# PREFACE

In the auricular structure introduced by this University for students of Post- Graduate degree programme, the opportunity to pursue Post-Graduate course in Subject introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in artificial differentiation.

Keeping this in view, study materials of the Post-Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis.

The accepted methodology of distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care without each being seen by the other.

The more a learner would seriously pursue these study materials the easier it will be for him or her to reach out to larger horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so mat they may be rated as quality self-learning materials. If anything remains still obscure or difficult to follow, arrangements are there to come to terms with them through the counselling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great deal of these efforts is still experimental-in fact, pioneering in certain areas. Naturally, there is every possibility of some lapse or deficiency here and there. However, these do admit of rectification and further improvement in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all concerned.

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# POST GRADUATE COURSE
# IN SOCIAL WORK
# [MSW]

## Paper - II
## Methods of Social Work - I

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M. S. W. - II
Methods of Social Work-I

# Module 1 : Social Case Work

# Module
## 2

# Unit 1 □ Definition, Component and Principles of Social Case Work

**Structure**

1.1 Introduction

1.2 Definition

1.3 Components

1.4 Principles·

## 1.1 Introduction

Social Case Work is the professional method employed by a caseworker with an individual who needs help with some aspect or aspects of social functioning. Improvement in social functioning is achieved by means of mobilizing the capacities within the individual and family and the appropriate resources in the community. The mobilization of inner capacities and enviromental resources is acomplished primarily through the relationship between caseworker and the client.

## 1.2 Definitions

There are number of definitions of social casework. We can mention here a few of them.

(i) **Linton B Swift (1939) :**

"Social casework 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 social environment."

(ii) **Perlman (1957) :**

"Social casewrok is a process used by certain human welfare agencies to help individuals to cope more effectively with their problems in social functioning."

(iii) According to Taylor, a renowned Social Scientist, social casework is a process through which personality of the individuals can be understood and necessary coordination for the sake of leading healthy life can be made.

(iv) On the other hand Watson defined it as a process, which helps in the reconstruction of broken personality of individuals so that he can adjust properly with the environment.

Thus, we can say that it is an art of helping the individuals in developing and making use of potential to deal with his problems which he faces in social functioning or social environment.

## 1.3 Components

Perlman while defining the social casework process has indicated the 'four' essential compoents, which is termed as the 'nucleus' of social casework—"A **person** with a **problem** comes to a **place** where professional social worker helps him through a well-defined **process.**"

**It is a method of social work based on knowledge drawn from the principles of psychology, sociology, etc.**

(a) **Person :** Man, woman or any child, anyone who finds himself or is found to be in need of help in some aspect of social-emotional living. The receiver of help is called a **'client'.** The person here is the client who is under some stress created by him or the environment in which he lives.

(b) **Problem :** Problems arise due to some need, obstacle and resultant frustration or maladjusment which threatens person's living or his effectiveness to deal with it. Problem may be of various kinds. And one problem may give birth to another. Sometimes problem of two clients may be same but the feeling about that may be different to them.

(c) **Place :** It is a social service agency/social service department/any kind of human welfare agency. Purpose is to keep individuals with particular social handicap, which hampers good interpersonal relations or family living. The agency will help the client to know the agency, its usefulness to him through the professional services.

(d) **Process :** Social casework is a process. It is a progressive transaction between the professional person and the client. It consists of series of problem solving operations carried on within a meaningful relationship. End of the process is contained in its means, which influences the client to develop efectiveness in coping with his problems. To bring effective change in human living situation, caseworker grasps the nature of the person, nature of the problem and the nature of the agency, which contains the problem-solving means.

# 1.4 Principles

Biestek (1957) has described seven principles of social casework. These are :

(i) **Individualization** : It means one (caseworker) will have to view the client as unique entity, who has set of strengths and weakneses. Each client has to be perceived as a unique individual, with a separate identity and not as one of a mass. He should be treated not just as a common human being. A human being with personality endowments like his heredity, environment life-experiences and sensitivity to his problems. Therefore, the help extended to the client should be based upon his needs and problems. It is to be kept in mind that each one is a different person with different problems, potentiality and personality.

(ii) **Purposeful Expression of Feelings** : When someone seeks help, he faces number of confused thoughts and inability to handle emotions. It is essential for the caseworker to enable the client to release his pent-up emotions. The process of helping the client to express his feelings by creating an undersanding and non-threatening atmosphere is called 'catharsis'.

(iii) **Controlled Emotional Involvement** : The controlled emotional involvement is the caseworker's sensitivity to the client's feelings, an understanding of their meaning and purposeful, appropriate response to the client's feelings. He will not be emotionally involved with his client at any stage of his work. The relationship of caseworker with the client can hardly be mechanical. It has to be built up through emotional involvement. But emotional involvement is needed to the extent it is helpful.

(iv) **Acceptance** : Acceptance is a principle of action where in the caseworker perceives and deals with the client as he really is, including his strengths and weaknesses, his congenial and uncongenial qualities, his positive and negative feelings, his constructive and destructive attitudes and behaviour, maintaining all the while a sense of the clients' innate dignity and worth. The caseworker will have to accept him with all his good and bad qualities, strength and weaknesses, regardless of his behaviour. The nearest meaning is that of the appropriate attitude—"Love the sinner and hate the sin".

(v) **Non-judgemental Attitude** : Worker should accept the client without any pre-conceived notion, label or comment. Otherwise the client will feel hurt and probably would not come out with the facts relating to his problems, otherwise. While dealing with the client, always keep a positive attitude, free from prejudices and ill-will. Non-judgemental attitude needs to be felt by the client. This helps to broaden his outlook. Be sensitive (see and listen) to the clients' feelings. It will boost

his morale and develop strength to cope with the reality. A non-judgemntal attitude implies refusal to express disapproval of the person, to insinuate blame through augment of cause-effect connection, or to pass judgement indicating that the person deserves to be punished for his behaviour.

(vi) **Clients' self-determination :** Motivate the client by giving opportunities to make choices, decisions and select the course of action for solutions to his problems. Because the emphasis in casework changes from diagnosis to treatment. The clients' ability to make choice and formulate plans are considered both as means and goal of treatment, an aid to personality, maturity and test a fit. Self-determination refers to self-direction and is a derivative of the philosophical asumption on the dignity and worth of the human being. This principle states that a client has the right of making decisions about matters—relating to his life. Decision of others should not be imposed on him. The caseworker should not make choices, decisions and plans for the client. He can only be not make choices, decisions and plans for the client. He can only be guided and enabled to make his own decisions.

(vii) **Confidentiality :** Preservation of secret information concerning the client is disclosed in the professional relationship. Hence, it is ethical to restore confidence in the client. It is necessary for effective casework service. The client should be given assurance that whatever information he is sharing, is necessary for the help. Consequently, he assumes that the information with others for therapeutic process, it should be done only with clients' consent. The caseworker is expected to maintain full confidentiality regarding the condition of the client and the information received from him. Only in exceptional cases where the situation warrants sharing of information with client's family members or specialist, it can be shared with the consent of the client.

## 1.5 Exercises

1. Define Casework. Illustrate the principles of social casework with examples.
2. What are the different components of social casework?

## 1.6 References

(i) Perlman, Helen Harris : Social Casework : A Problem Solving Process, The University of Chicago Press, Chiago, 1957.

(ii) Banerjee G R (1967) : Social Welfare in Ancient India, Indian Jornal of Social Work, Vol. XXVII, No. 2.

# Unit 2 □ The Phases of Problem Solving Process— Intake/Study/Termination

Casework process entails four phases of operations :

- Social investigation/Psycho-social Study
- Social diagnosis/assessment
- Treatment or management/intervention
- Termination

1. **Social Investigation (= Psycho-Social Study)**

   It is a systematic study of the client and his circumstances or situation in relation to his problem. It is conducted against the background of the 'facts' collected by the worker. The worker studied in details the nature and extent of the problem and the social and personal implications.

   In studying the client, the worker especially in the initial interviews, referred to as **intake**, offer his interpretation as to whether the nature of the problem and the kind of the services asked for is within the competence of his agency to offer. The client also has to make up his mind as to whether or not to accept the services offered by the agency.

2. **Diagnosis (= Assessment)**

   Social diagnosis/assessment is aimed at finding answers to three major questions : What is the problem? How has it arisen? What can be done to solve it? The operation underlying social assessment is that of making a conceptual picture of the problem, leading to a plan of action. It means linking up the contributory factors meaningfully with the help of theoretical knowledge.

3. **Treatment (= Intervention) :**

   The study process is treatment when it helps the client to clarify the problem for him, and to make changes in his life-situation resulting from this understanding. Treatment is determined by the client's need and the worker has the responsibility to help the client making available various forms of help to the client.

4. **Termination** means ending of a process that was commenced when the agency/worker agreed to enter into the treatment process aimed at delivering services to a client with a problem. The closing of a case is also a planned activity withing the casework process.

# Bibliography

Bistek. Felis P :   The Case Work Relationship, Loyola University Press, Chicago, 1957.

Hamilton, G :    Theory and Practice of Social Casework, New York, Columbia University Press, 1940.

# Exercises

1. Explain with the help of case example the phases of problem solving process.
2. As a social caseworker how you will deal with the problems of—
   (i) Marital Discord
   (ii) Problems of Disability
   (iii) Person affected with debilitating illness.

# Unit 3 □ Use of Casework skill in dealing with cases of Marital discord / Problems of Family Relationship / Problems of aged / Mentally retarded persons / Persons affected with TB, Venereal Diseases, AIDS, Cancer and Leprosy

Human beings face difficulties in day-to-day living, many of which are handled adequately with resources at hand. These are difficulties of living that fall within our coping abilities and strategies. When difficulties assume dimensions that strain our coping capacity and go beyond our competence in handling, they become problems. People who seek casework service are there who encounter problems.

Problems of living as mentioned above, may be caused by unmet physical/ psychological needs/by the inability to perform one's social roles. For understanding the client his/her problems, the social worker obtains information and makes an asess-ment about the social stituation, taking into consideration the casual factors. Based on the assessment, a plan of action is drawn up and helping activities carried out.

Casework help falls into two types—material and non-material. The techniques of such helping were seen falling into three categories:

1. **Supportive techniques** : When the mental processes which contribute the hidden, unobservable part of human behaviour change, there will be changes in the external, observable behaviour as well. The social worker's role is that of an enabler, preparing the ground, as it were for change. The supportive techniques—Acceptance, Asurance, Facilitation of Expression of Feelings, relaying feelings that are overpowering, accrediting and building of self-confidence, encouragement and reassurance. Being with the client, emotional support, action-oriented support, advocacy are indeed necessary, because they obviate the use of defences by the client.

2. **Techniques of improving/enhancing the clients' resources :**

   (a) Providing or procuring material resources, money, physical enviroment, etc.

   (b) Non-material resources: Enhancing information and knowledge.

The supportive techniques and the techniques that cater for material and non-material needs, thus remove some of the obstacles for change. Most of the remaining obstacles can be removed by means of counselling, unless they are too deeply entrenched and also complicated by other factors.

Counselling is the tool used by the social worker, for bringing about changes in the clients' feelings, ideas, patterns of thinking perception and attitude.

## Counselling Techniques

- **Reflective Discussion** : Promote analytical thinking of problem.
- **Advice**
- **Motivation** : Gentle prodding and goading.
- **Clarification** : Meaning to be explained
- **Correlating Perception** : To change the understanding of particular situations.
- **Modelling** : Setting an example through one's own conduct.
- **Anticipatory Guidance** : Preparing a client for a formal event or meeting.
- **Role Playing** : Enacting out the anticipated event.
- **Reality Orientation**
- **Removing Guilt Feelings**
- **Use Guilt Feelings constructively**
- **Participation** : Deal with most immediate problem first. Reserve the remaining.
- **Interpretation** : Reveal psychological basis for actions.
- **Universalization** : Reveal psychological basis for actions.
- **Setting Limits** : Check undersirable habit and traits
- **Confrontation** : Question the client for not keeping up his/her word.
- **Reaching Out** : Go a lit out of the way to register your availability for service.
- **Renewing family links** : Reunite ties
- **Improving Communication Patterns**
- **Changing Attitude** : Facilitate change in attitude.

Such a classification is not meant for any rigid application, rather it is meant for elucidation and clarification.

One can identify common features running through all the three categories. Each has a significant component/components of non-material help that is not tangible, but it experiential. Therefore, it is not advisable to demarcate the techniques into watertight compartments. Just like an artist who mixes colours, create varying shades, and uses them for a desired effect, the social worker should blend and merge techniques in different combinations and patterns to produce and planned outcome, depending on the type of problem(s) dealt by the worker.

# Bibliography

Bistek, Felis P :   The Case Work Relationship, Loyola University Press, Chicago, 1957.

Hamilton, G :   Theory and Practice of Social Casework, New York, Columbia University Press, 1940.

# Exercises

1.   What skill a Caseworker needs to deal with mentally retarded persons?
2.   What are the counselling techniques that are necessary for dealing with the problems of family relationship or the aged?

# Unit 4 □ Definition, Objectives and Techniques of Interview in Social Case Work Criteria for Successful Interview

**Structure**

4.1 Definition of Interview

4.2 Objectives of Interview

4.3 Techiques of Interview in Social casework

4.4 Criteria for Successful Interview

4.5 Exercise

4.6 References

## 4.1 Definition of Interview

Interview is a purposive method by which a caseworker can be acquainted with the client (person having problem). The interview in casework is somewhat diferent from the other so called interviews. It is only related to the problem of client and is aiming to solve the problem of the client (person having problem and seeking help).

