RKDF UNIVERSITY, BHOPAL
Bachelor of Social Work
Semester-I
Paper-III
Syllabus

Course	Subject	Subject Code
BSW	**Integrated Social Work Practice**	**BSW-103**

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Unit I

Social Work of Social System

Units of Social Work Intervention and Dynamics (Individual, Family, Groups, Communities and Organizations

Let us first understand in simple terms what is meant by a social system. A social system has been defined by Mitchell (1979: 203) as 'consisting of a plurality of al actors interacting directly or indirectly with each other in a bounded situation. There may be physical or territorial boundaries but the main point of reference sociologically is that here individuals are oriented, in a wide sense, to a common focus or interrelated foci'. According to this definition such diverse sets of relationships as families, political parties, kinship groups and even whole societies can be regarded as social systems. Parsons' ideas on social systems and his theory of action or action approach are rooted in the thinking of his predecessors. In his monumental book The Structure of Social Action (1937) Parsons has reviewed the contributions of many social scientists, but gave special emphasis to Pareto, Durkheim and Max Weber. In this work Parsons attempts to highlight the underlying unity in the contributions of most of these thinkers. By sorting out these unities Parsons felt that his quest for a general theory of social system would be forwarded. In his opinion a notion of a theory of action was hidden or was present by implication in the works that he reviewed. In the case of Max Weber, however he found action theory more or less clearly formulated. Let us now examine the early approaches to the study of the concept of social system.

Characteristics of Social System:

Social system has certain characteristics. These characteristics are as follows:
1. System is connected with the plurality of Individual actors:

It means that a system or social system cannot be borne as a result of the activity of one individual. It is the result of the activities of various individuals. For system, or social system, interaction of several individuals has to be there.

2. Aim and Object:

Human interactions or activities of the individual actors should not be aimless or without object. These activities have to be according to certain aims and objects. The expression of different social relations borne as a result of human interaction.

3. Order and Pattern amongst various Constituent Units:

Mere coming together of various constituent units that from social system does not necessarily create a social system.It has to be according to a pattern, arrangement and order. The underlined unity amongst various constituent units brings about 'social system'.

4. Functional Relationship is the Basis of Unity:

We have already seen different constituent units have a unity in order to form a system. This unity is based on functional relations. As a result of functional relationships between different constituent units an integrated whole is created and this is known as social system.

5. Physical or Environmental Aspect of Social System:

It means that every social system is connected with a definite geographical area or place, time, society etc. In other words it means that social system is not the same at different times, at different place and under different circumstances. This characteristic of the social system again point out towards its dynamic or changeable nature.

6. Linked with Cultural System:

Social system is also linked with cultural system. It means that cultural system bring about unity amongst different members of the society on the basis of cultures, traditions, religions etc.

7. Expressed and implied Aims and Objects:

Social system is also linked with expressed and implied aims. In other words, it means that social system is the coming together of different individual actors who are motivated by their aims and objectives and their needs.

8. Characteristics of Adjustment:

Social system has the characteristic of adjustment. It is a dynamic phenomenon which is influenced by the changes caused in the social form. We have also seen that the social system is influenced by the aims, objects and the needs of the society. It means that the social system shall be relevant only if it changes itself according to the changed objects and needs. It has been seen that change takes place in the social system due to human needs, environment and historical conditions and phenomena.

Units of Social Work Intervention and Dynamics (Individual, Family, Groups, Communities and Organizations)

Introduction

All human beings are part of society and everyone in the society has different social role and duties. While performing his role and duties, individual faces many problems in one or other form, which hinder his performance as a social being. Casework is the oldest and the most developed method of solving individual's problems and improving his social relations. In this unit we will discuss the concept of casework and its usefulness in solving these problems. We will also study the evolution and historical development of casework in the West and in India.

The Nature of Individual

Every individual is unique and his/her needs are different from others in society. Consequently, the treatment given or approach to one individual cannot be used for the other individual. To understand human behaviour and the individual difference Grace Mathew has given following proposition. An individual's behaviour is conditioned by his/her environment and his/her life experiences. Behaviour refers to reacting, feeling, thinking, etc. Attributes of human being are not visible to others.

The conditions and influences surrounding the persons constitute the environment. For human growth and development it is essential that certain basic needs should be met. The basic needs may be – physical and mental. Physical needs refer to needs for food, shelter and clothing. Mental needs can be in the form of emotional security, need of parents, child, and spouse. Emotional needs are real and they cannot be met or removed through intellectual reasoning. Behaviour is purposeful and is in response to the individual's physical and emotional needs. Other people's behaviour can be understood only in terms of ones own emotional and intellectual comprehension. Each individual and every individual has his/her own importance. As every human beinghas his/her own set of qualities, he/she cannot be neglected.

Herbert Bisno described the following attributes of individual nature:

Each individual by the very fact of his/her existence is of worth. Human suffering is undesirable and should be prevented or at least alleviated, whenever possible. All human behaviour is the result of interaction between the biological organism and its environment. Man does not naturally act in a rational manner. Man is amoral and asocial at birth.

While these two attributes regarding individuals seem obvious at first glance they are often forgotten. Our tendency to simplify events and our biases often prevents us from realizing the uniqueness of the individuals with whom we are dealing. We often observe how individuals with different natures are treated using the common approach. For example, we hear people say that beggars have no self-respect and are lazy. To avoid this mistake caseworkers have to remind themselves that each client who comes to the agency has his own outlook, feelings and attitudes. Their problems may have some similarities but has important differences. Thus the treatment must be differentiated according to the needs of the individual. The caseworker should attempt to understand the client's need and respond to him in an individualized way according to his needs. Similarly the caseworker should recognize the individual as important simply because he is human being. Professional acceptance of clients by putting aside personal bias is an important requirement of the caseworker. The caseworker may have to deal with terrorists, criminals and other deviants who he/she may personally dislike.

