

SOCIAL WELFARE AND SOCIAL WORK (THIRD EDITION)

Thelma Lee Mendoza

Published by: Central Book Supply Inc.

Chapter One

SOCIAL WELFARE

An organized system of social services and institutions, designed to aid individuals and groups to attain satisfying standards of life and health, and personal and social relationship which permit them to develop their full capacities and to promote their well-being. **(FRIEDLANDER)**

Includes those laws, programs, benefits and services which assure or strengthen provision for meeting social needs recognized as basic to the well-being of the population **(Elizabeth Wickenden)**

Includes all those forms of social interventions that have a primary and direct concern with promoting both the well-being of the individual and the society as a whole. It includes the treatment and prevention of social problems, the development of human resources, and the improvement of the quality of life **(Romanyshyn)**

“An organized concern of all people for all people” **(Gertrude Wilson)**

It encompasses the well-being of all members of the society including physical, mental, emotional, social, economic and spiritual being.

Society responds to unmet needs through the following:

1. Individual and group effort
2. Major societal institution which have their designated roles and responsibilities for meeting human needs – Shared Responsibilities
3. Social Agency

TWO VIEWS OR CONCEPTIONS OF SOCIAL WELFARE

1. **Residual formulations** – conceives of the social welfare structure as temporary, offered during emergency situation and withdrawn when the regular social system.
2. **Institutional formulations** - sees social welfare as proper, legitimate function of modern society.

THREE CATEGORIES OF SOCIAL WELFARE PROGRAM

1. **Social Security** – compulsory measures instituted to protect the individual and his family against the consequences of an unavoidable interruption.
2. **Personal Social Services** – service function which has bearing on personal problems, individual

situation of stress, interpersonal helping or helping people in need.

3. **Public Assistance** – refers to concrete aids/materials supports provided usually by Government agency.

SOCIAL SERVICES

Refers to the programs, services and other activities provided under various auspices, to concretely answer the needs and problems of the members of the society.

Concrete demonstration of social welfare or concern for the well-being of human society.

According to Richard M. Titmus, social problems are basically located in the economy. He considers social services as partial compensation for the “**SOCIALLY GENERATED DISSERVICES AND SOCIALLY CAUSED DISWELFARE**”

THREE GOALS OF SOCIAL WELFARE:

1. **Humanitarian and Social Justice Goal** - democratic ideal of social justice. This goal involves the identification of the most afflicted, the most dependent, the most neglected and those that least able to help themselves, and making them the priority target for the investment of scarce resources.
2. **Social Control Goal** - This is based on the recognition that needy, deprived or disadvantaged groups in a society are capable of striking out, individually or collectively, against what they consider to be an alienating or offending party. Therefore society has to secure itself against threats to life, property, and political stability in the community posed by those who are deprived of resources and opportunities to achieve a satisfying life.
3. **Economic Development Goal** - This gives priority to those programs designed to support increases in the production of goods and services and other resources that will contribute to economic development. The immediate beneficiaries -- able bodied, relatively better-off members of the community.

SOCIAL WORK

A profession which is concerned with man's adjustment in his environment; a person in relation to a person's social situation.

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

These activities can be grouped into three functions:

¹*restoration of impaired capacity* ²*provision of individual and social resources* ³*prevention of social dysfunction*

(US Council on SW Education)

Social Work in its various forms addresses the multiple complex transactions between people and their environment. (IASSW and IFSW)

SOCIAL FUNCTIONING PROBLEMS ARE CAUSED BY:

1. **Personal inadequacies** o sometimes pathologies which may make it difficult for a man to cope with the demands of his environment.
2. **Situational inadequacies** and other conditions which are beyond man's coping capacities.
3. **Both personal and situational inadequacies.**

PRINCIPLES OF HUMAN RIGHTS and SOCIAL JUSTICE

are fundamental to social work

Chapter Two

THE PRE-HISTORIC PERIOD

Social Welfare work in those times centered on mutual protection and economic survival.

THE SPANISH PERIOD

During the Spanish Period the Spaniards brought the teaching "to do good to others for the salvation of their souls"

1565 – Don Miguel Lopez de Legazpi established the first hospital in Cebu.

1882 – Hospicio de San Jose was founded to house the aged and the orphans.

1885 – Asilo de San Vicente de Paul, an asylum for girls was established

The American Period

1899 – American introduced the new educational system, new health methods and religious freedom.

1900 – Phil. Normal School

1902 – Insular Board

1905 – American Red Cross, Philippine Chapter

1907 – La Gota de Leche

1910 – Phil. Anti – TB Society

1913 – Asociacion de Damas Filipinas

February 5, 1915 – PWB (Public Welfare Board)

January 1917 - Associated Charities of Manila

1921 – Office of Public welfare Commissioner

1922 - Office of Public welfare Commissioner prepared **solicitation forms**

1924 – Associated Charities became independent agency

1933 - Scholarship grants for professional training for Social Work

Josefa Jara Martinez

She worked on the Public Welfare Board and introduced the scientific approach in Social Work.

Commonwealth Period

1940 – Department of Health and Public Assistance Service took over the activities that used to be performed by the Associated Charities before it had ceased to exist.

Japanese Occupation

Social Welfare activities during this period consisted mainly of giving medical care and treatment, as well as food and clothing, to the wounded soldiers, prisoners and civilians.

Prominent among volunteer organizations are **Philippine Red cross, Young Women's Christian Association, and National Federation of Women's League.**

The Post War Year

1946 – Bureau of Public Welfare re- opened.

1946 – UNICEF was created.

October 4, 1947 – the Bureau of Public Welfare became the Social Welfare Commission and was placed under the Office of the President.

August 1948 – PACSA was created by Pres. Quirino.

1948 – UNICEF became active in the Phil.

January 3, 1951 – SWC and PACSA was fused in only one agency which is Social Welfare Administration.

The Seventies

Sept. 8, 1976 – Department of Social Welfare became the Department of Social Services and Development.

June 2, 1978 – Ministry of Social services and Development.

The Eighties

- Case Management was Launched.

Jan. 30, 1987 – MSSD became DSWD under E.O No. 123, signed by Pres. Cory Aquino

Nineties

Oct. 10 1991- R.A 7160 "Local Government Code" was passed.

R.A 4373 Social Work Law 1965

No Social Welfare Agency shall operate and be accredited unless it shall first have registered with the Social Welfare Administration which shall issue the corresponding Certificate of Registration.

R.A 5416 1968

Empowers the Department to:

1. Set standards and policies to insure effective implementation of public and private social welfare programs
2. Accredite public and private institutions and organizations engaged in social welfare activity including licensing consultative services to them.
3. Coordinate government and voluntary efforts in social welfare work to avoid duplication, friction overlapping of responsibility in social services.

DSWD VISION

"a society where the poor, vulnerable and disadvantaged individuals , families, and communities are empowered for an improve quality of life"

DSWD MISSION

“to provide social protection and promote the rights and welfare of the poor, vulnerable and disadvantaged individuals, families and communities that will contribute to poverty alleviation and empowerment through DSWD policies, programs, projects and services implemented with or through local government units. NGO’s, Peoples organization, other national government agencies and other members of civil society”

SELECTED SOCIAL LEGISLATION

A. Children	
PD 603	THE CHILD AND YOUTH WELFARE CODE
RA 6972	BARANGAY TOTAL DEVELOPMENT AND PROTECTION OF CHILDREN ACT
RA 7610	SPECIAL PROTECTION OF CHILDREN AGAINST CHILD ABUSE, DISCRIMINATION AND EXPLOITATION
RA 7658	AN ACT PROHIBITING THE EMPLOYMENT OF CHILDREN BELOW 15 YRS. OLD
RA 8043	INTER-COUNTRY ADOPTION ACT OF 1995
RA 8044	YOUTH IN NATION BUILDING ACT
EO 340	PROVIDE DAY CARE SERVICES FOR THE EMPLOYEES CHILDREN UNDER 5 YEARS OF AGE
RA 8552	DOMESTIC ADOPTION ACT OF 1998
RA 8980	ECCD
RA 9231	ELIMINATION OF WORST FORM OF CHILD LABOR AND STRONGER PROTECTION FOR WORKING CHILDREN
RA 9255	ALLOWING ILLEGITIMATE CHILDREN TO USE SURNAMES OF THEIR FATHER
RA 9344	JUVINILE JUSTICE AND WELFARE ACT OF 2006
B. Women	
RA 6725	STRENGTHENING THE PROHIBITION ON DISCRIMINATION AGAINST WOMEN IN RESPECT TO TERMS AND CONDITION OF EMPLOYMENT
RA 6955	MAIL BRIDE ORDER AS UNLAWFUL ACT
RA 7192	WOMEN IN NATION BUILDING ACT OF 1992

RA 7877	ANTI-SEXUAL HARASSMENT ACT OF 1995
RA 8353	ANTI-RAPE LAW OF 1997
RA 8505	RAPE VICTIMS ASSISTANCE AND PROTECTION ACT OF 1998
RA 9208	ANTI-TRAFFICKING IN PERSON’S ACT OF 2003
RA 9262	Anti-VAWC
C. OLDER PERSONS/PWD’S	
BP 344	ACCESSIBILITY LAW
RA 7277	MAGNA CARTA FOR DISABLED PERSON
RA 7432	SENIOR CITIZENS ACT OF 1992
RA 7876	SENIOR CITIZENS CENTER IN ALL CITIES AND MUNICIPALITIES
RA 9257	EXPANDED SENIOR CITIZENS ACT OF 2003
D. FAMILY	
EO 209	FAMILY CODE OF THE PHILIPPINES
RA 8187	PATERNITY LEAVE
RA 8369	FAMILY COURTS ACT OF 1997
RA 8972	SOLO PARENT WELFARE ACT OF 2000
E. HEALTH	
RA 7875	ESTABLISHING PHILHEALTH INSURANCE CORPORATION
RA 7883	INCENTIVES TO ACCREDIT BHW
RA 8344	PENALIZING THE REFUSAL OF HOSPITAL AND MEDICALCLINICS TO ADMINISTER APPROPRIATE INITIAL MEDICAL TREATMENT
RA 924	AMENDMENT OF RA 7875
F. LABOR/ EMPLOYMENT	
PD 442	LABOR CODE OF THE PHILIPPINES
RA 7655	INCREASING MINIMUM WAGE OF HOUSE HELPERS
RA 8042	MIGRANT WORKERS BENEFITS AND INCENTIVES ACT OF 1995
RA 8282	STRENGTHENING THE SOCIAL SECURITY SYSTEM THEREBY AMENDING RA 1161
RA 8291	INCREASING THE COVERAGE AND BENEFITS OF THE GSIS
G. OTHERS	
RA 7160	LOCAL GOVERNMENT CODE OF THE PHILIPPINES
RA 8371	INDIGENOUS PEOPLE’S RIGHTS ACT OF 1997

RA 8425	SOCIAL REFORMS AND POVERTY ALLEVIATION ACT OF 1997
----------------	---

SOME GOVERNMENT AGENCIES/ORGANIZATIONS

OWWA

The agency offers both local as well as overseas programs and services for Filipino contract workers and their dependents in keeping with the provisions of the Labor Code.

National Housing Authority (NHA)

Created under Presidential Decree No. 757 in 1975.

It's mandate is to develop and implement a comprehensive and integrated housing program in the country.

Focused in providing housing assistance to the lower 30% of the urban population.

The NHA also provides technical and other forms of assistance to local government units in implementing their urban development and social housing programs.

Public Attorney's Office (PAO)

Under the DOJ and used to be known as the Citizen's Legal Assistance Office (CLAO).

It represents, free of charge, indigent persons or the immediate members of their families, in all civil, administrative, and criminal cases where, after due investigation, and the interest of justice will be served.

Some Private Social Welfare Agencies and Organizations

Philippine Business for Social Progress (PBSP)

A private, non-profit organization established on December 16, 1970, to serve as private enterprises' implementing arm for social development.

Its current priorities are indigenous peoples, small lowland farmers, small upland farmers, sustenance fisher folks, landless rural workers, and the urban poor.

SOS Children's Village

A private child caring agency founded by Dr. Hermann Gmeiner in Austria after World War II.

Outside of adoption, it is the only agency which implements **Alternative Parental Care** formulating a purposely planned long-term care orphaned and abandoned Filipino children.

Women's Crisis Center (WCC)

This agency was established to pursue the following goals:

Establishment of holistic feminist services for victims/survivors of all forms of violence against women.

Elimination of all forms of violence against women through the formation of women's communities, supporting initiatives and encouraging partnership.

Change and transformation of existing values and attitudes that breed violence against women through the application of feminist principles.

MAJOR PROGRAMS:

- Crisis Intervention
- Feminist Counseling (face-to-face and hotline)
- medical assistance and advocacy
- legal assistance and advocacy
- temporary shelter
- survivor's support group
- education and advocacy
- training and education
- research
- documentation and publication
- consultancy services

HAVEN, a hospital-based crisis center for women survivors of a violent environment and also coordinates with NGOs all over the country in efforts to prevent and eliminate family violence.

Center for the Prevention and Treatment of Child Sexual Abuse (CPTCSA)

Established to help children, and their families, who are victims of sexual abuse.

It offers them protective services, prevention and treatment services, training, research and advocacy, post-rehabilitation, educational and medical assistance, housing, legal assistance, and technical training.

Tribal Development Foundation in the Philippines

This agency addresses the needs of tribal communities in different parts of the country.

