

## Part II

### FIELD WORK COMPONENTS

#### Objectives of Second Year BSW:

- to develop capacity for observation and analyzing social realities.
- to develop understanding of the needs, problems and programmes for different target groups.
- to develop understanding of the role of social workers in different setting.  
to develop process-oriented skills in working with individuals, families and groups with special references to social support system.
- to develop skills in observation, interviewing, recording, group discussions and leadership.
- to develop skills in report writing, use of supervision and prepare for facing interviews.

The sequential arrangement of the components of Field Work is as follows:

- 1) Orientation visits
- 2) Placement
- 3) Agency-client relationship
- 4) Assignment of tasks
- 5) Nature of social work process
- 6) Teamwork
- 7) Administrative assignments
- 8) Recording
- 9) Field Instruction

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### COMPONENT 1 ORIENTATION VISITS

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You have completed five orientation visits in your first year. By now you have become familiar with the purpose of orientation visits. Last year you went to agencies, which implement only, or mainly development projects. This year you will be going to the agencies, which mainly focus on welfare programmes. The purpose is to giving you a holistic picture of the social welfare sector-in India. It should not be the case that you are exposed to only a limited variety of agencies. It is quite possible that the agency you visit has both welfare and development projects. In that case you are advised to focus extensively on the welfare aspects on that agency.

Welfare services are provided mainly to the weaker sections or to those sections of population that are temporarily debilitated. Welfare services are provided as an expression of society's concern to its less fortunate members. Destitute children and women are provided with homes so that they can live with some extent of security and dignity. Differently-abled (handicapped) individuals are provided with learning aids and vocational courses so that in the future they are enabled to live an independent and productive life in the society. Street children are provided with night shelters so that they can live without fears of abusers and even of the police. People who are victims of manmade or natural calamity are also provided services. For example, riots victims are kept in rehabilitation camps.

In most cases the social workers employed in welfare settings either perform administrative tasks like deciding who are more needy beneficiaries, or practise methods of social work to bring about behaviour modification in the clients and/or attempt to change their situation.

As a visitor to the agency you must assess the following in the services provided – the sensitiveness the agency shows towards the beneficiaries; the programmes the agency implements to make the beneficiaries independent; effectiveness of these efforts; the level of commitment in the staff and the level of training which prepares them for the job and follow-up efforts.

**Performa for information required**

Name of the Institution

Address

Mission statement/Motto (if any)

Institutional objectives

Chief Executive Officer/Executive Officer

Board members

Type of work

Number and nature of beneficiaries

Geographical area of work

Whether the agency is registered or not

**Organisational structure** (A simple diagram may be drawn. If the agency is a branch of a larger organisation its place in the larger organisation can be shown.)

Number of staff members and position

Level	Number	Qualification	Position Held
Professionals			
Support staff			
Volunteers			
Total			

### **History of the Organisation**

The student is expected to trace, briefly, the history of the organisation from its inception. The growth or decline in the number of activities, the increase or decrease in the areas in which these services are being offered, and changes in the staff strength over the time can be noted. Most importantly the agency's rationale for the services provided, the reasons for the changes in approach over the years and the results of the changes are to be studied.

### **Sources of Funding**

Funding especially foreign funding has become a controversial issue in the recent past. Special care should be given while dealing with this sensitive issue. *You should not insist on knowing the funding sources if the agency officials are reluctant to divulge that information.*

The following categories are suggested for collecting the information.

#### ***Foreign Sources and Indian Sources***

*Foreign sources:* International organisations, Governmental and non-Governmental resources. And within non-governmental – private institutional donors and private individual donors.

*Indigenous sources:* Governmental – central, state governments and panchayats. Non-governmental sources – private institutional donors, private individual donors.

*Community own resources :* Methods for raising funds and achieving financial stability

#### ***Buildings***

You should see whether the building agency operates is suitable for the activity it has undertaken. For e.g. a short stay home for women will require the necessary rooms, toilets and bathrooms so that women can stay with necessary comfort. Besides the area should be secure so that inmates live without fear. Whether the premises have been rented or owned by the agency.

#### ***Transport***

You should see whether the agency has the required transport facilities to perform its function. For e.g. in community development programme there may need for regularly traveling to far-flung areas and the staff may be depending on a number of transport facilities. In hospitals or old age home there may be need for ambulance to transport the patients.

### *Communication aids*

To what extent does the agency utilize phone, internet, etc. Can they be better utilized.

### *Audio/video equipment*

Projectors, video players, radio, etc. meant for public education purposes and so on.

### **Relationship with other agencies**

#### 1) *Relationship with other welfare agencies*

Coordination and cooperation with other NGOs working in similar areas in the locality,

Are there other agencies working with the similar objectives in the same area? Is there any cooperation between the agencies working in the same area? Are there any conflicts between the agencies working in the same area or field?

#### 2) *Relationship with government departments*

Whether the agency receives government funding or not. Whether the agency cooperates with the government in implementing programmes. In the opinion of the agency how do government officials deal with them. Do the Banks in the area support the agency?

#### 3) *Relationship with Panchayat Raj Institutions (PRIs)*

Is the agency cooperating with the PRIs? What are the areas in which the agency is cooperating with the PRIs? Do the agency officials think that PRIs are functioning well?

#### 4) *Relationship with community based organisations (CBOs)*

The number of CBOs working in the field. The method of their formation. Self-initiated or started by government, by other agencies etc. How old are they and if they are being closed down, what are the reasons for the same? If the CBO are increasing in strength then the reasons for the same can be noted. What are the areas of cooperation between the agency and the CBOs?

#### 5) *Relationship with other organisations like religious organisations, associations, etc.*

- Opinion on the relevance and quality of services provided by the agency.
- Opinions can be collected from the staff members, clients, management and government officials working in the area.
- Collection of the information will require talking informally to the beneficiaries.
- Problems faced by the agency and proposed remedies.

##### i) *Internal problems*

Internal problems can be related to funding, infrastructure, staff, management and objectives of the agency.

##### ii) *External problems*

External problems can be related to the target population. For e.g. the lack of cooperation from the community or hostility from the leaders. External problems can be related to the agency relationship with government departments, other NGOs, panchayat institutions, etc. The student can also note down how the agency plans to face these problems. Relationship with the donors and their demands are also to be recorded.

### **Future Plans**

The agency's plans for expansion and the proposed future programmes can be described. This will include the new programmes the agency would start and how it plans to initiate the same.

### **Recognition and Awards**

Mention whether the agency was awarded/rewarded/given recognition for its contribution towards social upliftment initiatives.

### **Affiliations**

Mention whether the agency is affiliated to any institutions such as councils, higher educational institutions, network, etc. (whether national/international).