Problems Faced By Individual and Families

Problems may be caused due to the non-fulfilment of needs or inability to perform his social roles. The social roles are connected with being a parent, spouse and wage-earning worker etc.

Causes of Human Problems Problem of social functioning causes distress to the individuals. These individuals are not to be considered as a unit of category but a unique person. Casework method tries to resolve individual problems through scientific approach. According

to Encyclopaedia of Social Work Vol.1, the reason for human problems may be divided into five categories:

1) Lack of material resources

2) Misconception about the situation and relationships and lack of appropriate information

3) Illness or health problems related to a disability

4) Emotional distress resulting from stressful situations

5) Personality features or deficiencies

Grace Mathew undertook a survey of 200 casework records, which was based on the reports of casework services rendered for the clients in India. From the sample obtained from Survey of Casework Record; the problems can be categorized as follows:

1) Problems related to illness and disabilities

2) Problems due to lack of material resources

3) School related problems

4) Problems related to institutionalization

 5) Behaviour problems

 6) Problems of marital discord

 7) Problem situations needing a follow-up service

8) Needs related to rehabilitation of people handicapped by disabilities

9) Predicaments and difficulties of client caught up in problems that have been regarded as social problems like gambling, prostitution, alcoholism, drug addiction and unmarried motherhood.

Types of Problem

In general we can categorize the problems faced by individual as:

Economic, Cultural, Health, Psychological, Religious, Sociological and others

Broadly we can say that in a society many problems are associated with the individual and the prime aim of casework is to resolve individual problems in order to help him/her to be independent and effective in social functioning.

Social problems encompass a wide range of issues that affect individuals, groups, and societies. They often arise from or contribute to inequality, injustice, or conflict within a community or society at large. Here are some types of social problems:

1. **Economic Inequality**:
   - **Poverty**: The state of lacking sufficient financial resources to meet basic needs such as food, shelter, and healthcare.
   - **Income Disparity**: Differences in income levels between individuals or groups, often leading to unequal opportunities and access to resources.
2. **Employment Issues**:
   - **Unemployment**: The condition of being jobless and actively seeking work.
   - **Underemployment**: When individuals work in jobs that do not fully utilize their skills or provide inadequate pay.
3. **Education Disparities**:
   - **Access to Quality Education**: Inequities in the availability and quality of educational resources and opportunities.
   - **Educational Attainment**: Differences in the level of education achieved among different social or economic groups.
4. **Healthcare Access**:
   - **Healthcare Inequality**: Variations in the availability and quality of healthcare services among different populations.
   - **Health Disparities**: Differences in health outcomes and access to medical treatment based on factors like socioeconomic status, race, or geography.
5. **Crime and Safety**:
   - **Violent Crime**: Issues related to acts of violence such as assault, robbery, or murder.
   - **Property Crime**: Theft, burglary, and vandalism affecting individuals and communities.
6. **Housing and Homelessness**:
   - **Affordable Housing**: The lack of accessible, reasonably priced housing options for low-income individuals and families.
   - **Homelessness**: The state of lacking stable, safe, and permanent housing.
7. **Discrimination and Inequality**:
   - **Racial and Ethnic Discrimination**: Unfair treatment or prejudice based on race or ethnicity.
   - **Gender Inequality**: Disparities in treatment and opportunities based on gender.
8. **Family Issues**:
   - **Domestic Violence**: Physical, emotional, or psychological abuse occurring within a household.
   - **Child Abuse and Neglect**: Harm or inadequate care of children by parents or guardians.
9. **Substance Abuse**:

- o **Drug and Alcohol Addiction**: Dependency on substances that negatively impact health and social functioning.
- o **Rehabilitation and Treatment**: Access to and effectiveness of programs designed to help individuals overcome addiction.

10. **Environmental Justice**:
- o **Environmental Degradation**: Harmful impacts on the environment that disproportionately affect marginalized communities.
- o **Climate Change Impact**: Effects of global climate change on vulnerable populations, such as extreme weather events or rising sea levels.

11. **Social Integration**:
- o **Integration of Immigrants and Refugees**: Challenges faced by newcomers in adapting to and being accepted in a new society.
- o **Community Cohesion**: Issues related to social fragmentation and the ability of communities to work together effectively.

12. **Aging and Elder Care**:
- o **Elder Abuse**: Physical, emotional, or financial harm inflicted upon older adults.
- o **Access to Senior Services**: Availability and quality of services and support for the elderly.

Social problems are often interconnected and can require multifaceted approaches to address effectively. Solutions typically involve policy changes, community engagement, and individual support systems.

Approach to Integration

Systems Approach- Meaning and concept of Intrapersonal, Interpersonal and Environmental systems in the problem solving process

SYSTEMS APPROACH

The Systemise approach is the study of inter-related variables forming one system, a unit, a whole which is composed of many facts, a set of elements standing in interaction. This approach assumes that the system consists of discernible, regular and internally consistent patterns, each interacting with another, and giving, on the whole, the picture of a self-regulating order. It is, thus, the study of a set of interactions occurring within and yet analytically distinct from, the larger system. What the systems theory presumes include:

i)   The existence of a whole on its own merit;

ii)   ii) The whole consisting of parts;

iii)   iii) The whole existing apart from the other wholes;

iv)   iv) Each whole influencing the other and in turn, being influenced itself;

v)   v) The parts of the whole are not only inter-related, but they interact with one another and in the process creating a self-evolving work;

vi)   vi) The parts relate themselves into a patterned relationship, while the whole exists, and keeps existing.

