SUBJECT: SOCIAL WORK PRACTICE WITH INDIVIDUALS

SUB CODE: GSW12   CLASS: I MSW

UNIT-4
TECHNIQUES IN PRACTICE

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Ventilation (catharsis) –is the process of helping the client to air his feelings freely and to provide him with an atmosphere which makes free expression of feelings easier. It frees the individual from fears, guilt feelings and brings to the lights of hidden attitudes. Ventilation is not only therapeutic but also diagnostic. The case worker may choose either to be totally passive or actively participating and directing. Ventilation is used sometimes by the client to seek attention, here the case worker should use such situations and direct the interview accordingly.

Emotional Support

All the techniques presented and discussed in this and preceding pages constitute the supportive techniques in casework. They provide emotional sustenance to the client and are used with the goal of making the client fully affirmed and sufficiently strengthened to take the next step. Giving emotional support is a term commonly used in social work parlance, with the speaker using the term to mean as if it were a single technique.

Realistically speaking, the term refers to a cluster of techniques, that is, a combination of all or some of the techniques discussed above. Therefore, emotional support may be considered as a multiple technique. Emotional support, when effectively used, makes the client hopeful, bolsters his morale and sets the stage ready for his participation in problem solving. Almost all clients need emotional support in order that they may feel comfortable with the social worker, the agency and themselves to be able to use help to handle their difficulties.

Advocacy

The element of social work that greatly distinguishes it from other helping professions is advocacy. Social workers are unique in being oriented to and knowledgeable about advocacy—engaging in purposeful actions that will help people advance their rights, opportunities, causes, and human dignity—a hallmark of social work. Social workers believe in empowerment through advocacy to help improve people's lives, family dynamics, group processes, organizational functioning, community-based ventures and services, and policy-oriented decisions and guidelines. Grounded in the Code of Ethics of the NASW (2018), one of social work's central principles is to promote social justice through work with socially and economically vulnerable groups. Populations at risk include the economically disadvantaged, members of the LBGQT community, women, older adults, children, racial and ethnic minorities, and people with mental or physical challenges.

Contemporary social justice issues include unemployment, underemployment, medical insurance, technological access to information, and the elimination of discrimination. Social workers seek equality of rights and opportunities for all people in a number of realms. And, a major way of advancing social work's social justice agenda is through advocacy. Advocacy can involve one case (many times an individual or family) requiring some kind of change, which is known as case advocacy. It may also take the form of a larger structural or systematic effort to change policies, common practices, procedures, and laws to advance social justice for a larger segment of society, which is known as cause advocacy. Cause advocacy necessitates social workers to be knowledgeable about social action and ways to create social change. Social

workers engage in many types of cause advocacy, such as legal advocacy, legislative advocacy, self-advocacy, and system advocacy. The goals of case advocacy are often to meet individuals' absolute needs, or the basic goods and services that support human survival in the short term (water, food, shelter, sanitation, medical care). The goals of cause advocacy involve causes that impact a group of people and, like case advocacy, can encompass relative needs, which are the goods and services that promote human dignity and well-being over the long term: meaningful employment, equal status before the law, social justice, quality education, and equal opportunity.

Environmental Modification

According to Hamilton environmental modification refers to all attempts to correct or improve the situation in order to reduce strain and pressure. The emphasis here is on modifying the situation. This method is often referred to as an indirect method of intervention as the focus is on the change of physical environment, or an alteration of any of the social systems, which may be essential for the client for better functioning .For example, the client may be encouraged to join a recreational or other group, so that he/she may be able to function better, or arranging programmes to reduce strain for the slow learners for whom competitive situations are to be avoided.

Modeling

Modeling is demonstrating for the client a specific behaviour. It is a technique particularly advantageous when the client cannot seem to visualize carrying out a particular action or cannot think how to begin an activity. It is also useful when a client seems to lack the skills necessary for action. Modeling such situations could include showing how one might respond in different situations. In most situations once the visitor has modeled the behaviour, and then the client should be allowed to perform the behaviour. Doing so assures that the client has understood what was modeled and the behaviour can be matched to that of the visitor.