Interview is the only basic means to find out the ways towards some change, either in the environment or in the client's attitude towards his/her problem or both. During the concurrence of the interview, degree of change likely to occur in a client's attitude is to a large extent dependent upon the relationship existing between caseworker (person deals with the problem of client) and client.

It is to say that interview, by its literal meaning, is nothing but a meeting between two persons or more with a specific purpose. It is no doubt a process through which exchange of information, opinion and views are occurred and based on which a level of confidence from either side is gained to deal with problem of client. In casework practice, it is more important for better understanding as well as for better relationship between a client and caseworker.

## 4.2 Objectives of Interview

The main objective of interviewing is to build up good relationship between caseworker and the client so that free and frank sharing of information as well as to

enter into the depth of the client's problem will be made possible for better solution of the problem with specialised services. It's mainly of the following directions :

> **To understand the situation :**

Caseworker in general is given only first hand information at the time of meeting with client. As and when both caseworker and client will meet and have an interview in details, the situation will become clear. Accordingly the extent of services will be rendered after having clear understanding of the situation.

> **To understand the Client/Person seeking help:**

Interview enhances the way to go through the details of the problem faced by the client. It helps to know the client's background, socio-economic condition and related other profile of the client.

> **To understand the Caseworker:**

Throughout the process of interviewing, a client is also able to know caseworker, his way of dealing, professional outreach and level of competency based on which gets confidence to disclose everything.

# 4.3 Techniques of Interview in Social Casework

It is fact that in social casework, interview is the basis for collecting social history of the problem faced by the clients. It is varied from the nature and extent of one problem to another as well as from situation to situation. Despite the fact caseworker has to adopt certain techniques in general to deal with the client. It includes the followings in details :

(i) **Establishing relationship :** It is based on some professional skills, which help the caseworker to build up a rapport with client. It is said that establishing relationship with client is an important technique based on which client feel free to disclose everything relating to his/her problem. Caseworker is ready to start from the level at which client is.

(ii) **Creating an Environment :** Caseworker and client in general, are required a place which is free from every inconvenience. But the place is not enough to conduct interview to its desired level. It is the caseworker that applies certain techniques for creating a homely atmosphere to collect all requisite data from his client as well as to proceed further in dealing with the client.

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(iii) **Setting up of Questions** : It is also an important aspect in casework practice. It requires some sorts of techniques, which make the interview interesting, encouraging, meticulous and impersonal, and also, it should be properly worded in a reassuring tone.

(iv) **Paying respect and honour** : Interview in casework practice generally makes difference with the interviews in other profession. It is based upon the principle of showing respect and honour to the client as a person and it is dealt in such a direction so that no stigma is attached to the problem being faced by the client.

(v) **Generating confidence** : Throughout the process of interview, caseworker maintains a good tune with the client's talk with an attitude to supplement what the client intends to talk. The client is given an opportunity to understand that every information, which he/she gives, will be kept in confidence. It helps both the caseworker and client to generate confidence on either end.

(vi) **Maintaining records** : Maintenance of records in interviewing under casework practice is also required some techniques. Careful observance of the reaction expressed is also required some techniques. Careful observance of the reaction expressed through talk, gesture, and facial expression are to be recorded in very simple language and with a possible extent of client's own dialogue is to be redcorded as intact. It helps to deal with further problem of the client as well as to further study on the similar problem.

(vii) **Considering Social Reality** : It is important because the worker keeps in mind the interest of the family or community in which the client belongs to. Like all other human beings the client is also having a mutual responsibility, which must be preserved and encouraged through interview. The worker has to rehabilitate the client at his/her family and community so that the client is able to get adjusted with every sphere of his family and community.

(viii) **Enhancing knowledge and capacity** : Due to having a conversation between two or more people for a specific purpose, interviewing needs such techniques which enable both the client and the caseworker to enhance knowledge and capacity on the magnitude and depth of the problem faced by the clients and the process and approaches being adopted by the caseworker during interviewing the client.

Every problem has its own direction like every personality is unique. While practicing casework, other than the aforesaid techniques; worker may find some

innovative techniques to deal with problem of client during interviews. Techniques adopted by a caseworker are likely to be varied with variety of problems and variety of situations. The above noted techniques are helpful in general to deal with client during interview if it is properly kept in mind during practice.

## 4.4 Criteria for Successful Interview

In order to extend every possible support to the client in casework practice, interviewing is considered as the basic means to sort out the nature and extent of measures to be taken. Kind of solutions can be sought to every problem and participation of the client is very necesssary. However, there are some important criteria, which are observed to make a successful in casework practice. These are as follows :

➤ Client and caseworker must meet in a place, which is free from all disturbances. Place is an important criteria in terms of an ideal environment can help both the caseworker and the client to go in depth of the problem faced by the client through interviewing.

➤ Date and time is also very important to both client and caseworker. A particular date and time can give good findings of interviewing only if it is arranged as per convenience of either end. Again, an interview can give no fruitful findings of the problem of clients if it is fixed up from any one side either from client or from caseworker.

➤ Extent of skills, knowledge and experience of the caseworker are very important for conducting interviews properly. Only ability to understand the theory and interview is not enough, unless he/she is given sufficient trainning on interviewing and obtains experience on the same.

➤ Conducting interview with the client must be very scientific and systematic. Asking questions to the client without sequence of conversation will never brought any fruitful outcome. There must have a schedule of interview, either it may be structured or unstructured. Interview schedule can help the caseworker restricted within a frame of professional approach.

➤ Maintenance of records during and after interviewing is very important. It serves both the purpose of further occurrence of interviewing with the similar client and to minimise the volume of records of doubling the cases. However, record keeping is no doubt an important criterion of successful interviewing in absence of which identification of the cases along with variation of clients may lead the caseworker to face difficult situation.

- ➢ Level of confidentiality from the caseworker's point of view is another important criteria for the successful interview. During concurrence of interview client must be ensured that every opinion and conversation made by him will not be disclosed unless he/she gives consent for urgent need of the same.

- ➢ It is fact that client of the present day context usually prefer to seek help from those who have institutional/organisational set up rather to seek help from the individual/professional at the open space set up. Accordingly physical set up in terms of an institution is very much important to offer free-frank environment to both client and caseworker.

Criteria for a successful interview basically depends upon the nature and extent of problem faced by the client and his/her level of knowledge, understanding and beliefs. Also, it varies from community to community, from class to class and from place to place. In general, all the above noted criteria are no doubt very important for conducting an interview in the casework practice. Caseworker with his/her enormous skills, knowledge and experience can take the interview following some more important criteria beyond the said criteria or he/she can carry out interview with the client with very few of the aforesaid criteria. It entirely depends upon the magnitude of the problem faced by the client and competency acquried by the caseworker to deal with that.

## 4.5 Exercises

1. Define the term 'Interview'. Write about its importance.
2. Why interview is imperative in the practice of social casework?
3. What are the basic techniques of interviewing the clients?
4. Illustrate the criteria for successful interview.

## 4.6 References

Perlman Helen Harris : Social Case work : A Problem solving Process, The University of Chicago Press, Chicago, 1957.

Hamilton, G : Theory & Practice of Social Case work, New york, Columbia University Press, 1940.

# Unit 5 □ Characteristics of Client-Case Worker Relationship

## Structure

**5.1** Characteristics of Client Case Worker Relationship.

**5.2** Professional Self of a Social Case Worker.

**5.3** Its Implications in Social Case Work.

**5.4** References

**5.5** Exercises

## 5.1 Characteristics of Client-Case Worker Relationship

The client and the case worker are two persons with two different attitudes. Client is a person having some problem and seeking help of the case worker to overcome such problem. On the other hand, case worker is a professional person having adequate knowledge, skill and experience in order to help the client to adjust with his environments. The aim of the case worker is to encourage and to enable the client to deal with his difficulties by himself.

As it is observed in the society, people, basically do not come to a case worker during their discomfort or distress in respect of physically, mentally and socially, unless, they find themselves to do otherwise. On the other hand caseworker is mostly employed under an agency with skills in helping that are guided by the principles of casework practices. Client caseworker relationship is entered as and when a person in distress comes to an agency or to an individual having professional competencies seeking professional help. For example, Mrs X. Saha, a 30 years old woman is in anxiety of her husband's torture. In every night she is either beatten or physically assaulted. Since the days passing the problem of Mrs saha become severe. Once, she, with the help of her neighbourhood comes to an agency working in the similar field with all its professional expertize. She deserves for a change in her situations. Case worker accepts her and thus enters into the client and caseworker relationship.

It is fact that the nature and extent of client caseworker relationship is varied from client to client, from worker to worker and from agency of a particular area to agency of another area. Considering its varieties of nature and extent, client caseworker relationship has the following characteristics :

### (a) Purpose and Concern :

Client and caseworker relationship is built to meet a particular purpose so that client finds himself free to express his opinion on the problem of his concern and similarly caseworker plays important role to accept the client and his problem from the professional point of views. The relationship do not necessarily lasts for a long particularly, it is terminated as and when purpose of the client and case worker relationship is met up. For example Mrs. X. Saha may meet with case worker two or three times or more (if required) to overcome her discomfort. During the course of service, concerned case worker will maintain very good and purposive relation with her. It is a concerned of both the case worker and client and not of any of the either party. It will never lead to such extent, for example, Mrs. Saha would hesitate to come or to express her opinion or to state her inner pain in front of the caseworker. For this the purpose and concern is one of the important characteristics in the relationship.

### (b) Hope for better future :

It is fact that like all other human being the client deserves for a better future. While in practice of social work, the case worker remains aware of the better solution of the client's problem. It is the client-caseworker relationship through which due importance is given for both better understanding of the adverse situation of the client as well as for finding out means of solving the problem. Thus the extent of the goal and the nature of the client-caseworker relationship closely inter related. Case worker always keeps in mind that client as a person may think of his own and may decide well about his own living as well as he may well find out his own potentialities for changing his own adverse situation. All these are dully regarded and acknowledged in the course of client-case worker relationship so that better future of both client and caseworker is also given due importance.

### (c) Empathy :

While expressing his feelings of discomfort or uneven incidents of his living, the client may set tears or he may burst into tears. On the contrary the client, while expressing some happiest moment of his past, the caseworker is neither over shocked nor over pleasured. During the course of his relation with the client, case worker renders his service guided by the principle of case work practice. As a result of that case worker sometime abets the client to listen more or to continue his expressions which make the client encouraging to ventilate his inner conflicts or discomfort. This kind of empathetic attitude is very important for building client-caseworker relationship purposive in nature. The client while expressing his current, relevant past and

possible future modes of adaptation to stressful situations and to related normal living situations, the case worker finds himself observing the expression. The worker, based upon the conversation, summarizes the key findings not from his level of understanding the situation but from the clientel point of views. Throughout the process empathetic attitude of the caseworker enhances the extent of relationship with client.

(d) **Genuineness and acceptance :**

Generally, the caseworker tries to communicate acceptance and concern for the client. It is the casework goal, upon which depends the depth and intensity of interactions in the client-case worker relationship. In each and every case, the client's own goals and capacities is acknowledged. The caseworker himself always tries to understand the situation of the client and gives due attention on what the client himself wants and feels able to do about his distress. In the process of client-caseworker relationship, case worker's ability to use skills and knowledge of human behaviour in stressful situation is a concern to deal effectively with the client. On the otherhand, information given and conversation made in due course of casework practice are accepted and acknowledged by the case worker keeping in mind the principle of acceptance. Hence, during the span of client case worker relationship a genuine attitude and acceptance from either side is one of the important characteristics.

(e) **Authority :**

It is fact that every human being possesses certain good qualities which are beneficial to his own life and liying as well as to his neighbourhood livings. In the event of client case worker relationship the authority is meant a level of power to draft a plan, policy and action plan as for as an agency set up is concerned. Never the less, authority within the client to decide over the best solution of his problem or within the case worker to apply appropriate skills for better deal with the client is duly recognised and regarded. Incidents of giving authority either to client or to caseworker to cope up with the situation is very common in client-caseworker relationship. Besides, all the aforesaid important characteristics of client-caseworker relationship, followings are more relevant in this context :

Both the client and caseworker is entrusted to each other based on which various points of personal autonomy is disclosed from the client's point of view.

Incidents of case worker's personal benefit is not encouraged and no discrimination of client in respect of caste, colour, occupation, race, education, gender, place and community is taken place in client case worker relationship.

Incidents of breach of trust, disregard to human dignity and deprivation of services are occured in the relationship.

It is in conclusion, to point out that client-casewok relationship is an important medium for dealing with the imbalances of client both personal and social life. The aforesaid discussions are some of the important characteristics in a brief and summarised directions These may helpful to get an outline of the characteristics higlighted from the context of client caseworker relationship.