The emphasis of the systems theory is on the articulation of the system and of components and the behaviours by means of which it is able to maintain itself over time.

Interpersonal and Environmental systems in the problem Solving Process

Nature and Stages of Problem Solving Human beings are always engaged in problem solving, be it in day-to-day life or at school, workplace or interpersonal relationships. Problems can range from simple to complex. Problem solving means there is a problem

which needs to be solved. It involves reaching a goal, and thus includes goal-directed thinking. Various alternative ways are explored to achieve goals. We solve problems based on our existing knowledge, earlier experience and thinking in terms of future. There are three components in problem solving –

(a) an original state, refers to the present situation of problem/difficulty;

 (b) a goal state, which is the desired state which we want to achieve; and

(c) the rules that are applied to reach to the goal state to achieve the desired outcome. Here the person (the operator)uses various skills and techniques to arrive at the goal state. The internal or mental representation of all the three is called the problem space, i.e., the space in which we visualize the original and end state/goal state, andwhere alternative solutions are found and employed. Usually problems can be described as of two types such as

• Well defined problems:

These are the problems that are easy to define and describe. Nature of the problem is clear and correct solutions are available, e.g., puzzles. The initial state and goal states are clearly definable, and there are available rules and strategies to reach the goal.

• Ill-defined problems: Here the nature of the problem is not clear and cannot be described in specific ways, e.g., defining justice or peace, or creating an abstract painting. All the aspects of problem space such as the initial state, goal state, the operator and the rules used are not clear and defined. The stages in problem solving usually begins with defining and understanding the problem. Then it involves thinking about the alternative ways to solve the problem, implementing the best alternative, and finally evaluating it in terms of the desired outcome. Problem solving stages generally follows the stages in creativity which is described in detail in the section on creativity.

Ways of Problem Solving

Trial and Error: As the name indicates, it involves solving a problem by trying different methods in a random way. We keep on trying one solution after another on a trial and error basis until we get a correct solution. It works in a mechanical way and is not very effective.

Algorithms:

This is another way of solving problems which follows a step-bystep procedure to reach the solution. It will always result in a correct solution. However, it takes a long time to reach the solution as it keeps exploring the options one by one in a systematic way. Heuristics: This is comparatively the fastest and most effective way of problem solving. We cannot possibly use trial and error always or have long enough time to go through the tedious process of using the algorithm way of problem solving. Though we can make use of algorithms in the computers to generate solutions, we, as human beings need something else to solve problems in our day-to-day life. A heuristic is a better approach here which refers to a "rule of thumb". That is, heuristic is a simple rule based on prior experiences which is used to solve problem. Thus, there is no trying out of each possible solution in a step-by-step way, but this method reduces it by taking intelligent guesses at solution on the basis of previous learning and experiences. However, heuristics does not always lead to correct solutions as it is in the case of algorithm, but it increases the chances of getting the correct solution by narrowing down the possible solutions unlike the trial and error method. Various types of heuristic methods are used such as backward search, means end analysis etc. Backward search as the name implies starts at the goal state or the desired outcome and moves backward towards the original state, e.g., in solving a maze problem, if you start tracing from the end state, it becomes easier for you to reach the initial state in short time. In means end analysis, the end is identified and

various means are used to reduce the difference between the current state and goal state. It tries to identify sub goals between the two and minimize the gap in the process. Insight: Insight is also another strategy of solving problem. Here the solution comes suddenly to the person, hence called insight. It is like an "Aha" experience or the "Eureka" moment. Insight involves reorganization of experiences in the mind when one is engaged in other things, and then suddenly the solution appears to the person.

Barriers to Effective Problem Solving

Various factors can affect problem solving, for example, lack of appropriate information and facts about the problem, lack of understanding about the problem, lack of knowledge about problem solving techniques and process, being unsystematic, lack of patience and commitment in solving the problem etc. There are certain barriers which may impact individual's problem solving capability. Perceptual barriers sometimes we fail to see the problem from alternative perspective because of our fixed and set beliefs. Mental Set refers to a fixed pattern of thinking based on one's earlier experiences. Thus we are not able to go beyond the tried and tested paths/solutions which poses a barrier in problem solving. We see only what we want to see. You will learn more on it in the section on creativity.

Emotional barriers: Our emotions of fear, anxiety about making mistakes leads to stress and may prevent us from seeing things in perspective. This in turn poses a barrier to effective problem solving. We avoid taking risks for fear of failure in solving the problem. Environmental barriers: Refers to factors in one's physical and social environment that become barriers to problem solving. For instance, there may be lack of support, lack of proper communication, lack of infrastructure, stress etc. Cultural barriers: It refers to one's beliefs, set notions, attitudes, prejudices, values and practices influenced by one's culture which may impact problem solving.

Unit III

Roles of a Social Worker

The dictionaries define role as 'the actions and activities assigned to or required or expected of a person'; 'normal or customary activity of a person in a particular social setting'; and, 'behavior in relation to a specific function or task that a person (the group worker) is expected to perform'. The roles are concomitant to a status or a social position. A set of expectations govern the behavior of persons holding a particular role in society; a set of norms that defines how persons in a particular position should behave. As a sociological term, a role is described as a comprehensive pattern of behaviour that is socially recognized, providing a means of identifying and placing an individual in a society. It also serves as a strategy for coping with recurrent situations and dealing with the roles of others.