Its services include: *skills development and livelihood projects, tribal leadership training, educational assistance and adult literacy.*

THE DEVELOPMENT OF THE SOCIAL WORK PROFESSION IN THE PHILIPPINES

Associated Charities

- mother of the social work profession in the Philippines
- First to use casework as a method of helping people.
- First to use social workers as a full time and paid employees
- First to hire a trained social worker as **executive secretary (Josefa Jara Martinez)**
- **(Josefa Jara Martinez)** introduced new **CONCEPT IN CHILD WELFARE WORK** at Office of Public Welfare Commissioner

- **President's Action Committee on Social Amelioration (PACSA)** established by Pre. Quirino
- **PACSA** is a community development agency to help with the problem of social unrest in the country side, 1948.
- **Philippine School of Social Work** was established in June 1950, offering a 1 year degree program called **Master of Arts in Social Administration**
- **First director of PSSW is Mrs. Jara Martinez**
- **RA 4373, June 19, 1965**

THE PHILIPPINE ASSOCIATION OF SOCIAL WORKERS –PASWI

- National organization for professional social workers in the country
- Founded on November 12, 1947
- It was incorporated on April 18, 1948 and re-incorporated with the security and exchange commission on October 18, 1988
- **MAGNA CARTA FOR PUBLIC SOCIAL WORKER**
RA 9433, APRIL 11, 2007

The Association's objectives:

1. Promote and maintain a professional standard of social work practice
2. Strengthen the competence of members through the provision of opportunities for their continuing professional growth and development.
3. Work for the better understanding, acceptance and recognition of social work as a profession.
4. Initiate and work for social legislation in social welfare and development through effective action.
5. Expand professional activities of the association through the organization of local chapters and development of linkages with international organization devoted to human services.

Chapter Three

SOCIAL FUNCTIONING: SOCIAL WORK'S FOCUS OF CONCERN

Wernes Boehm

- Social work seek to enhance the social functioning of individuals, singularly and in groups by activities focused upon their social relationship which constitute interaction between individuals and their environment.

William Schwartz

- SW profession mediates the process through which the individual or society reach out to each other through mutual need for self-fulfillment.
- **Symbiotic** means relationship between people and their nurturing group
- the Social Worker's Field of intervention lies at the point where two forces meet: the individuals

impetus towards health, growth and belonging, and organized efforts of society to integrate its parts into a productive and dynamic whole.

William Gordon

- **PERSON IN HIS LIFE SITUATION COMPLEX** – a simultaneous dual focus on man and his environment. This focus has been concentrated at same times on the side of the organism as interpreted by psychological theory and at other times on the side of environment as interpreted by sociological and economic theory.

Harriet Barlett

- Social functioning is the relation between the coping activity of people and the demand from the environment.

Louise C. Johnson

- Social workers become involved when individuals are having difficulty in a relationship with other people: in growing so as to maximize their potential and in meeting the demands of the environment. He described this situation as "people coping" and "environmental demand".

Social Role – socially recognized pattern of behaviors and activities expected from an individual occupying a certain position in society.

THREE WAYS OF SOCIAL WORKERS TO IMPROVE SOCIAL FUNCTIONING OF INDIVIDUAL

1. Change strategies directed towards the individual if personal inadequacies or sometimes pathologies make it difficult for the individual to cope with the demands of his situation or environment.
2. Change strategies directed toward the environment if it is latter that is beset with inadequacies or if the situation is such as to be beyond the coping capacities of the individual.
3. Change strategies directed towards both the individuals and the environment.

THE FUNCTIONS OF SOCIAL WORK

1. **REHABILITATIVE FUNCTION** - tries to put back the person to a normal of healthy sate of social functioning. **Curative aspect** – seeks to remove factors which have caused the breakdown in the person's social function.
2. **PREVENTIVE FUNCTION** – early discovery, control and elimination of those conditions or situations which may have harmful effect on social functioning.
3. **DEVELOPMENTAL FUNCTION** - both to help the individual make maximum use of his own potentials and capacities as well as to further the

effectiveness of available social or community resources.

5 ELEMENTS OF ATTRIBUTES OF A PROFESSION

BY ERNEST GREENWOOD

RA 4373, promulgated in 1965 – Social Work officially recognized as a profession with the passage of a law by Congress.

1. **SYSTEMATIC BODY OF THEORY** - the skills that characterize a profession flow from and are supported by a fund of knowledge that has been organized into an internally consistent system called body of theory.

3 types of knowledge used by social work:

TESTED KNOWLEDGE – established through scientific study

HYPOTHETICAL KNOWLEDGE – unproved theory, undergo transformation into tested knowledge

ASSUMPTIVE KNOWLEDGE - practice wisdom

2. **PROFESSIONAL AUTHORITY** – client-professional relationship
3. **COMMUNITY SANCTION** - professional-community relationship
4. **REGULATIVE CODE OF ETHICS** - serves to check possible abuses which can arise out of a professions exercise of authority, and its accompanying powers and privileges.

5. **PROFESSIONAL CULTURE** – interactions of social rules required by the formal and informal groups generated a social configuration unique to the profession, viz... a profession culture.

Social Values - basic and fundamental beliefs of a professional group, practically reasons for its existence.

Professional Norms – accepted standards of behavior of doing things, which guide the professional in various situations such as how to gain entry into formal and informal groups

Symbols - “**meaning-laden items**” including emblems, insignias, dress, history, its idioms, and vocabulary and its stereotypes of the professional.

Chapter Four

3 essential components of profession:

Values

- worth which man attaches to certain things, systems or person within realm of usefulness, truth, goodness or beauty. Formulation of preferred behavior held by individuals or group.
- **William Gordon** states that to “value” something is to prefer it and measure of the extent of a preference what is price, effort or sacrifice one will

obtain what is preferred whether article, behavior or state of affair.

Knowledge

- Refers to what it thought to be as confirmed by the reality.
- Refers to what, in fact seems to be, established by the highest standards of objectivity and rationality of which man is capable.

Skills

- Ability expertness or proficiency gain from practice and knowledge.
- Application with doing

THE PHILOSOPHY OF SOCIAL WORK

- Derived from the society of which it is a part
- “*man has worth and dignity*”
- This belief is associated with democratic theory, which views man as having worth because he is capable of reason, of rational analysis and choice.

THE VALUES OF SOCIAL WORK

1. Each person has the right to self-fulfillment deriving his inherent capacity and thrust towards that goal.
2. Each person has the obligation, as a member of society, to seek ways of self-fulfillment that contribute to the common good.
3. Society has the obligation to facilitate the self-fulfillment of the individual and the right to enrichment through the contribution of its individual members.
4. Each person requires for the harmonious development of his powers socially provided and socially safeguarded opportunities for satisfying his basic needs in the physical psychological, economic, cultural, aesthetic and spiritual realm.
5. As society becomes more complex and interdependent increasingly specialized social organization is required to facilitate the individual's effort at self-realization.
6. permit both self-realization and contribution to society by the individual, social organization must make available socially provided devices for needs satisfaction as wide in range, variety and quality as the general welfare allows.

SEE TABLE ONE

DESCRIPTION OF MAN (Leonard Schneiderman)

1. Natural vs Transcendental View

- Naturalistic View can explain by science.
- Naturalistic View, man is part of nature
- Transcendental View can never fully explain man partly due to our ignorance and partly because man has a potential to transcend the natural order of things to choose, to create and to be rational

2. Man as Social, Asocial or Anti-social

- **Social**, men aspire to live on good terms with others to be part of and to contribute to group life, making personal goals subservient to group goals.
 - **Asocial**, they are discreet (unnoticeable) individuals who came together to form groups for their mutual protection and safety.
 - **Anti-social**, self-seeking egotistical out to extend personal gain at the expense of others
- 3. Democracy's view of Man**
- man viewed as capable of reason of rational analysis and choice

DOMINANT VALUES OF FILIPINO

- 1. SOCIAL ACCEPTANCE** – defines as being taken by one's fellows for what one is, or believes he is and being treated in accordance with his status.
 - a. Smooth Interpersonal Relation S.I.R**
 - 1. Pakikisama** which means giving in concession or following the lead of suggestion of another.
 - 2. Euphemism** means stating of an unpleasant truth, opinion, or request as pleasantly as possible.
 - 3. Go Between or tulay** means 3rd party who will carry a message
 - b. Amor Propio** is a term used to refer to the sensitivity to personal affront and functions to protect the individual against loss of social acceptance. **Hiya** is fear of exposure of one's insecure self.
- 2. Emotional Closeness and Security in a Family**
 - This value is believed to be facilitated through the following: sacrificing individual interest for the good of the family, parental striving to give their children an education even at great cost to themselves older
- 3. Authority Value**
 - Belief that families will remain close if someone exerts firm authority, and that such person must be respected and obeyed.
 - Closely relate to the authority value is the respect for traditions and rituals no matter how impractical they have become.
- 4. Personalism**
 - Attaches major importance to personal factors which guarantees intimacy, warmth, and security of kinship and friends in getting things done.
 - E.g tiwala, kakilala, walang pakialam
- 5. Utang na Loob**
 - Debt of gratitude
 - It is granted when a transfer of goods or service takes place between individuals belonging to two different groups
 - Returning the favor "with interest"
- 6. Patience, Suffering and Endurance**

- A person must suffer before he can gain happiness, and related to it is that which many still believe, that women, particularly must suffer in silence.

Seven Principles of the Social Work Relationship **Felix Biestek**

PURPOSEFUL EXPRESSION OF FEELINGS

- Recognition of the client's need to express feelings freely
- Worker listens purposefully
- Worker neither discourages nor condemns the expression of feelings
- Sometimes worker actively stimulates and encourages expression of feelings

CONTROLLED EMOTIONAL INVOLVEMENT

- The worker is sensitive to the client's feelings
- Makes effort to understand their meaning
- A purposeful, appropriate use of the worker's emotions in response to the client's feelings
- Controlled and objective emotional involvement in the client's problem
- Controlled emotional involvement in the client as a person

ACCEPTANCE

- The recognition of client's innate dignity, worth, equality, basic rights, and needs
 - Regardless of client's individual qualities arising from heredity, environment, behavior, or any other source.
- Acceptance does not mean approval of the client's behavior, attitudes, or standards
- Acceptance includes thought and feeling elements, and is expressed primarily in the manner of service.

INDIVIDUALIZATION

- The recognition and understanding of each client's unique qualities
- Differential use of principles and methods to assist client toward change
- Individualization is based on the right of human beings to be individuals
- Right to be treated not just a human being but as this human being with these personal differences.

NON-JUDGEMENTAL ATTITUDE

- Based on the conviction that the helping process precludes:
 - assigning guilt or innocence
 - degree of client responsibility for causation of the problems or needs
- Does include making evaluative judgments about the attitudes, standards, or actions of the client

CLIENT SELF-DETERMINATION

- Based upon the right of the individual to make their own choices and decisions

- The client has a right and a need, within certain limitations, to have freedom in making their own decisions/choices
- Worker has a duty to respect that right, in theory and in practice
 - refrains from any direct or indirect interference
 - positively helps the client to exercise that right.

CONFIDENTIALITY

- The protection of secret/private information disclosed in the professional relationship
- Confidentiality is a basic right of the client
- An ethical obligation of the worker
- Necessary for effective helping
- The client's right, however, is not absolute
 - The client's information is often shared with other professional persons within the agency and in other agencies
- Written permission is required to divulge information to other agencies

Two concepts that sw's usually experienced when dealing with clients

Ambivalence

- Conflicts between two opposing tendencies within oneself are manifested in day to day experiences of social workers
- Mixed feelings

Transference

- Client unconsciously transfer to the social worker attributes or characteristics of some important or powerful persons in his early life.

Counter transference

- Worker's unconscious response to the client's unconscious transference.

ETHICS

- The science that treats of morals and right conduct

PROFESSIONAL ETHICS

- System of ethical principles and rights of conduct generally accepted by the members of a professional group, based on philosophy, values, guiding principle of that profession.

It has two aspect:

1. Profession's code of ethics which is written expression of some of these principles and rules of conduct for the guidance of professional group.
2. Unwritten principles and rules of conduct

PASWI CODE OF ETHICS

1. Believing in the inherent worth and dignity of all person emanating from a supreme being who directs our actions of love for one another.
2. Believing that every human being has natural and social rights capacities and responsibilities to develop his full potential as a human being.

3. Believing in the human being's capacity to change and recognize the value of unity in diversity, individual differences and pluralism in society.
4. Believing in free men and women living in a free society where poverty, in all forms, is neither a fate nor a punishment but is a condition that can and must be change.
5. Believing in the family as a basic unit of society and its vital role in the growth and development of the individual, the family system and the community.
6. Believing that the government, the private sector and the public have a joint responsibility to promote social justice and to ensure the political, economic and social well-being of all people.
7. Believing in the role of social workers as agents and advocates of change and in the promotion of professionalism, responsibility and accountability.
8. Believing that our professional practice is deeply rooted in our cultural values.

Standards of ethical conduct:

A. Relative to Self and the Profession

To conduct myself in a manner consistent with the philosophy, principles, values and beliefs of the social work profession.

To act at all times with honesty, openness and transparency in all my professional transactions.

To constantly work towards my own professional advancement so as to contribute to the promotion of social work practice

To contribute time and professional expertise to activities that promotes respects for the integrity and competence of social workers.

To contribute time and professional practice wisdom to colleagues and other professionals

To be vigilant and act to prevent the unauthorized and unqualified practice of social work.

To support the professional association duly organizes and constituted for the professional welfare of all social workers

To respond and volunteer my professional services in times of emergency.

To uphold and protect the dignity and integrity of the profession

To promote cultural values that will enhance the practice of the social work profession

B. Relative to Clients

To uphold the basic human rights of clients and to serve them without discrimination

To accept primary responsibility and accountability to clients, respecting their right to self-determination and observe confidentiality in all my dealings with them

To seek out the marginalized and ensure equal access to the resources, services and opportunities required to meet basic needs.

To expand choice and opportunity for all persons, with special regard for disadvantaged or oppressed groups or persons.

C. Relative to Colleagues

To acknowledge and respect the professional expertise of other disciplines, extending all necessary cooperation that will enhance effective service.

To bring any violation of professional ethics and standards to the attention of the appropriate bodies inside and outside the profession and ensure that relevant clients are properly involved.