# 5.2 Professional Self of a Social Caseworker

Every individual in his social situations have learned the range of behaviours and other attributes for most of the positions in which he finds himself daily. He is in the position of parent or child, worker or employer, advisor or physician, singer or viewers etc. Professional self does not necessarily relate to all these social roles of a caseworker rather relates to the roles guided by some principle and supported by some ethical responsibilities to the clients. For example Mr. R. in his personal life does not allow or comes in close of an alcoholics. He hatreds the smell comes out from the alcohdlics. It is in his personal preference. But as and when Mr. R. is in practice of case work profession, he will accept the alcoholics, listen him and will acknowledge him as a person with maximum application of professional skills and competence. The case worker is committed to serve clients using skillful knowledge of understanding human behaviour avoiding relationship or commitments that create conflict in the interest of the client.

# 5.3 Its Implications in Social Case Work

In social case work, professional self has a greater implication the from and directions of which may vary with a variety of clients of stressful situations. In general, professional self has the following implications :

(i) **Relationship with the Client** : It is the vital medium in the casework method. Caseworker as a professional does not exploit relationship with client for personal benefit and accept the client without any form of discrimination on the basis of caste, colour, race, age, sex, religion, occupation, habits/practice, etc. As a result of that client caseworker relationship is terminated when such services are no longer required without effecting the interest of the client. It helps the client not only to overcome his stressful situation but also to regard to such a professional self being maintained by the case worker.

(ii) **Relationship with the Client's Family & Society :**

In social casework, professional self is set to consider the family members of the client with due regards to all as well as to acknowledge social values, forms and prejudices through which the client and his family has been acculturated. Case worker, while having an interaction with the client's family members, usually pays respect the privacy of clients and keeps all the information in the course of professional services in confidence. Without prior permission from client the same is not disclosed.

(iii) **Professional Behaviour Mandates :**

In case work practice, understanding client's behaviour, extent of stressfull condition and analysing the magnitude of the client's problem are not only the ways to deal with the client but it is the worker who is well acquiented with his own professional self and its proper application. It include gradual enhancement of his own professional skills and conpetencies with gradually increasing number of clients. Making distinctive service for each of the varieties of problems and stressful situation of the clients. Apart from dealing with the problem of client, the worker usually disseminate needful information to the client which help the client to be well settled in his community. No service are rendered which are not guided by the principles, values, ethical supports and approaches of case work profession. The case worker is not committed to solve the problem of the client. But he is professionally guided to encourage the client to solve his (clients) problem by himself. This is some what related with the goal settings of casework profession as well as to set the extent of required professional help for a particular client's problem.

(iv) **Knowledge of Fundamentals :**

Knowledge of theories of human behaviour, the structure and resources of community life and of principles of case work practice are essential to the case worker for his practice. But the more essential is to know the fundamentals of the problem of the client. The case worker sincerely tries to go in depth of the client's problem through interviewing. The worker can get every possible information from a client as and when the client is ensured of his privacy and confidence of his conversation made with the worker. Professional self also helps the case worker to create an environment for that client feels free to express needful information. It guides the worker not to encourage such conversation which are quite personal and the client might

have taken otherways. Hence, the professional self has much implication to make a successful interviewing with the client which absolutely help to avoid any bias findings of such as important interviewing.

### (v) Professional Help :

The case worker in his profession has to appreciate the individual differences and prejudices of the client. The client are encouraged at every sphere of his talk, gesture and facial expressions for which personal choice of the caseworker is not given due importance. In each and every sitting with the client, the case worker tries to help the client to understand his difficulties and problems. His preference of treatment is assessed and according the case worker either makes necessary counselling or treatment or arrange for a referred services. The important implication of professional self is that the relation with the client is terminated without effecting the interest of the client. Never the less, the case worker arranges professional help to the client to get adjust with the family and the community by releasing the immediate resources available in the community.

It is in concluding to note that implication of professional self in social case work is not only limited to the discussions made as above but also it is upto the case workers who are directly related to expand its application for an wide range of implications.

## 5.4 References

(i)   Walter A. Friedlander—Concepts and Methods of Social Work.

(ii)  Prof. D. Paul Chowdhury—Introduction to Social Work.

(iii) Robinson, Virginia P.,
      Chapel Hill, University of North Carolina Press.—A Changing Psychology in Social Case Work.

## 5.5 Exercises

1.  What is the importance of client-case worker relationship?

2.  Explain the term 'professional self' of a case worker and write about its implication in social case work.

# Unit 6 □ Concept and Importance of Record Keeping in Social Casework

**Structure**

## 6.1 Concept of Record Keeping

Record keeping in social casework practice plays very important role. Because of the variation of problems from individual to individual and from place to place, it will be quite difficult to keep in mind unless records are maintained separately for each problem. Nevertheless, it is very helpful to carry out research or in-depth study on a particular problem based the records maintained regularly.

By its term 'record' means a visible evidence of various form. In casework practice record keeping means to maintain some books, files and other documents which are usually important for identification of a client and his/her problem. As far as client is concerned, record keeping is mainly based the nature and extent of the problem, ways of interviewing and related findings, diagnosis of the problem and treatment required, further intervention required towards solution of the problem, etc. For example, a person with a problem of drug addiction is requested to meet a caseworker. Accordingly he has come and met the caseworker. The caseworker, with a professional skill and knowledge, had an interaction with him and gave him further date to have an in-depth study. In this context records like registration book of client, case history book, interview schedule, notice book, treatment/diagnosis register, etc. are maintained in general. There is an opportunity to every caseworker for selecting scientific method of recored keeping to avoid big volume of records. The number and size of above mentioned records might vary from caseworker to caseworker as well as from client to client. However. record keeping can be pointed out here as per following direction :

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## 6.2 Importance of Record Keeping

    (i) Record keeping helps the caseworker to identify as well as to categorize the problems and its magnitude for subsequent need of action.

    (ii) Record keeping helps the caseworker or serving institution to analyse the level of concentration of a particular problem in a particular area.

    (iii) Maintaining records serves both the purposes of minimizing the problem faced by the client and enhancing skills, knowledge and experince of the caseworker. The worker with the help or records can sort out his level of interaction made with client, weaknesses observed by him and accordingly he/she can plan for more effective and systematic service.

    (iv) Record keeping not only helps the client to get confidence to deal with the problem but it helps to build up very good relationship between client and caseworker. For a particular client, caseworker can get prepared himself only by going through its previous records.

    (v) Record keeping is obviously helpful to continue the services to a particular client even one caseworker are replaced by another. It helps for future reference.

    (vi) Records, being a visible evidence of a particular action, help the caseworker to make his serving institution understand that he/she has done something.

    (vii) In case of a further planning, action research and level of intervention required for a particular problem. Record keeping is helpful to serve all the purposes.

    (viii) Record keeping helps to avoid overlapping of required services for a particular problem as well as it helps to make supervision and treatment of a particular problem more effectively.

    (ix) Record keeping helps the caseworker analyse the problem at his/her desired level even in absence of client or without further interviewing with client.

    (x) Record keeping is also useful to the worker for community level planning of action. For example, in a particular community number of drug addicts is gradually increasing. Few of these drug addicts are already receiving treatment and counselling from a particular caseworker. Majority of them are not coming for treatment. While planning for these drug addicts as a whole, the said caseworker with his records can help to plan effectively to deal with these drug addicts.

(xi) With his/her available records, caseworker·can analyse his/her level of competency to deal with a particular problem. Also, a record keeping helps the caseworker and his/her serving institution to decide over the fact of what kind of referral services are required for a particular client.

In conclusion, it is to point out that in casework practice, importance of record keeping has no boundary/limit. Maintaning records in a systematic and scientific direction will be the only means to maintain regularity of treatment with a client with similar level of systematic, scientific and professional direction. Caseworker can do whatever he/she feels to deal with a client but it will bring no result unless records maintained. Since very beginning of his/her dealing with the client, he/she must be conscious about systemic record keeping, so that client along with concerned community people can recognize the professional approach.

## 6.3 Exercises

1. What is Record keeping ? Why it is importance in social case work practice?

## 6.4 References

1. Biestek J. P. (1967)     The case work Relationship Unwin University Books, London.

# Unit 7 □ Psycho-Analytical Concept and Orientation in Social Case Work : Contribution of Freud, Adler and Eriktion

Structure

## 7.1  Concept

In casework practice psychology plays very important role to understand the human behaviour shaped by his/her perceptions, proliferance. In each and every activity done by an individual, he/she gets satisfaction in terms of mental and emotional as well as physical. Psychology directly concerns with the 'behaviour, the ways of thinking, feelings, acting and to achieve the internal sense of comfort or satisfaction which makes an individual feel in tune with his world, balanced and open 'to new experience'.

The term 'psycho-analytical by its practical sense of application refers to an accounting measure of the person's behaviour, ways of feeling, thinking and acts in present of caseworker and others in terms of his/her effort to fulfil his/her need to cope with the situation. It is very important to a caseworker to understand the structure and function of the personality of his/her client. Because of his involvement in the process of helping the client to make such a decision, a caseworker need to use his/her knowledge of how to facilitate, how to lower defences or to sustain them and how to exercise his/her clients adaptive capacities of thinking, judging and choosing which will lead to action.

Relationship building in casework practice is one of the important techniques for which understanding the behaviour and attitude of the client, constraint or relaxed and whether anything goes beyond realistic or inadequate at the time of conversation with the client are taken into consideration. While coming to a caseworker, client

usually does not bring the problem only he/she brings the problem with a mental frame of his/her own terms. It is very important to know how the client is expecting to solve his/her problem and to what extent it will affect on his/her mental set up. The caseworker therefore has to relate himself/herself and his/her client for consideration of those forces of hopefulness, of aspiration and of self-image, which keep the person struggling, reaching, and stretching which are related with psychoanalytical aspects of casework practice.

## 7.2 Contribution of Sigmund Freud in Psycho-analytical Concept and Orientation in Social Work

Late in the 19th and early in the 20th century Sigmund Freud introduced psycho-analytic methods along with his team of followers which are widely being in use. His contribution in psycho-analysis was mainly of two different categories (1920, 1938 and 1949). It was a theory of personality in one hand and in another hand it was a method of psycho-therapy. He observed a model of personality structure with three interlocking components such as the ID, the EGO and the Super EGO.

These three components are distinct in nature which he has explained as 'the ID is managed by EGO, the EGO consists of elaborate ways of behaving and thinking which execute the function of the person. The ego delays satisfying motives and challenge behaviour into more socially acceptable outlets. That means, the ego tries to satisfy the Ids urge for pleasure. The Super Ego corresponds closely to what we commonly say the conscience. It consists mainly of prohibitions learnt from parents and other authorities'.

In social casework practice contribution of Freud has given new dimension to deal with a client. It has encouraged to know and to understand the meaning of 'little movement' of clients by applying the theory of personality, which depends on the id, ego and super ego.

Freud has opened new avenues to understand the mental emotional structure of the client from each and other sitting with caseworker. Psycho-analytical approach has some advantages, such as—

➤ It is a comprehensive theory based behaviour covering all aspects of personality structure and complexities.

➤ It is a holistic approach to understand human personality rather to understand any specific traits. It gives more emphasis on functioning of the individual as a whole.

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➢ It gives more freedom to the individual to respond in the form of free association.

➢ Behaviourists have accepted psycho-analytic theory of casual determination and early childhood experiences as the important factor.

Contribution of Freud, for the first time, was dealing with the people of the United States being victimised by World War I, whose problems were not necessarily financial. Newly discovered psycho-analytic theory helped these victimised persons to explain and to treat problems which seemed to orginate in the individual's psyche. Caseworkers spoke of personal adjustment as the major purpose of their work, rather than personal independence.

Sigmund Freud was the founder of psycho-analytical theory of personality. He was the first psychologist who placed great importance on instincts as the determinant of human behaviour.

Since the time has been changed, and the theory of psycho-analytic approach has accordingly been criticised and in the latter phase Jung, Rank and Erikson contributed their findings with new emphasis on psychic problems and their solutions.

## 7.3 Contribution of Adler in Psycho-analytical Aspect of Social Casework

Adler's contribution was mainly concentrated on social interest of an individual and associated problems faced by the individual. According to his observance, human being live within larger relational system from which problem is aroused of vocation, general social relation, love and marriage. Social interest plays very important role in the success or failure of the individuals to solve the problem of their lives. Every person moves towards a sense of inferiority to a feeling or superiority is a part of general human tendency to sharply categorise as a means of simplifying reality.

Adler has categorised the problem aroused of social interest of a person into two types— (i) neurotic and (ii) psychotic persons. Neurotics try to raise their self-esteem by depreciating others, which leads to sadism, hatred, intolerance and envy. Also, it leads to defeat. Psychotic persons attempt to force their rigid categories on to the world, and to operate 'on and all or nothing' basis.

Adler has pointed out several examples in support of the children's birth position and its effect on their lifestyle in the family concerned. He has drawn a line of conclusion in relation to the position of a child and affects. He has observed that the

first borne, having the position of only child is often conservative, feeling that those in power should remain in power. The second child, wanting the similar affection and autonomy of first borne which is never displaced. Early responses to one's birth order become part of one's lifestyle.

Adler was less concerned with life events or memories than with how persons respond to them. Because memories are active choices, not merely, the result as imprinting.

While conducting therapeutic treatment, Adlerian therapist, used to observe the life style of each patients, establish good relation with the patient and finally they would help such patients to make them aware of their lifestyle and it has been observed by them that these patients were able to take conflict arising out of the changing events of lifestyle.

In casework practice, Adler's contribution has encouraged to understand different lifestyle and associated conflicts in every sphere of growth and development of the client. He has recommended that social interest of an individual acknowledge their social obligations but allow their symptoms to block them form their goals. This must be kept in mind while dealing with a client during casework practice.