Roles of a social worker working with Groups

Widely quoted authors Compton and Galaway (1984) focused on social worker's, interventive roles whose enactment meant the translation of expectations (of the profession) into behaviour. These roles refer to the behaviours through which the client – an individual, a family, a group or a community – expects the worker to help accomplish goals, agreed upon mutually by the client and the worker. The roles conceptualized by the authors include the following:

a) Social broker – connecting the client system with the community resources based on broad knowledge of community resources and the operating procedures of the agencies; the worker may bring the specialized resources to the group; referral is a basic part of enactment of the broker's role.

b) enabler – assisting clients to find coping strengths and resources within themselves to produce changes necessary for accomplishing the stated objectives with the supporting and enabling function for the client, whether individual or group; for example, the worker who

assists a group of residents in a community in thinking through the need for and then in identifying ways of establishing a day-care centre; who helps a group to identify sources of internal conflict and influences blocking a group's goal achievement and then to discover ways of dealing with these difficulties is serving as an enabler in relation to the group. Encouraging verbalization, providing for ventilation of feelings, examining the pattern of relationships, offering encouragement and reassurance, engaging in logical discussion and rational decision-making are other avenues through which enabler's role may be enacted. (Compton & Galaway, 1984, p. 430)

c) Teacher – providing groups with new information necessary for coping with difficult situations, assisting group members in practicing new behaviour or skills. It is different from broker's role as it implies providing additional resources to members' environment; for example, supplying information about low cost nutritional diet; informing parents regarding child development for coping with difficult problems of children; providing vocational guidance to adult patients requiring rehabilitation after loss of limbs. Teacher's role helps group members make informed choices and cope better with social reality. One important dimension of this role is role-modelling - offering to group members a model of behaviour, of communication and relating.

d) mediator – efforts to resolve conflicts that may exist between the client system and external systems like other persons or organizations by finding a common ground on which they might reach a resolution of the conflict (utilizing techniques of constructive conflict resolution); for example, residents' group wishing to secure a playground but not having adequate political clout to do so.

e) Advocate – Speaking for the client (individual, family, group or community) by presenting and arguing the clients' cause. It becomes essential when working with client-systems who belong to disadvantaged and marginalized groups in society, are oppressed due

to structural social inequalities, or are invisible and voiceless. Advocacy is becoming increasingly popular role of social workers in the context of focus on social justice concerns and human rights. Unlike other roles, advocacy can be used without direct involvement of the client-system.

Besides these roles conceptualized by Compton and Galway, others mentioned in social work literature include the roles of Organizer (covering planning and implementing action), consultant and facilitator. The role of facilitator is relevant in the changed perception of group members as interdependent entities engaged in mutual aid based support groups and self-help groups which require minimal professional intervention. On one point all the experts agree that the roles mentioned above are neither discreet entities nor comprise an exhaustive list. There is often blurring of boundaries and hence overlap. The roles also get into a new constellation as and when required by the demands of the situation, purpose of the group (the client) and the dynamics emerging out of interaction among the three basic elements of group work practice, that is, group (along with its members), worker and the social environment.

Social Work skills and techniques

A social worker has to understand and imbibe skills of social group work. It would be one of his or her major tasks in the job as social work often involves work with groups differing in its size and composition. What is a skill? "The term skill refers to a conscious, disciplined use of one's self and one's abilities which can be acquired reliably only through the disciplined experience of professional training for social group work, during which the potential group worker not only takes help in his learning from teachers and supervisors but carries responsibility in a group work agency simultaneous with his acquisition of group work theory. On the one hand the social worker has to understand his profession's philosophic values and also draw from social work's professional purposes. These are the roots of social

group work skill. The capacity to translate values into professional efforts that precipitate movement toward the fulfilment of purpose constitutes social group work skill." (Philips: 1957).

According to Trecker (1955), skill is the capacity to apply knowledge and understanding to a given situation. Trecker (1955: 36-37) also has specified skills for social group work as follows:

1) Skill in Establishing Purposeful Relationships

A) The group worker must be skillful 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 skillful in helping individuals in the group to accept one another and to join with the group in common pursuits

2) Skill in Analyzing the Group Situation

A) The group worker must be skillful in judging the developmental level of the group to determine what the level is, what the group needs, and how quickly the group can be expected to move. This calls for skill in direct observation of groups as a basis for analysis and judgment.

B) The group worker must be skillful 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 skillful 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. He must be skilful in helping groups to analyze situations as a part of the working through of group or intergroup conflicts.

Skill in Programme Development

A) The group worker must be skillful in guiding group thinking so that interests and needs will be revealed and understood.

B) The group worker must be skillful in helping groups to develop programs which they want as a means through which their needs may be met.

Skill in Using Agency and Community Resources

A) The group worker must be skillful in locating and then acquainting the group with various helpful resources which can be utilized by them for program purposes

B) The group worker must be skillful in helping individual members to make use of specialized services by means of referral when they have needs which cannot be met within the group.

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 skillful in using his records and in helping the group to review its experiences as a means of improvement.

