجتماعي للحالة
The client	العميل
Interview	مقابلة

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
The neighborhood	الجيرة
Causal relationship	علاقة سببية
Direct treatment	العلاج المباشر
Indirect treatment	العلاج غير المباشر
Legal aid	المساعدة القانونية
Environmental manipulation	التعديل البيئي
Environmental pressures	الضغوط البيئية
Ignorance	التجاهل
Problem-solving process	عملية حل المشكلة
Psychosocial therapy	العلاج النفسي الاجتماعي
Case management	إدارة الحالة
Crisis intervention	التدخل في الأزمات
Functional approach	المدخل الوظيفي
Monitoring	المراقبة
Evaluation	التقويم
Follow-up	المتابعة
Termination	الإنهاء
Social group work	طريقة خدمة الجماعة
Group experiences	خبرات جماعية
Community problems	مشكلات مجتمعية
Educational process	عملية تعليمية
Voluntary associations	جمعيات تطوعية
Socially desirable ends	غايات مرغوبة اجتماعيا
Group situations	مواقف جماعية

	كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر
Leisure time	وقت الفراغ
Division of labor	تقسيم العمل
Specialization	التخصص
Suitable task	مهام مناسبة
Planned group formation	تكوين الجماعة المخطط
Specific objectives	أهداف محددة
Purposeful worker group relationship	العلاقة الهادفة بين الأخصائي والجماعة
Continuous individualization	التفريد المستمر
Guided group interaction	التفاعل الجماعي الموجه
Group Self Determination	حق تقرير المصير الجماعي
Flexible functional organization	التنظيم الوظيفي المرن
Progressive program Experiences	خبرات البرنامج التقدمية
Resource Utilization	استخدام الموارد
Evaluation	التقويم
Community organization	طريقة تنظيم المجتمع
Developing capacity	تنمية القدرات
Cooperative attitudes	اتجاهات تعاونية
Collaborative attitudes	اتجاهات مشتركة
Community development	تنمية المجتمع المحلي
Planned change	التغيير المخطط
Agricultural experts	خبراء زراعيين
Veterinary experts	خبراء بيطريين
Technical experts	خبراء فنيين

كشاف انجليزي/ عربي للمصطلحات العلمية الواردة بالمقرر	
Time bound	محددة زمنيا
Development objectives	أهداف التنمية
People's participation	مشاركة البشر
People's development	تنمية البشر
Governments assistances	مساعدات الحكومات
External agencies assistances	مساعدات المؤسسات الخارجية
Economic development	التنمية الاقتصادية
Living standards of the people.	مستويات المعيشة للبشر
Rural	ريفي
Urban	حضري
Tribal	قبلي
Clear boundaries	حدود واضحة
Individual contact strategy	إستراتيجية الاتصال الفردي
Awareness	الوعي
Unwanted opinions	آراء غير مرغوبة
Group decisions	قرارات جماعية
Controversial issues	قضايا خلافية
Group members	أعضاء الجماعة
Original decision	القرار الأصلي
Group members	أعضاء الجماعة
Community goals	أهداف المجتمع المحلي

Exercises and Examination models

I - Complete the following statements with the following words :

(Workers – client – human - and - group)

1- Social .... and other .... services professionals become preoccupied with .... problems and invest considerable effort in identifying all that is wrong with a situation .... in describing the specific limitations or deficiencies of a client or client......................

(social – Internet - clients - rural)

2- Technology is beginning to play a part in the profession. Already, ... workers and other helping professionals are using the .... to interact with...................... . Services may range from a one-time question and answer chat to a weekly group-counseling session. This may offer much needed help for the homebound person with small children, someone with a debilitating illness, or for people in...................... locations.

(Agencies- combination - school)

3- Public .... may be funded by local government units such as municipalities, counties, , ... districts; by regional bodies or states; by the federal government; or by some , ... of these.

(workers – full – capacity – teachers - problems)

4- Within the past years, social .... have not only used consultants from the disciplines of psychiatry, psychology, medicine, and other areas, but have become consultants themselves. Many social workers spend .... time in the role of the consultant. For example, in one school district in California, two social workers spend their entire working day, every day, in a consultative .... They talk with ...., principals, counselors, and other professional people about their .... in working with the boys and girls and their families.

II - match column " A" with column " B" :

1	SOCIAL CASE WORK		A	The individual remains the focus of concern, and the group the vehicle of growth and change.
2	SOCIAL GROUP WORK		B	a primary method of social work, is concerned with the adjustment and development of individual .
3	COMMUNITY ORGANIZATION		C	A practical, rational approach to problem-solving that assumes well-intentioned people will be responsive to sound arguments.
4	SOCIAL PLANNING		D	The process of stimulating and assisting the local community to evaluate, plan, and coordinate its efforts to provide for the community's health, welfare, and recreation needs.

III - match column " A" with column " B" :

	column A			column B
1	The core values of social work		A	Toward themselves, their families, their community and society.
2	Equality of opportunity		B	The idea that the individual has the right to determine his own needs and how to meet them.
3	The right to self determination		C	Knowledge, skills attitudes or values.
4	People's social responsibilities		D	Limited only by the innate capacities of the individual.
5	Social work practice entails		E	Are those having to do with human worth and dignity.

III - match column " A" with column " B" :

	column A			column B
1	Social work is a social activity		A	Are to be taken into consideration while trying to help them.
2	Social work is a helping activity		B	Through which the disadvantaged individuals, families and groups may tap all the resources in the community.
3	Social work is a liaison activity		C	Of providing preventive services, like public health programs.
4	Total needs of the individuals, groups or community		D	Carried on not for personal profit by private practitioners but under the auspices of organization.
5	Social work should evolve ways and means		E	Designed to give assistance in respect of problems.

2- Complete the following statements with the following words :

(Individuals - Social Group Work - experiences – community - Functioning - knowledge)

A- .... is a method of social work which helps................................ to enhance their social................................ through purposeful group................................ and to cope more effectively with their personal, group or .... problems.

(Social work - environmental - psychological - personality – Diagnosis - client's - Social treatment)

B- ...., is concerned with understanding both the .... or .... factors which bear a causal relationship to the .... difficulty and the social or .... factors which tend to sustain it.