To advocate with legislative and policy bodies for the welfare of all colleagues

Unwritten Duties and Obligations Expected of a Professional Social Worker

A. Duties toward clients

A professional deals with clients openly and frankly

A professional is patient, tolerant and consideration of the clients point of view

A professional never use threat or deceit

A professional never is punctual in keeping appointment and makes no compromises she cannot keep

A professional is careful and thorough in dealing with client problems

A professional never discriminates against any client, giving so-called "hopeless" cases as much attention as promising ones

A professional will act in relation to a client's problems only on the basis of adequate knowledge of client's situation

B. Duties toward colleagues and the profession

A professional is courteous and fair in dealing with co-workers

A professional cooperates with co-workers in the pursuit of common goals

A professional should maintain high standards of honor, integrity and morality

A professional does not exploit her professional membership, and distinguishes between activities she does as a private citizen and as a member of the profession.

Purposes served by a professions Code of Ethics

- It helps check abuses, which can result from the powers and privileges accompanying the monopoly enjoyed by a profession.
- It provides the community same protection against abuses by members of profession
- It sets forth basic principles which serve as guidelines to members of profession, and which are helpful in the socialization of future professional
- It sets guidelines for relationships, if not specific duties of members to each other, to their clients and to other groups
- It is a useful resource for the enrichment or improvement of the professional curriculum

ETHICAL DILEMMA usually faced by social workers

I. **Manipulation:** the matter of influencing clients to act in the way a worker wants them to act in response to a given situation, or manipulating agency reports to justify budgetary requests.

II. **Advocacy:** Some promote unnecessary conflict situations, resorting to various machinations, including the use of insult, embarrassment, distortion of the truth, disruption and violence.

III. **Conflicting loyalties:** Would loyalty to a client's cause such as where human dignity or survival is involved be a justifiable reason for not upholding loyalty to one's organization or colleague group? This is where professionals unite against outsider who threaten the privileges and rewards of the group

IV. **Cultural and other realities:** Eg. Personalistic culture calls for the use of personal connections to facilitate action on a client's request. This quite often mean that one has to disregard accepted agency rules or channels. Political influence is when a worker remains on the job only because of political influence and engages and activities that is not acceptable to the others in the agency.

Important Names to Remember

- Pumphrey states, "Surely there was more ethical than unethical, more value-based than value-defying social work.
- Justice Ramon San Jose, addressed the successful examinees in the 1963 bar examinations. "The legal profession, next to priesthood is the most exalted and dignified; it is an apostleship of justice...
- Ross states, "Obligation and freedom are polar opposites: freedom is an absence of constraint, and

obligation and constraining...” “...All social life seems to me based on genuine morality, whose core is obligation, and whose condition for existence is choice, and so freedom to choose.”

INTRODUCTION TO SOCIAL WORK PRACTICE

- 1967 National Workshop on social Work Education resulted to:
 - Dictated that schools teach social work methods based on generics approach
 - Develop skills based on generic aspects of the methods used by social worker
- Integrated method of Social Work Practice US = Generalist Social Approach PH
- Against the separation of Methods (Casework, Group Work, Community Organization): Herbert Bisno, Comptom and Galaway
- Herbert Bisno – the inclusion of a quantitative attribute of the potential transaction unit in the designation of the method has led to an illicit bond between a given method and a given, but arbitrary restricted and limiting client system.
- Bisno’s 9 Social work method
 1. Adversary
 2. Conciliatory
 3. Developmental
 4. Facilitative-Instrumental
 5. Knowledge Development & Testing
 6. Restorative
 7. Rule-Implementing
 8. Rule making
- Comptom and Galaway- the traditional model encourages the dichotomous thinking that:
 - Community Organizer will work to produce community change, the case worker to produce individual change, and the group worker either depending on the nature of the groups, instead on maintaining the primary focus of SW intervention in the person-situation interaction.
 - Has led to the training of specialists in each of these methods who tend to see the problems of their clients in terms of their own methodological preference, rather than in terms of a complete assessment of the client situation interaction.
- Micro Approaches- focus on the individual
- Macro Approaches- directed towards community or larger social systems
- Filipino clients are multi-problem clients
- The essentials elements in SW practice are:
 - Client PERSON
 - Worker PLACE
 - Problem PROBLEM

PROCESS PROCESS

- **PLANNED CHANGE**- a change originating from decision to make a deliberate effort to improve the system and to obtain the help of an outside agent in making this improvement.
- **Client System (CS)**- System that is being helped
- **Outside Agent**- professional Agent
- **Problem**- or situation assessed is the reason of entry of the change agent
- **Process**- or the development of the helping relationship. It consists 7 phases.
- **Change Force**- increases the willingness of the CS for change
- **Resistance Force**-reduces the willingness of CS for change

Chapter Five

Alfred Kadushin

- Knowledge base of social work is a comprehensive topic which encompasses the facts and theories, skills and attitudes, necessary for effective, efficient practice.

Three Areas of Social Work Knowledge

1. SWPPS

- Is concerned with the organization, administration and operation of social welfare programs and services which are established in the society in order to meet human needs and problems, the development of these undertake them, and the nature of needs being served by these programs.

OUTLINE OF THE SPECIFIC KNOWLEDGE REQUIRED FOR THIS AREA

FRAMEWORK

- Society responds to a variety of human needs and problems through the institution of social welfare.

CONCEPT OF NEED

- **Universality of need**
 1. Material
 2. Non-material

CONCEPT OF PROBLEM

- Problem as manifest need
- Problem as person-centered
- Problem as universal and yet singular
- Problem as cause and consequences
- Problem as institutional lack or dysfunction in society’s institution for meeting needs
- Problem as challenge and opportunity
- Problem as requiring solution in the form of social welfare services
- Problem as requiring social work help

CONCEPT OF PROVISION

- Individual and group effort

- Major societal institutions and their role and responsibilities for human needs
- Social agency as provision for helping people with their problems; as an integral part of a community institutionalized network of services to the people

MOTIVATION FOR SOCIAL WELFARE PROGRAMS AND SERVICES

- Social justice
- Social control
- Economic development
- Human values and norms which shape policies and services

SOCIAL WELFARE PROGRAMS AND SERVICES

- Historical and current forces which contribute to social problems and generate social policies
- Source of policies
- Policy –formulation, implementation and improvement inter-related processes; competencies and skills needed for effective participation.
- Ways and means by which policies are translated into programs and services.
- Setting priority targets for investment of resources
- Assessing and evaluating effectiveness as well as deficiencies or inadequacies of programs and services in meeting needs and problems.

2. HBSE

- Is concerned with the material necessary for understanding the client in his problem situation, the dynamic of individual and group behavior, and of group and community process which affect or influence of the individual, the group and community process.
- It is also concerned with content about normal and deviant behavior.
- Understanding of individual and collective behavior
- Critically assess the state of theory and knowledge about man and his social environment.

3 ASPECT OF INNER STATE

1. Cognitive

2. Emotional

3. Conative/ striving/ tendency to do actively

ELEMENTS OF SOCIAL FORCE/SOCIAL COMPONENTS

- 1. **Societal** - social patterns
- 2. **Institutional**- organizational arrangement
- 3. **Status** – characteristics and position in the society
- 4. **Normative** – forms in which social behavior are expressed and the social rules that these forms.
- 5. **Interactive** – type of interaction and perception of interaction made of self and others that are basis of behavior.
- **2 types of physical environment**
 - a. **Natural**
 - b. **Constructed**

- *The biological, psychological, physical, social and cultural determinants of human behavior can be group into internal/ nature and external/ nurture factors.*

- According to **Compton and Galaway**: interpenetration, interaction and transaction of the self and the outside world

3. Social Work Methods

- Is concerned with the actual process by which the social worker helps the client – an individual, group, or community, the methods and techniques of helping, the resources necessary for helping, as well as the appropriate attitudes that facilitate the helping process.

PHILOSOPHY: human worth and dignity

VALUES: self-realization social responsibility, equal opportunities

ESSENTIAL ELEMENTS OF SOCIAL WORK

PRACTICE: client, problem, worker, process.

Chapter Six

THE ESSENTIAL ELEMENTS IN SOCIAL WORK PRACTICE

- Client
- Worker
- Problem
- Process

Planned Change

- Change originating from a decision to make a deliberate effort to improve the system and to obtain the help of an outside agent in making this improvements

Client System

- Specific system that is being helped.

Outside agent in planned change is called “**Professional change agent**” who works with particular client system.

PHASES OF PLANNED CHANGE

PHASE 1: client system discovers the need for help

PHASE 2: helping relationship is established and define

PHASE 3: problem is identified and clarified

PHASE 4: change goals/ intention is established

PHASE 5: change effort is attempted

PHASE 6: change is generalized ad stabilized

PHASE 7: H-R ends

DYNAMICS OF PLANNED CHANGE

Change Force- aspect of the situation which increases the willingness of the c-s to make a propose change

Resistance Force- aspect of the situation which reduces the willingness of the client system to change

Chapter Seven

THE HELPING OR PROBLEM SOLVING PROCESS IN SOCIAL WORK

John Dewey in his book “*How We Think*”

- Problem solving process is describe as what goes on in the human mind when confronted with a problem.
- The problem solving behavior s based on the reflective thought that begins with a feeling of doubt or confusion.

FIVE PHASES OF REFLECTIVE THINKING – JOHN DEWEY

1. Recognizing the difficulty
2. Defining/ specifying the difficulty
3. Raising a suggestion for possible solution and rationally exploring the suggestion, which include data collection.
4. Selecting an optimal solution from among many proposals
5. Carrying out the solution

PROBLEM SOLVING FRAMEWORK IN SOCIAL WORK

Helen Harris Pearlman – originator of P-S Framework in sw.

- In her book “*Social Casework: A Problem Solving Process*” she describes the social work process as a progressive transaction between the professional helper and the client, consisting of a series of problem solving operations which can be summarized as follows:

1. **STUDY** (facts that constitute and bear upon the problem must be ascertained and grasped)
2. **DIAGNOSIS** (facts must be thought about, examine relationship and searched for significance)
3. **TREATMENT** (some choices or decision must be made as an end result of the consideration of the particular facts with the intention of resolving the problem)

IN GENERAL, THE PROBLEM SOLVING PROCESS DEMANDS THAT A WORKER BE SUCCESSIVELY INVOLVED IN THE FOLLOWING SEQUENTIAL STEPS

1. Recognition or definition of the problem, and engagement with the client system
2. Data collection
3. Assessment of the situation
4. Goal setting and planning of an action
5. Intervention or the carrying out of an action
6. Evaluation
7. Termination

THE HELPING RELATIONSHIP

The worker-client relationship is such a crucial factor it can spell difference between successful or unsuccessful problem-solving. All of the worker’s professional

relationships should involve self-discipline and self-awareness.

Emmanuel Tropp (Developmental) – developed an important set of statement that sum up the essential characteristics of the worker’s presentation of self to each of her clients:

1. Compassion
2. Mutuality
3. Humility
4. Respect
5. Openness
6. Empathy
7. Involvement
8. Support
9. Expectation
10. Limitation
11. Confrontation
12. Planning
13. Enabling
14. Spontaneity and control
15. Role and person
16. Science and art

SELF-AWARENESS may be called for in situation where worker’s values clash with the client values. Many of these values usually been so internalized that the worker is often not conscious that she is judging other people’s behavior along these values.

PROBLEM SOLVING PROCESS

- Essentially a cognitive process, a rational procedure involving series of steps to be followed sequentially.

SOCIAL WORK HELPING PROCESS

- Is not just a cognitive process since it involves a relationship between 2 parties (C-W system). Professional values and ethical principles guide this relationship particularly in relation to the handling of feelings, attitudes that inevitably enter the picture.

STEPS IN SOCIAL WORK HELPING PROCESS

- | | | |
|-------------------|---|-----------------|
| 1. Assessment | } | Beginning Phase |
| 2. Planning | | |
| 3. Intervention | } | Middle Phase |
| 4. Implementation | | |
| 5. Evaluation | } | Ending Phase |
| 6. Termination | | |

Helping Relationship has the ff elements:

1. SELF-DISCIPLINE AND AWARENESS

Noimi Brill believes that an effective worker must:

- a. Be aware that she is a walking values
- b. Use all means to become conscious to those values

- c. Strive to evaluate herself and her on values by looking at the origin
- d. Strive to change those values that need to be changed

2. **AUTHORITY/PROFESSIONAL AUTHORITY/POWER**

Position or functions in the agency; and professional knowledge and experience

3. **COMMITMENT AND OBLIGATION**

Accountability and responsibility to Clients and others

Naomi I. Brill – recognizing the worker’s value system defines her behavior and relationships with other people, believes that the effective worker must:

1. Be aware that she is a walking system of values
2. Be conscious of what these biases are
3. Strive to evaluate herself and her values objectively and rationally
4. Strive to change those values that, on the basis of this evaluation, need changing

AUTHORITY (and the power that accompanies it) 0 there are 2 sources of a worker’s authority – her position and corresponding functions in the agency, and her possession of knowledge and experience.

- o **GODSTEIN** points out that is SW relationships, when one seeks something from another person “that cannot be obtained elsewhere – the relationship cannot be equalized.

COMMITMENT AND OBLIGATION – to bind or pledge one’s self to relationship; to obligate one’s self is to perform the moral responsibility that goes with a pledge or a promise made

HELPING CONTRACT is frequently used in reference to the expectations and terms of the commitments and obligations of both client and worker, which are often clearly spelled out.

STEPS IN SOCIAL WORK HELPING PROCESS

Assessment

Max Siporin – assessment is a process and product of understanding on which action is based.

The process involves the collection of necessary information and analysis and interpretation in order to reach an understanding of the client, the problem, and the social context in which it exist.

ASSESSMENT

- o Also termed as diagnosis and social study
- o Involves the collection of necessary information and its analysis and interpretation
- o The ultimate purpose is to provide understanding necessary for appropriate planning.