Role Playing

In role-playing, home visitor acts out one real life role and the client acts out another in order to help the client gain skill and confidence to deal with a difficult situation. This technique is particularly appropriate for those situations in which one has difficulty in being assertive because of the newness of the situation.

C. Use of examples

Using examples is a common daily event for people during their interactions with others and is often used when one is explaining, describing or teaching something to a second person. Home visitor should use the examples that may be relevant and fit with realistic experiences in the client's life. The use of examples helps a client feel at ease with something that they may not have worked out or is not satisfied with.

Confrontation

Confrontation increases the counselor's level of understanding as well as helping the client form a more realistic perspective of incongruous perceptions. Ultimately, this counseling skill helps to "identify and process discrepancies that may resolve with clarification" (Knapp, 2008, p. 139). Leaman (1978) defines confrontation as "an open, honest identification of the client's self-defeating patterns or manipulations" (p. 630). Gadgila, Nokes-Malacha, and Chib (2011) believe that when individuals are forced to compare their flawed perceptions with a realistic model, it can work as a self-explanation toward changing misconstrued beliefs and ideas. Used as a device in counseling, it must
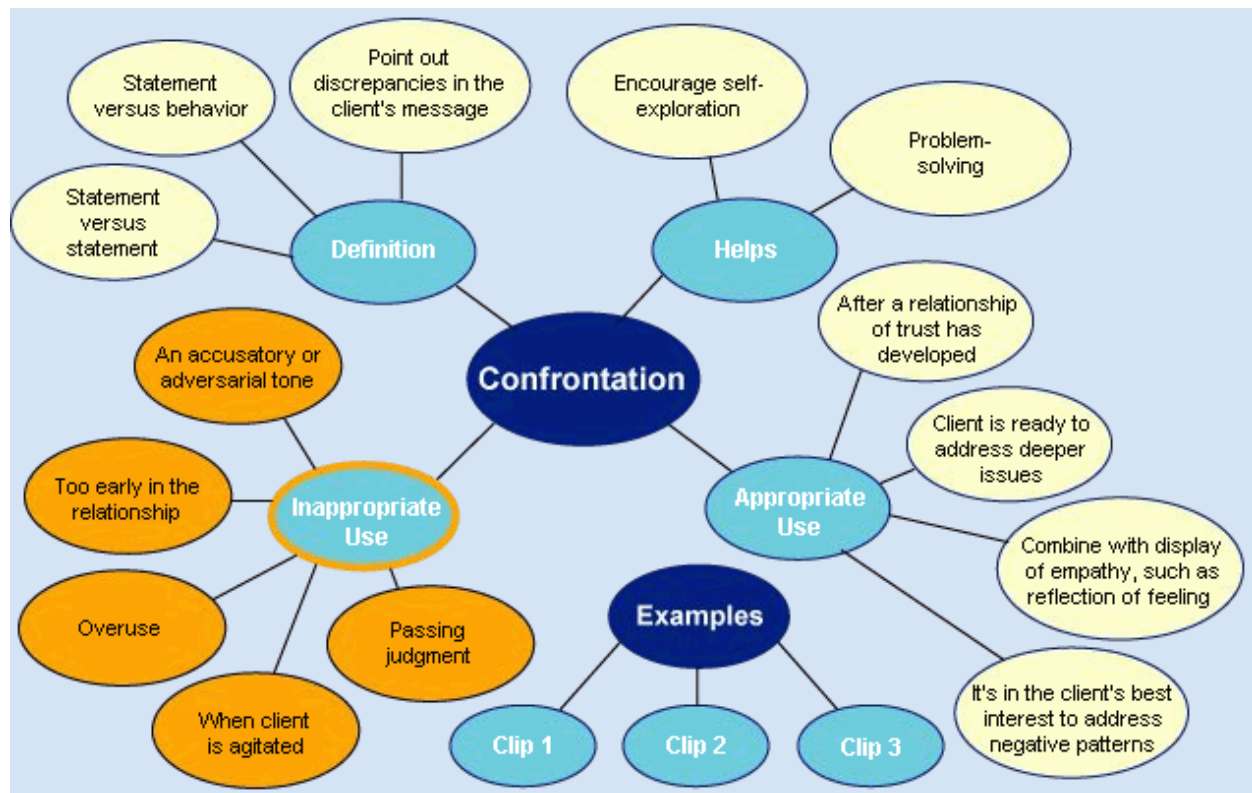
Tools