### **Any other Information**

For example, the agency participation in relief activity in disaster prone area or the political nature of the activity if applicable.

### **Learning Process**

You can write your own impressions on the agency. Further you can compare the agency with the other agencies you have visited and note down the strengths and weaknesses of the agency in comparison with the other agencies.

You can give your opinion on the importance of the agency to the community, its objectives and its functioning. You may agree or disagree with the methods used by the agency to attain its objectives and give reasons for the same.

Your gain in terms of knowledge, skills and attitude can be noted. You can report if the visit was a waste of time and give reasons for the same. Suggestions can be made to make these visits more productive or benefit oriented to the learners.

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## **COMPONENT 2 PLACEMENT**

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You are placed in the agency where the focus will be to provide you with opportunities to practise the methods you are learning in theory course. Like last year, you will observe the circumstances under which the social workers provide their services. As you are only being introduced to the methods in the beginning you can prepare the ground work for practicing the methods. For example, you can try and build relationship with the inmates of a wing of the boys home so that in the future you may be able to get a client or groups from that wing. Rudimentary social work can be used in the beginning and as you gain experience you can use the methods systematically.

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## **COMPONENT 3 AGENCY-CLIENT RELATIONSHIP**

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Agency-client relationship is an important factor in the practice of the social work. The agency's relationship with the community/beneficiaries, the expected role of the social worker and agency resources influence the process of implementation of projects.

What are the main objectives of the project?

What are its targets?

Has the agency conducted any need-based study to arrive at these targets?  
Have the targets been revised during the year?  
If yes, the reasons for the revising?  
What is the rationale for implementing the project?  
Who are the intended beneficiaries? Children, women or poor anybody else?  
What is their share in the project?  
What is their opinion on the project?  
What is the approach the agency uses to select the beneficiaries? Area, group and target based.  
What are the social, political and economical conditions of the beneficiaries?  
What are the social, political and economical conditions influencing the implementation of the project?  
When did the project start and when did the project ended?  
Who is the over-all in charge of the project?  
If you can meet him/her ask him/her the opinion on the progress of the project.  
What are the intended tasks and the time-frame for doing these tasks!  
What are specific methods to encourage people's participation in the project?  
How is accountability ensured?  
What problems of the financial nature are present?  
Describe technical aspects of the project.  
The role of various experts in the project can be described.  
Ask agency officials their opinion on the 'cost effectiveness' of the project.  
Ask agency officials the concept of 'cost benefit analysis'.

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#### **COMPONENT 4 ASSIGNMENT OF TASKS**

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The aim of doing specific tasks is to expose you to situations where the Social Work methods are used in rudimentary form. The task itself may not be related to social work but the preparation of the same may require meeting individuals and groups, interacting with them and enabling them to plan the task and implement it. The task can be chosen depending on the need of the target population and the resources available.

**Describe the various steps followed to organise the event.**

1) *Initial stage*

- Initial contact with the group
- Rapport building
- Studying the situation and getting to know the felt needs of the target population

*While studying the situation you must relate your knowledge to the theory, which you have learnt during BSW-I. For example, if your field is community then you can study the social stratification*

*patterns of the specific community. You may find to your surprise that in your community there may or may not be problems between castes.*

*Similarly you can find the problems of children by relating it to child development stages you studied in your theory during the BSW-I. Your analysis will include the ideal behaviour and the observed behaviour of your clients. You can attempt an analysis and discuss with the FWS.*

I) *Set Objectives*

List out objectives of the programme in quantitative and qualitative terms.

- Choose appropriate tasks or activity to attain these objectives after consultation with agency officials, community members and beneficiaries. If permission has to be taken from the concerned authorities you should do so.
- Develop a realistic time-frame for conducting the activities.

II) *Planning stage*

- Prepare a plan.
- List out the tasks to be done.
- Anticipate expected problems and unexpected problems through brainstorming.
- Allocate the responsibilities to individuals and groups or both. Mention clearly the responsibilities. Communicate the responsibilities to the concerned persons preferably in a meeting where every one involved is present.
- Mobilize the internal and external resources. The community resources have to be mobilized.

III) *Implementation stage*

- Implement the plan.
- Unexpected assistance that helped you to implement the programme needs to be mentioned.

IV) *Evaluation and feedback*

- Have the objectives set been attained?
- What is the impact of the programme on the target population?

**Tasks that can be undertaken (some illustrative activities)**

*Individual related activities*

- 1) Arrange a job for person who has to be rehabilitated.
- 2) Arrange a loan/government scheme for a needy person by helping him/her during the various stages of his/her application.
- 3) Arrange for loan/scholarship for the children/adults from private/public sources.
- 4) Arrange for a patient to be taken to hospital using a volunteer. You should not take the patient yourself and claim that it's a valid assignment.
- 5) Arrange for cost of medication for the children/adults from private/public sources.

### ***Group/community related programmes***

- 1) Organise a picnic, film show, visits to places of interest like museums, temples, historical places, etc.
- 2) Arrange for adult education classes/non-formal classes/tuitions for the various categories of the people in the community.
- 3) Organise an awareness camp related to health, education, government programmes, or on human rights to improve the knowledge level of the people.
- 4) Organise street plays with the actors being the members of the community.
- 5) Conduct a health camp for the people. It can be a nutrition camp or immunization camp.
- 6) Conduct surveys for the use in the formulation of future programmes.
- 7) Organise a fund raising event. For example a bal mela fete can be organised in the school.
- 8) Organise a sport programme in the school or the community.
- 9) Organise leadership training programme for the informal leaders of the community.
- 10) Organise a dharna or demonstration for focusing on a common issue.
- 11) Arrange for filing Public Interest Litigation on a social problem.
- 12) Arrange for legal aid for the afflicted persons and follow-up till the issue is satisfactorily resolved.
- 13) Arrange for the vocational training for the disadvantaged sections.

### ***Describe the problems encountered in organizing the event***

Some of the problems can be the following:

- 1) Lack of cooperation or even hostility from the people and target population.
- 2) *Lack of resources.* Internal resources include organisational resources like funds and staff External resources include community resources, community participation and infrastructure.
- 3) *Target population related problems*
  - First, the group or community may be riddled with factions whose previous conflicts may enter the planning and implementation of the current programme.
  - Two, the presence of dominating individual or group may reduce participation by others leading to dissatisfaction among others.
  - Three, some individuals and group may try and use the common programme for private use.
  - Lastly, weaker sections of the population like women, schedule caste and the poor may not be able to participate due to lack of motivation or lack of convenience.
- 4) *Problems related to participants*
  - Inconsistency in the task which the people have decided for themselves. There may be high enthusiasm in the beginning that may lower after some time,
  - Individuals who accepted responsibilities may neglect it later and give various excuses or may not appear at all.