## 7.4 Contribution of Erikson in Psycho-Analytical Aspect of Casework

Among all those who are deviated from Freud but explain their theories from psycho-analytic approach, Erikson was one of them. He emphasised the importance of cultural and social experiences in the development of personality. He conceived of the constant elemence in personality in terms of the automatic changes in the life of child that takes place as a result of his growing up. Erikson observed the conflict at different stages of growth of a child are resolved in accordance with the strength and weakness of the basic alternatives which are present in the environment.

His contribution was committed to the biological and sexual foundation of personality somewhat like Freud. He introduced eight stages of development in which he emphasised the imortance of interaction between biological and social factors in the development of personality. Those are—

- **Stage One** (or Infancy Stage) : Trust versus Mistrust.

- **Stage Two** (or one year to two years stage) : During this stage individual obtains autonomy and shame.

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- **Stage Three** (or more than two years to five years stage) : During this stage an individual observes conflict of both initiative and guilty.

- **Stage Four** (or more than five years to twelve years stage) : In this stage conflict arise of industry versus inferiority.

- **Stage Five** (or more than twelve years to eighteen years stage) : This stage of personality development is conflictive in terms of identity versus confusion.

- **Stage Six** (or more than eighteen years to twenty one years stage) : Conflict arises in this stage mainly on intimacy versus isolation.

- **Stage Seven** (or more than twenty one years to fifty years) : Conflict is mainly raised between generativity versus stagnation.

- **Stage Eight** (or more than fifty years stage) : Conflict is mainly raised between integrity versus despair.

As pointed out above, Erikson has strived to draw a line of conclusion that personality development is occurred by the relative influences of the factors like biological, sexual and social. His contribution in the field of psycho-analytic approach has bridged the gap between Freudian theory of psycho-sexual development and present day knowledge of children's physical and social development.

## 7.5 Exercises

1. What is the meaning of the term Psycho-analytical?
2. What is the contribution of Sigmund Freud in developing psycho-analytical concept useful for case work practice?
3. Write in brief about the contribution of Erikson in the field of psycho-analytical aspect of Social Casework.

# Unit 8 □ Definition, Characteristics and Types of Group : Importance of Group in Personality Development

**Structure**

8.1 Definition of Group

8.2 Characteristics of Group

8.3 Types of Group

8.4 Importance of Group in Personality Development

8.5 Exercises

8.6 References

## 8.1 Definition of Group

The Social group is that aggregate of persons which is like a unit and where members have some common aims, interests, stimulations & emotions together with mutual social relations & social inceractions. Through the medium of all these; members of a social group influence each other and are tied to each other.

## 8.2 Characteristics of Group

1. **Reciprocal Relations :** The members of a group are **inter-related** to each other. A gathering of people forms a social group only when they are interrelated.

2. **Sense of Unity :** The members of a group are united by a sense of unity and a feeling of sympathy.

3. **'We'-feeling :** The members of a group help each other & defend their interests collectively.

4. **Common interests :** The interests & ideals of a group are common. It is for the realisation of common interests that they meet.

5. **Similar behaviour :** The members of a group behave in a similar way for the pursuit of common interests.

6. **Group Norms :** Every group has its own norms which the members are supposed to follow.

## 8.3 Types of Groups

SOCIAL GROUP

1. Cooley's classification :-
   (a) **Primary Groups** : Face to face strong & co-operative relations between persons suuch as a family.
   (b) **Secondary Groups** : Strong, personal & warm relations are lacking e. g. political parties

2. Sumner's classification
   (i) **In groups** : Members have common object -& common interest & a sense of we feeling.
   (ii) **Out Groups** : Group other than in & groups are out groups.

3. Millers classification.
   (i) **Vertical** : Large inclusive groups such as nations, religious organisations etc.
   (ii) **Horizontal** : Small divisions such as economic classes.

4. Gidding's classification
   (i) Public  (ii) private

5. Elwood's classification
   (i) Sanctioned
   (ii) Unsanctioned.

6. Gillin & Gillin's
   (i) based on blood relationship.

How Personality Development Occurs?

PD as a phenomenon can best be enumrated as below :

(i) Each & Every individual has an innate dynamic driving force.

(ii) When the ID meets the force exerted by the norms of the society, 'conflicts' arises.

(iii) This result in the emergence of a sense of direction which he identifies with himself (the EGO)

(iv) and likewise develops the conscience (SUPER EGO).

Thus, we can say that for the development of personality a harmonious integration between id + ego + superego is imperative. (Figure 802)

Personality is also related with the experiences gained through the developmental stages of social age, which constituties three primary stage of development and it is the group life which provides them viz.,

(a)  ability to have social awareness.

(b)  opportunity of social adjustment

(c)  building sense of social accountability & responsibility.

(ii) Based on physical traits

(iii) Based on situation proximity.

(iv) Based on cultural interests.

Thus, sociologists have classified groups into numerous categories according to their own way of looking at them. They have classified them on the bssis of size, or nature of interest or degree of organization, or extent of their permanance or kind of contact among the members or some combination of these.

# 8.4  Importance of Group in Personality Development

'Personality' is the overall characteristic behaviour (i.e, feeling, thinking spealcing and doing) of an individual. Which is the reset of a group life. 'self' of an individual groups and develops through group. Thus, group is the medium or channel for an individual to express his/her nature talents and ablities. Group provides the scope to mould man's attributes, beliefs, morals and ideals. Emotional development, intellectual maturity and satisfaction of psycho social needs are met up by group.

### What is Personality Development?

Personality development (PD) is the effective productive process of socialization within the frame work of meaningful & satisfying socio-psychological situation. It is a proper disciplinary system of control and socialization The aim of PD is **holistic development** of an individual.
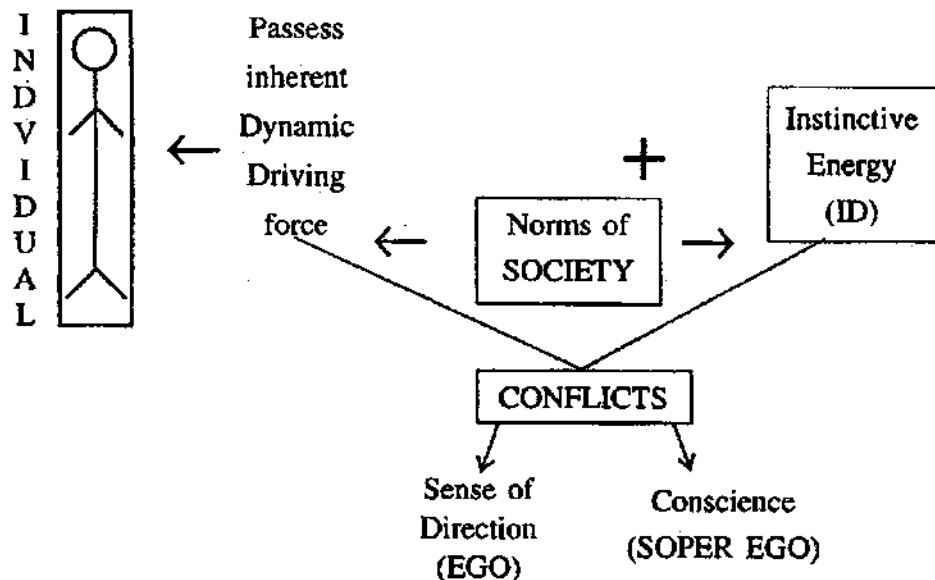
Fig : 01



Fig : 02

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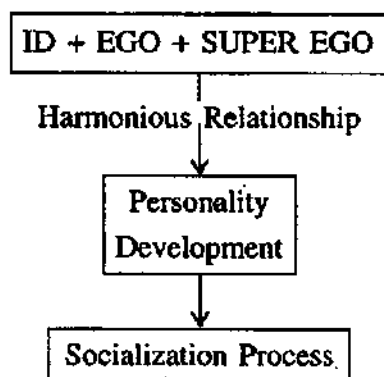## 8.5 Exercises

1. Define a Social Group : Ennumerate the attributes of a group with examples.
2. "'self' of a person is a product of Group life"—Discuss.

## 8.6 References

1. Bogardus, E. S. Sociology.
2. Kulckhohn, C. Marray A., Schneider, D. : **Personality, Society & Culture**, Knopt, New York, 1953.

# Unit 9 □ Definition, and Principles of Social Group Work, Model in Group Work, Historical Development of Social Group Work

**Structure**

9.1 Definition of Social Group Work

9.2 Basic Principles of Social Group Work

9.3 Group Work Models

9.4 Historical Development of Social Group Work

9.5 Exercises

9.6 References

## 9.1 Definition of Social Group Work

(1) **Giesela Kanopka :** "Social Group Work is a method of social work which help person to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problem."

(2) **H B Trecker :** "Social group work is a process and method through which individuals and groups in social agency settings are helped by a worker to relate themselves to other people and to experience growth and opportunities in accordance with their needs and capacities."

In social group work, the group itself is utilized by the individual, with the help of the worker, as primary means of personality growth, change and developed. The worker is interested in helping to bring about individual growth and social development for the group as a whole as a result of guided group interaction.

Close study of the group work definition will indicate that—

(a) group work always focuses on the individuals in group,

(b) group work is carried on in the settings of social agency,

(c) group work has a dual purpose—individual and group growth,

(d) in social group work the group itself is a major tool,

(e) in group work a special kind of worker is called for.

# 9.2 Basic Principles of Social Group Work

Social group work principles are guiding assertions, or statements, that have come from experience. They are generalizations based on what has been observed in good practice with groups in different situations. Basic principles of working with people in groups to help them grow and change are beginning to emerge from the practice of social group work.

The basic principles, which are increasingly associated with social group work, are as follows :

(1) **The Principle of Planned Group Formation** : In social group work, the group is the basic unit through which service is provided to the individual: consequently the agency and workers responsible for the formation of groups 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** : In social group work, specific objectives of individual and group development must be consciously formulated by the worker in harmony with group wishes and capacities and in keeping with agency function.

(3) **The principle of Purposeful Worker-Group Relationship** : In social group work, a consciously purposeful relationship must be established between the worker and the group members based on the worker's acceptance of group members as they are and upon they group's willingness to accept help from the worker because of the confidence the members have in him and in the. agency.

(4) **The Principle of Continuous Individualization** : In social group work, it is recognized that groups are different and that individuals utilize group experiences in a variety of ways to meet their differing needs; consequently, continuous individualization must be practised by the worker. Groups and the individuals in the groups must be understood as developing and changing.

(5) **The Principle of Guided Group Interaction** : In social group work, the primary source. of energy which propels the group and influences the individual to change is the interaction, or reciprocal responses, of the members. The group worker influences this interaction by the type and quality of his participation.

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

(7) **The Principle of Flexible functional Organization** : In social group work, the process through which the worker guides the group in setting up formal organization is just as important as the actual structural details of that organization. Formal organisation should be flexible and should be encouraged only as it meets a felt need, is understood by the members and can function accordingly. The formal organisation of the group should be adaptive and should change as the group changes.

(8) **The Principle of Progressive Programme Experiences** : In social group work, the programme experiences in which the groups engage should begin at the level of member interest, need experience, and competence and should progress in relation to the developing capacity of the group.

(9) **The Principle of Resource Utilization** : In social group work, the total environment of agency and community possesses resources which should be utilized to enrich the content of the 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 programes in terms of outcomes is essential. Worker, group and agency share in this procedure as a means of guaranteeing the greatest possible self-fulfilment for all.

The principles of social group work are dynamic. These principles, which study and experience have indicated as being essential to effective group work practice, will change. The principles will change as the group work develops. So workers will develop new insight into the skills needed for the successful application of principles.

# 9.3 Group Work Models

Humans are richly endowed with the potential for high achievement. Group work is a method and a process developed to assist people to improve the quality of their lives and to maximise their potentials. Applied skilfully, with imagination and inteligence by a competent, caring person, the group method can assist the group :

(1) in achieving mutually determined goals: (2) in achieving desirable change for individuals experiencing personal, family, occupational and adjustment problems: (3) in developing self-enhancement and individual enrichment, and (4) by using a combination of treatment, self-enhancement and personal fulfilment.

Group goals, and objectives, or purposes, will determine the group work model employed. Three such models have been pioneered by Papell and Rothman : (1) the social goals model, (2) the remedial goals model, and (3) the reciprocal goals model.

(1) **Social Goals Model :** Groups serving the social goals model are formed, and continue, because of socially determined interests, which, if attained, bring about important social gains for the group. This model is closely identified with the group interest and effort. It is likely to address itself to problems within communities, and is practised in settlement houses, community service, and neighbourhood councils. More recently this model has been used in addressing social problems accompanying community development and growth.

(2) **The Remedial Model :** The remedial model, a model of treatment, tends to be clinically oriented. The group is used as an agent of change. The group worker facilitates the interaction among members of the group to achieve change for the individual. Group worker applies knowledge and skill in helping individuals gain self-awareness and improve social functioning. The group supports the member, encouraging new more appropriate modes of functioning. Intervention is reality focussed and addresses the problem of dysfunction in the group and within the full range of the individual's relationship. The treatment group is widely used in mental hospitals, correctional institutions, family service organisations, counselling services, schools, health care facilities, and in many other agencies.