Meaning and Concept of the Client systems, The Problem, Process and Place

INTRODUCTION

Social case work is the primary method in social work practice. In social case work, a social worker works with an individual, helps an individual who faces problem in the day to day functioning. This method deals with both the social and psychological aspects of an individual's life. The term "social" implies the experiences of the individual with other

people and his/her environment, and the term "psychological" implies the thoughts and feelings which occupy the mind within an individual. Thus, the social aspects deal with the interpersonal experiences of the individual and the psychological aspects deal with the intrapersonal experiences of a human being. In order to understand the individual person, it is important to understand the various components of social case work and the importance of the components in dealing with the problems of the individual. Social case work is defined by Mary Richmond in 1915, as "the art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment." The nucleus of social case work is given by H.H. Perlman which is, 'a person with a problem comes to a place where a professional representative helps him by a given process'. This entire phenomenon is also known as the 4P's and is used in most of the situations where a person seeks professional help.

There are four components of casework known as the 4 P's:

1. The person.

2. The problem.

3. The place.

4. The process.

Let us now explain each one of them.

THE PERSON

The person is any individual who is under stress or is facing problem in his/her life. The person can be a man, woman or a child. The person in social work terminology is called the 'client'. The person may have problem due to his/her inability of adjusting to the existing situation which is created by forces which are beyond his/her control. This problem can be social, economic or psychological in nature. When confronted by a problem, an individual usually tries to solve the problem by employing solutions from his/her previous experiences.

However, when the problem does not seem to resolve, an external support is needed and then the individual seeks for professional help. A person becomes a 'client' as soon as he starts getting professional help. The person or the client has several unmet needs, concerns and problems. These problems are unique to his/her situation. Every person is unique and has his own set of social and cultural environment in which he/she lives which makes the person have unique social experiences. At the same time, the person is also part of the social environment and shares the commonalities of the humankind and has a set of transactions with other people. The person is unique and different from every other member of his/her family or society.

Clients are of the following types:

1   Those who seek help for themselves.

2. Those who seek help for another person.

3. Those who block or threatens the social functioning of another person (e.g., the neglectful parent in a child protection case).

4. Those who seek help for inappropriate goals.

5. Those who seek help as a means to reach their own goals or ends.

THE PROBLEM

A problem is an obstacle or a hindrance in the normal functioning of an individual. Problems usually arise due to unmet needs, maladjustments and frustrations. When these unmet needs or frustrations prolong for a longer period of time and start affecting the social functioning of an individual, they take shape of problems. Thus, intrapersonal problems arise due to unmet needs and desires of the person, which affect the person's living situation or the effectiveness of his/her efforts to deal with it.

Dimensions of problems

There are several dimensions in which a problem may arise. Some of these are listed below:

1) Intrapersonal problem: When maladjustments and frustrations arise due to personal issues of an individual and block their social functioning, these problems are intrapersonal in nature. These problems only affect the concerned person and the surroundings of a person.

2) Interpersonal problem: When problems arise due to some external cause, situation or the surroundings of an individual and make him/her uncomfortable, these problems are interpersonal in nature. Interpersonal problems also affect the people who surround us like family, friends, etc.

3) Physiological problems: Physiological problems are caused due to ailments in certain body part or due to physical illness. When a person experiences a prolonged disease, it starts to affect his/her mental health and therefore it becomes important to be addressed.

4) Economic problems: Fulfilment of basic needs is imperative for every human being. Problems arising due to poverty are one of the basic problems. People all over world are facing economic crisis. The society is divided into various classes - upper, middle and lower. The upper class is capable of affording almost all the luxuries, the middle class is capable to at least fulfilling all the basic requirements, while the lower class faces a crisis in their daily life.

5) Psychological problems: Psychological issues are usually related to the mind and behaviour of a person. Anxiety, depression, paranoia, etc., are the extreme results of a prolonged psychological problem.

THE PLACE

'The place' is a social service agency or a social service department where the person comes for help with his/her problem. Place may include a larger institution (e.g., the local authority), or the smaller social work microcosm (e.g., the psychiatric social work department in a mental hospital). Place may also include the institutions in which

caseworkers' practice (schools, child guidance clinics, children's departments of the hospitals and courts and so on).

Classification of Social casework agencies Social casework agencies may be classified based on the following three factors: 1) Source of support- These are the agencies which are funded by public taxation (child welfare, physical and mental health programmes, etc.) or voluntary contribution. 2) Source of professional authority – Some agencies are primary agencies which carry full authority and responsibility for their social functions and some are secondary agencies which derive their authority and responsibility from the host agency. 3) Special function and area of concern- Primary agencies may be both public and private. These agencies choose to work in particular area in which they give services. Secondary agencies are associated with the work of some other profession, such as medicine, education or law and cater to their specific knowledge and purpose.

THE PROCESS

A process is a number of stages or steps followed by the case worker to help the client. It is mandatory for a professional worker to follow certain steps in order to help the client. The worker is required to maintain a good rapport with the client throughout the process. The worker helps the client to strengthen his/her coping mechanism in a problematic situation. The professional social worker accepts the client, develops a good relationship with client and tries to elicit facts. The facts stated by the client are properly diagnosed and the worker helps the client to arrive at the solution, ensuring full participation of the client in the process. The first part of the casework process, is to ascertain and clarify the facts of the problem. The second phase of casework process is thinking through the facts. The conclusive phase of each problem-solving effort in casework is the making of some choice or decision.

Stages of Problem-Solving Process -

The following stages explain the processes involved in the problem-solving in social case work:

1) Preliminary statement of the problem: This involves a clear, precise and accurate statement of the problem. Often the problem statement is vague, global and lacking in precision.