It would be beneficial if you write down how you faced these problems. By making alternative arrangements like giving the responsibility to someone else and so on.

Within yourself that is controlling your emotions of being let down etc., from negatively influencing your performance.

- By discussing the situation with the concerned persons or confronting the participants.

*Discuss your reactions with your FWS.*

#### **Describe the achievements of the programme**

##### **1) *In terms of the objectives of the programme***

- i) Participation of the people – in terms of gender, communities and groups of the community especially the weaker sections of the community.
- ii) Quality of participation.

##### **2) *In terms of the change wanted by you.***

##### **3) *In terms of the larger programme of the agency.***

##### **4) *In terms of the people's needs***

- i) What specific need did the programme satisfy?
- ii) What further programmes should be conducted to attain the objectives set by you?

##### **5) *In terms of the people's participation in future programmes.***

#### **Learning**

*In your report you will have to specify the casework skills and group skills you used in the process even though they were not used wholly.*

You should realize that the task itself is not as important as the experience itself. You should note the skills, which you find useful in performing the task. Also you should look at the weaknesses in your skills, knowledge and attitude that had caused some of the shortcomings in the programme. Especially important is the manner in which you dealt with frustrations which were caused by the failure of others to meet your expectations – when they disagreed to your meaningful suggestions, broke their commitments for trivial reasons (according to you) or even attached false motives to your actions. Also important are the problems you should have anticipated but could not as you had not observed or had not been able to interpret the observations that you had seen.

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## **COMPONENT 5 NATURE OF SOCIAL WORK PROCESS**

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### **Casework and Group Work**

Casework and group work, (along with community organisation) are the core methods of social work. Further these methods are used in virtually in all settings and in all situations. Therefore even when the social worker is using other social work methods like community organisation or social work research, he/she has to use the skills and knowledge, he/she has learnt in casework and group work to achieve effective results. Thus it can be safely said that mastery over these methods is crucial to you for becoming a good professional social worker.

You can learn casework and group work only by practicing these methods in the field under the supervision of a trained social worker. The main purpose of this year's field work is to provide you with maximum

opportunities for gaining this crucial experience. Theoretical knowledge alone cannot suffice if you are planning to practice social casework in the field.

As you might have read in your theory, casework has five steps namely: Study, Assessment, Intervention, Termination, and Evaluation. In reality casework practice may not adhere to these steps strictly. In most cases there will be overlapping of the various stages. For example even after the caseworker has formulated an intervention plan and is implementing it, he/she may obtain information, which necessitates a revision in his/her assessment of the client's problem and subsequently in the intervention model. This being the frequent occurrence in cases the caseworker should be able to constantly modify his/her plan of action and be ready to implement it.

Secondly you must remember that you are a learner and cannot take difficult cases. If you feel that the case is very difficult for you, you must not hesitate to refer the case to your superior or to a psychiatrist whichever the case might be.

## **SESSION IN CASE WORK PROCESS**

### **Study**

There are several ways clients approach the caseworker. Some of them are given below:

- 1) On his/her own initiative. The client feels that he/she has a problem that he/she cannot resolve himself or herself and decides to approach the caseworker or the institution where he/she works.
- 2) On the persuasion and/or the initiative of individuals who are close to him/her. These individuals can be people who are close to him/her like his/her father, mother, brother, sister, uncle, aunty, neighbour, friend and others who matter.
- 3) On the initiative of his/her superior, colleagues, juniors or teachers. As can be seen these individuals have some influence over him/her and can force him/her to approach the caseworker.
- 4) On being referred to by another institution like the educational institutions, correctional institutions and health care institutions.
- 5) On being required to do so as it is a legal or procedural requirement. For example, in adoption cases, the prospective parents have to be interviewed by a social worker.
- 6) On being referred to by other professionals like doctors, lawyers or teachers.
- 7) In some cases the caseworker has to motivate the clients to seek counselling. This happens frequently when clients are street children, vagabonds, rag pickers, vagrants, etc.

It is easy to see why many of your prospective clients may not have high opinion on the usefulness of the caseworker. In other words, they may not feel the need for your help or they may not even know that you can help them. In other cases the clients may have a different idea of what counselling means. She/He may feel that you can give her money or job, which will solve his/her problem instantly. These misconceptions should be removed immediately.

Also important is the approach you adopt when you meet a client. This would depend on the nature of the client, the client's problem and the manner in which the client has approached the caseworker. For example, if your client is a street boy your approach would be different from the approach you would adopt if your client is a middle class woman with marital problems. In the first case you would meet him in the street where he is most comfortable and you may not even inform him that you are doing casework and that you are trying to help him. In the second case you would meet the woman in the privacy of the counselling room of your institution. Again with the street child you may talk to him informally about his likes and

dislikes, which may be films, his job, etc. On the other hand in counselling a woman your approach would be rather formal and after the necessary introduction you may go to the problem directly. These differences will remain throughout the casework process.

In your first meeting you must be able to gain all the necessary information you need to initiate the casework process. Some of this information would need to be modified and some of the information provided may even be false. But you will have to record the information as if it is completely true.

The information required will differ with the type of case. But the following are some of the areas you will need to collect the information about.

In the following you are given a sample only about various possible sessions. This does not mean that you have to strictly adhere to these sessions and the issue concerned in them.

**FIRST SESSION**

Aims of the first session will include:

- to establish a working relationship;
- to clarify and define problems;
- to make an assessment; and
- to define goals and the roles of the caseworker and client.

Name of the client:

Age:

Educational qualifications:

Occupations:

Income:

Family background:

When the client is an orphan or does not have immediate relatives, the people important to him/her can be mentioned. Otherwise the following table can be used.

S.No.	Name	Relationship with client	Age	Education qualifications	Occupation and income
1)					
2)					
3)					
4)					
5)					
6)					
7)					
8)					
9)					
10)					

Relation with the different family members and the relationship between the family members themselves.

In the first session you will be able to get only the client's opinions on the relationships and you would not be able to verify its veracity.

Secondly the client would not be necessarily open about the details regarding his/her personal life. In Indian society people rarely go to strangers with their personal problems. Relationship of the client with people who matters in his/her life is important. For example:

- Relationship with father
- Relationship with mother
- Relationship with siblings
- Relationship with others like uncle, aunty and cousins
- Relationship between the parents
- Relationship between the father and mother with the siblings
- Significant relationship if there is important event (with any one else)
- Stepson-stepdaughter relationship, if relevant

### **Residence address**

#### **Neighbourhood**

You may mention the kind of neighbourhood where the client lives; the kind of peers he/she may have and the general socio-economic conditions that prevail in the area; the influence of these factors on the personality of the clients; relationship with the neighbours, shopkeepers and other important individuals and service providers.