Group process was initiated to improve a disturbed child parent relationship. A mother noticed that her boy took greater interest in his schoolwork and was more responsive to the family after he became a member of a boy Scout Troop. What she did not fully realize was that her attitude about her son had changed as a result of her membership in a group, and that this was an important dynamic of improvement in her son's behaviour. The change in him was brought about because of his activity in the troop and because for the first time, he had his mother's approval and acceptance.

A group of overweight adults wanted to lose weight. The approach that proved effective in bringing lasting results for most members consisted of medical information, diet, exercise, a system of rewards and punishments,

greater self-awareness, and the support from the group. Similar results were obtained by a treatment approach with cardiac patients in adhering to a salt-free diet, excercise, rest, and in accepting the medical regimen. The group provided the means for diagnosing emotional problems related to physical difficulties which were then approached by the group and individuals.

(3) **The Reciprocal Model** : The reciprocal model serves both the individual and society. It sees the individual largely as an abstraction that can be studied, understood, and treated only in relation to the many systems and subsystems of which he or she is a part. It views the individual as being created, influenced and modified by his or her relationships, social institutions, and the interdependency between society and the individual.

Without a therapeutic goal or programme for social change a group of adolescents was helped to evolve a method of mutual aid.

**Example :** The girls came to the group individually. Everyone that day was very quiet and nonresponsive. The group worker tried a number of ways to get them to share their thoughts. No one wanted to say anything. The worker asked if something had happened outside the group. No one responded. She asked if there were problems about which anyone wanted to talk. No one spoke. When she commented that it was going to be a very quiet session, a few girls nodded. After approximately five minutes of silence, the worker stretched out on the floor and said, "some days it helps if you can just relax. Anybody wanting to relax on the floor may do so." One by one the girls relaxed on the rug, and gradually began to talk about some of their feelings and the problems they were having with schoolwork, pressure from parents and teachers and general non-achievement. At the end of the period, the girls were responding with greater effect and understanding.

The reciprocal method presupposes an organic, systemic relationship between the individual and society. This interdependence is the "focus" for social work and the small group is the field in which individual and societal functioning can be nourished and mediated.

The reciprocal model views the individual primarily in terms of his motivation and capacity for reciprocity.

The image of the worker projected by this model is that of a mediator or enabler to the needs system converging in the group. The worker is viewed as a part of the worker-client system both influencing and being influenced by it. In the terminology of social work, he neither does to the client nor for him, but with him.

# 9.4 Historical Development of Social Group Work

Group work did not spring up suddenly as Athena from the head of Zeus. It was not discovered like a new drug, which can be dated, at least according to the day of its publication. It cannot even be traced to a certain person, like original casework method of social work, which is usually credited to Merry Richmond. This method too has also changed in the case of history, but it owes to one particular organisation, the charity organisation society.

I.  **Social Agencies :**

The history of the development of modern group work is part of the history of social agency evolving within a changing society.

(a) **Individualisation :** brought with its slums, movements of the population into the cities and large-scale immigration to the United States. The older social services distingushed sharply between the giver and receiver.

In the newer services there were the beginnings of an idea truned into action : self-help, self-help of a group nature. "Where the philanthropy was generally of a middle class origin, but the self-help developed from the need of mutual aid and support".

(b) **Labour Movement :** There were the beginnings of labour movement— related not merely to improvement of wages, but having a strong cultural aspect such as adult education, camp, vacation for their children financed by the workers' own efforts.

(c) **Youth agencies :** There were youth agencies with strong and significant participation by youth and adult volunteers like *YMCA* and *YWCA*. In all, these groups burned a fire of "citizen action". either to improve their own lot or to help improve that of others by involving those of others.

(d) **Recreation Movement :** The recreation movements, too, was a vital root of group work. First it was a social movement. It was closely related to the unions' fight for the eight hour a day, for the ritht to a creative life after long hours of mechanical work. It opened new outlets for the "culturally and educationally disadvantaged group". This recreation movement fought for playgrounds for children in the slums, for summer camps and swimming pools. It was not a movement for the 'entertainment', but for vital necessities of body and mind, especially for children. Most of the activities itself became the main concern.

II. **Psychoanalytic Theory :** In the period after World War I, social case work, used predominantly in the charity organisation, gained additional insight from psychoanalytic theory. At that time, social group work method was hardly consciously developed, but the services from which it grew increase, not only in number but also in significance.

III. **Investigation into the unexplored area of group association started :** By a way of achieving a better society and developing a true "democratic way of life". This is the reason why social group work was not conceived as a method but as a goal, a philosophy, a movement, a psychology, and a profession all rolled into one.

IV. In 1920 research into the phenomenon of group behaviour started. Merry Richmond referred to the new tendency to view our clients from the angle of what might be termed small group psychology.

Merry Perker Follett, the political scientist and active settlement worker, wrote that the great cosmic force in the womb of humanity is latent in the group as its creative energy; that it may appear the individual must do his duty every moment. We do not get the whole power of the group unless every individual is given full value.

V. Mark Starr described workers education in 1937. This training is often a learning-by-doing process. It engages in a great number, of educational activities, which are not 'courses' at all. Here we get the concepts of the group work method as, the 'learning-by-doing', the starting where the group is and the used of informality.

VI. Edward C Linderaan in his book 'The Community' developed the important technique of allowing conflict to come into the open in groups.

VII. Clara Kaiser offered the first course of group work in the School of Social Work at Western Reserve in Cleveland when she left for New York in 1935, Grace Coyle continued to develop the course. It was taught partially as a method and partially as a field of practice.

Group work seemed like a foreign body in social work profession.

Group work in the years after 1920s was developed mainly through conscious group efforts of people from differemt professions, especially education, psychology and social work.

In 1936 American Association for the Study of Group Work was founded. Its aim was to "clarify and refine both the philosophy and the practice of Group Work".

Yet upto 1939 it was treated as a separate subject at the National Conference of Social Work. In this period the relationship with social work profession was not dense and it still a separate profession. Social work profession also did not take the group work approach as an integral part of its function.

War services, brought caseworkers and group workers together. It was never seen on a large scale than ever before—the practice of casework and group work together, i.e. psychiatric profession had strong influence casework. The psychiatric social worker (caseworker) began to experiment with groups as therapeutic devices. During the war years the members of the American Association for the Study of Group Work still hesitated to identify themselves with any specific profession. In 1940, William Heard Kilpatrick, a great educationist, wrote in a book, published under the auspices of American Association For the Study of Group Work—this group work is, however, not be thought of as a separate field of work, but rather as a method to be used in all kinds educational effort. Group work in this sense is now more or less of a movement, and as such deserves support and success. He thought that group work should be identified with the profession of education. Identification of group work with social work in 1946, it is impossible to name the person and the date on which it emerge. But the identification of group work with social work can be dated and credited to a person. The date that is recognished in 1946; the person, Grace Longwell Coyle.

At the meeting of the National Conference of Social Work in Buffalo, New York in 1946, the members of the American Association For the Study of Group Work met. Hopes were high for a 'new society' and civic responsibility was strongly felt. Further Grace Coyle discussed about various types of agencies, grouped under health and welfare services. They were more or less bound to do social work through tradition.

When the assembly accepted this reasoning and decided to become a professional membership organisation—then group work entered into the family of social work. This process was finalised in 1955 when the American Association For the Study of Group Work joined the newly formed National Association of Social Workers.

Social group work change through its close association with the profession of social work and also with the older method, casework. In turn, it changed the profession and widened the concept of social welfare field. It took insight and certain concepts from the earller method and added concepts and approaches, not only to the total profession of social work but also to the practice of casework.

With the new concept of group work as a method of social work, the integrative process had only begun.

The years after World War II placed demands on the development of the method through actual practice and through better conceptualisation and formulation of theory. The years after the War saw an immense rise in group work literature. G Willson's— 'Social Group Work Practice' (1949), H B Trecker's— 'Social Group Work (1949), Grace Coyle's— 'Group work with Children' (1949) appeared in a time span of only two years. These books all made the attempt to clarify the orderly process of social group work as part of the helping function of social work on the wide scale from healthy to sick individuals, groups and communities.

Definitions were sought for, but not easily formulated: In 1949, a committee of the American Association of Group Workers published a report entitled, 'Definition of the Function of the Group Worker'. The report showed many concepts that are worked out more thoroughly today. Another Committee of the American Association of Group Workers worked on the new relationship to therapeutic services. Its work depened on the concepts of group work as a method to be used in many different agencies if it was used purposefully and with increased skill in diagnostic thinking about individuals and their stituations.

The statement as presented by the Committee's Chairman—the Committee talked about the psychiatric group work or therapeutic group work about the goal of the group worker, about diagnosis, about the role of the worker, impact of social value on the role of the worker, type of group, grouping and duration of groups.

The past-war years showed a great increase in research in small group behaviour done mostly by representatives of a new specialisation, social psychology. New insights also came from the field of cultural anthropology. These developments in the social sciences enriched group work and ultimately all social work.

The historical development of an approach to one of the basic problems of human society—such as relationship among people and their individual development over such a comparatively short period of time—cannot yet produce agreeement among all those who practised, group work. In her volume on the 'Curriculum Study', published in 1959, Marjorie Murphy tried to summarize some generalizations on social group work on which there is agreement at the present time.

Social group work is a method of rendering service to persons, through providing experience in groups. Development of the person towards his individual potential, improvement of relationship and social functioning competencies and social action are recognized as purposes of social group work. The worker functions within a framework of ethical and social values.

Social group work is considered as a generic method, which can be used in different settings.

The method includes conscious use of worker-member relationships, relationships among members and of group activity. The worker simultaneously uses relationships with indivuidual membners and with the group as a whole. He works as an enabler with both helping members and the group to use their capacities and strengths. He uses himself differently in accordance with specific objectives and his assessment of members' needs, interest and capacities.

There is agreement that group work is a method of social work. Method is an orderly way to achieve an objective. Social work methods are helping process. They cannot be separated from the function, the profession as a whole sees as its own, from the specific purpose to be achieved in each case, whether individual or group, from the deep understanding of the one who needs help, from an understanding of oneself and from the total values base of the profession.

A helping method cannot be mechanical. It is the heart of a profession because only its competent use can truly fulfil the ends for which a humanitarian profession stands. With the increased emphasis placed, especially by young people, on mutual help, less competition and the learning-by-doing and experiencing group work re-enters the wider field of education, community development and youth work. The trend seems to be moving out of the exclusive affiliation with social work and becoming a legitimate method in other helping, educational, therapeutic and general human relations profession.

## 9.5 Exercises

1. Explain with suitable illustrations the important principles of Social Group Wrok.
2. Define the term social group work. Write down the different models of social group work.
3. Briefly discuss the historical development of group work as one of the methods of social work practice.
4. Write short notes on :
   a. Principle of Guided Group Interaction
   b. Difference between case and group work
   c. Individualisation
   d. Evaluation
   e. Models of Group Work

## 9.6 References

(i)   Trecker H. B.   Social Groupwork : Principles & Practices.

# Unit 10 □ Role of Professional Social Worker in Helping Groups to Utilise Group Relations : Leadership in Social Group Work

**Structure**

## 10.1 Role of Professional Social Worker in Helping Groups to Utilize Group Relations

Group work is a method of social work practice by which individuals are served within and through small face-to-face groups, in order to solve their problems and bring about desired changes at the individual, group and community levels. Thus, group work makes use of multiple relationships and a multi-process (W $\rightarrow$ m, W $\rightarrow$ Gr., m $\rightarrow$ m, m $\rightarrow$ G). It recognises the strength of social forces that are generated within small groups and seeks to mobilize them for change in the client. The practitioner consciously guides the composition, development and process of the group for accomplishing his goals for each individual member and the member as a whole. He is thus constantly operating at two levels—the client as an individual and the group as a social system whose influence can be utilised to develop client abilities, modify self-images and perspectives, resolve conflicts and inculcate new patterns of behaviour.

Social work has been using not only the personal strengths of the individual himself but also the strength or the group and the constructive forces of his environment in the form of societal means available for assistance because the individual is not mere the container for internal psychological processes, but a person in social situation whose behaviour is largely determined by his part and present group memberships. Due to vital and crucial role played by social groups in human life, the profession of life the profession of social work has been using groups as an important medium of rendering services to the people.

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## 10.2  Leadership in Social Group Work

Leadership is an act/a process of influencing the activities of the individual/ group member for the achievement of group goal. Effective group functioning depends on leadership.

A group has its own structure as well as own goals. The most important fact is that the group must have a 'leader'. Leadership appears to be the ubiquitous feature of a group life. When leader is elected democratically then every group member must give importance to 3 factors—

(a) dominance

(b) like-ability, and

(c) task succession.

Group picks up a person who is moderately powerful in the group; physically and verbaly active; acceptable by each and every individual; possesses those traits/ qualities which helps to influence others and to give opportunities, rewards and punishment.