- o The major tasks involved during this stage are data, gathering, and problem definition based on the agreement between the client and the worker as to the problem-for-work.
- o These tasks culminate in the worker’s writing of an Assessment Statement or a Problem Definition.
- o

TYPES OF SOURCES

1. **Primary source – the client**
2. **Secondary source – significant others**
3. **Existing source – records and reports**
4. **Worker’s own observation**

PRINCIPLE IN DATA GATHERING

1. The client should be the main source of information although, when appropriate and available sources should be used.
2. Data to be gathered should directly relate to the identified problems.
3. The client should be informed about the source being used for data collection. In certain cases, his permission should be sought before certain kinds of information are obtained.
4. Data collection is a continuous process, but it is the collection, organization and synthesis of such data that is especially critical to the definition of the problem and setting of goals.
5. The type of client and the general nature of the problem can guide the worker on the type of data that should be collected and how much.

THE INTAKE PROCESS AND THE PRESENTING PROBLEM

Intake – process by which a potential client achieves the status of a client.

- On the client’s part, this involves the presentation of the self and the problem or need as he/she is experiencing
- On the worker’s part, this involves some assessment of the client and the problem and whether or not the agency is in a position to help.
- A good intake interview should provide the client with adequate understanding of the agency and its policy and program in relation to the need or problem, as well as the responsibilities and obligations from both client and worker.
- Intake may be accomplished in one session with a client.

Presenting problem- problem that is a threat to the client’s or other’s welfare, and usually stated or presented as it is being perceived or experienced.

In working in a small group, a worker does individual or group intake interviews.

Individual Intake Form: community identifying information, presenting problem and circumstances relating

to this, background data and other pertinent information obtained during the initial contact with the community.

DEFINING THE PROBLEM

Compton and Galaway- the way you define the problem will define the data collected and will dictate what are seen as appropriate answers.

Problem for work- place of beginning together which means problem or part of the problem that:

Defining the problem – the problem for work means:

1. The problem or part of the problem that the client system is most important or a good beginning place.
2. The problem or part of the problem that in the worker's judgement is most critical
3. The problem or part of the problem that in the worker's judgement can most readily yield to help
4. The problem or part of the problem that falls within the action parameter of the helping system.

*** the Clients Presenting Problem: , if it is the problem or part of the problem the client system feels is most important, it may serve as the **“Problem for Work”**

*** if the client system presents multiple problems, the worker may use **PARTIALIZATION** – the process of separating from so many problems identified by the C and the W, the problem that need to be addressed first, and will be the focused of the helping relationship.

PRIORITIZING- the added aspect of a problem taking precedence over other problems because of its Importance.

WRITING AN ASSESSMENT STATEMENT

Components of an assessment statement by Maria O'niel McMahon:

- **Opening casual statement-** this requires the worker to clearly indicate who's has the problem, and why the problem exists at the time.
- **Change potential statement-** a statement- a problem's change potential is dependent on three interdependent factors: problem, person and environment.
- **Judgment-** about the seriousness or urgency of the problem.

CHARACTERISTICS OF ASSESSMENT

1. On-going
2. Focuses on understanding the client in situation and providing a base of planning and action.
3. A mutual process between client and worker
4. There is movement within the assessment process
5. Both horizontal and vertical explorations are important
6. Assessment identifies needs in life situations, defines problems, and explains their meaning and patterns
7. Assessment is individualized

8. Judgment is important in assessment because many decisions have to be made.
9. No assessment is ever complete

PLANNING

The link between assessment and intervention

Planning process translates the content of assessment into a goal statement that describes the desired results and is also concerned with identifying the means to reach the goals.

2 majors task during the planning stage:

1. Formulating goals that directly relate to the client's need or problem
2. Defining the specific actions/interventions that are necessary to achieve the goals.

GOALS

- The desired or expected outcomes of an endeavor
- The term interim goals, intermediate goals objectives- refers to specific, short-term goals which facilitate the achievement of the long term or overall goals.
- Characteristics of goals- SMART

PLANS

- Means to achieve goals
- Consist of the specific actions/steps to be undertaken in order to reach the goals.
- Jointly made by the worker and the client, helping Plan, Action Plan, or intervention Plan
- Systematic review of the client strengths when preparing of intervention plan is one way to avoid offering an intervention plan without considering alternatives with the client.

UNITS OF ATTENTION

- Intervention or Action/Helping Plan calls for an identification of other persons who, in additions to client, have to be given attention because they are involved in the situation, and work with them is essentials to goal attainment
- Systems that are the focus of the change activity.

STRATEGY DEFINED AS AN OVERALL APPROACH TO CHANGE A SITUATION

Factors that influence the plan of action

1. The community in which it is being carried out
2. The agency sanctioning the plan
3. The social problem that the plan is response to
4. The social worker involved in the plan.
5. The client.

The assessment and planning steps in the problem solving process culminates in the workers writing of a case study that contains the synthesis of the information that has been obtained on the client and his situation, and assessment

statement/ definition of the problem of work and the helping intervention goals and plans.

THE HELPING CONTRACT

After having worked together in assessment and action planning, what should follow is an agreement between the worker and the client on what needs to be done and who should do it. This is called a “contract” in our setting and having verbal agreement is common practice.

INTERVENTION

- This phase in the helping process is concerned with the action that would solve the client’s problem
- Involves the rendering of all the specific and interrelated services appropriated to the given problem and situation in the light of the assessment and planning
- Includes all the goal related activities that the worker will undertake following the agreement forged with the client based on the problem to be worked on and the plan of action to be pursued.

Compton and Galaway have very apt words for two phases of the helping process:

Deciding what to do (assessment and planning) and **Doing the decided** (intervention)

ECO-MAP is an assessment, planning and interventive tool. A simple paper and pencil simulation that present the individual or family and the major systems in the life space, as well as the nature of the individual’s or family’s relationships with these various systems.

INTERVENTIVE ROLES IN DIRECT PRACTICE

Interventive role refer to the composite of activities or tasks that she is expected to undertake in order to accomplish the goals agreed upon with the client.

Resource Provider- engages the worker in the direct provision of material aid and other concrete resource that will be useful in eliminating or reducing situational deficiencies.

Social Broker- involves the process of negotiating the service jungle for client, whether singly or groups. The worker links or connects the client to needed service in the community.

- It requires a broad knowledge or community resources and operating procedures of agencies.
- Referral is considered a basic activity in this interventive role.
- Networking- worker’s efforts at establishing and maintaining relationship with other community entities which have resources that can support and supplement her own agency’s resources

Mediator- person who acts as an intermediary or conciliator between two persons or sides.

Advocate- the worker has to take a partisan interest in the client and his cause. The objective is to influence, in the client’s interest, another party, usually possessing same power or authority over the client.

Enabler- involves the social worker in interventive activities that will facilitate the clients’ strengths and resources within themselves to solve problems they experiencing

Counselor/Therapist- the goals of the worker is the restoration, .maintenance of the client capacity to adapt or adjust to his current reality.

INTERVENTIVE ROLES BEYOND DIRECT PRACTICE

Mobilizer of Community Elite- involves the worker in activities aimed at informing and interpreting to certain sectors of the community, welfare programs and services as well as need and problems, with the objectives or enlisting their support and/or involvement in them.

Documenter/Social Critique- worker documents the need for more adequate social welfare policies and programs based on her knowledge about the inadequacies on deficiencies in these existing welfare policies and programs as well as on her belief as to how there ought to be, in the light of professional values and goals.

Policy/Program Change Advocate- worker is involved in efforts to change policies and programs on behalf of particular sectors of the population based on the values of profession.

LIMITATIONS OF WORKER ACTIVITIES:

Times- the worker may not be able to give the client unlimited time

Skill- the worker should perform only those activities that are within her competence

Ethics- the worker watch out for activities that might commits her unethical behavior

Agency Function- the worker must be sure that she understand and interprets agency function properly.

EVALUATION

- Collection of data about outcomes of a program relative to goals and objectives set in advance of the implementation of that program.
- **Ongoing evaluation**
- **Terminal evaluation**
- **Both qualitative and quantitative**

- **Summative evaluation** concerned with outcomes of effectiveness
- **Formative evaluation** concerned with looking at the process of the work. It forces the worker to find out whether the implementation plan is being implemented as designed
 - **Intervention plans can be viewed in 2 levels** conceptual level and operational level.
- **Professional accountability**- SWer and SW agencies must answer for their work, not just to client who are the direct users, but to the public that supports them.
- **2 Aspects of Accountability**
 - **Effectiveness**- refers to the questions on whether or not the services or intervention plans are accomplishing their intended goals;
 - **Efficiency**- refers to the cost of services and intervention plans in money, time and other resources.

TERMINATION

- End of helping relationship

MOST COMMON REASON FOR TERMINATING CLIENT WORKER RELATIONSHIP

1. When the goal set by the worker and client has been reached.
2. When, after reasonable period of time, there has been very little movement toward the attainment of the goals formulated, and the prospect for any change in the situation held unlikely
3. When the client thinks that the worker has provided sufficient help so that it is now possible for the client to pursue problem solving on his own.
4. When an agency does not have the resources needed by the client of the worker does not get her agency approval to provide the services needed by the client.
5. When the system outside the client make it difficult for the client to continue with the helping relationship or when these systems influence the client to discontinue the relationship.
6. When for one reason or another, the worker must leave the agency.

TRANSFER – process by which the client is referred by his social worker to another worker usually in the same agency because the former will no longer be able to continue working with the client...

REFERRAL – an act directing a client to another worker/agency because the service that the client needs beyond the present agency worker's competence, or the

client needs additional services which the present agency cannot provide.

COMPONENTS OF TERMINATION according to Pincus and Minahan

A. DISENGAGEMENT

Most Common Reactions during termination/disengagement

1. **Denial** – avoid painful feelings. Avoiding the discussion of termination.
2. **Emotional reaction** – fear of loss or fear of the unknown can give rise to the feeling of sadness and grief. There can be anger expressed in verbal outburst of physically violent behavior directed towards the worker or other significant others.
3. **Bargaining** – clients tries to negotiate an extension of time or a modified schedule which can mean fewer contacts over a longer period with the worker. Some offer promises or gifts.
4. **Depression** – listlessness, little energy, withdrawal, sadness, helplessness, despair, absence of motivation to go on.
5. **Acceptance** – the client manifest an increase energy and is able to talk about good and bad times and to think for future.

Factors that influence their reaction during termination

1. Length of service
2. Attainment of client goals
3. Client worker relationship
4. Modality of intervention

B. STABILIZATION OF CHANGE

Ronald Lippit – contend that the main test of a change agent's help is the stability and performance of the client system's changed behavior when the change agent is no longer actively working with client. They submit *“the change process must equip the client system to carry on effectively in a wide range of day to day activities after the initial change project is over”*

Robert Vinter – explains this as the requirement of transferability. i.e gains achieved by the client within the helping process must be transferrable beyond this process, and the degree of improvement should be assessed according to conventional standards in the community.

C. EVALUATION

It is ongoing part of helping process.

Periodic/regular evaluation allows the worker and the client to review and, if necessary, revise the goals and objectives

Spin- offs or unexpected/unwanted consequences

- This may help the worker and the client to know how to deal with future problems.
- The worker should identify what have been useful and what have not been helpful and what might have been done differently.

Chapter Eight **SOCIAL WORK HELPING MODELS AND APPROACHES**

- I. For individual, groups and communities:** direct provision model, intercession- mediation model, mobilizing resources of clients system to change their realities, crisis intervention approach and problem solving model
- II. For individual and groups:** task-centered model, psychosocial approach, functional approach, behavioral modification, and family intervention
- III. For groups:** developmental approach, interactionist approach, remedial approach
- IV. For communities:** community development model, social planning model, social action model
- V. Indirect model of intervention:** working with the elite, documentation/social criticism, advocacy

The Direct Provision Model:

Involves the direct administration of existing programs of material aid. This should not be equated with dole out. Other refers to this as Resource Provision, where resources may be mobilized, created, directly furnished where the client may be advised and counseled in making optimal use of them.

Proponents and principles/Key Concepts

Schniederman: the goal of this model is the enhancement of client social functioning through the direct functioning through the direct provision of material and useful in eliminating or reducing situational deficiencies.

Helping Process : APIET

Activities:

1. **Case by case involvement** of the client in the study and evaluation process (determination of need and forms of need-meeting)
2. A **determination of eligibility** within the administering agency's terms of reference
3. A **judgment that the provision of the service or benefits** will promote the clients best interest

Recruiting, selecting, training, supporting, collaborating with personnel offering direct care (e.g. Homemakers, foster parents, adoptive parents, health personnel, trainers, day care workers)

Example:

A family who's want to take advantage of the government's Balik Probinsya Program

Intercession-mediation Model:

Involves the process of negotiating the service jungle for clients, whether singly or in groups. The worker connects the client to need services in the system until he has availed of them Social Worker takes partisan interest in the client and his cause. Advocacy efforts of the social worker are frequently directed towards securing benefits to which the client is legally entitled.

Proponents and principles/Key Concepts

Schneiderman: the utilization of non-consensual strategies such as direct confrontation, administrative appeal, and the use of judicial and political systems, as an appropriate

Helping Process: APIET

Activities: Social Workers may need to argue debate, bargain, negotiate and manipulative the environment on behalf of the client.

Example:

Working women are defined labor benefits by their employers, juvenile offenders who are arrested, the illegal detained, neglected prisoners who should already qualify for parole privileges, slum dwellers who are having illegally evicted.

Crisis Intervention Approach

is a Process for actively influencing the psycho-social functioning of individuals and groups, during the period of acute disequilibrium. Involves crisis-oriented, time limited work, usually 2 or 6 weeks in duration. To be really effective, it should be available within 24 to 72 hours after application or referral for assistance.