2) Statement of preliminary assumptions about the nature of the problem: After clearly stating the problem, assumptions are made regarding the nature and cause of the problem. This gives an indication regarding the need to solve the problem and understanding the hurdles in fulfilling this need.

3) Selection and collection of information: Information may be collected from a variety of sources including historical, social, psychological, biological, economic, political, religious, and ethical understandings. The client is the primary source of information regarding the problem.

4) Analysis of information available: The information gathered regarding the problem is analysed in order to determine feasible goals, possible outcomes, possible plans of action, interpretation of the meaning of the information gathered, and evaluation.

5) Development of a plan: Gathering and analysing information leads to an understanding of what can be done to remove obstacles which are blocking need fulfilment. A plan is developed regarding the possible solutions considering various strategies and techniques.

6) Implementation of the plan: The plan is put into action in order to solve the problem of the person.

7) Continuous monitoring and evaluation: While the plan is in operation, it is constantly monitored and reviewed. While implementing the plan, constant evaluation must include gathering of more information. Once the goal is reached, evaluation of the plan is undertaken in order to understand the outcome of the plan.

Steps of Problem-Solving Process

The following steps are given by Mary Richmond in 1917 to solve the problem of the client:

1) Intake: Whenever a person seeking help comes to an organisation, an administrative process of enrolling the client is performed by the agency. Intake can also be explained as the acceptance of the client as he/she is by the case worker. A case worker has to maintain a nonjudgmental attitude towards the client. The professional worker in this step establishes a relationship with client and tries to make the client comfortable.

2) Study: Once a relationship is established, the worker tries to elicit various facts and information from the client. Probing is a well-known technique performed by a skilled caseworker to understand the deep aspirations and underlying issues, while dealing with the client. A preliminary analysis starts at this stage.

3) Diagnosis: In this stage, the worker tries to diagnose the problem of the client after studying the facts provided by the client. Diagnosis is understanding the nature of the cause of problem. The worker thoroughly assesses the already known information and tries to reach to the roots of the problem. Diagnosis are of three types:

• Dynamic diagnosis: Dynamic refers to analysing the current problem. Dynamic diagnosis is assessing the current issues, surroundings and feelings of the client.

• Clinical diagnosis: Clinical diagnosis is the process through which healthcare professionals identify a disease or condition in a patient based on a combination of clinical findings, medical history, and diagnostic tests. Here's an overview of the key components and steps involved in clinical diagnosis:

1. Patient History

- **Medical History**: Gathering information about past illnesses, surgeries, and treatments.
- **Family History**: Identifying any hereditary conditions or diseases in the patient's family.
- **Social History**: Understanding lifestyle factors, such as smoking, alcohol use, and occupational exposures.

- **Presenting Symptoms**: Documenting the patient's current symptoms, their onset, duration, and severity.

2. Physical Examination

- **Inspection**: Observing physical signs such as skin color, swelling, or deformities.
- **Palpation**: Feeling the body to detect abnormalities, such as lumps or tenderness.
- **Percussion**: Tapping on body parts to assess the underlying structures.
- **Auscultation**: Listening to internal sounds using a stethoscope, such as heartbeats or lung sounds.

3. Diagnostic Tests

- **Laboratory Tests**: Blood tests, urine tests, and other fluid analyses to identify abnormalities.
- **Imaging Studies**: X-rays, MRIs, CT scans, and ultrasounds to visualize internal structures.
- **Electrodiagnostic Tests**: EKGs, EEGs, or EMGs to assess electrical activity in the heart, brain, or muscles.
- **Biopsy**: Taking a tissue sample for microscopic examination to identify cancer or other conditions.

4. Differential Diagnosis

- **List of Potential Diagnoses**: Considering all possible conditions that could explain the patient's symptoms.
- **Elimination Process**: Using additional tests or observations to narrow down the list and rule out less likely conditions.

5. Clinical Judgment

- **Pattern Recognition**: Identifying patterns in symptoms, test results, and physical findings that match known conditions.
- **Integration of Information**: Combining all data from history, examination, and tests to form a coherent diagnosis.

6. Final Diagnosis

- **Diagnostic Conclusion**: Arriving at the most likely diagnosis based on all gathered information.
- **Treatment Planning**: Developing a management plan which may include medications, lifestyle changes, further tests, or referrals to specialists.

7. Follow-Up

- **Monitoring Progress**: Assessing the patient's response to treatment and making adjustments as needed.
- **Reevaluation**: Revisiting the diagnosis if the patient's condition changes or if new symptoms arise.

8. Documentation

- **Record Keeping**: Accurately documenting all findings, tests, diagnoses, and treatment plans in the patient's medical record.

Considerations in Clinical Diagnosis

- **Patient Communication**: Ensuring that the patient understands the diagnosis and treatment options.
- **Cultural Sensitivity**: Being aware of and respectful towards cultural differences that might impact diagnosis and treatment.
- **Ethical Considerations**: Ensuring that the diagnostic process respects patient autonomy and confidentiality.

Clinical diagnosis is a dynamic and iterative process that requires both scientific knowledge and clinical experience. It often involves collaboration among various healthcare professionals to ensure comprehensive and accurate patient care.