LISTENING

Listening is a basic casework tool. Active, attentive listening is purposeful. The purpose is to understand the speaker's words and feelings as accurately as possible, for which mental concentration is necessary. The listener has to pay attention to what is said, what is not said, and what is suggested. Listening, therefore, becomes a consciously performed activity for the social worker. It is also an aspect for the practice of the principle of acceptance. There are some common obstacles to active listening, knowledge of which is necessary for one who wants to train himself/herself as an effective listener.

OBSERVATION

Observation is the practice of noticing features about people, things or situations, and in the context of casework, the purpose is to use the observed data for understanding the client and his situation.

The caseworker has to take cognizance of the following with reference to the client:

1. The general outward appearance

2. Facial expression, posture, gestures, etc.

3. The characteristics, particularly the emotional nuances of interactions that take place between clients and others, including their family members.

Communication

Effective communication is an extremely important part of social work. It allows social workers to discover the most important issues and needs of their clients and respond appropriately. It also helps them discover information about their client that the client may be communicating through non-verbal cues and other methods. Good communication also allows social workers to empathize with clients and understand the client's point of view.

Another important aspect of good communication in social work is that it enables social workers to help clients navigate through difficult times. Social workers can use effective communication to sensitively discuss painful truths with clients. They can also advise clients in an impartial, unbiased manner.

There are multiple effective communication methods that social workers can use in their work with clients, including:

- using **open-ended questions** (questions that have answers that are more than one word and provide subjective information)
- paraphrasing client expressions
- interpreting the verbal and the nonverbal communication of clients
- focusing the conversation on one or two pertinent topics
- communicating with concise language

Rapport Building

Social workers build rapport with their clients to create a trusting relationship. This is essential for providing quality care and helping the client feel comfortable opening up about their problems.

Rapport is the relationship between the social worker and client characterized by mutual trust, respect, and understanding. There are several ways social workers build rapport with clients, including:

- Listening attetively
- Showing empathy and concern
- Respecting the client's privacy
- Maintaining confidentiality
- Cultural competence

What is the Importance of rapport building in social work?

Building rapport with clients is important in social work because it helps the social worker build trust, which is essential for the client to feel comfortable sharing personal information and experiences. It also allows the social worker to better understand the client's situation and needs.

How Social Workers Build Rapport?

This may be done naturally through certain qualities and behaviors that are present in an individual, or with specific skills they should do when trying build rapport with clients such as:

Client Assessment Skills:

Your assessment interview is likely the first opportunity you will have to start building a working relationship with your clients. Through the interview process social workers learn about their clients past experiences and coping strategies, their goals for treatment, and then begin to identify their strengths and needs as well as their opportunities for improvement. During the assessment you work to develop the best intervention strategy to meet the client's unique needs. Assessment begins on initial interaction with the client and continues on an ongoing basis throughout the relationship and until the completion of services.

Supportive Skills:

As a social worker, not only will you work hand in hand with your clients, you will also often act as their early support system. Social workers need to be sensitive and supportive of their clients and this comes in the form of social support, emotional support, and empathy. A social workers worth might be measured by how you help your clients build their own support systems in order to help the client have better and longer lasting outcomes.

Empathy Skills:

The ability to be empathetic is paramount in validating your client's feelings. Empathy helps you to accept your client's plight and lets them know that you are listening and you are genuine. It is important to be mindful of the use of sympathy. Sympathy can sometimes be confused with empathy. The difference between them is that sympathy is having a concern for a client's well-being but not necessarily having a deepe understanding of their thoughts and feelings. Whereas empathy means accepting and understanding the client's feelings which may help you become better equipped to help them help themselves. This is definitely a learned skill and an important tenant of social work practice. Experience in this area will come with more exposure to clients and the diversity of issues that you will tackle.