#### **School/education institution**

If your client is a student then you must get details of his/her school. Type of school or educational institutions; the standard of education provided in the school; the relationship with his/her classmates; relationship with teachers; his/her performance in studies and his/her performance in co-curricular activities.

#### **Occupation/employment**

If the client is unemployed then you can ask him/her about his/her last job and why he/she lost/left his/her job. Ask the client about impact of that on himself/herself and his/her relationships with others. You can also ask her/him about the efforts he/she is making to get a job or why he/she is not trying to get one.

#### **Accident and trauma affected individuals**

If the problem of the client is medical or psychological in nature you must ascertain the type of the problem and its consequence on the client. You can ask the history of the problem, its initial symptoms and its later manifestations. You can ask about the steps he/she has taken to alleviate the problem.

In case of accidents or injuries then you must ask how it all happened. Care must be taken to see that you deal with the situation with sensitivity which such cases deserves. In most cases he/she would have been fed up repeating the sequence of events to various individuals.

#### **Future plans**

The client can be asked what his/her plans are for the future. This can give you an idea about the client's psychological/mental state.

### **Ending the session**

The client has to be asked when you can meet him/her again. Fix a time and place. Take care to see that your honour, your commitment in meeting the clients as agreed upon.

### **SECOND SESSION**

You would now have with you, important information about the client and based on that you can formulate responses to the client and more importantly ask probing questions, which give you information about the client's problems and causes.

You would most likely be able to strengthen the rapport with the client, as he/she would be more comfortable in your presence and you on the other hand will have enough information to ask more pointed questions.

You can ask more information directly related to the problem. You can ask the client's own opinion on the nature and cause of the problem. You may ask whether the client considers other individuals as being responsible for the problem. He/She can attribute negative characteristics to individuals around him/her. He/She can be asked whether others are causing problems for him/her. He/She can be asked why these individuals are creating problems. Illustrative examples can be asked which proves the point.

In some cases you may feel that the client is lying to you. But you must remember that you should have unconditional positive regard for the client. You must never say "you are lying" or "please tell the truth". It is likely that the relationship will be broken as the client would lose face.

In this session and the following ones your questions can frequently refer to what the client said previously like, for example, you can say that "Last time you told me that you were unable to study at home because your parents frequently fought with each other. What are the issues on which they fight?" Needless to say you should tactfully put across these sensitive topics. At the same time it is important to obtain these information from the client. Sometimes you may feel that the client is telling everything else except the problem because he/she does not want to face the problem or talk about it. It is important that you look for ways you can introduce the subject without the client feeling that you are forcing him/her to reveal the problem.

It is a fact that in several cases, the problems initially presented by the client and the issues surrounding it may not be true. It is possibly that the client may be knowingly or unknowingly testing your ability as a caseworker or counsellor.

### **THIRD SESSION**

You should by now build a rapport with the client and you may be able to conduct a home visit. A home visit is a good opportunity to gain information from sources other than the client. Information is obtained from observations you make and the interviews you conduct.

#### **Observations**

The following observations can be recorded:

The characteristics of the place of residence/description of surroundings.

Its orderly or disorderly nature; the level of the standard of living it exhibits; the family members present; their attitude towards the client; their opinions towards each other. The characteristics of the neighbourhood – kind of neighbours, relationship with others, social and psychological impact of living in the neighbourhood.

If the problem is related to the occupation then these opinions can be ascertained from the colleagues, superiors and subordinates.

#### **Interviews**

The following members can be interviewed and their opinions can be recorded.

Father, mother, children, other relatives who share the common dwelling place; neighbours who seem to know something of the client. His/Her colleagues at work; his/her superiors *at* work.

Here also you must get information in a non-aggressive manner. The approach to get the information should be culture specific and purpose specific. Actually there are sub-cultures within the mainstream culture that are different from those of the mainstream. For example, in the slums you may not be able to get information without others knowing about it. In many cases others would already know the problem you are investigating. In such cases you may not be able to follow the principle of confidentiality in its real sense and in such cases you should be as inconspicuous (tactful) as possible.

You can expect a variety of responses when you conduct home visits. The following are some of the reactions that can be expected.

- 1) The house dwellers may feel that you have come to solve a problem and may welcome you into their homes. They may discuss their problems freely and frankly.
- 2) The house dwellers may make you feel comfortable but they may not be forthright with their responses. Maybe they are not comfortable with a stranger in their house and asking them personal information.
- 3) The house dwellers may feel uncomfortable and also make you feel like an intruder in their house.
- 4) In other cases some members may behave in friendly manner and others may be indifferent and some others may be hostile. These members have to be dealt with differently and may need more effort from your side to elicit information.

The following information can be obtained.

S.No.	Name	Relationship with client	Age	Education qualifications	Occupation and income
1)					
2)					
3)					
4)					
5)					
6)					
7)					
8)					
9)					
10)					

The opinions of the client and his/her problem can be asked.

The history of the client's problem and its different manifestations can be asked.

Further the impact of the problem on the family members can be asked.

The relationship and the nature of the relationship can be described.

The inconsistency if any between the client's version and the version of the family members can be noted.

## INTERVENTION

Most facts are now available which can be used to formulate an intervention strategy. You will be able to judge whether the problems can be resolved by you.

Most problems you get can be divided into four categories:

- 1) **Relatively easy problem which can be resolved by simple means:** These problems can be a student who need fee exemption from school as he is from a poor family, parents who have to be judged whether they can adopt a child or whether a child support grant can be given to a particular family or not, etc.
- 2) **Relatively serious and severe problem like alcohol addiction, drug addiction, schizophrenia and severe depression:** For these problems you may be the facilitator and refer the problem to the experts. You can do home visits, counsel the client and the client's family members with the guidance of the experts to some extent only.
- 3) **Relatively long-term problems that will need care services:** These problems can be like finding suitable old age home for the client, and finding woman care service and childcare services. These cases will require some kind of networking and rapport building with the service providers.
- 4) **Problems caused by severe social disabilities:** Caseworker is often criticized for focusing on the individual, and his/her inability to solve problems, which cannot be solved at the individual level and should be solved at the society level. This is a genuine limitation of casework, which should be accepted. For example, a farmer who has lost his crop due to severe drought cannot be helped by the caseworker. Another example is untouchability, which cannot be solved by the caseworker. You may only give them an opportunity to ventilate their feelings and, if possible, see that they get some government benefit.