- Etiological diagnosis: **Etiological diagnosis** refers to identifying the underlying cause or origin of a disease or condition. This approach focuses on understanding the factors or mechanisms that lead to the development of the disease, rather than just addressing the symptoms. Here's a detailed look at how etiological diagnosis is carried out:

Components of Etiological Diagnosis

1. **Comprehensive Patient History**
   - **Symptom Onset and Progression**: Details about when symptoms began, how they have evolved, and any patterns observed.
   - **Lifestyle Factors**: Information about diet, exercise, exposure to toxins, travel history, and other relevant lifestyle factors.
   - **Environmental Exposure**: Identification of any environmental exposures such as pollutants, chemicals, or occupational hazards.
   - **Family History**: Assessment of hereditary conditions or patterns that may indicate a genetic predisposition.
2. **Physical Examination**
   - **Clinical Signs**: Observing physical manifestations that might point to the underlying cause.
   - **Pattern Recognition**: Identifying signs that could suggest specific etiological factors, such as rashes indicative of a particular infectious agent.
3. **Diagnostic Testing**
   - **Laboratory Tests**: Blood work, urine tests, or other analyses to detect biomarkers or abnormalities that suggest a specific cause.
   - **Imaging Studies**: X-rays, CT scans, MRIs, and ultrasounds to visualize internal structures and identify any anomalies.
   - **Microbiological Cultures**: Testing for pathogens such as bacteria, viruses, or fungi to determine if an infection is the underlying cause.
   - **Genetic Testing**: Identifying genetic mutations or inherited conditions that may be contributing to the disease.
4. **Differential Diagnosis**

- o **Identifying Possible Causes**: Considering various potential causes based on the patient's symptoms and test results.
  - o **Exclusion of Other Conditions**: Using tests and clinical judgment to rule out other possible causes.
5. **Etiological Analysis**
  - o **Pathophysiology**: Understanding the biological and physiological mechanisms through which the identified cause leads to disease.
  - o **Causative Factors**: Determining specific factors such as infections, genetic mutations, environmental exposures, or lifestyle choices that are responsible for the condition.
6. **Integration and Diagnosis**
  - o **Synthesis of Information**: Combining patient history, physical examination, test results, and differential diagnosis to identify the primary cause.
  - o **Confirmatory Testing**: Conducting additional tests if needed to confirm the suspected cause.
7. **Treatment and Management**
  - o **Targeted Therapy**: Developing a treatment plan aimed at addressing the underlying cause rather than just alleviating symptoms.
  - o **Prevention Strategies**: Implementing measures to prevent recurrence or further complications related to the identified cause.
8. **Follow-Up**
  - o **Monitoring**: Tracking the patient's response to treatment and adjusting the approach as necessary.
  - o **Reassessment**: Revaluating the diagnosis if symptoms persist or new information emerges.

Example of Etiological Diagnosis

- **Case of Chronic Cough**:
  - o **Initial Symptoms**: A patient presents with a chronic cough.
  - o **History**: Includes exposure to smoke, a history of asthma, recent travel, or contact with sick individuals.
  - o **Examination and Tests**: Includes chest X-rays, sputum analysis, and possibly a CT scan.
  - o **Etiological Analysis**: Identifies that the cough is due to a chronic infection (e.g., tuberculosis) or a condition like asthma.
  - o **Treatment**: Targets the specific cause (e.g., antibiotics for tuberculosis or inhalers for asthma).

Considerations

- **Complexity**: Some conditions may have multifactorial causes, requiring a comprehensive approach to identify all contributing factors.
- **Emerging Knowledge**: New research and discoveries may impact the understanding of disease etiology, necessitating ongoing review and adjustment of diagnostic practices.

Etiological diagnosis aims to address the root cause of a condition to provide more effective and targeted treatment, leading to better patient outcomes and prevention strategies.

<u>**Unit IV**</u>

Process of Social Work-

- Initiating Contact, Collecting Data, assessment, Negitiation of Contract

- Problem Solving, Termination, Evaluation and Follow up for Integrated Practice

The process of social work typically involves several key steps to ensure that social workers can effectively help their clients. Here's an overview of the process, including the stages you mentioned.

1. Initiating Contact:

This is the first step where the social worker establishes communication with the client. It involves building rapport, establishing trust, and creating a safe environment for the client to share their concerns. The social worker explains their role and the purpose of their involvement.

2. Collecting Data: In this stage, the social worker gathers relevant information about the client's situation. Data collection can involve interviews, questionnaires, observations, and reviewing documents or records. The aim is to get a comprehensive understanding of the client's needs, strengths, challenges, and the context of their situation.

3. Assessment: The collected data is analyzed to identify the client's needs, problems, and potential solutions. The social worker assesses the client's physical, emotional, social, and environmental factors. This assessment forms the basis for developing a plan of action.

4. Negotiation of Contract:

This involves creating a formal or informal agreement between the social worker and the client regarding the goals and expectations of the intervention. The contract outlines the roles

and responsibilities of both the client and the social worker, the goals to be achieved, and the methods to be used. It ensures that both parties are clear about the intervention process and committed to the agreed-upon plan.

5. Intervention: The social worker implements the plan of action developed during the assessment and negotiation stages. Interventions can include counselling, advocacy, resource provision, skill-building, and other support services. The social worker works collaboratively with the client and other stakeholders to address the identified needs and achieve the set goals.

6. Evaluation: This stage involves assessing the effectiveness of the intervention. The social worker evaluates whether the goals have been met and the client's situation has improved. Feedback from the client is often used to gauge the success of the intervention and make necessary adjustments.

7. Termination: Once the goals of the intervention have been achieved, the social worker and client prepare to end the professional relationship. Termination involves reviewing the progress made, discussing any remaining issues, and planning for future support if needed. The social worker ensures that the client feels confident and capable of maintaining the positive changes independently.