Neutrality Skills:

It is important not to be judgmental of your client's circumstances by keeping an open mind without imposing your own religious, political, and personal views on your clients. You will be working in many different settings with many different clients whose moral or ethical compass may be much different than your own. You might also work with clients whose values and ideas you are able to identify with. In either of these cases you must use your ability to discern in order to limit the occurrence of transference or countertransference, a phenomenon where the client or the counselor mistakenly redirects their personal feelings onto the other person. Regardless of the type of client or population you work with it is important to trust the social work code of ethics to guide your judgment. This skill will be honed in due time with emphasis on the fact that you must also learn to adequately address your own value system and be in touch with your bias before you can find your middle ground and truly meet the client where they are.

Trust Building Skills:

Being able to build a trusting relationship with your clients is an art. There can be many variables that can diminish a client's acceptance of new person in their life. When you are able to support your client, help them identify other support systems, accurately assess their needs, empathize with their unique situation in a non- judgmental and value neutral way, then you can begin to build a strong therapeutic relationship with your client.

It is important that you develop these core social work skills in order to be effective. Your social work toolbox will be filled with valuable skills as you begin working with different communities, individuals, and groups across different jobs. If you are able to master these skills you could have a great foundation for working in the diverse and rewarding field of social work.

Social work is a rewarding career you can , but it's also very demanding. If this sounds like something that might be right up your alley, then check out some of our other articles on Social Work! We have compiled some helpful information on pursuing a career as a social worker in order to help you decide if becoming one is a perfect fit.

- How to Become a Licensed Social Worker
- How to Choose Social Work Graduate Program
- Social Worker Career Paths
- Serving others with Social Work Masters Programs
- Social Work with Displaced Teens

Questioning

Questioning refers to the ability to ask questions that elicit useful information. These questions can also help clients feel more comfortable. A social worker with strong questioning skills can create a relaxed atmosphere by first asking friendly questions such as "how have you been?" or "how was your weekend?" They might then ask in-depth, open-ended questions that promote conversation, divulge details about the client's situation and inspire further discussions.

As a social worker, the way you interview a client can have a profound impact on the quality of the responses you get. For example, if you don't follow up on statements the client makes, you could miss valuable information. Social workers must strive for objectivity and help clients articulate their thoughts without leading them to answer in a particular way.

Open-Ended Questions

Asking yes or no questions means your client likely won't give you the info you need. Open-ended questions encourage clients to open up and give you the information need. If a social worker asks a child, "Do you want to live with your mother?" the child might say yes because she thinks that's what the social worker wants her to say. If you ask someone a question requiring only a "yes" or "no" answer, that's probably all you'll get.

Open-ended questions encourage people to elaborate while maintaining a neutral tone. If a social worker asks that same child "How do you feel about living with your mother?" the child must give specific reasons for her answer. In that case, she may reveal that she prefers living with her mother instead of her father because her mother spends more time with her.

Examples:

"How would you describe your relationship with your dad?"

"What have you tried so far to solve this problem?"

"What do you do when you start feeling anxious?"

"How does this situation make you feel?"

"How does your living situation make you feel?"

"What brought you here today?"

Asking for Clarification

Some of the most revealing replies come from asking for clarification. While a client might initially struggle to express his feelings, with a little prompting he might find the words he's looking for. Clarification responses also produce the kind of specific information social workers need to make a decision about a client's case. Asking for clarification ensures the social worker does not misinterpret the client's answer.

Examples:

"You said you feel sad. Are there certain events that make you feel sad?"

"Can you tell me a little more about that? What makes you feel uncomfortable when you're at your mom's house?"

GIVING FEEDBACK

Feedback is an important mechanism that enhances student learning in supervision and field education. Constructive feedback that is specific, timely, and based on observations, bridges theory and practice, enhances self-awareness, and builds holistic competence in social work students. There is scant social work research examining how this teaching mechanism facilitates student learning. In this qualitative study we examined the role of feedback in student learning using a simulation-based learning activity aimed at developing holistic competence in the classroom to prepare students for field learning. The study examined the impact of feedback on student learning and the key elements related to feedback that facilitated learning. We identified four themes that described the impact of feedback on student learning: (1) feedback enhanced knowledge, (2) feedback improved skills, (3) feedback developed professional judgment, and (4) feedback increased self-reflection. The processes influencing the impact of feedback were the source of the feedback, type of feedback given, and delivery of feedback. The results deepen our understanding of feedback as a learning mechanism with implications for field education.