Based on the above observations you will formulate an intervention plan. The intervention plan should have the following components:

- a . The diagnosis/analyses of the problem
- The causes of the problem
- Possible solutions
- o Material and non-material resources available
- Limitations of the situations – the clients, the agency and yours. Clients limitations may be. for example, that being a woman mobility may be limited.
- Aims of the intervention plan
- Time-frame for implementing the intervention plan

## FOURTH SESSION – SEARCHING FOR SOLUTIONS

Already some of the possible solutions may be emerging as you discuss the problem with the client. You may already have some of the skills mentioned at the beginning stages itself.

Unless the self of the client is totally disintegrated he/she will participate in the decision-making process. Some of the possible skills that can be used are the following:

### 1) Giving advice

Giving advice in some cases can be one of the ways of helping the client to resolve the problem. On the other hand it may be rejected by the client if he/she feels that you have not understood the problem from

her/his perspective or if she/he feels that your advice is not realistic. Some individuals from socially stigmatized profession or background may take the advice as unnecessarily moralistic. These attitudes in the client will reduce if not end the effectiveness of casework process.

Most importantly the social work principle of self-determination and social work value of believing that every person has the necessary ability to resolve his/her problems is violated. Hence you must avoid lecturing to the client. One opinion is that if you as a caseworker says three or more sentences together while giving advice you may be lecturing which should be definitely avoided.

Some clients may want advice as they feel that they are not capable of making their own decisions or because they may not want to take the responsibility. This happens frequently in Indian situation, with individuals who are not allowed to take decisions and are used to depend on others for making their decisions. This happens with children, some women, daily labourers, etc. They may simply ask you questions like "what do you suggest that I should do?" and there may be a temptation to play leader in the situation and advise them accordingly. As far as possible this temptation should be avoided and you must ask them the possible solutions and guide them accordingly.

## **2) Providing information**

At your level providing information is an ideal task as it is helpful to the client and will give you immense satisfaction without much risk. But to give useful information you have to have credible information from reliable sources. Apart from the resources available in your agency you may keep in mind the agencies that you visited in your first year and second year of orientation visits, and remember the facilities available. See if the client can be referred to any of those institutions or any other professionals known to you. You must also know the government programmes and the government institutions which can benefit the client. It will also help the client if you can have some basic information in legal matters and give advice on legal matters.

## **3) Providing explanation**

Explanations are of three types: (Brown 1950)

- i) Interpretative explanations – what
- ii) Descriptive explanations – how
- iii) Reasons – giving explanations – why

Most explanations will involve some aspects of all three.

### **Interpretative explanations**

It will facilitate communication between the client and others involved as different interpretations of the same event can cause miscommunications. You can provide interpretations of other's viewpoint to the client which will help in removing misunderstandings.

### **Descriptive interpretations**

You can explain how things work and how the various services can be obtained. This will be required when the person needs guidance. Children will need this information if they have not been socialized in effective manner. Secondly in the health related field you may need to explain the need for procedures. For examples, in 'HIV/AIDS pre-test counselling' one may need to tell the client what the tests is all about and what consequences could be.



### **Reason-giving** interpretations

Some clients may have lost the capacity to think rationally as the self is hurt. In such cases you have to provide rational explanations. In some cases it may not be possible to give reasonable explanation. For example, an accident victim cannot be given a reply why the accident happened to him or not to others.

But in some other cases we may be able to give explanation to clients: For example, a patient admitted due to dehydration can be told why it happened and how to avoid it.

### **Offering** reassurance

Many clients do experience traumatic events in life. They are frightened and fearful about situations they have experienced and afraid that they will have to undergo that experience again. You must be able to give support and encouragement to them.

At times we may have to provide support and reassurance to the client in advance of an event. For example, appearing for an important exam. In other cases you may counsel the person after the event, for example, a student who has failed in the exam, and needs assistance to cope with the situation. You must remember that your assurances should be truthful and honest. The purpose should not be to make the client feel better temporarily. For example, you cannot tell a terminally ill person that he is fine. Similarly knowing the Indian legal system you cannot promise a dowry victim quick justice from the courts.

### **Using** persuasion and **being** directive

Sometimes the client may be totally wrong about what he/she thinks about his/her capabilities. Here, however, you must be careful before you make a judgment. If your assessment becomes wrong then you are perhaps violating the principle of self-determination.

In certain matters, however it would be easy to know that the client is wrong. For example, a juvenile delinquent who thinks that he is right when he is stealing or a cancer patient who has to quit smoking and refuses to do so. You cannot obviously agree to client's self-determination there.

### **Providing** support

Providing emotional support is a key activity of the social case worker. Giving an opportunity for the client to talk about his/her problems, listening and asking relevant questions, listening, giving opportunity to vent their feelings, offering sympathies and allowing catharsis (ventilation of emotions) in the client. There are four negative feelings usually exhibited by the clients namely; anger, fear, grief and embarrassment. You will need to support the clients when they express these feelings during the process of interview.

### **Providing** material **and** practical assistance

Many clients may not be able to sustain themselves without outside support. They may need institutional care. The categories, which need these services are orphans, destitute women, abandoned children, etc.

Another category that needs material and practical assistance are people who become temporarily incapacitated like victims of disaster, riots, etc. They need material assistance for sometime before they can start rebuilding their lives. In many cases this seems to be the easiest solution possible. But you should check whether the client really needs this service and for how long. Institutional care is costly and encourages an attitude of dependency on the institution. This should be avoided as it is neither in the best interest of the client nor the agency. However the situation will be different in a rehabilitation camp.

### **Teaching social skills**

Some clients may have to be given social skills training so that they function effectively in a social situation. This may need an elaborate programme along with vocational training which can help them to find a job.

### **Confronting the client**

In certain situations the client has to be made aware about his/her responsibilities and the need for action or change of behaviour.

In most cases you will be using all the listed techniques presented in your learning material, You must also remember to record the specific techniques used and the reasons for doing so in your field work record. Ask yourself whether you used these techniques in a professional manner, i.e. you are studying the client and his/her situation in a systematic manner and planning your intervention model accordingly. It should never be based on your subjective experience.

### **FIFTH SESSION**

Once the intervention strategies are ready the same is implemented. The implementation of the intervention plan will take two or three sessions. By this time you must be aware about the various aspects involved in counselling. You need to make a check-list about whether you have been able *to* perform as an effective caseworker. As has been repeatedly stressed, the social worker must have an increasing level of self awareness.

You can check the following: (From Philip Burnard in Counselling Skills Training 1950)

**Empathy** is the ability to feel like another person is reeling. It involves forgetting about our inner dialogue. This in most cases is easier said than done as everything the client says may trigger a train of thoughts in our minds which will lead us to our inner world and away from the client. In such situations there is a danger of misunderstanding the client problem, moralizing and advising.