In integrated social work practice, problem-solving, termination, evaluation, and follow-up are key components to ensure comprehensive and effective support for clients. Here's a detailed look at these stages:

Problem Solving-1 Identifying the Problem The social worker collaborates with the client to clearly define the problem. This involves understanding the root causes and the context of the issue, considering the client's perspective and situation.

2. Setting Goals: Specific, measurable, achievable, relevant, and time-bound (SMART) goals are established. Goals should address both immediate needs and long-term outcomes, incorporating the client's strengths and resources.

3. Developing a Plan: A detailed plan of action is created, outlining the steps needed to achieve the goals. This includes identifying resources, interventions, and support systems. The plan should be flexible to adapt to changes in the client's situation.

4. Implementing Interventions: The social worker and client work together to carry out the plan. Interventions may involve counselling, advocacy, resource mobilization, skills training, and other support services. Regular monitoring and adjustments are made as needed to ensure progress.

Termination:

1-Preparing for Termination: The social worker and client discuss the upcoming end of their formal relationship well in advance This includes reviewing the progress made, reinforcing the skills learned, and addressing any remaining concerns.

2-Consolidating Gains: Focus on consolidating the progress achieved and ensuring the client feels confident in maintaining changes. Develop a maintenance plan that the client can follow independently.

3- Saying Goodbye: Acknowledge the end of the professional relationship and the work done together.

Unit V

Social Work Profession and Practice-Social work is now a global profession. Most countries in the world have social work education as part of their university systems and offer degree programmes in the discipline. There are a number of jobs in governmental and non-governmental sector for which trained social workers are preferred. Professional bodies of social workers have been formed in many countries, which play an important role in facilitating professional interaction and promoting common interests. National governments and the civil societies are convinced that social workers have a specialist role in many areas in the social sector. International bodies of social workers have raised the global profile of profession by contributing their expertise to international organizations like UN, WHO etc. While social workers can be pleased at the growing recognition, the process is still on going and faces considerable challenges. Social workers cannot still say that their profession is recognised and accepted on par with other professions like medicine, law, management and nursing. Moreover, the growth of the profession is geographically uneven; in some countries the social work is fully recognised as a profession while in others it is still gaining recognition. In many universities there are separate social work departments staffed by trained social work teachers while in other universities sociology, women studies and other social science departments teach the subject. Yet in some countries social workers are employed mainly in the government sector while is others they are part of civil society organizations. Many differences in the content, teaching and practice of social work are due to historic reasons. The profession is influenced by the ideological orientation of the state and the value system of the particular society in which it is exists. In order to understand the dynamics this unit gives an historical overview of the position and the status of social work in selected nations and discusses some of important reasons for the same.

The philosophy of social work encompasses the fundamental principles, values, and beliefs that guide the practice and profession. It serves as a foundation for ethical and effective social work, influencing how social workers approach their clients, communities, and the broader society. Here are the core components of the philosophy of social work:

1. Human Dignity and Worth

2. Respect for Individuals: Social workers uphold the intrinsic worth and dignity of every person, regardless of their circumstances, background, or identity.

3. Empowerment: Emphasizing the strengths and capabilities of clients, social workers aim to empower individuals and communities to take control of their lives and make positive changes.

2. Social Justice:

Equity and Fairness: Social workers strive to promote social justice by addressing inequalities and advocating for fair treatment and opportunities for all.

Advocacy: Engaging in advocacy to challenge and change unjust policies, practices, and social conditions that marginalize or oppress individuals and communities.

3.Service to Humanity-Commitment to Helping Others: The primary goal of social work is to help individuals, families, groups, and communities improve their well-being and achieve their full potential. Altruism: Social workers often go beyond their professional duties to assist those in need, driven by a sense of compassion and responsibility towards humanity.

4. Integrity and Professionalism:

Ethical Practice: Social workers adhere to a strict code of ethics that guides their professional conduct, ensuring honesty, accountability, and integrity in all their interactions. Competence:

Continuous professional development and self-reflection are essential to maintain high standards of practice and deliver effective services.

5. Importance of Human Relationships:

Building Trust: Establishing and maintaining strong, trusting relationships with clients is crucial for effective social work practice.

Collaboration: Social workers recognize the importance of working collaboratively with clients, other professionals, and community resources to achieve the best outcomes.

6. Holistic Perspective:

Person-in-Environment: Social workers consider the whole person within the context of their environment, acknowledging the interplay between individuals and their social, economic, and physical surroundings.

Systems Theory: Understanding that individuals are part of larger systems (families, communities, societies), social workers address issues at multiple levels to create sustainable change.

7. Respect for Diversity:

Cultural Competence: Social workers respect and value cultural diversity, striving to understand and integrate cultural differences into their practice.

Inclusivity: Promoting inclusivity and combating discrimination based on race, ethnicity, gender, sexual orientation, age, ability, and other characteristics.

8. Empirical Foundations:

Evidence-Based Practice: Utilizing research and evidence-based methods to inform practice and interventions, ensuring that services are effective and beneficial. Critical Thinking: Applying critical thinking and reflective practice to assess and respond to complex situations, continuously improving the quality of care. The philosophy of social work is rooted in a commitment to improving the well-being of individuals and communities through respect, justice, service, and professionalism. It emphasizes the importance of human relationships, a holistic understanding of the person-in-environment, and respect for diversity. Guided by these principles, social workers strive to create a more equitable and compassionate society, empowering individuals and addressing systemic issues to promote social change.