Key Concepts

Crisis is defined as an upset in a state, an emotional reaction on the part of an individual, family or group to a threatening life event.

The theory is based on the idea that there is no such thing as a problem-free state and life is a series of recurring development crisis.

Lydia Rapoport Goals for this approach:

- Relief of symptoms
- Restoration to the optimal pre-crisis level of functioning
- Understanding of the relevant precipitating events that contribute to state of disequilibrium
- Identification of remedial measures that can be taken by the client and the family
- Recognition of the connection between the current stress and past life experiences and conflicts

- Initiation of new models of perceiving thinking and feeling and development of new adaptive and coping Responses

Jacobson Two Treatment Approaches

- Generic: does not require assessment of the psychodynamics of the individual in crisis. Can be done by paraprofessional, a non-mental health professional, or a community care giver
- Individual: emphasizes assessment of the interpersonal and intrapsychic process, designed for use by mental health professionals.

Activities

Naomi Golan a treatment offers a treatment model that is rooted in the problem-solving theory of casework and developed as part of the short-term, task centered approach to practice.

1. Assessment of the situation involves mainly an evaluation of 5 components:
 - a. The hazardous event
 - b. The vulnerable or upset state
 - c. Precipitating factors or event
 - d. The state of active crisis and
 - e. The state of reintegration or reorganization
2. Implementation of treatment (the middle phase) is about setting up and working out specific tasks
 - a. Material arrangement tasks
 - b. Psycho-social tasks

Some techniques:

- a. **Sustaining techniques** reassurance and encouragement to lower anxiety, guilt and tension, provide emotional support.
- b. **Direct influence procedures** giving advice, advocating a particular course of action, warning clients of the consequences of maladaptive resolution of the situation
- c. **Direct intervention**- used in extreme situation such a threats of or attempts at suicide
- d. **Reflective discussion techniques**- used as the client becomes more integrated

Eclectic orientation- behavioral modification techniques like positive reinforcement, shaping, modeling and desensitization.

Termination emphasizes on the tasks accomplished, the adaptive coping patterns developed and the ties build with persons and resources in the community.

Stance of the worker: active, purposive, committed, will to take risks.

Example:

Sexually abused child, battered wife and victim of calamity etc.

Problem Solving Approach

it is always the person is being helped in relation to what is focused to be stressful. The goal is to help a person cope as effectively as possible with problems in carrying on social tasks and relationship which are perceived, felt as stressful and found insuperable without outside help.

Proponents/ Key Concepts

Helen Harris Perlman

Elements of the problem solving approach

- **The person**- a product of inherited and constitutional make up in continuous transaction with potent persons and forces in life experiences. Seen as a product in process of becoming. Personality is an open system continuously responsive to input and feedback from outside itself. **Partialization** is the recognition that the person is not just living whole; he also has a biological psychological social system.

- **The problem**- is simply a problem in the current life situation of the help-seeker, which disturbs or hurts the latter in some way.

- **The place**- the particular organization, agency or social situation, the purposes of which define its functions, services, and its areas of social concern.

- **The process**- steps of Study, Diagnosis and Treatment (Perlman)

THE PROCESS:

- Identification of the problem
- Identification of the person's subjective experience of the problem.
- Identification of the causes and effects of the problem and its import and influence upon the person in life space
- Search for the possible means and modes of solution must be initiated and considered
- Choice and decision must be made as a result of thinking and feeling through

Action taken on the bases of these considerations will test the validity and workability of the decision.

Diagnosis focuses on:

1. The person's motivation, capacity and opportunity including as assessment of what factors and forces deter or thwart these;
2. The persons in the client's problematic role network.

Example:

There is **no special target group** that is addressed by this model. Does not distinguish between treatments of environmental problems for psychological problems.

Task-Centered Model:

A technology for alleviating specific target problems perceived by clients, that is, particular problems clients recognize, understand, acknowledge and want to attend to.

A task is what the client is to do to alleviate the problem, which makes the task both an immediate goal, and at the same time the means of achieving the goal alleviating the problem.

Laura Epstein, Professor Emeritus and William Reid.

This model is

1. Brief and time limited
2. Intervention is concentrated on alleviating specific problems, which the client and the worker expressly contract to work to
3. Work on the problem is organized around tasks for problem solving actions the client agrees to carry out.

Features of the model:

1. Assessment
2. Case planning
3. Implementation
4. Tasks

THE PROCESS:

Start up: clients referred by an agency or client applies independently and voluntarily

Step 1: Client Target problems identified

Step 2: Contract, plans, target problem priorities, goals, practitioner tasks, duration, schedule, participants

Step 3. Problem Solving

Step 4: Termination

TASK CENTERED MODEL WITH GROUPS

Preliminary interview – problems are explored, clarified elicited in individual interviews

Group Composition- SW decides who should be in a particular group, and the size of the group.

Group Formation- The members share the problems that they will seek to reduce or eliminate by formulating and accomplishing agreed-on tasks

Group processes for task accomplishments- SW works with the group so they can help each other to accomplish the tasks within the time frame agreed upon.

Example:

Client who lacks the motivation and interest in continuing his studies.

Psycho-social Approach

Referred to organismic approach and diagnostic school of thought

A systems theory approach concerned **both the inner realities of human beings and the social context in which they live.**

The person being helped is seen in the context of **interactions or transaction in the internal worlds** and effort are taken to understand the segment of the external world with which the person is in the close interaction.

Treatment is differentiated according to the client's needs, hence the term **differential treatment.**

The worker must **engage in fact-gathering and come with a professional opinion** called diagnosis or assessment. The help provided in this approach will enable change to occur in the person or in the situation or both.

Key concepts/ proponents

Mary Richmond, Marion Kenworthy, Bersey Libbey, Gordon Hamilton, Lucille Austin and Florence Hollis

6 Procedures of Intervention (Hollis)

1. **Sustaining** (supportive remarks)
2. **Direct Influence** (suggestion and advice)
3. **Catharsis and ventilation** (discharge of pent-up feelings and emotionally charged memories)
4. **Reflective consideration** of the current person-situation configuration
5. **Encouragement of client** to reflect on dynamics of his response patterns or tendencies
6. **Encouragement of the client to think about the development of response patterns or tendencies**

The process:

Initial phase: understanding the reasons for contract, establishing, engaging the client in the treatment, beginning treatment itself (treatment begins in the first interview) psychosocial study (gathering the information needed for the psychological diagnosis and guidance of the treatment)

Assessment of the client in His Situation; consists of a critical scrutiny of a client-situation complex and the trouble concerning which help is sought or needed.

3 TYPES OF DIAGNOSIS

- **Dynamic:** Examination aspects of the client's personality interact to produce his total functioning, interplay between the client and other systems, dynamics of family interaction.

- **Etiology** the cause or origin of the difficulty usually multiple factors in the person-situation configuration
- **Classificatory:** classifies various aspects of the clients functioning and his place in the world including, if possible, a clinical diagnosis (refers to classify based on personality disturbance) classifying individuals according to socio economic class, race, ethnic background and religion.

Treatment

- **Indirect treatment:** the worker intervenes directly in the environment of their client by obtaining needed resources and modifying the client's situation when change in his situation is necessary
- **Direct treatment** involves direct work with the client himself or what Hollis describes as the influence of mind upon mind

Behavioral modification Approach

An approach intended to improve the social functioning of individuals, families, groups and organizations by helping them learn new behaviors and eliminating problematic ways of behaving.

Usually used in group work to shape stabilize, modify, or alter clients's behavior with the use of certain techniques such as reassurance, reinforcement etc.

Proponents:

Wilhelm Wundt, John Watson, Ivan Pavlov, Clark Hull, Edward Tolman, B.F. Skinner, Joseph Wolpe, Albert Bandura and Hans Eysenck

Decisions that guide the change process are made on the basis of data, not on the basis of assumption about why people behave as they do.

The process:

1. Initial phase- background information problem identification and goal setting
2. Implementation phase- plan implementation based on the contract and the commitment of the worker and the client
3. Evaluation and termination Phase- usually periodic evaluation and monitor the phase the helping process
4. Termination

Focus

- Upon observable responses
- More on the fundamentally classes of behavior: Emphasizes Observation, data collection and careful measurement before, during and after the intervention

Three elements of social learning

1. **Target behavior** - behavior that will be the focus of intervention
2. **Antecedent behavior** – the behavior that occur prior from the **problem behavior**
3. **Consequent behavior** – behavior that occur after the **problem behavior**

BEHAVIORAL TECHNIQUES

1. Conditioning

- a. **Classical conditioning** – learning of a behavior because it is associated in time with specific stimulus with which it was formerly associated.
- b. **Operant conditioning** – learned behavior which takes place because it operates upon or affects which takes place because it operates upon of affects environment

2. **Reinforcement** – anything that strengthen a target behavior, or to increase the likelihood that a target behavior will occur more frequently.

3. **Punishment** – the presentation of an unwanted or unpleasant stimulus

Extinction – refers to withdrawal of whatever forces a target behavior, which will tend to discourage the occurrence of the behavior

SOCIAL WORK ROLES:

Direct Modifier – the worker is the agent of modification in which she herself directly uses a technique like positive reinforcement to increase a child behavior relating to observing rules.

Behavioral Instigator – the worker influences a situation so that behavior will be modified such as introducing a point of rewards system to encourage task performance in youth home.

Teacher – the worker teaches behavioral modification techniques to clients, parents, related professional, and other professionals.

Functional Approach-

a method for engaging the client through relationship essentially one to one in the use of a social service toward his her own and the general social welfare.

The purpose of the service being offered helps to give sharpness and focus to the diagnosis or the understanding needed for the particular pathological condition for which a type of treatment is defined in order to achieve an environment goal.

Agency service is made available

Key concepts/ proponents

Ruth Smalley, Virginia Robinson, Otto Rank, Jessie Taft

The effectiveness of the SW process is enhanced by the worker's conscious use of time phases in the process

The use of agency function gives focus, content and direction to helping process.

To be effective the SW Process requires the practitioner's use of relationship to **engage the client in making and acting on choices or decisions as central to the accomplishment of a client**- identified purpose within the context of agency function

The process:

Initial phase establish whether the client seems to be able to use the agency services and try to help him/her to use it

Beginning phase participation of problem for work. To find common base for worker and client to work together toward a common purpose

Middle phase- characterized by others taking responsibility. Deepening on the relationship involved

Ending Phase- termination of the helping process

The client and the worker will agree on what the former can do with the service that is being made available.

Family Centered Approach-

a process of achieving better child and family well-being outcomes. It is an approach to child welfare social work in which the family is seen as the primary unit of attention. Respecting, strengthening and supporting the family- while guaranteeing child safety- are hallmarks of this method. It is also referred to as family casework. Safety of the child is the first concern and the family is the fundamental resource for the nurturing children.

Key concepts/ proponents

Virginia Satir, Salvador Minuchin, Jay Haley, Murray Bowen, Nathan Ackerman, Carl Whitaker, Michael White, Gregory Bateson, Donald Jackson, John Weakland, William Fry, Paul Watzlawick and Ross Speck.

Families are diverse and have the right to be respected or their special cultural, racial, ethnic and religious traditions.

There may be some inner resources member which can be mobilized and used to improve family and home conditions for the benefit of the member experiencing difficulty and the family as a whole

The process:

Identification of the problem- involves data gathering and answer the question what and why?

The treatment planning stage- includes diagnostic assessment (the How), and interview-involves planning the treatment setting up the goals and objectives which must be based on the worker's knowledge on the nature of the problem, resources for modifying it, and the motivation and capacities of those involved in it.

Evaluation and termination evaluation starts as soon as some gains have been made as a result of the treatment taking place. Termination of work with families takes place after some services have been reached.

Treatment modifies or change the barriers in managing the life tasks of the family and its members

Developmental approach

People are not seen as being sick or healthy, but on a scale ranging from socially functional to dysfunctional to eufunctional/ good functioning..... continually move up to scale in a life-long developmental process of self-realization.

- **Maximizing the potentials to self-realize**

Three major themes characterized by developmental approach

1. **Humanistic**- a view of one human being by another. Tropps elaborate on this theme by describing how the worker functions and relates with the group.
2. **Phenomenological** – its main concern is what is happening at present, whether in the group or outside of it, or group. The approach is reality-oriented, focusing on current group and individual behavior rather than on the past personality diagnosis and interpretations of behavior.
3. **Developmental** – it sees people as being able to move forward in a life-long process of self-realization or fulfillment of potential in social functioning.

CHARACTERISTIC OF DEVELOPMENTAL APPROACH p.350-353

1. *Specific kinds of group experience are viewed as most effective in attaining of enhanced social functioning.*
2. *Common goal group*
3. *Common goal may take the form of a common concern or common interest or common life situation each of which results in a peer relationship among member.*

4. *The effectiveness of the group goal achieving process is the primary target for both members and the worker.*
5. *The group members achieve different individual gains in social growth within the context of the group goal achieving process.*
6. *The group becomes the medium for the member's action for the perception of each other's actions and for the workers perception or both.*
7. *The group gal achieving process is carried out on the basis of open agreements*
8. *The group is essentially self-directing*

Interactionist Approach **William Schwartz**

- Mediating function of social work is the key concept in this approach
- According to him, the function of social work is to mediate transactions between people and the various systems through which they carry on their relationship with society...
- **Symbiotic** means needing the other for its own life and growth and each reaching out to the other with all he strength it can command at the given moment.
- The social worker is the third party

THE GROUP IN THE INTERACTIONIST APPROACH HAS FOUR MAJOR FEATURES

1. Collective
2. People need each other
3. To work in a common task
4. Embedded agency function

Phases of Work

****Schwartz****

1. **THE TUNING IN-** is the preparation for entry phase which requires the worker to understand the group i.e **the member's feelings, doubts, about their own selves, about each other and about the worker.**
2. **THE BEGINNINGS** – the heart of this phase is contracting. The valued outcome of this phase is an opening consensus: from the members, on what they need and from the worker, on what the agency offer.
3. **THE TASK**
 - A. Search for common grounds between the needs of the client and those of the systems they have to negotiate
 - B. Directing the challenging obstacles that come between the members and the systems
 - C. The workers contributing ideas, facts and values that may be useful
 - D. The workers sharing of her own vision of the work, feelings about the process, and the faith in the clients strengths

- E. The workers defining of the limits and requirements of the situation in which the work takes place.