**Warmth** towards the client is shown in different ways in different situations. Excessive warmth in the wrong situation can hurt the client's feelings. In India the exhibition of warmth will also be culture specific.

**Genuineness** means that you should be really interested in the client and his/her problems. You cannot pretend fake concern for your clients for a long time. Positive regard is an extension of the principle of acceptance and this is actually shown to the client through body language and careful choice of words.

**Concreteness** is a principle of non-judgmental attitude in action. The client's words are taken at face value and are totally accepted. Apart from these, a sense of humour and sense of tragedy is recommended depending on the situation.

### **SIXTH SESSION**

The plan you make when you start the casework process will have the objectives of the casework process, which will be clearly mentioned. When these objectives are met then the case is closed. The case can be closed even if the objectives have not been attained and when the case cannot be handled by the caseworker. All through the casework process you will need to record the process carefully. When you gain experience you may have to give your comments/observation about the same.

### **FOLLOW-UP AND TERMINATION**

Termination of the case takes place when you have reached the objective you have set for each case.

## POSSIBLE OUTCOMES OF CASEWORK

Client has experienced change in his/her behaviour which helps him/her to adjust better in his/her environment. For example, an academically poor student is given counselling and his/her motivation for study is increased. After that his/her relationship with his/her teachers has improved.

Client has been provided with a changed environment in which his/her requirements and/or limitations are better understood which helps him/her to improve his/her social functioning. For example, parents of a slow learner are made to understand that she/he cannot perform as good as others and that special care is needed for him/her. This will reduce the pressure on the student to improve his/her performance beyond his/her capacity.

Client has been provided with the service he/she required. For example, a loan has been sanctioned to him/her. Client has been assessed for his/her ability/capacity to do a certain activity. For example, parents who want to adopt are judged whether they can be good parents.

Client has been given information about a service, a disease or an event which may affect his/her life.

Client has been given explanations about a service; a disease or an event that has enabled the client to lessen his/her anxiety.

Client has been counseled to help him/her accept a damaging impact on his/her life. For example, an accident victim trauma has been helped.

Client has improved his/her relationship with individuals or groups. For example, marital problems have been solved.

Client has been given ego-support and encouragement to assist him/her to go through a stressful event. For example, a nervous student has been helped to write an exam. or face an interview.

Client has given new ideas to solve his/her personal problems. For example, he/she has been suggested to refer his/her child to a medical doctor. Earlier he/she had believed that evil spirit had badly affected his/her child.

## EVALUATION

Evaluation of the case is done at four levels.

- 1) Evaluation done by yourself.
- 2) Evaluation done by the client (herself or himself).
- 3) Evaluation done by your agency supervisor and your Field Work Supervisor.
- 4) Evaluation done by agencies that have referred the case to your agency.

Some points for evaluation are:

- 1) Your assessment of the client as the case progressed.
- 2) Your intervention formulated in relation to the problem. The reasons for choosing the particular intervention.
- 3) The appropriateness of the intervention.
- 4) The outcome of the intervention in terms of the desired effect on this client.
- 5) The effectiveness of the techniques you have used.

- 6) The professional nature of relationship between you and the client.
- 7) The support the agency has given you.

### **GROUP WORK**

Group work is more difficult to practice than casework as you will need a group to begin with and sustain the motivation of the members to attend the group sessions. Group work is easier in schools, orphanages, old age and other institutional set up where people live in groups. In other areas like community set up also you will be dealing with groups but you may not be able to conduct group work sessions in a systematic manner. But here too you will be using some techniques of group work. For example, in community setting you will be most likely dealing with a group, which will represent the community. It is unlikely that you will be frequently addressing large crowds while doing community organisation. So the experience gained will be useful when you do your community organisation method in the third year of BSW.

#### **Group intake – identification and selection of the members**

What are the criteria for taking members into the group? Some of the criteria apart from availability can be mentioned such as:

- Previously existing group
- Spontaneous group
- Public advertisement
- Through public meetings (call out a group)
- Selected (purposive)
- Social action
- Learning groups
- Skills development groups
- Problem groups
- Induction groups
- Health related groups
- Self help groups

Some of the questions we may ask ourselves about group work include:

What are the characteristics of the potential group members?

Why do you want to do group work with these members? (Apart from giving you experience in group work practice.)

What is the time-frame available to you for doing the group work ?

According to you what will be the aims of the group?

What are the similarities and dissimilarities among the members?

Are there some members present who are noticeably different from others which can lead to members reacting adversely?

What do you think are the expectations from the group work?

Are the expectations very different from each other?

Do you think that the differences, if any, will hamper the progress of the group work'?

What are the characteristics of the members?

What are the limitations of the group work when practicing in an agency?

### FIRST SESSION

The first session can be used for introducing each other. In many cases the members will be already known to each other. In such cases, you can introduce yourself and then discuss informally about the aims and goals of the group. This will help in breaking the ice, so to say.

When you record these in your journal you must mention the conditions under which you formed the group, its aims and objectives. The positive and negative characteristics are also to be mentioned. After the first session you can prepare a background note on each member. You can see the comprehensive proforma given below and in many cases you may not need all the information given within it. For example, if you are working in a old age home and your aim is to provide some events for the entertainment of the residents, then, it would be unnecessary to obtain details about educational qualifications, employment, individual problem, quality of relationship with others, etc. It would be more helpful if you can get some idea on the kind of events they may like you to organise.

Depending on the group you will collect information and prepare a note on each member.

### Face Sheet

Name of the client:

**Age:**

Educational qualifications:

Occupations:

Income:

Family background:

When the client is an orphan or does not have immediate relatives, then the people important to him/her can be mentioned.

Otherwise the following table can be used.

S.No.	Name	Relationship with client	Age	Education qualifications	Occupation and income
1)					
2)					
3)					
4)					
5)					

6)					
7)					
8)					
9)					
10)					

Relation of the member with the different family members and the relationship between the family members themselves:

In the first session you will be able to get only the client's opinions on the relationships and you would not be able to verify its veracity.

Secondly the client would not be necessarily open about the details regarding his/her personal life. In Indian society people rarely go to strangers with their personal problems.

Relationship with father

Relationship with mother

Relationship with siblings

Relationship with other relatives like uncle, aunty and cousins, etc.

Relationship between the parents

Relationship between the father and mother with the siblings

Significant relationship if there is an important event

Stepson-stepdaughter relationship if relevant

#### **Residence address**

#### **Neighbourhood**

You may mention the kind of neighbourhood the group member lives; the kind of peers he/she may have and the general socio-economic conditions that prevail in the area; the influence of these factors on the personality of the member, relationship with the neighbours, shopkeepers and other important individuals.