Group dynamics point to a wide-range of approaches to leadership. These facts along the spectrum shown below :

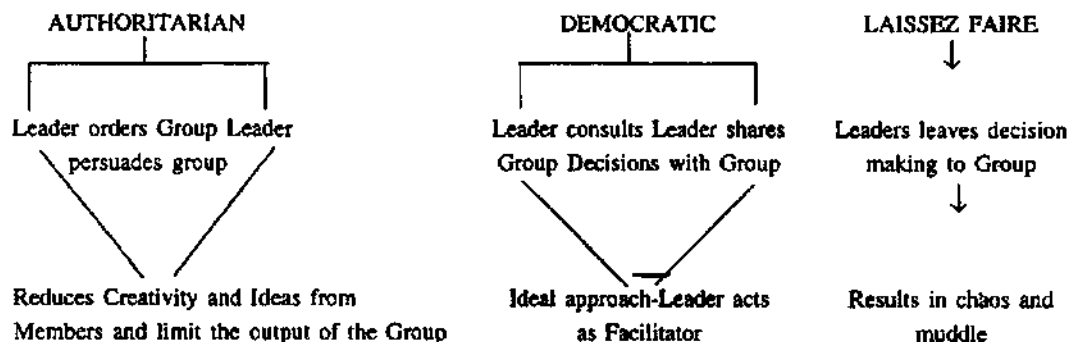| AUTHORITARIAN | DEMOCRATIC | LAISSEZ FAIRE |
|---|---|---|
| Leader orders Group Leader persuades group | Leader consults Leader shares Group Decisions with Group | Leaders leaves decision making to Group |
| Reduces Creativity and Ideas from Members and limit the output of the Group | Ideal approach-Leader acts as Facilitator | Results in chaos and muddle |

FIG : STYLES OF LEADERSHIP

## 10.3  Role of Group Leader

Group leader performs two primary roles in group setting :

(a) **Task Maintenance Function :**

The activities which help to get the group's task above—

(i)   Agenda setting

(ii)  Introducing new information

(iii) Seeking further information

(iv)  Making things clear

(v)   Inviting suggestions from members

(vi)  Prodding

(vii) Problem solving

(viii) Reviewing objectives

(ix)  Introducing brain-storms; buzz groups.

## (b) Group Maintenance Function :

The activities dealing with the 'well-being' of the group—

(i)   dealing with difficult group members

(ii)  encouraging quiter members to participate

(iii) conflict resolutions

(iv)  seeking consensus

(v)   tension releasing.

# 10.4 Exercises

1. How does professional social work help to utilize group relations?

2. Why leadership is important in Social Group Work?

# 10.4 References

1. Skidmore Rex : Introduction to Social Work.

   Trecker H B : Social Group Work : Principles and Practice.

# Unit 11 □ Record Keeping, Supervision & Evaluation in Group Wrok

Structure

11.1 Record keeping in Group work

11.2 Supervision

11.3 Evalution

11.4 Exercises

11.5 References

## 11.1 Record keeping in Group Work
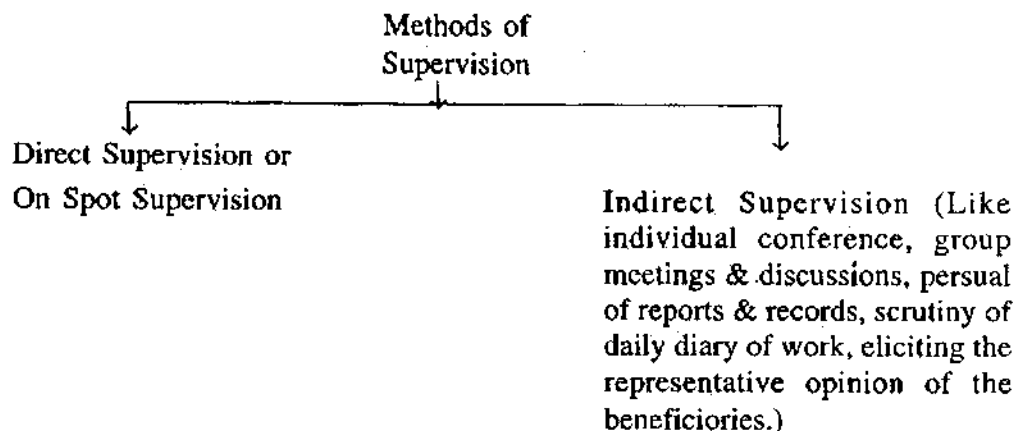
**Record keeping :-**

Recording group work means writing the description of the individual's activities, his relationship with the group. Social group workers write about the individual members & their responses to one their, their behavioural pattern, type & extent of participation movement, growth & change in individual & group & his own role in the group process.

Preparing records is essential because

(i) It helps the group worker to understand individuals in the group;

(ii) It helps the worker to understand the group as a whole;

(iii) It Provides evidences of growth & change in the members & in the group worker himself.

(iv) It helps the worker to do more effective job with his groups;

(v) the worker can see merging & changing interests of individual members;

(vi) he can see the development of skills and social attitudes

(vii) he gains knowledge of special problems in the group

(viii) he knows the emergence of group consciousness

(ix) his records provide content for supervisory conferences.

(x) Records are the source of future planning

(xi) they are the source of informantion for other workers

(xii) Records provide a permanent and continuous register of facts for the agency.

## 11.2   Supervision

Supervision is an enabling process in which the supervisor through the medium of his **relationship** with the supervisee contributes to the supervisee's growth on the job, so that he can perform his functions effectively & efficiently to achieve the purpose of the programme.

```
                        Methods of
                        Supervision
        ┌───────────────────┴────────────────────────┐
        ↓                                             ↓
Direct Supervision or
On Spot Supervision                       Indirect  Supervision  (Like
                                          individual conference, group
                                          meetings & discussions, persual
                                          of reports & records, scrutiny of
                                          daily diary of work, eliciting the
                                          representative opinion of the
                                          beneficiories.)
```

**Functions of Supervision**

(i)   **Administrative :** assigning work, providing necessary facilities & getting the work done.

(ii)  **Teaching :** Sharing of knowledge & skills with the superviser.

(iii) **Helping :** Solving problems; booking morale of superviser.

(iv)  **Linking :** Acting as a communication link between the higher & lower rules of administrative hierarchy.

(v)   **Evaluation :** Objective assessment of a worker's tofal functioning on the job over a specified past period, an analysis of present performance & a guide for future development.

## 11.3   Evaluation

Evaluation is that aspect of social group work in which the worker atempts to measure the quality of group's experience in relation to the objectives & functions of the agency. Evaluation may be centred upon individual's growth, programme content, on worker performance. Evaluation is essential because it enables the worker

to discover to what extent group has achieved its objective. It enables the group to see both strengehs & weaknesses & is enabled to discover points at which group members need to alter their procedures.

Group worker evaluates the following :

(a) **Evaluation of Individual Growth.**

The worker evaluates the growth of skills, methods of problems solving, behaviour techniques or knowledge gained by the member through the group experience.

(b) **Evaluation of the Group :**

The worker evaluates the group organization, a social responsibility fulfilled by the group, maturity that has achieved skillfulness, expertness has developed, the teachiques of problem solving have seen be arived & mutual understanding & cooperation were developed among group members.

(c) **Evaluation of member's Group contribution**

The focus here is on the contribution of the member to the development of the group, not on his total personality.

# 11.4 Exercises

Write brief note on :

(i) Record keeping in Social Group Work

(ii) Importance of Evaluation

(iii) Functions of supervision.

# 11.5 References

1. Konop Kd G : **Social Group works : A helping proceses** prentice hall
                                                   Englewood Cliffs.
2. Wilson & Ryland : **Social Group work Practice.**

# Unit 12 □ Concept of Programme Planning Importance of Programme Planning in Social Group Work

**Structure**

## 12.1 Concept of Group Work

Social Group Work is a method of social work. It is a method of working with people in group, in an orderly, systematic and planned way. It is the enabling method by which individual members are helped to learn new ideas, develop new skills, change attitudes and deepen their personalities through these particpating in group activities.

## 12.2 Concept of Programme Planning

By 'Programme' we generally think of the activities to be performed by the agency to satisfy its needs and interests. But the modern concept of 'programme' in social group work has come to means everything that the group does to satisfy its interest. It includes the entire range of activities, relationships, interactions and experiences of individuals and group. The group's programme is the framework within which group experiences occur. It is deliberately planned and carried out with the help of the worker to meet the needs of the individuals and the group. Programme is thus a process rather than periodic culmination of a process.

The programme is not an end in itself, but only a means to an end. The programmes are mainly intended to provide an opportunity for activities and participation, conducive to the development of the members. What they do is not so

important as how they do it. For example, a drama enacted by a group is not so important as the opportunity it provides to the members for self-expression and the satisfaction and recognition they get on account of that. The programmes are the tools, which the worker uses to enable the group to achieve the objectives of personal and social development.

## 12.3 Characteristic Features of Programme

There are certain characteristic features of the programmes, the observance of which influences programmes, the observance of which influences to a great extent the success of the whole process of group work. These are :

(1) The programme should grow out of the needs and interest of the members.

(2) Programme should take into account such factors as age, cultural background and economic differences, etc.

(3) It should provide experiences to the individuals and opportunities for their growth and development.

(4) It should be flexible and varied to satisfy a variety of needs and interests, and afford maximum number of opportunities for participation.

(5) Programme should evolve from the simple to more complex as the group grows in ability and readiness.

## 12.4 The Basic Elements

To operate the group work programme at its best the three basic elements e.g. the worker, the members and the programme content of the programme planning need to have a perfect integration and interaction among themselves. Each of the elements has, however, many components, for example, the members have their needs and interests, special abilities, their relationships with each other and with the worker has his professional knowledge and skill, his special abilities, his relationship with the members, his role as the representative of the agency and as the bearer of values, of the group, the community and the society. The programme content has its inherent potentialities for meeting the needs and interests of the members for maintaining or changing the norms and values of the groups, the community and the society. In order to provide a quantitative experience for its members the interaction and integration of these three elements is essential in programme planning.

## 12.5 Importance of Programme Planning

In social group work, the programme is the framework through which group experiences occur. Through the programmes the group interaction is facilitated and thus the relationship among the group members also become strengthened. It has got several importances in the process of social group work. A few have been given below :

(1) Programme activities bring new skills to the individual members and generate the feeling of self-respect and self-reliance.

(2) It provides opportunities for each member to express their will and desire.

(3) Through the programme media, the group worker helps the members to meet their needs.

(4) Programme activities provide a chance to express friendliness and affection as well as indifference or open hostility toward others. Integration of the group is often achieved through activities. They can discuss about their activities, participate in public performance to and their morale become high. The total group can increase its status in the agency or in the community through activities.

(5) Programme activities provide a chance to the group members to make and carry out decisions as well as to assume responsibility. It also sometimes helps in setting conflicts and establishing control.

(7) The discussions, formal and informal, that grow out of the programme planning and activities, hold important values for the members. Such formal discussions of the group worker to detect which member needs more individualized help.

(8) The real feeling about any group stituation is being expressed through their participation in group activities. When these feelings come out into the open, the worker get the opportunity to deal with the individual members.

## 12.6 Exercises

1. What do you mean by Programme planning in Social Group Work?
2. Discuss the importance of Programme Planning in Social Group work.

## 12.7 References

(i) Trecker H. B. ; Social Group Wrok : Principles and Practice.

# Unit 13 □ Group Work in Different Areas of Social Work Practices

**Structure**

13.1 Introduction

13.2 Areas of Social Work Practices

13.3 Self help Group

13.4 Exercises

13.5 References

## 13.1 Introduction

The problem of the modern community can be solved by group and inter-group effort and fortunately, group work has done a lot in these fields in our country. Social group work is a method of social work, which helps individual to enhance their social functioning through purposeful group experiences and to cope more effectively with their personal, group or community problems. The group work programme can be fruitfully used by the diferent organisations to promote the all round development of the society. Care should be taken to ensure that the programmes do not degenerate into mere recreational services. In group activities the emphasis changed from the mere participation in physical education, sports, crafts and discussion to the individual member's personal growth and collective life of the group.

## 13.2 Areas of Social Work Practices

**(1) Correction at Services :**

The field of correction involves the operation of prisons, reformatories, training schools for boys and girls and the administration of probation and parole system.

The Correction agencies have two broad objectives—

(a) to provide secure custody to the offenders and

(b) treatment of the offenders to direct their behaviour into more law-abiding channels.

To achieve these objectives the application of basic skills of social group work process is very essential. Group work services is also provided for those apprehended for delinquent behaviour, for those in situations for detention and for long terms treatment of juvenile delinquency

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## (2) School Social Work :

There are certain individual who have social and emotional problems, which interfere with their school functioning and achievement, social group work in school endeavours to meet the needs of those children. These services help them to overcome the learning difficulties. This method can be used to help the students to build a co-operative relationship and to be disciplined. The group work in school is generally performed by—

(a) direct work with groups of children who have shown school difficulties;

(b) consultation with teachers to help them who have shown school difficulties.

School social work using the group work method is frequently done at present outside the formal school system.

## (3) Medical and Psychiatric Services :

Social work has been practised in the health field from a very long time. The two specialised fields are medical social work and psychiatric social work. Both medical and psychiatric social work were originally conceived of as casework services mostly with relatives of the patients. Group work was introduced later. The group programmes provide secondary necessary information for treatment. Group programmes are used for helping the patients to develop social relationship, to get the support and acceptance of their fellow patients and to create the necessary group environment which itself is of therapeutic significance. Group services are needed more in hospitals for patients with long term illness or with serious physical handicaps.

## (4) Youth and Child Welfare Services :

In the various camps of youth and children, the group programmes are used to enrich the life of the participants. In a group, they are given ample scope to mix with the other members and hence through group interaction, a group relationship is built. Through the guided group interaction they acquire human and social values, which enhance their personalities and makes them a responsible member of the community. The major contribution of group work lies in the institutional care.