4. ENDING AND SEPARATION

REMEDIAL APPROACH/ Social Treatment Approach

Robert D. Vinter

The group is conceive as a small social system whose influence can be guided in planned ways to modify client behavior.

It provides opportunities for direct – client interactions which can help effect change.

TREATMENT SEQUENCE

1. **INTAKE-** process by which a potential client becomes a client. (**preliminary diagnosis**)
2. **DIAGNOSIS AND TREATMENT PLANNING** - more comprehensive and exacting assessment. – the workers writing of a concrete statement that crystallizes the assessment of the client ad make it explicit the objectives to be pursued and the way by which they will be implemented
3. **GROUP COMPOSITION AND FORMATION**
4. **GROUP DEVELOPMENT AND TREATMENT** – the worker guides the group's interaction and structures its experience to achieve the specific goals for each of the members.
5. **EVALUATION AND TERMNATION** -

STRATEGY OF INTERVENTION

By: Robert Vinter

“in the social treatment group, he sees the need for the worker to employ several mode of intervention/ **Means of influence**”

1. Direct means of influence

- Face to face worker –client contact may be in and outside the group session.

4 Types of Direct Means of Influence

1. **Worker as a central person-** object identification and drives.
 2. **Worker as a symbol and spokesperson-** agent of legitimate norms and values. Worker also sets limits and controls on individual and group behavior and applies positive and negative sanction.
 3. **Worker as motivator and stimulator** – definer of individual goals and tasks.
 4. **Worker as executive** – controller of member's roles. Worker also assists a member in the discharge of a given task, assists a member to perform more effectively in a given position.
- 2. Indirect means of influence**

- The worker acts on and through the group, its process and its program.
 - a. Group Purposes- it sets for the group determine worker actions which affect the group, shape the group's program and activities and affects the client's attraction t and satisfaction with the group.
 - b. Selection of Group Members –
 - c. Size of Group –
 - d. Group operating and governing behavior-
 - e. Group development
- 3. Extra group means of influence**
 - Refers to the modification of the behavior or attitudes of persons in the clients social environment or largely social systems within which both the clients and other individual occupy statuses which may in turn lead to positive changes in the groups member's behavior and attitudes.

THREE MODELS IN C.O

BASIC ASSUMPTIONS OF ROTHMAN'S MODEL

Practice Model	Change Goal	Staff Role	Constituents	Target of Change	Change Strategy
Community development	Increase community capacity and integration	Coordinator Enabler Catalyst	Citizens Participants	Programs or services	Develop a consensus among groups
Social Action	Change resources & power dynamics	Advocate Negotiator Activist	Victims of oppression Constituents Employers	The power structure	Mobilize people to take action against powerful
Social Planning	Problem-solving	Expert Data analyst; Problem Solver	Consumers of Service	Communi-ty Systems	Collect data; choose the best plan

THE MODELS OF C.O ACCORDING TO THE SELECTED PRACTICE VARIABLES BY ROTHMAN

- 1. Goals Categories** (task or processed goals)
- 2. Assumptions regarding community structure and problem conditions**

LD- the community may be seen as tradition-bounded, ruled by small group of conventional leaders and compose of illiterate populations who lack skills in problem solving and understanding of the democratic process.

SP- the planner see the community as compromised by a substantive social problems.

SA- the planner see the community as compromised of a hierarchy of privilege and power.

- 3. Basic Change Strategy**

LD – let's all get together and talk each other

SP- lets's get the fact and take the logical next step

SA – let's organize to destroy our oppressor

- 4. Characteristic change tactics and techniques**

LD- tactics of consensus

SP- fact finding and analytical skills

SA- confrontation and direct actions i.e rallies, boycotts

- 5. Practitioner roles and medium of change**

LD- enabler/encourager

SP- more technical and expert role

SA- advocate and activist role

- 6. Orientation towards power structure**

LD- power structure is included within an all-embracing concepts of community.

SP- power structure is usually present as sponsor or employer of practitioner. Planners are usually highly trained professional specialist whose services required a considerable financial outlay in salaries as well as support in the form of supplies, facilities, auxiliary technical and clerical personnel

SA – power structure is seen as an outside target of action. The power structure usually represents a force antithetical to the client or constituent group whose well-being of practitioner is committed to uphold.

- 7. Boundary definition of community client system or constituency (p. 390)**

- 8. Assumptions regarding interest of community subgroups (p. 390)**

- 9. Conception of public interest**

THREE CATEGORIES OF PUBLIC INTEREST ACCORDING TO SCHUBERT, GLENDON

1. Rationalist
 - Postulates a common good that can be arrived at through deliberate processes involving a cross section of interest groups within population.
2. Idealist
 - Holds that public interest can be best arrived at through the exercise of judgment and conscience on the part of knowledgeable and compassionate advocates of public interest.
3. Realist
 - Position views the community as made up of multitude of conflicting publics or interest groups which endlessly contend with one another in the public arena.

Unitary- single set of ends to central decision

Individualist- social choice

LD- rationalist-unitary

SP-idealist –unitary

SA- realist-individualist

- 10. Conception of client population**

LD- normal citizens

SP- Consumer of service

SA- Victims of the system

11. Conception of the client/constituent roles

- LD-** active participants
- SP-** Recipients of service
- SA-** benefiting groups

INDIRECT MODELS OF INTERVENTION

I. WORKING WITH THE ELITE

Elite- comprised of individuals and groups who are usually in a position to provide, in one way or another, the resources we need in our work with clients

In working with the elite, the social worker should be guided by certain principles.

1. Need and resources determination and matching
2. Clarity of purpose or objectives
3. Involvement in program/project planning and implementation
4. Unitary accountability
5. The SW should treat the elite with respect and recognize their contribution to the agency
6. Professionalism in dealing with the elite

II. SOCIAL CRITICISM/DOCUMENTATION

As a form of intervention requires a good understanding of existing policies, programs and service, accurate knowledge of data about their application or implementation and skill to analyze these data.

It requires knowledge of how policies, programs and services ought to be implemented

This knowledge is translated into concrete, specific recommendation as to what should be done or what PPS should be replace that which has been shown, through documentation, as ineffective and unsatisfactory.

III. ADVOCACY

Involves the worker in efforts of change policies and programs on behalf of sectors of the population, based on its own professional values.

This model personified by Jane Addams who spent most of her life working for social reform

In our country, it is Dr. Jose Fabella who espoused the “whole child” concepts in relation to children in public welfare agencies.

Chapter Nine

GENERIC TOOLS IN SOCIAL WORK PRACTICE

Most important and commonly used in work with all kinds of client systems are the **interview**, **social work records**, **communication**, **community resources**, and **program and activities**.

INTERVIEWING

A face to face meeting between the worker and client; a direct conversation, an event composed of a sequence of

physical and mental experiences that occur when and where a helping professional practitioner and a client talk to one another

Usually the first contact person between client and the worker a critical tool communicating with the client, collecting information, determining eligibility, developing and implementing service plans.

SKILL Required for an Effective Interview

1. Skill in relating with the interviewee
2. Skill in Observing the interviewee
3. Skill in listening
4. Skill in asking questions
5. Skill is answering personal questions
6. Interpreting the client response

Conducting the interview

Practice will help a worker become a more effective interviewer. Below are suggestions for conducting an interview.

1. Prepare for interview
2. Always start by making the client feel comfortable
3. Use your intuition or sixth sense
4. Exercise care in the use of interview instruments like intake and surveys forms
5. Be conscious of time
6. Do not rush into direct action or help without fully understanding the clients situation
7. The interviewer should have the proper deportment.

Communication

Is a term derived from latin word COMMUNIS which means make common

ELEMENTS OF COMMUNICATION PROCESS

1. Source
2. Message
3. Channel
4. Receiver

Communication Skills

Process of giving and receiving a message 2- way exchange between sender and receiver necessitates that the receiver gets the intended message as intended by the sender
Involves many skill (or Sub Skill)

Active Listening

Responsive Listening

- Combines talking and listening

- Indicates that worker heard and understood the client and is responding to his/her message

INVOLVES SIX SEPARATE SKILLS

- **Attending-** communicating interest in what the client is saying or doing
- **Using silence-** meaningfully pausing to give client time to think and respond
- **Paraphrasing-** restating the client's thought in own words
- **Summarizing-** condensing the content and identifying essential themes and ideas
- **Questioning-** probing for information, confirmation understanding the client's emotional perspectives and communicating this understanding

Questioning Skills- questions provide a systematic way on understanding and accepting feelings

Direct Types of Questions

- **Closed Ended-** calls for specific answer
- **Open Ended-** enables the client to define, discuss or answer the question in any ways she chooses
- **Leading-** used when it is desirable for the client to continue to explore the subject at hand.
- **Responding-** usually follows the lead of the client's response
- **Answer and Agree-** the client is expected to answer in such way as to agree with the worker

Paraphrasing

- Worker restates clients words and ideas in own word not (not the same as repeating or parroting what the client says)
- Defining feature of accurate paraphrasing is on interchangeability with client ideas.
- Focuses on immediate statements without adding to one altering the meaning of the client's statement.

Overcoming Listening Obstacles

- Be aware of various barriers
- Be conscious of filtering the client's message
- Be patient
- Encourage trust
- Control noise
- Stay focused
- Avoid making assumptions
- Manage personal reactions
- Remember that listening does not mean agreeing
- Be aware of blind spots

Defining the relationship

Contracting- negotiating the intended purpose of the helping relationship

Using Immediacy- evaluating the quality of the relationship in terms of its contracted objectives

Using workers self-disclosure- reducing and normalizing client's negative feelings

Recordings

- Serve as tools that guide worker and client proceed with the lack of problem solving
- Useful in evaluation-success or failure in achieving objectives
- For improvement of workers knowledge and skill in helping people
- Provide an account of what have taken place which is needed when one worker must replace another, or when emergency, one worker must take another.
- Provides important information to make decisions on expanding, changing or terminating programs and services and for reporting to the community on how funds have been used.
- Supervisory tools.
- Basis for learning and serve an important educational purpose
- Source of statistical information about agency operations and provide data for various research projects.

Types of records

- **Intake forms-** face sheet, admission form and application form
- **Summary records** as part of the information-gathering stage in problem solving
- **Survey report-** contains findings about the community situation indicating date, place and source of data
- **Case Study-** identifying information, a synthesis of the data obtained from various sources
- **Summarized process recording-** includes reactions and response of both client and worker, followed by the workers assessment/analysis of what transpired
- **Periodic Evaluation summaries-** includes statement about the major developments that have occurred
- **Transfer summaries-** includes recommendations of future course of action
- **Final evaluative statement-** focuses on the extent to which goals spelled out in the case study.

Community Resource- the programs and services offers by a variety of agencies and organizations. It constitutes a very important tool in helping people.

The agency may also be placed on an adequacy-inadequacy continuum, in terms of quantity and quality of services being provided, personnel standards, etc.

Community Resources are almost indispensable to social workers, the intercessor-mediator role of the social worker is meaningful because there are resources that can be availed.

Social Workers:

- Know their community resources
- Are up to date on their knowledge (because of change of agency's policies and procedures)
- May also know of resources that are available to the people in a community
- To include in their responsibilities the acting alone with the clients to see to it that resources are made available to the people
- Should look beyond what is familiar or common knowledge (resources are just waiting to be tapped and mobilized)

NOTE: when there are particular resources needed that are not available, the worker together with the client participation may have to create needed resources

Programs and Activities- denote a general class of activities each of which consists of an interconnected series of social behaviors that usually is infused with meaning and guide by performance standards from the larger culture.

Activities a SW can use to serve a variety of purposes:

- To establish positive relationship
- To promote/improve communication between clients and worker, or among clients themselves
- To serve as a diagnostic tool
- To provide channels or outlets for otherwise destructive energies
- To serve as educational tools
- To serve the need for socialization, particularly for people who are isolated from social contract, or who while exposed to people, tend to hide in their own shells
- To provide Catharsis or means for expressing feeling and emotions
- To influence people to act or behave in a certain way like being more objective and perceptive, learning to be sensitive to the feelings of others, to control impulses, being cooperative
- To develop proper attitudes like economy, industry, self-reliance
- To develop a sense of accomplishment and the corresponding pride and self-confidence that goes with a completed activity
- To help bring about community change and development by way of the participated process

- To develop awareness of one's social reality which can be stimulus for change.

Activity Dimensions

- **Prescriptiveness-** the degree and range of rules or other guides for the conduct of participation in the activity
- **The form and source of controls governing participant activity:** whether another person, a fellow participant, or rules/instructions relevant to the activity
- **Provision for physical movement:** the extent to which participants are required or permitted to move about in the activity
- **Competence required for performance:** the minimum level of ability required to participate in the activity (some activities require special skill and ability)
- **Provision for participant inter-activeness:** the way the activity locates and engages participants so that verbal and non-verbal interaction is required or provoked
- **Reward structure:** the types of gratification and rewards available (praise, legitimate tension release, improved skill)

Whittaker points out the need for the workers to evaluate certain individual and group variables which should be considered in the selection of an activity which clients will engage in.

Individual Variables consist of:

- **Skill** – the competence to participate in the activity
- **Motivation** – the willingness to participate in the activity
- **“on tap control”** – the amount of self-control available to the client at a given time

Group Variables include:

- **Group Solidarity** – a group that is not yet cohesive may not respond to activities requiring a great deal of interaction and inter-dependence
- **Group Composition** – the more homogeneous the group the easier it is to find activities that the members will participate in and enjoy
- **Group mood** – the “climate” or how the group is feeling at the moment

Chapter Ten

THE FIELDS OF SOCIAL WORK

CHILD WELFARE

This field is concerned with the well-being of children and youth through the provision of programs and services for

their physical, social, psychological, spiritual and cultural development.