Why feedback is important

Feedback is crucial to social work practice. It's important to be open to receiving feedback, whether positive or critical.
It's also important for improving self-awareness. Feedback will help you to grow and improve in a way that informs your practice and helps you identify areas for future learning.
Though you may not agree with the feedback you get, it's important to listen to the views of others and understand their experiences of your practice.
Finding out what works and what's beneficial to those people and then acting on the feedback to make positive changes to your practice, will help you improve the support you provide.

RECORD KEEPING

RECORDING

Recording is a written record of an interaction with a client. Recording is a major learning tool in social case work. Social case work is unique in its heavy dependence on process recording to teach intervention skills. Because in social case work the practitioner's major tool is one's self and one's ability to interact effectively with clients and other professionals, training must focus on the interactive skills necessary to be effective.

FACE SHEET/INTAKE SHEET

Face sheet or intake sheet as some prefer to call it is generally filled in at the initial phase of the casework process. Most of the social work agencies have a more or less standardized proforma which has blanks for entries to be made by the worker related to the identification data such as name, age, occupation, family profile and other such information. The purpose of the face sheet is to give in a convenient form the objective social facts or situation of the client of a permanent character to particularize the case.

PROCESS RECORDING

Process recording is a form of recording used frequently by the caseworker. It is one method by which the caseworker can record the content of an interview. It involves a written record of all communication both verbal and nonverbal based on the worker's best recollections, and a record of the worker's feelings and reflection throughout the interview. In this type, the process of interview is reported and is a rather detailed description of what transpired with considerable paraphrasing. It preserves a sequence in which the various matters were discussed. It includes not only what both the worker and the client said but also significant reaction of the client and changes in mood and response. In this method, the interview and observation go hand-in-hand. It may be verbatim or non-verbatim reproduction.

SUMMARY RECORDING

Summary recording is a good device for organizing and analyzing facts. It points to the meaning and the relative importance of the materials gathered. A careful summary made at appropriate intervals reduces any bulk writing, clarifies direction and saves the worker's time. Summative recording is a summary of all the formative assessment carried out over a long period and makes statements about the client's progress. It is commonly assumed to be a review or recapitulation of material that has already appeared in the record. It may be either topically arranged or may appear as condensed chronological narrative. Mrs. Sheffield has defined summary in social casework recording as "A digest of significant facts in the client's history which has previously been recorded". A summary can be an assessment, a periodic summary or closing summary. The closing summary is a summary made at the time the process of casework is terminated. To be most effective, it should be written by the worker who was responsible for the intervention at the time of termination. The periodic summary is simply the summary of information previously recorded and is made at more or less regular intervals or at the end of more or less definite episodes in the family history.

NARRATIVE RECORDING

Narrative recording in case records and individual plans within social services represents the means by which stories can be constructed with and about the people with whom services work, influencing relationship building and outcomes.
▪ Identities and decision-making are forged in records, shaping people's lives.
▪ Yet, limited attention is paid to narrative recording in research and practice

GENOGRAM AND ECO MAP

OBJECTIVES

By the end of the discussion, all students should be able to;

- Explain the key aspects concerning the family genogram and ecomap
- Tell the roles of each family member in the family

FAMILY GENOGRAM

- Is the family diagram which can be thought of as an elaboration of the family with patterns and relationships across at least three generations

- Is a graphic representation of the personalities and interplay of generations within a family, used to identify repetitive patterns of behaviour

- Is a pictorial display of a person's family relationship and social, psychological and medical history

Symbols and connections in the genogram
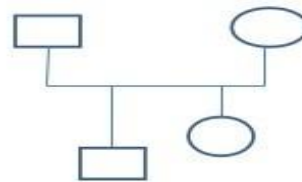
- **Male** is noted by a square

- **Female** is noted by a circle

- **Marriage** is represented by a line connecting the two (husband and wife)

- **Children** are noted as oldest to youngest, left to right

- A **couple** living together are displayed similar to marriage, but with a dotted line

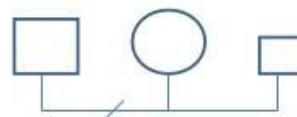- **Separation** of a couple is marked with one slashed line