## (5) Child Guidance Clinics :

The group work services can be best employed in Child Guidance Clinics. To diagnose children's behaviour correctly, experts are agreed that one needs to observe the child in interaction with his contemporaties as well as in interaction with the adult. The younger children cannot express their problem in interviews. On the basis of observation in a group situation problem of the particular children can be diagnosed and likewise the treatment plan is prepared.

## (6) Services to the Ageing :

The older person often feels alone, unwanted and an outcaste of his community. They have lost friends through death and feel a loss of importance in families. Groups offer the opportunity to renew old friendship. Groups are the means by which an older person belongs to something larger than his family. They can achieve status and recognition within a group.

## (7) Family Services :

The family is the basic institution. The purpose of family services is to improve and strengthen family life and to help individuals and families with specific problems of family inter-relationship or social adjustment. Different social welfare organisations now help the family with marital maladjustment, problem of child rearing or other crisis situation such as sickness, death, desertion, etc.

Family agencies work today with the following kinds of groups :

(a) Groups consisting of couples, whose focus is on general family life education;

(b) Groups consisting mostly of mothers who work on problem of child rearing;

(c) Groups of children and adolescents who work through a variety of problems that those youngsters face at home, in or with their peers.

## (8) Services for the Handicapped :

With the handicapped person, the group work programmes can be used to promote their life in a fruitful manner. The physically handicapped e.g. blind, the deaf and the mentally handicapped persons act certain restrictions imposed on them and gets socially isolated. The group work services are directed toward resocialisation of people with such handicaps by helping them to increase their skill and utilize their inherent capacities for the total welfare of the community.

## (9) Labour Welfare :

By the group work programmes in labour welfare, the worker's moral can be boosted, co-operation among them encouraged, discipline fostered and their capacity for democratic decision making through collective participation strengthened.

Beside these, there are many other fields in which group work skills can successfully be practised, e.g. in the sensitive area of inter-caste and inter-group tensions, group work programmes can be used for allowing people to vent out their aggressions in wholesome manner without leading to group bitterness, bad-blood and hostility.

Group work services, therefore, are essential, because they offer relief from tension and opportunity to gain insights and to learn to trust others through their relationship.

## 13.3   Self-Help Group

Self-Help Groups often form spontaneously when people combine their energies and efforts in an attempt to cope with or overcome a common problem. These groups tend to use inspiration testimonials, mutual help, shared similarities and collective encouragement.

The number and variety of self-help or mutual aid groups is increasing dramatically, particularly with the proliferation of self-help activities abailable on line. In general groups deal with issues related to challenges, such as substance use, life transitions, bereavement, disability and illness, caregiver support, life style differences and parenting. Many nationally and locally based groups now sponsor websites that detail information about the purpoese and activities of their groups.

The basis for self-help groups include, "principles of empowerment, inclusion, nonhierarchical decision making, shared responsibility, and a holistic approach to people's cultural, economic and social needs". Exchanges of information and sharing among peers who have much in common reduce isolation and provide potent experience of mutual support. Self-help focuses on strengths, emphasizes particularly by both giving and receiving help, provides social support through a shared comunity and exponentially multiplies abailable resources. Mutual help often involves activities such as one-on-one conversations, educational programmes, social activities, group discussions and personal sharing, hotlines, outreach activities and legislative advocacy.

Self-help Groups are resource social workers can help develop. These voluntary small groups are an important component of mutual aid. In the modern world, it is not always possible on one's own to find a supportive group. Social workers can help those with similar life situations and challenges another. The widow-to-widow programme is a good example.

## 13.4   Exercises

1.   What are the areas where Social Group work can be utilized. Explain the areas with examples.

## 13.5   References

Zracker H. B.                    Social Group work : Principles and Practice.

# Unit 14 □ Group Formation—Subgroups-triad, dyad and Cliques. Crisis / Conflicts in Group Situation and Communication and Interaction in Groups

Structure

14.1 Group Formation

14.2 Subgroups-triad, dyad, and Cliques

14.3 Crisis/Conflict in Group Situation

14.4 How can Group Members manage their Conflict

14.5 Intervention of the Professional Worker

14.6 Communication and Interaction in Group

14.7 Exercises

14.8 References

## 14.1 Group Formation

Groups come into being in a variety of ways. The existence of a social problem or need will often result in forming almost spontaneously to solve the problem. Social workers in treatment centres organize groups from their caseloads and from the clientele of the agency. Lonely people who want troubled by the behaviour of their children actively seek group membership.

Regardless of the reasons for a group forming or the mechanics of bringing people together, the agency, group members, and worker goals are at the heart of the process.
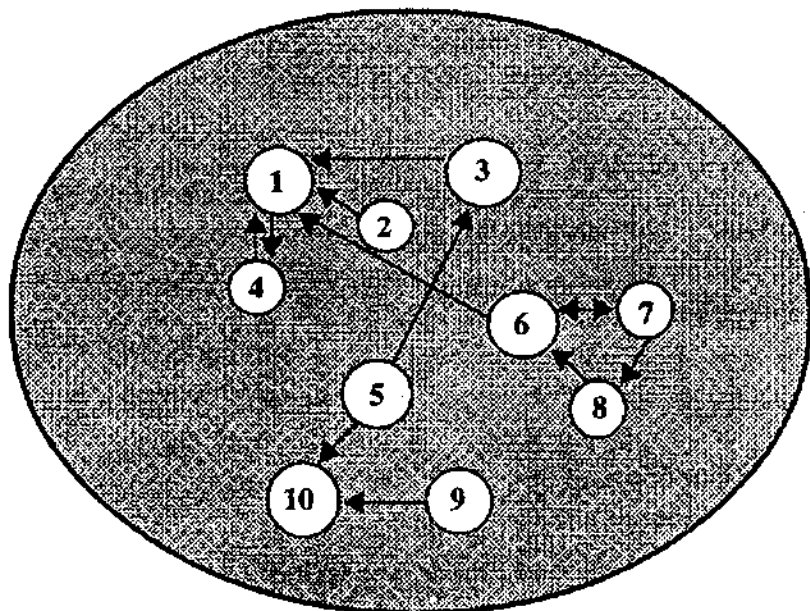
### Selection of Group Members

Following are the factors and principles that guide group selection :

(1) **Age :** Chronological age seems to be less important in the early age group than the maturity of the individual. However, in adolescence, where age enjoys greater status and additional freedom, privileges, it may be extremely important to strive for homogeneity of age in the group.

(2) **Value System :** Some differences in value system can be tolerated and stimulate discussion in interaction. If the differences are too great, they may present problems. A group with more or less common value can work together.

(4) **Common problems** : Persons who have common problems are grouped together.

(5) **Intelligence** : Intellectual differences do not appear to be of prime importance, but where the extreme is great; difficulty may be encountered unless this factor is considered.

(6) **Tolerance of Structure** : Sometimes groups do not congeal simply because the members of the group are unable to accept the structure of the group.

(7) **Sex** : The sex of the members is less important in yonger age groups. However, co-educational groups have been quite successful in working with certain problems of adolescence. Marriage counsellors, social workers in schools, and those who work with parent groups and alcoholics, have recognised in single sex groups and alcoholics, have recognised in single sex groups a greater freedom for intimacy in the discussion and the greater support and encouragement around expression of common problems.

(8) **Ego strengths** : There is almost unanimous agreement that group members must have sufficient ego strengths to stand exposure.

## 14.2  Subgroups-triad, dyad and Cliques

**Subgroups**

Sometimes it is found in a group, the two members are grouped together. That means they like each other or likees to work together. They like to sit together or likes to work together. They like to sit together as well as to roam together outside the group. They have been called as a **dyad** or mutual pair (From the above figure— No. 1 and No. 4).

To some extent in the group there are chain relationship among the members (No. 10, No. 5 and No. 3). To establish this kind of relationship, member (3). Likewise, when the member (10), (5) and (3) develop their relationship in a group, it is called **triad** or chains. In this kind of relationship, the influence in a group, it is called triad or chains. In this kind of relationship, the influence or one member affects the third one through other one member.

In the chain relationship, inter-relationship becomes linear. But sometimes it is found that the two ends of the chain become close together and create a boundary and the relationship keeps in a limited member. It is called **clique** (in the above figure 6, 7, 8 form clique). That means, these members (6, 7, 8) make a subgroup within the group. Chain and clique, two kinds of relationship use to create subgroups. But among the larger groups determine their narrow goals. And these goals influence the behaviour of the members in the clique.

The cliques formed among the members of the group having both advantages and disavantages. subgroups are formed with the same-minded members, each of them having some narrow goals. If these goals include into the general goals of the whole group, then it helps in development and growth of the member's personality. But if the goals are not within the goals of the whole group's goals, then they create problem.
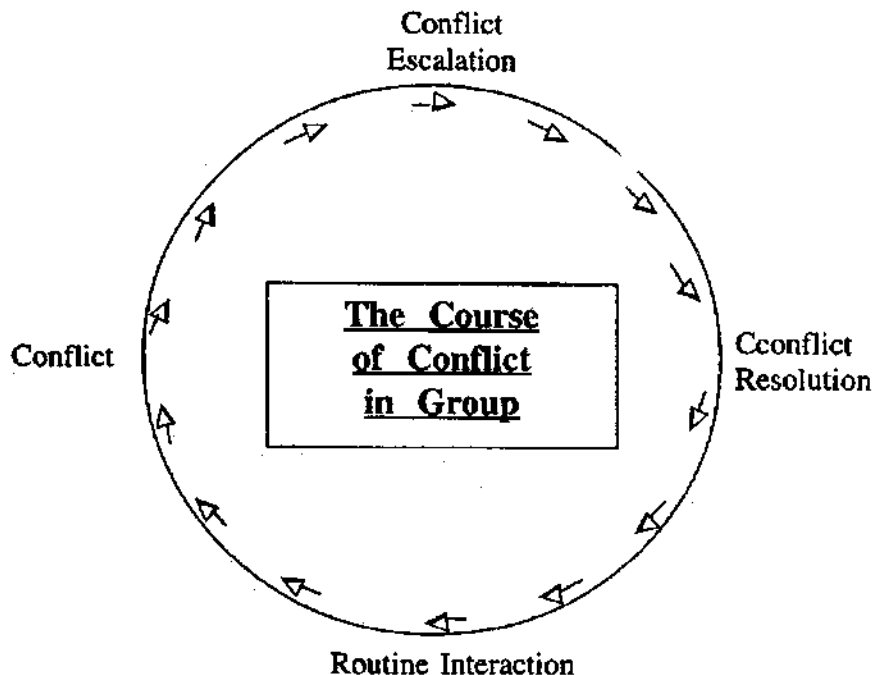
## 14.3 Crisis/Conflict in Group Situation

14.4 **Conflict :** The word conflict itself implies disagreement, discord, and friction among members of a group. The word conflict comes from the Latin word 'conflictus', means "striking together with force". During group conflict, words, emotions and actions "strike together" to produce disruptive effects. When conflict occurs in a group, the actions or beliefs of one or more members of the group are unacceptable to and resisted by one or more of the other group members.

**Inter-group Conflict :** disagreement, discord, and friction between the members of two or more groups.

Conflict follows a cycle from conflict to escalation to resolution. The typical conflict cycle begins when routine group interaction is disrupted by disagreement,

discord, and friction among the members. The conflict often escalates as the group members become more involved in the dispute, but in time it abates, as problems are resolved.

Conflict
Escalation



Conflict

The Course
of Conflict
in Group

Cconflict
Resolution

Routine Interaction

**What are the source of Conflict in groups?**

(1) **personal conflict,** which arises when individual members do not like one another, is more prevalent in groups that are diverse.

(2) **Substantive conflict** stems from disagreement about issues that are relevant to the group's goals and outcomes.

(3) **procedural conflicts** occur when members do not agree on group strategies, policies, and methods.

(4) **Competition** creates conflict by pitting members against one another, whereas cooperation leads to mutual gain.

(5) **Social dilemmas** stimulate conflict by tempting members to act in their own self-interest to the detriment of the group and its goals. Disputes arise— when members disagree on how to divide up resources (the equality norm versus the equity norm).

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NOTE :

**Social Dilemmas :** Interpersonal situations where individuals must choose between maximizing their personal outcomes and maximizing their group's outcomes.

5

# 14.4 How can Group Members Manage Their Conflict

In many cases, members use negotiation (including integrative negotiation), to identify the issues underlying the dispute and then work together to identify a solution that is satisfying to both sides.

**Four basic ways to deal with Conflict :**

(1) **Avoiding** : Inaction is a favourable means of dealing with disputes. When members in small groups talked about their conflicts, they often said that they dealt with conflicts by adopting a "wait and see" attitude, hoping that they would eventually go away. Many executives say that they 'tolerate' conflicts, allowing them to simmer without doing anything to minimize them. Rather than openly discussing disagreements, people who really on avoidance change the subject, skip meetings, or even leave the group altogether.

(2) **Yielding** : People solve both large and small conflicts by giving in to the demands of others. Sometimes they yield because they have changed their opinion on the matter. Through discussion and negotiation, they realize that their position is in error, and so they agree with the viewpoint adopted by the others. In other cases, however, they may withdraw their demands without really being convinced that the other side is correct ; they nonetheless withdraw all complaints. Thus, yielding can reflect either genuine conversion to the position taken by others or a temporary compliance resulting from inter-personal pressure.