#### **School/education institution**

If your group member is a student then you must get details of his/her school. Type of school or educational institutions; the standard of education provided in the school; the relationship with his/her classmates; relationship with teachers; his/her performance in studies and his/her performance in co-curricular activities.

#### **Occupation/employment**

If the group member is unemployed then you can ask him/her about his/her last job and why he/she lost/left his/her job. Ask the client about impact of that on himself/herself and his/her relationships with others. You can also ask her/him about the efforts he/she is making to get a job or why he/she is not trying to get one,

#### **Accident and trauma affected individuals**

If the problem of the member is medical or psychological you must ascertain the type of the problem and its consequence on the client. You can ask the history of the problem, its initial symptoms and its later manifestations. You can ask about the steps he/she has taken to alleviate the problem.

In case of accidents or injuries then you must ask how it all happened. Care must be taken to see that you deal with the situation with sensitivity which such cases deserve. In most cases he/she would have been fed up repeating the sequence of events to various individuals.

### **Future Plans**

The member can be asked what his/her plans are for the future. This can give you an idea about the client's psychological state.

### **Ending the session**

You should also ask and assess the following:

Ability

Attitudes towards the group work

Interpersonal relations

Resources

Material

Skills

Knowledge

Potential to improve

### **SECOND SESSION**

By this time you can make some predictions regarding the aims, goals and behaviour of the group members. For example, a group of boys can be expected to ask you to do one of the following – organise a game or a trip, talk about films or sports. You can prepare yourself for this by collecting some interesting information (new or recent happening), joke or recent happenings. For example, if the boys are interested in the cricket and it is world cup season you can tell them something about the amount of money the cricketers are earning.

At this time you must keep in mind the objective of the field work and remember that these are merely devices for you to engage the group members for interacting with each other and with you and it is not an end in itself.

As the interaction proceeds, you may be able to see patterns of interaction emerging.

Are some members talking to only certain other members while avoiding others?

Has the group divided itself into many sub-groups?

The perception of the members regarding similarities, status, liking and the opinion on the situation can be noted?

Are there any conflicts between the members?

Are there any cases of non-participation?

You may mentally keep the emergence of these patterns and later note them down in your journal.

### **THIRD SESSION**

#### **General goals of the group work**

#### ***Maintenance***

Members will have the need to maintain the relationships, motivation levels, etc.

### ***Enhancement***

To improve the social functioning by providing information, conducting role play, skill training, improving communication and interpersonal skills.

### ***Eliminative***

Some problems can be related to the behaviour of the individuals and have to be eliminated. For example, juvenile delinquents who have the habit of stealing may undergo behaviour modification exercises.

### ***Alleviating***

Self help groups and action groups may have the objective of alleviating poverty of their community as their objective.

Similarly the groups like Alcoholic Anonymous may have treatment of the addicts as their final objective.

### ***Modification***

Changes in the behaviour of the individuals like improving study habits, improving public speaking skills or improving knowledge on subjects like HIV/AIDS can be the goal of groups.

Decide which type of group you have formed.

Decide the group's need.

Decide along with the members group goals, which will fulfill group goals.

Develop intermediate goals, which will lead you to the final group goals.

Decide on the activities, which will further improve group goals.

Decide the activities needed to improve the goals of group members.

For example, you are dealing with children with behaviour problems in an orphanage. Their matron complains that they frequently fight among themselves, are disobedient and occasionally indulge in stealing. However, she also feels that these boys are not necessarily delinquents and can be reformed. You decide to do group work with them with the aim of changing their behaviour. You feel that the root of the problem is that these boys feel that they are neglected and that their energies have to be channelised in a positive manner. You start with building group cohesion and facilitating group acceptance of members. You offer to conduct group games in which the members have to cooperate with each other to win or to complete the task successfully. Once the given tasks have been achieved you can move to the next intermediate goals, for example: of introducing new values and developing leadership within the group. After this you can facilitate the progression of the groups towards the final goal of bringing about change in the group.

### **Developing group goals**

By now you must be able to see clearly some of the activities the group can do, its limitations and strengths. You can start making a list of activities/events you can plan to do with the group. Of course, applying the principle of democratic decision making and group self-determination you will allow the members to make their own choices. However, you can always guide them to choose a realistic option as far as possible.

### **Group worker's role perception**

You must have clear view of your own role. You must note the following:

What are the expectations of the group members from you?

Do different members think of you differently?



If most group members tend to see you as a helper, nurse or friend were you able to establish a professional relationship with the group members?

Do you think that the perceptions of your group members have influenced your behaviour? This is quite natural, but you must be self conscious about this process and try to note down relevant details and discuss it with your supervisor.

Does the group members avoid accepting responsibilities and expect the group worker to do everything?

Does the group worker take the initiative without an equal response from the group members?

Does the group members take you to be the leader rather than a group worker? Do they expect you to settle conflicts and maintain peace?

#### FOURTH SESSION

Some of the areas of interest could be:

Are there any leaders emerging in the group?

Are there any subgroups, which contribute to group functioning?

Are there any cliques, which contribute to group malfunctioning?

How do you assess the emotional level of the group members?

Have you identified any one with enthusiasm or very introvert?

Have the members demonstrate trust and openness in the group?

How are the members, resources used?

How do members make decisions?

Do the members' associations with each other outside the group help or harm the group work process'?

#### FIFTH SESSION

Group development can be seen through the following criteria:

##### **Interaction pattern**

- more interaction between members
- purposeful interaction that results in achieving material and non-material goals
- more inclusive circle of members i.e. more wider circle of members in which everyone interacts
- greater liking for each other in the group
- greater tolerance to others mistakes and shortcomings
- greater appreciation of the other member's achievement and cooperation..

##### **Communication**

- better communication skills

- purposeful interaction
- removal of defects in communication skills
- absence of abusive language and derogatory language, etc.

#### **Group cohesion and control**

- increasing group bonding and cohesion
- increasing group influence over members and sub-groups
- increasing group control over members and sub-groups
- increasing ability to control deviant and unacceptable behaviour in groups

#### **Group method of functioning**

- more democratic functioning
- increasing participation in decision-making
- increasing sensitiveness to members' individual needs
- increasing sensitiveness to members' individual emotions
- increasing sensitiveness to members' individual opinions
- increasing ability to come to decisions without the group worker's assistance
- increasing interest in the members' to participate in group activities

#### **Group development**

- increasing ability to take more and more complex groups tasks
- increasing flexibility in group functioning
- increasing ability to exchange roles with each other and facilitate achievement of group goals
- increasing ability to take initiative to perform tasks
- increasing motivation to do tasks assigned to them
- increasing ability to take up leadership roles and the responsibility that comes with it.
- increasing ability of group members to recognize motivation and leadership roles in the other members.