The focus is on strengthening the relationship between parents and child, the role of the family, and the responsibility of the community in the child's development.

It also includes supplemental and substitute child-caring services to prevent the child's suffering from parental deprivation.

2 typed of child welfare services:

Direct Service – is rendered in the form of:

- a) Assistance to children in their own homes in the form of material assistance, educational services, sports and recreation, health services, and etc.,
- b) Child placement through residential care in an institution, foster care, or adoption.

Indirect Service – is in the form of:

- a) Financing on a national or international level (sponsorship of programs)
- b) Coordination to facilitate and avoid duplication among agencies with similar or related services

ACTIVITIES

- Admission interviews with the child, family and/or significant others,
- Following through recommendations given which institutions if this is what is called for assisting the child and his family in coping with their situation, or assisting youth conducting individual counseling or group sessions.
- Conducting individual counseling or group sessions with child and/or his family.
- Interpreting the child's needs and problems to the staff/other members of the helping team.
- Following up the adjustment of the child if he is with foster or adoptive parents.
- Planning appropriate activities with the youth to meet their individual as well as group needs
- Preparing the child for discharge/placement in the case of children in residential homes, or helping the child and his family during the period of probation if this is the court's disposition on the case, and then helping him prepare to make satisfactory adjustment in the community
- Recommending discharge of the client or closure of the court case if conditions call for it.

CHILD CARING SERVICES OR CHILD PLACEMENT

- **ADOPTION**
 - Legal process whereby a child who is **deprived of a birth family** is provided with substitute new ties.
- **LEGAL GUARDIANSHIP**

- A process undertaken to provide substitute parental care through the appointment of a legal guardian for the child, including his property until the child **reaches the age of majority**
- **FOSTER CARE**
 - Substitute **temporary parental care** provided by a licensed social worker. The ultimate aim of the foster family care is reunite the child with biological parents or to prepare the child for adoption, in case of older children, to prepare them for independent living.
- **RESIDENTIAL/INSTITUTIONAL CARE**
 - Temporary 24 hours residential group care to children whose needs cannot, at the time be adequately met by their biological parents or other alternative family care arrangements.

FAMILY WELFARE

Family welfare is concerned with the improvement, strengthening and support of the family in meeting its own needs.

Programs that provided by the SW agencies are the following:

- Parent effectiveness
- Marriage strengthening (pre-marriage counseling)
- Establishment of community support programs
- Strengthening of family values and preservation of cultural heritage
- Family and environment service
- Livelihood programs
- Fertility and family planning

ACTIVITIES

- Engaging the family in problem-solving relationship
- Mobilizing existing resources and crating non-resources needed by the family
- Regularly assessing the adequacy and effectiveness of existing policies, programs and services that relate to the family
- Supervising staff in their various activities to the families being served

Health

Concentrated in hospitals which provide social services to patients who are emotional and social situations directly or indirectly cause, maintain, or aggravate their illness.

Medical social services are aimed at the following:

1. Better acceptance of and more favorable reaction to medical treatment
2. Better understanding, on the part of medical personnel, of the patient's illness, and to enlist the

family's cooperation in the treatment and rehabilitation of the patient

3. Health education of the patient and their families
4. Utilization of community services that would facilitate rehabilitation and prevention of illness
5. Helping the patient and his family to deal the psycho-social components of the physical illness

ACTIVITIES:

- Eligibility studies (this is done during admission since there is need to determine whether a patient should be given free or partly free medical treatment)
- Interpretation to patient and his family of hospital policies and regulations
- Data gathering on patient's personal and social situations to assist medical staff to arrive at a more accurate diagnosis
- Use of appropriate forms of help to patient and his family during the period of medical treatment, including counseling as well as group treatment activities with his family and/or together with other patients
- Mobilizing hospital as well as community resources to meet various patient needs
- Performing coordinating and liaison activities between the patients and the medical staff, the patient and the hospital administration, and the patients/hospital and the community at large

CORRECTIONS

Corrections is the administration of penalty in such a way that the offender is corrected, that is his current behavior is kept within acceptable limits at the same time his general life adjustment is modified.

It is a process of treatment, prescribed by the court for person convicted of offenses against the law, during which the individual on probation lives in the community and regulates his own life under conditions imposed by the court and is subject to supervision by a probation officer. While parole is the release of a prisoner under him might be returned to the correctional institution if he violates the conditions of his parole.

Some of the functions of social worker in relation to juvenile probation work are:

1. Preparation of social case studies to facilitate legal decision-making
2. Provision of counseling and other necessary services to the youth and his family throughout the period that the youth is on probation
3. Referral and mobilization of community with other groups/agencies which are engaged in activities relating to or affecting probationers

4. Preparing reports/recommendations on the basis for decision making by the courts.

ACTIVITIES

During the correctional periods the service of the correctional agency is viewed as Re: socialization, in the personal community that will response to his needs as an individual

For his re: socialization process to be effective, the offender will have to provided;

1. Significant individual relationships that allow him to see himself as a person or worth
2. Membership in groups that offer genuine satisfaction through legitimate experiences
3. Access the normal opportunity structures of the community, such as employment, education, recreation and religious instruction
4. Remedial services appropriate for dealing with his individual problems in social functioning such as vocational training, psychotherapeutic help or medical rehabilitation.

Children and adolescence that are not granted probation by family courts because their adjustment cannot be achieved in their own homes are committed to reformatory or training schools. (boys- Vicente Madrigal rehabilitation Center/ Girl Marilac Hills)

SCHOOLS

Social Worker exist primarily to provide helping service to those students whose problems in school stem from social and emotional causes which interfere with their adjustment and potential academic achievement.

The purpose of social work is to provide services they would achieve any or all of the following:

1. Restoration of impaired adjustment
2. Provision of resources by mobilizing capacities of individual students, their parents, families and the academic and larger communities
3. Prevention of maladjustment

SPECIAL GROUPS

Drug Dependents

- Are person, who , as a result of periodic or continuous use of drugs (usually in the form of sedatives, stimulants, hallucinogens) have developed a physical/ psychological need for / dependence on these drugs to the extent that their denial produces adverse effect.

Drug Abuse or Substance Abuse

- General term that includes all drug-taking.
- Use of any drugs legal or illegal when it is detrimental to the user's physical, emotional, social intellectual and spiritual well-being.

Dangerous Drugs Board

- Leading agency in development and implementation of drug abuse prevention and control programs in the country.

Five components regarding anti-drug program of the government

1. Intensified information drive against dangerous drug
2. Prevention through a variety of actions to protect the communities against dangerous drugs
3. Law enforcement
4. Research and studies to support legislative proposals
5. Establishment of affordable rehabilitation and treatment centers for victims of dangerous drugs

SOCIALLY DISADVANTAGED WOMEN

- **Include women who are victims of gender-based violence.....**
- **SEE P. 475-477**

RELEASED PRISONER AND FORMER PATIENTS OF PSYCHIATRIC INSTITUTIONS

- **SEE P. 477-478**

OLDER PERSON

- **See p. 478-480**

PWD

- **See p. 480-482**

COMMUNITY WELFARE

As a field of social work practice, it encompasses a variety of programs and services which have for their main goal the well-being of entire communities. Social workers in this field work with individuals, families, and small groups, and their concern is the provision of opportunities that would enable people in the community to work together towards common goals, particularly those that would bring about their common upliftment.

Social work practice in all these settings involves not only the provision of needed community services and in the process cooperating and collaborating with various groups and organizations, but also organizing communities for their own problem solving.

Role of social worker in the field of housing relocation and resettlement:

- Helping families prepare for relocation (including providing opportunities for them to participate in the process of planning their relocation)

- Helping families cope with and adjust to the changes that go with relocation and resettlement
- Involving the people in the efforts to develop their conditions in the resettlement sites
- Identifying and developing local leaders
- Helping develop local organizations
- Promoting/facilitating the coordination of community groups and organizations which are all trying to work for the well-being of the relocated families
- Provision of certain social services needed by the relocated families, such as food and transportation assistance, day care services, counseling services, family planning services, skills training and job placement, and the like.

INDUSTRY

Social welfare services in the field of modern industrial operations are generally concerned with any or all of the following:

- (a) efforts to establish or improve social security, health and general welfare of employees and their families;
- (b) finding the best-suited workers for employers and the right job for workers seeking employment;
- (c) the use of social workers to assist the employees and their families in personal, health, and financial problems and difficulties; and
- (d) the development and maintenance of community welfare services.

Role of social worker in the field of industry:

- Counseling employees on work and/non-work related problem
- Providing counseling and other forms of help to the families of employees
- Engaging in informational and educational programs to maximize employee and company services
- Assisting management in making employees understand company policies and rules
- Interpreting worker's needs and problems to management/employers and assisting them in developing responsive services to workers
- Providing referrals to workers and their family members for needed community-oriented services that would benefit the communities where workers live, especially when their problems emanate from the community situation
- Developing employee-oriented training programs

CULTURAL COMMUNITIES

a.k.a tribal Filipinos, ethnical minorities, indigenous peoples and national minorities

In direct work with cultural communities or what is also referred to as “**grassroots practice**” most agencies in the past were project oriented, convinced primarily with the accomplishment of specific projects that would benefit the community.

RA 8371 (IP’S RIGHTS ACT)

EDUCATION AND TRAINING

- **Facilitative instructional method** – performed by social work teachers and trainers

INTERNATIONAL SOCIAL WELFARE

The Goals of International Social Work

Agreement also exists in the social work profession concerning the goals of development-focused international practice:

- The elimination of barriers to development which, in every society, have been used to oppress historically disadvantaged population groups—especially women; older adults; children and youth; persons with disabilities; political and economic refugees; persons with mental illness; and persons who have been disadvantaged on the basis of gender, race/ethnicity, poverty, religion, social class, caste, and sexual orientation
- The realization of more balanced approaches to social and economic development
- The assignment of the highest priority to the fullest possible human development
- The fullest possible participation of people everywhere in determining both the means and outcomes of development
- The elimination of absolute poverty everywhere in the world
- The promotion and protection of human rights for all citizens
- The realization of new social arrangements that accelerate the pace of development and assure the satisfaction of basic needs of people everywhere
- The transformation of societies toward more humanistic values based on social justice, the promotion of peace, and the attainment of the fullest possible human development.

LIST OF SPECIALIZED AGENCIES OF THE UNITED NATIONS

Food and Agriculture Organization of the United

Nations leads international efforts to defeat hunger and acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. FAO's mandate is to raise levels of nutrition, improve agricultural productivity, better the lives of rural populations and contribute to the growth of the world economy.

International Maritime Organization (IMO), formerly known as the Inter-Governmental Maritime Consultative Organization (IMCO), was established in 1948 through the United Nations to coordinate international maritime safety and related practices.

International Monetary Fund (IMF) provides monetary cooperation and financial stability and acts as a forum for advice, negotiation and assistance on financial issues. **United Nations Educational, Scientific and Cultural Organization (UNESCO)** Its stated purpose is to contribute to peace and security by promoting international collaboration through education, science, and culture in order to further universal respect for justice, the rule of law, and the human rights and fundamental freedoms proclaimed in the UN Charter.

United Nations Industrial Development Organization (UNIDO) is a specialized agency of the United Nations system, headquartered in Vienna, Austria. The Organization's primary objective is the promotion and acceleration of industrial development in developing countries and countries with economies in transition and the promotion of international industrial cooperation.

World Health Organization (WHO) acts as a coordinating authority on international public health. Established on 7 April 1948, the agency inherited the mandate and resources of its predecessor, the Health Organization, which had been an agency of the League of Nations.

Refugee

A **refugee** is a person who is outside their country of origin or habitual residence because they have suffered persecution on account of race, religion, nationality, political opinion, or because they are a member of a persecuted 'social group'.

UNHCR provides protection and assistance not only to refugees, but also to other categories of displaced or needy people. These include asylum seekers, refugees who have returned home but still need help in rebuilding their lives, local civilian communities directly affected by the movements of refugees, stateless people and so-called internally displaced people (IDPs). IDPs are civilians who have been forced to flee their homes, but who have not reached a neighboring country and therefore, unlike

refugees, are not protected by international law and may find it hard to receive any form of assistance.

SOCIAL PLANNING

- Charged with the responsibilities of seeing to it that the country's strategy for social development "includes as essential components those welfare activities which help to insure plans and policies are fully responsive to the needs and aspiration f people; to alleviate the most urgent social problems without undue delay and prevent further social disruption and to achieve a more equitable distribution of benefits accruing at each stage of national development "

Chapter Eleven

TRENDS IN SOCIAL WORK IN THE PHILIPPINES

The Generalist/ Integrated Method of Social Work Practice

- It is used in the context of professional social work methodology.
- It is being advocated in place of separate practice of the methods of social casework, social groupwork and community organization.

Integrated Program – comprehensive agency program for multi-problem clients usually economic assistance, skills training, informal education, health, family planning and counseling

Integrated Learning – use of integrated knowledge from different courses and apply these in working with people.

Integrated Development Approach – refer to the process of combining social as well as economic concerns n policy formulation and program development.

Generalist social work practice – is the use of range of skills as needed to intervene in the variety of client situation. This requires a wide skill repertoire as possible in order to facilitate interactions between people and social institution and situation in which they live.

RELATED CONCEPTS IN INTEGRATED SW METHODS

1. The concept of one client system as a point of entry for working with other client system
2. The concept of total problem solving- **total problem solving allows the worker to help the client as a system, and to deal with other systems of which the client is part and which are affecting him.**
3. The concept of the client's problem as the basis for the choice of the worker's helping approach or intervention.