(3) **Fighting** : Some people manage their disputes by trying to coerce others into accepting their view. Fighting (forcing, dominating or contending) can take many forms, including authoritative mandate, challenges, arguing, insults, accusations, complaining, vengeance, and even physical violence. These conflict resolution methods are all contentious ones because they involve imposing one's solution on the other party.

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**NOTE :**

**Equity Norms :** A social standard that encourages distributing rewards and resources to members in proportion to their inputs.

**Equality Norms :** A social standard that encourages distributing rewards and resources equally among all members.

**Resource Dilemma (Social Trap) :** A situation that tempts individual to act in ways that will benefit them initially but will prove detrimental, in the long run, both to them and the group as a whole.

(4) **Co-operating :** People who rely on cooperation to resolve disputes search for solutions that are acceptable to both sides in the conflict. Cooperating people do not try to battle it out, but instead strive to identify the issues underlying the dispute and then work together to identify a solution that is satisfying to both sides. This orientation, which is also described as collaboration, problem solving, or a "win-win" orientation, entreats both sides in the dispute to consider their opponent's outcomes as well as their own.

If a group member continues to compete, the Tit-for-Tat (TET) strategy continues to compete, the conflict management strategy. TET is a bargaining strategy that begins with cooperation, but then limitates the other person's choice after that; cooperation is met with cooperation, competition with competition.

## 14.5  Intervention of the Professional Worker

The group worker—

(1) define the conflict not as one person's problem but as the group's concern;

(2) lisen to all points of view and seek to identify similarities as well as differences among them;

(3) seek clarifications that each point of view is fully understood;

(4) try to avoid win-on-lose solutions;

(5) do not ignore cues that conflict exists; check them out;

(6) work for a cooperative rather than a competitive climate.

Because group workers have skills in understanding people and their bnehaviour, the worker can help the group recognize conflict. The recognition of conflict is the first step toward its management and resolution.

## 14.6  Communication and Interaction in Group

The Primary source of energy, which propels the group and influences the individual to change, the interaction or reciprocal responses of the members. When people are together in groups, the possibility of interaction or inter stimulation is always present. Through reciprocal responses may be released by different mechanisms

and may be of lower and higher degree of intensity and continuity, the fact remains that influence on the person is a major dynamic in group work.

Interaction is based on communication. The behaviour of one person, the messages that he sends by speaking is received by the other person and he responds to that message by another message, which the first person receives, and so on.

In any small group observation reveals that only one or two persons speak a great deal and others say very little. This has been found to be so whether the group is structured or unstructured, whether the problem being discussed is general or specific, whether the member of the group are friends or strangers, whether the size of the group is small or large. This is why in a seminar class or in a group discussion restrictions are placed on those who speak frequently and too long while those who do not speak are persuaded to make their contribution. It has been found that the amount of communication by members of a group follows a logarithmic or exponential curve. Regardless of the size of the group, the most talkative member does abut 40 percent of the communicating and the amount of communication by the other members drops off sharply.

Communication is the heart of the process of group interaction and thus a most important aspect of its functioning. Information, decisions and directives are distributed through comunication among group members. Communication is the means of forming and modifying opinioins and attitudes.

Interaction refers to a set of observable behaviour, which take place in two or more persons. There is sequence of behaviour. When you are in a lecture hall and the lecturer makes some interesting remark, the audience responds with clapping. You spontaneously join in clapping. This is an example of limitation which was described the inter-personal influence.

Another kind of inter-personal influence is that in which there are simultaneous effects of two or more persons on each other, that is, in interaction process, there are reciprocal effects. Example—I took up forty children of ten to twelve years of age and asked them to wind fishing reels as fast as possible. I asked each child to work alone and also to work in a small group. I found that twenty children worked faster in a group than when they worked alone; ten of them worked slower when in a group than when alone; the remaining ten worked just as fast whether they worked alone or in a group.

A general idea of the interaction situation may be obtained from the following figure.
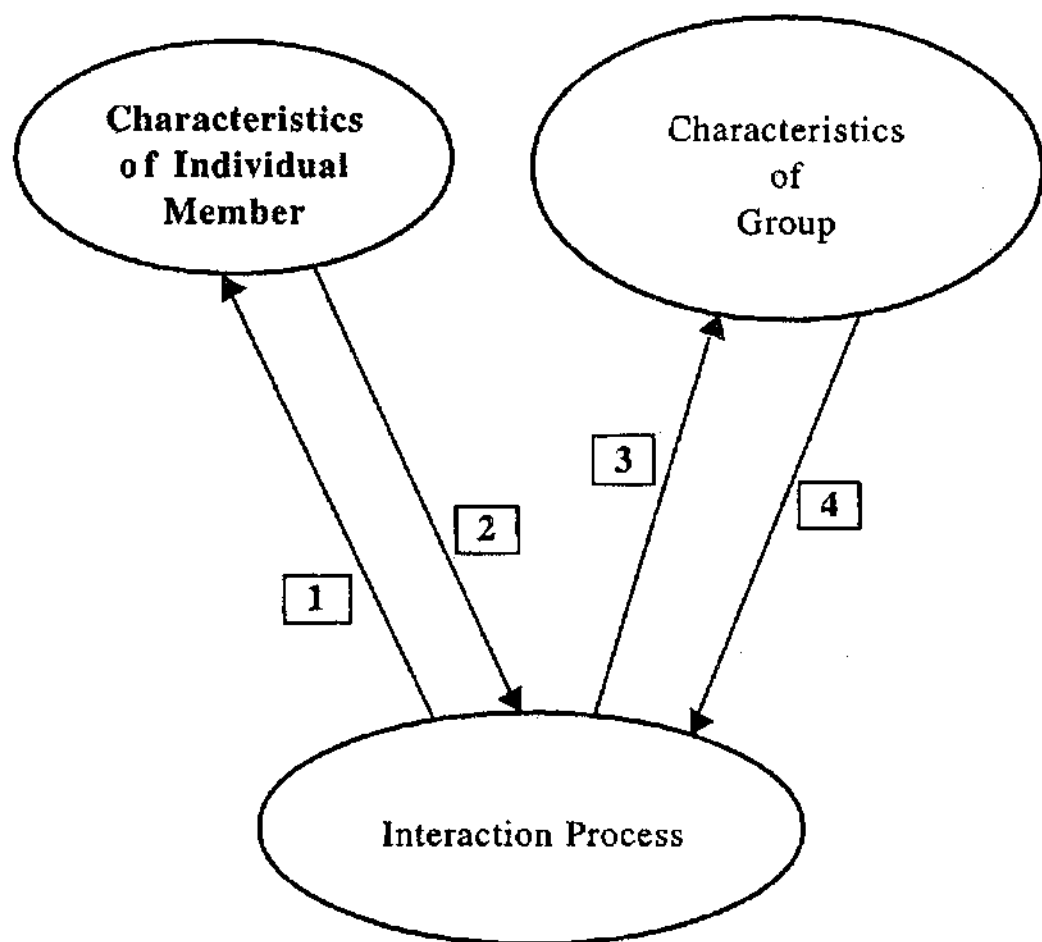


**Figure shows : Interaction Situation in a Group**

This figure suggests that the individual has his own motives and attitudes when he enters into the interaction process (Arrow 1); each group has its own shared rules or norms which affect the interaction process (Arrow 3). As a result of the interaction the motives and attitudes of the individual may be affected and some change brought about (Arrow 2). The changes in individuals who are interacting may bring about changes in the characteristics of the group (Arrow 4). In brief, this is a simple way of depicting the complicated social situation where the groups influence the members through interaction and how the individuals can influence the group characteristics.

## 14.7    Exercises

1. What are the pre-requisities required to form a group.
2. Explain the process of management of Group Conflicts.
3. Why Communication & Interaction is vital in Social Groupwork.

## 14.8    References

Trecker H. B. : Social Group work : Principles and Practices.

# Unit 15 □ Basic Skills and Techniques in Social Group Work

**Structure**

**15.1 Basic Skills in Social Group work**

**15.2 Techniques in Social Group work**

**15.3 Exercises**

**15.4 References**

## 15.1 Basic Skills

Social group work represents the workers' consciousness application of knowledge, understanding and principles in working with indviduals and groups in defined stituations in such a way that change takes place in the behaviour of the individuals and the group.

Some basic skills in social group work is as follows :

(1) **Skill in Establishing Purposeful Relationships**

    (a) The group worker must be skiful in gaining the acceptance of the group and in relating himself to the group on a positive professional basis.

    (b) The group worker must.be skilful in helping individuals in the group to accept one another and to join with the group in common pursuits.

(2) **Skill in Analyzing the Group Stituation**

    (a) The group worker must be skilful in judging the developmental level of the group to determine what the level is, what the group needs and how quickly the group can be expected to move.

    (b) The group worker must be skilful in helping the group to express ideas, work out objectives, clarify immediate goals, and see both its potentialities and limitations as a group

(3) **Skill in Participation with the Group**

    (a) The group worker must be skilful in determining, interpreting, assuming, and modifying his own role with the group.

    (b) The group worker must be skilful in helping group members to participate, to locate leadership among themselves and to take responsibility for their own activities.

## (4) Skill in Dealing with Group Feeling

(a) The group worker must be skilful in controlling his own feelings about the group and must study each new situation with a high degree of objectivity.

(b) The group worker must be skilful in helping groups to release their own feelings, both positive and negative, they must be skilful in helping groups to analyze situations as a part of the working through of group and inter-group conflicts.

## (5) Skil in Programme Development

(a) The group worker must be skilful in guiding group thinking so that interests and needs will be revealed and understood.

(b) The group worker must be skiful in helping groups to develop programmes, which they want as a means through which their needs may be met.

## (6) Skill in Using Agency and Community Resources

(a) The group worker must bne skilful in locating and then acquainting the group with various helpful resources, which can be utilized by them for programme pursposes.

(b) The group worker must be skilful in helping certain individual members to make use of specialised services by means of referral when they have needs, which cannot be met within the group.

## (7) Skill in Evaluation

(a) The group worker must have skill in recording the developmental processes that are going on as he works with the group.

(b) The group worker must be skilful in using his records and in helping the group to review its experiences as a means of improvement.

# 15.2   Thechniques in Social Group work

Thechniques in group work include the following :

## (1) Attending

Attending is letting a group participant know that group worker is paying close attention to what he is saying or doing, so that he will be encouraged to continue. It enables group worker to gain additional information as well as making him more sensitive to and aware to the participant.

(2) **Information Management (Seeking and giving information)**

    a.  **Information 'seeking**

        Information seeking can be defined as asking one or more participants to give information, that is, facts or whatever knowledge about the topic is available. Therefore, information seeking is an attempt to add new information (facts,. knowledge) to what group worker already knows. The term information seeking does not refer to all questions— only to those related to an individual's perception facts.

    b.  **Information Giving** involves informing the group about what the facts or knowledge available about the topic on which the group is working.

(3) **Contract Negotiation** is working out an agreement on objectives for the group and for individuals in it, and on the ground rules to be used in working toward these objectives as a group. Accordingly, contract negotiation refers to the discussions that involve group members and the group worker in deciding about the expectations they have for one another and for the groups as a whole.

(4) **Rewarding** is an attempt to achieve reinforcement of behaviours that are viewed by the rewarding is a conscious effort to continue or increase the occurrence of certain acts that, in this instance, pertain to the goals in either the group's contract or the individual's contract with the group.

(5) **Responding to feeling** refers to the action—verbal or non-verbal—by which we communicate empathetic understanding to people about their feelings. So,in a group, one can sense and communicate about emotions that are being felt by more than one member.

(6) **Focussing** (Keeping a group discussion on track)

    Focussing is calling the attention of the group to something that has been said or that has happened in order to (a) highlight or clarify it so that the group will be more aware of what has gone on or (b) bring the discussion back to the agreed upon business of the group.

(7) **Summarizing** is pulling together what group members for review and consideration of next steps have said. Summarizing is the process of drawing together and briefly restating a number of prior responses into one statement, then seeking agreement or correction from the group members until a summary statement has been produced that everyone considers accurate.

(8) **Gate Keeping** (achieving a balance of participation in a group)

Gate-keeping is behaviour that helps all members of the group to participate by limiting those members who monopolise the discussion and by encouraging low participants to talk more. While no group ever achieves total equality of participation among its members. Gate-keeping is done to achieve a fairly equitable distribution of participation among all members.

(9) **Confrontation** is informing a member or the entire group about discrepancies in words and actions. In confrontation, an individual is informed of an inconsistency (a) between something he has said or done and something also he has said or done or (b) between soemething he has said or done and facts. In other workds, it is a specialised form of information giving that is used to compel an individual to change his behaviour.

(10) **Modelling** (teaching by demonstration and learning by imitation) Modellling occurs when a participant in a group demonstrates a behaviour or set of behaviours in such a way that another person can imitate it. The demonstrator is called the model; the imitator is called the learner.

(ii) **Starting**

Starting is a set of behaviours used to begin a group meeting or introduce a new topic. Strarting is intended to get the members relaxed, interested and willing to work.

## 15.3 Exercises

1. Explain the skills & techniques of Social Group work.

## 15.4 References

Treeker H. B. Social Group Work : Principles and Practice.

# Notes

# Notes