#### **Group climate**

- increase in mutual trust and affection among the members
- increased sharing of ideas, emotions, feelings, relieving tensions
- lessening of the hesitation to reveal one's opinion in the group
- better physical and emotional proximity
- increased ability to suggest acceptable and alternate goals, ideas and opinions without fear of disapproval from the members
- increased ability to learn from past experiences

### **Group worker**

- lessening dependence on group worker for simpler tasks
- roles of the group worker are lessened
- group worker's ability to predict behaviour increases

### **TERMINATION**

Reasons for termination

- 1) The objectives of the field work have been achieved.
- 2) The field work period is over.
- 3) Members have dropped out of the group.
- 4) Members have moved out and shifted from their places.

### **EVALUATION**

Evaluation of the case is done at four levels.

- 1) Evaluation done by yourself.
- 2) Evaluation done by the clients (group members).
- 3) Evaluation done by your agency supervisor and your Field Work Supervisor.
- 4) Evaluation done by agencies that have referred the case to your agency.

Some points for evaluation are:

- 1) Your assessment of the group members.
- 2) Your intervention formulated in relation to the problem.
- 3) The appropriateness of the intervention.
- 4) The outcome of the intervention in terms of the desired effect on group members.
- 5) The effectiveness of the techniques you have used.
- 6) The professional nature of relationship between you and the group members.
- 7) The support the agency has given you.

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## **COMPONENT 6 TEAMWORK**

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This year you will work in a team – members will be other social workers and members of other professions, Now since you are a student you may not be able to function as a full-fledged member of the team. In any case there are problems of cooperation and conflict between the various professions when they work together. It is mainly social worker's responsibility to see that these problems do not interfere with service delivery of the agency. Another significant factor is that the social worker needs other professionals' help to deal with problems and it is important that you develop contact with these professionals. This will help you seek information and to do referral services.

What are the professionals who work with you?

What are their roles in the agency?

What services do they provide?

List all professionals.

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## COMPONENT 7 ADMINISTRATIVE ASSIGNMENTS

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You are expected to do the following:

- Learn to maintain simple service statistics of the agency
- Participate in the planning of basic programmes and find out how the agency relates the programmes to the wider objectives of the agency.
- Plan out your own programme in consultation with the agency staff.
- Assist in tasks like correspondence, report writing, etc.

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## COMPONENT 8 RECORDING

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The recording you learned in the first year was the basic method of recording. Verbatim recording as you may recall describes the experiences of the social worker as it happens. Now you can attempt a slightly more difficult method of recording. In this method of recording, there are four sections namely:

- 1) Interview and observation
- 2) Student's initial reaction
- 3) Student's subsequent reaction along with theory used to analyse the case
- 4) Student's future plan
- 5) Field Supervisor's comments

The method envisages four stages of record writing, namely:

- Recall
- Writing
- Reflection
- Writing again

Recording should be made so that the increasing information you elicit from this related to the problem and the analysis is made more sound. The complexity of the problem should be reflected in the reports.

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## COMPONENT 9 FIELD INSTRUCTION

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The relationship between you and the FWS is a crucial one. This year you will get instruction individually as well as a group.

The relationship is professional in nature, in which the FWS is your friend, philosopher and guide. It is up to you to make the best use of the FWS's expertise. You should seek time from the FWS and do not expect him/her to give you time and guidance.

## EVALUATION OF SECOND YEAR BSW FIELD WORK

### Knowledge

- 1) Extent of understanding the agency's place in the larger social system and its influence on the agency.
- 2) Extent of understanding the policies and procedures of the agency, organisational structure and its influence on service delivery.
- 3) Extent to which the learner applies this knowledge to the field work practice.
- 4) Extent of knowledge of the various programmes the agency implements and the nature of beneficiaries.
- 5) Extent of knowledge to protect client's right to confidentiality and maintain client's individuality.
- 6) Extent of knowledge to preserve human dignity and client's individuality.
- 7) Extent of knowledge to keep professional and personal aspects of life separate.
- 8) Extent of knowledge in identifying the purpose and the use of agency records and completes personal records on the timely basis.
- 9) Extent of knowledge to recognize the inappropriateness of moralizing and lecturing on clients.
- 10) Extent of knowledge of the purposes and processes relevant in agency meetings.
- 11) Extent of knowledge of group dynamics and use of the same to develop a positive group culture.
- 12) Extent of knowledge in relating theory and the reality he/she observes in the field.

### Skills

- 1) Ability to convey interest, concern and capacity to empathise with the client system.
- 2) Ability to listen attentively and empathetically to the client.
- 3) Ability to keep focus on the attainment of objectives during an interview or group meetings.
- 4) Ability to recognize and interpret the underlying feelings of the client.
- 5) Ability to recognise and interpret the body language of the client/s.
- 6) Ability to help client/s to elaborate on the problems and understand the cause and effect relationship.
- 7) Ability to summarise the session content of interviews and group meetings and reproduce the same when necessary.
- 8) Ability to use information from a variety of sources including collateral contacts, other professionals, written records etc. and use these to benefit the client.
- 9) Ability to understand the weaknesses and strengths of the client/s without exaggerating either of the two.
- 10) Ability to participate in the staff meetings and contribute creatively to the planning, implementing and evaluating the agency programmes.
- 11) Ability to do referrals and follow-up.
- 12) Ability to act in crises situations and maintain his/her balance.
- 13) Ability to plan, set priorities, mobilise resources and implement the plan effectively.

14) Ability to make systematic observations and come to relevant conclusion.

**Attitudes**

- 1) Utilization of professional values and ethics and it's place in social work profession.
- 2) Presents himself/herself appropriately depending on the nature of the client system and the specific situation.
- 3) Maintains social work values and ethics in work with colleagues, clients and other professional relations.
- 4) Understands the values of teamwork and apply the same accordingly in his/her relationship with others.
- 5) Understands the diverse cultural attributes of the various groups of the society and is sensitive to the differences.
- 6) Application of social work principles to the various situations that the student involves during the field work.

**Development of Professional Self**

- 1) Learning to prevent personal and subjective experiences from interfering with the casework and group work process.
- 2) Learning to understand his/her attitudes, biases and stereotypes.
- 3) Learning to understand the influence of his/her behaviour on the client/s..
- 4) Learning to use his/her self in a non-aggressive manner even when he/she is confronting the client.
- 5) Learning to show respect and concern in natural and realistic manner.
- 6) Learning to standing up for one's convictions.
- 7) Learning to listen to and appreciate other people's viewpoints.