SOCIAL WORK DEVELOPMENTAL SOCIAL WELFARE

SOCIAL WELFARE – refers to those laws, programs, benefits and services which assures or strengthen provision for meeting social needs recognized as basic to a well-being of the population and better functioning of the social order.

When social welfare is specifically addressed to social development concerns, it is **developmental social welfare**.

2 Levels of Developmental Social Welfare

MACRO LEVEL – formulation of laws, policies, programs and benefits that will promote and ensure social justice

MICRO LEVEL – *involves the following activities:*

- a) *re-orientation of existing social welfare services;*
- b) *Establishment of social welfare services that are responsive to the changing needs in society; and*
- c) *Identification of the social welfare aspects of social development programs in which social workers are or will be involved.*

IMPLICATIONS OF DEVELOPMENTAL SOCIAL WELFARE TO SOCIAL WORK

1. **Setting priorities**
2. **Systematic problem solving and choosing appropriate helping intervention**
3. **Mobilizing people**
4. **Identifying leaders**
5. **Facilitating access and linkages**
6. **Participating in social welfare planning**
7. **Evaluating and measuring impacts**
8. **Examining/assessing social work practice and education**

STRUCTURAL CHANGE

- Main target is the economic system, which is perceived as being at the core of inequality in the other systems in our society.
- Calls for an access to and participation in the political decision-making process of the society by the masses of our people.
- Enormous task that will probably be less overwhelming if social workers would realize that their contribution could well start by way of activities that can bring about change in the existing economic, political, and cultural aspects of people's lives.
- **"CONVERGENCE OF TRANSFORMATIVE MICROACTIONS"** to facilitate macro structural change.

RURAL SOCIAL WORK PRACTICE

Guidelines which is Helpful in Working with Rural Communities

1. Social workers should come to a community with adequate knowledge of a variety of helping interventions and strategies from which they can draw in order to be able to respond to particular needs/situation
2. Social worker should help the community set realistic goals
3. Social worker need to understand the communities they are working with, particularly their culture
4. Institutions that can help promote and maintain participation in community affairs abound in the rural areas
5. Social worker should be open to learning and developing indigenous community organizing tactics
6. Rural residents can influence institution to become more responsive to their needs but this process takes a long time, and even then, it is not the same as wielding power by holding elective position
7. Social worker who are engaged in CO in rural areas should awaken the rural people to their own potentials and capacities for self-reliance

The effective rural social worker

1. With good understanding of rural community dynamics
2. Sensitive to the community response to her.
3. Able to adapt her lifestyle of the rural environment
4. With good human relations
5. Versatile and knowledgeable
6. Able to identify and mobilize a wide range of resources which can be helpful in community problem solving
7. Help community set priorities
8. Able to help communities find new non-existent resources and find ways how to use the existing resources.

CASE MANAGEMENT

- Organizes, coordinates and sustains a network of formal and informal supports and activities designed to optimize the functioning and well-being of people with multiple needs.

Major Functions of Case Management

1. **Assessment** – critical scrutiny of the client situation in order to understand the nature of difficulty with increasing details and accuracy.

2. Service planning
3. **Implementation of the case plan**
4. **Evaluation**
5. **Termination**
6. **Follow up** – done to ensure that the gains that have been achieved are maintained and that no new problems have emerged.

COMPTON AND GALAWAY 4 ASPECT OF EFFECTIVE REFERRAL

1. Information about resources
2. Preparing the client – instruction giving
3. Preparing the referral agency – referral summary
4. Follow up

EMPOWERMENT – ORIENTED SOCIAL WORK PRACTICE

- Is not a social service delivery, but practice in which both the client and the worker involved in mutual assessment and partnership in which they together define and solve problems on behalf of the clients group and society in general.
- **Self-help** underlying philosophy of rural community development

COMPONENTS FOR EMPOWERMENT BASED INTERVENTION

1. Power-shared relationship
2. Counter based assessment
3. Collectivity for mutual aid

See page 536-537

INFORMATION AND TECHNOLOGY IN SOCIAL WORK see page 539-544

APPENDICES

REPUBLIC ACT NO. 4373 - AN ACT TO REGULATE THE PRACTICE OF SOCIAL WORK AND THE OPERATION OF SOCIAL WORK AGENCIES IN THE PHILIPPINES AND FOR OTHER PURPOSES

(a) "Social Work" is the profession which is primarily concerned with organized social service activity aimed to facilitate and strengthen basic social relationships and the mutual adjustment between individuals and their social environment for the good of the individual and of society.

(b) A "social worker" as used in this Act is a practitioner who by accepted academic training and social work professional experience possesses the skill to achieve

the objectives as defined and set by the social work profession, through the use of the basic methods and techniques of social work (casework, group work, and community organization) which are designed to enable individuals, groups and communities to meet their needs and to solve the problems of adjustment to a changing pattern of society and, through coordinated action, to improved economic and social conditions, and is connected with an organized social work agency which is supported partially or wholly from government or community solicited funds.

(c) A "social work agency" is a person, corporation or organization, private or governmental, that engages mainly and generally, or represents itself to engage in social welfare work, whether casework, group work, or community work, and obtains its finances, either totally or in part, from any agency or instrumentality of the government and/or from the community by direct or indirect solicitations and/or fund drives, and/or private endowment.

RA NO. 5175 – AN ACT TO REGULATE THE PRACTICE OF SOCIAL WORK AND OPERATION OF SOCIAL AGENCIES IN THE PHILIPPINES.

SELECTED BEHAVIORAL AND SOCIAL SCIENCE THEORIES IN SOCIAL WORK

A. PSYCHOANALYTIC THEORY

- **Sigmund Freud**, father of psychoanalysis
- He proposes that at birth, individuals are pushed by unconscious and irrational drives towards satisfaction of desires which are largely unconscious and irrational.
- **Carl Jung**, believed that human beings are guided as much as aims and aspiration as by sexual urges.
- **Alfred Adler**, human beings have an innate social interest and tendency to strive for superiority.
- **Freud's concepts:**
- **Homeostasis**- organism's tendency to maintain a relatively stable internal environment
- **Psychological Determinism** – thoughts and actions are caused by one's unsatisfied drives/ desires.
- **Personality Structures**- **id** – inner world of subjective experience; **ego**- mediator; **superego** – moral precepts of our own minds as well as our ideals and aspiration
- **Defense Mechanism** – thoughts and behavior which, while not on the level of the individual's consciousness, serve to ward off anxiety and guilt

Ego Psychology

- **Erik Erickson**
- **Ego is the "executive officer"**

- 12 functions of ego

1. Reality testing
2. Judgement
3. Sense of reality of the world and self
4. Regulation and control of drives affects and impulses
5. Object relations
6. Thought processes
7. Adaptive regression in the service of ego
8. Defensive functioning
9. Stimulus barrier
10. Autonomous perception
11. Mastery competence
12. Synthetic-integrative function

Feminist theory

- **Philosophy of women's movement/feminism** "an awareness of women's oppression and exploitation in society, at work and within the family, and conscious action by women and men to change the situation"

Concepts in Systems Theory

Open system – one that is engaged in interchanges with its environment and therefore continues to grow and change

Close system – do not interact with other system neither accepting inputs from them, nor producing output for them

Boundaries- closed circle around selected variables where there is less interchange of energy of communication.

Feedback- communication network which produces actions in response to an input of information and includes results of its own action in the new information by which it modifies subsequent behavior.

Change and stability

Role

SIX TYPES OF SOCIAL SYSTEM BY ALLEN PINCUS AND ANNE MINAHAN

1. **Change agent system** – the agency or organization that employs the worker who will plan and work with the six system towards change.
2. **Client system** – those who have asked for the worker's services, those who are expected to benefit from these services and those who have entered into an explicit contract with the worker.
3. **Target System** – the people that the change agents need to change or influence in order to accomplish their goals
4. **Action system** – those with whom the social worker interacts in a cooperative ways in order to bring about change helpful to client

5. **Professional system** – professional association of social workers educational system by which workers are prepared, and the values and sanctions of professional practice.
6. **Problem identification system** – the system that acts to ring a potential client to the attention of the worker

Concepts in Role Theory

Status- one's rank or standing in a group based on the kind of job he holds

Norms – refers rules and standards of behavior that come from a group or society, and may apply to individuals or to groups

Role Set/ Clusters – array of roles that any one person may be occupying at any particular time

Role complementary or reciprocity – role positions are usually paired

Role conflict – this occurs when there are conflicting expectation because the person occupies two or more positions simultaneously

Role incongruity – a situation in which one's own perception of one's role is defined differently from the expectations of significant others in the system or environment.

Small Group Theory

GROUP STRUCTURE

- Patterns that develop and maintain themselves over time in interpersonal relations.
- **Structural properties of groups**
 1. **Communication structure** – channels and flow of communication
 2. **Affectional structure** – interpersonal relations that are produced from the liking and disliking that develop among the members of a group
 3. **Power structure** -
 4. **Leadership** – ability to influence other people in some way, which can be positive or negative
 5. **Role structure** – interrelated patterns of behavior of the group members based on their mutual learned expectations from each other
 6. **Group norms** – rules and standards of behavior which emerge in a group in the process of interactions
 7. **Status** – rank/standing

GROUP PROCESS

1. **Group bond** – The feeling of belongingness that exists in the group
2. **Conformity-** yielding to the majority

3. **Conflict-** sharp disagreement or clash arising out of the interpersonal conflicts between or among the group
4. **Group cohesiveness** – the degree to which the members of the group desire to remain with the rest of the group
5. **Decision making** – the process by which the group, using certain procedures, arrives at the decisions

Culture Theory

- **Culture** is learned, shared, cumulative, dynamics, diverse and whole.
- **Aspect of culture:**
 1. **Beliefs-** concepts about how the world operates and where individuals fit in it; may be rooted in the blind faith, experiences, traditions and scientific observation
 2. **Values** – the general and shared concepts of what is good, right, appropriate, worthwhile and important; either reflected in behavior or expressed verbally.
 3. **Norms** – the unwritten and written rules that guide behavior and conduct appropriate to given situations. **Folkways or customs** (patterns of everyday life). **mores** (folkways which involves moral/ethical values)

Learning Theory

Shaping- process used in establishing more complex behavior patterns by breaking a behavior into smaller units and reinforcing each unit in turn until desired pattern is established

Modeling – a process in which a person imitates a model who is displaying the desired behavioral pattern

Organization Theory

Three levels of hierarchy: **executive, supervisor, worker**

Characteristics of a bureaucracy

1. **Specialization and hierarchy**
2. **Emphasis on rules**
3. **Assignment of roles**
4. **Clear and official areas of jurisdiction**

Four major casework processes or techniques by HOLLIS, FLORENCE

- A. **ENVIRONMENTAL MODIFICATION** – to change the environment in the clients favor by the worker's direct action.
- B. **PSYCHOLOGICAL SUPPORT** – encouraging the client to talk freely and express his feeling; expressing sympathetic understanding of the client's feeling and acceptance of his behavior,

interest in the client, desire to help, expression of confidence that a way can be found to improve his situation.

- C. **CLARIFICATION** – accompanying psychological support, the dominant tone is understanding by the client of himself, his environment, and/or people with whom he associated. It is directed towards increasing the ego's ability to see external realities more clearly and to understand the client's own emotions, emotions, attitudes and behavior.
- D. **INSIGHT DEVELOPMENT** – involves carrying understanding to a deeper level than that described in clarification. Current and past emotions must be re-lived in a therapeutic atmosphere.

The above classification was later revised into 1. Supportive treatment 2. Development of self-awareness

WILSON, GERTRUDE AND GLADYS RYLAND

Social Group Work: a process and method through which group life is affected by a worker who consciously guides the interaction process towards the accomplishment of goals which are conceived in a democratic frame of reference.

TRECKER, HARLEIGH B.

Social Group Work: method through which members in many groups in a variety of community agency settings are helped by a worker who guides their interaction in programs and activities designed for them to relate themselves to others and experience growth opportunities in accordance with their needs and capabilities towards individual, groups and community development.

ROBERT D. VINTER

Social Group Work: it is a mode of serving individuals through sustained face to face interaction to induce desired changes among the client participants.

He is the proponent of treatment sequence in group work under remedial model.

MURAY G. ROSS

Community Organization: process by which a community identifies its needs or objectives, orders these needs or objectives; finds resources (external / internal) to deal with those objectives; takes action in respect to them; and in so doing extends and develops cooperative and collaborative attitudes and practices in the community.

ARTHUR DUNHAM

Community Organization: conscious process of social interaction and a method of social work concerned with any of the following objectives:

- a. The meeting of broad needs and bringing about and maintaining adjustment between needs and resources in a community or other area.
- b. Helping people to deal more effectively with their problems and objectives by helping them develop, strengthen and maintain qualities of participation, self-direction and cooperation.
- c. Bringing about changes in community and group relationships and in the distribution of decision making power.

Secondary Social Work Methods are also called “auxiliary” methods

Social Action/ Social Reform

- is an organized effort with the aim of securing social progress and solving mass social problems by influencing social legislation or the administration of the social services.
- It involves public pressure by influencing public opinion through informational publicity.

Social Work Research

- Critical inquiry and scientific testing of the validity of social work organization, functions, and methods in order to verify, generalize and extend social work knowledge and skills.

Social Welfare Administration Seven functions

Planning- process of envisioning the future structure and operation of social agency, including determination and clarification of objectives, functions, and policies pursued.

Organizing – it determines the functions of the **group of ultimate control**

Staffing – recruitment, employment, ensure efficient service

Directing – this is the function of executive involving the responsibility for final decisions and for the supervision of the administrative process of the agency

Coordination – this is the distinct determination of each staff's member assignment and establishment of lines of responsibility and authority.

Reporting – it requires system of recording and accounting, statistics and research upon which the reports are based.

Budgeting – function of mobilization, disbursement and control of the financial resources of the agency.