- **Divorce** of a person is marked with two slashed lines

- **Death** of a person is indicated by **"X"**

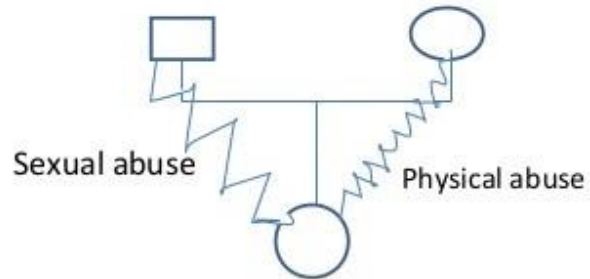- **Re-marriage** is showed to the side with a smaller shape
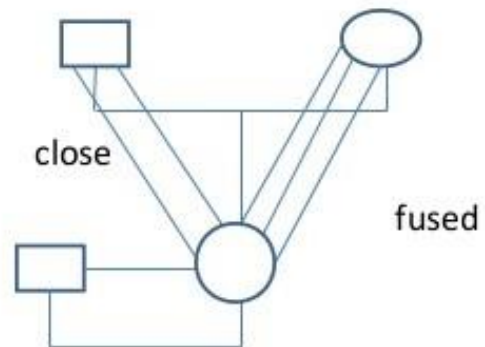
- **Close relationship**
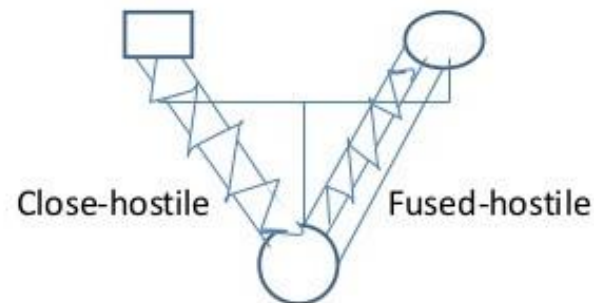
- **Conflicts**
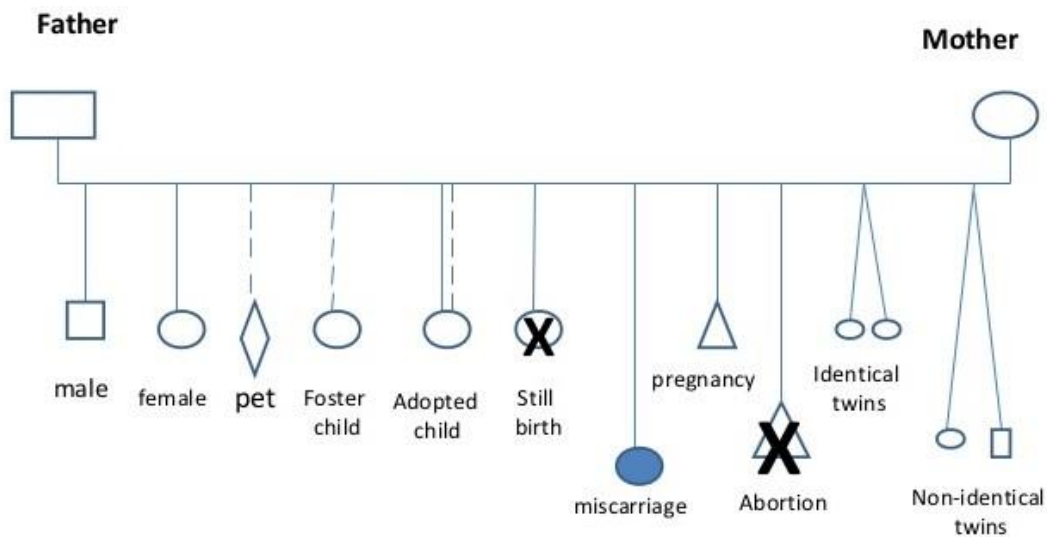
- **Unknown gender**

  ?

- **Abusive relationships**

  Sexual abuse   Physical abuse

- **Relational ties (peaceful conflicts)**

  close   fused

- **Relational ties (hostile conflicts)**

  Close-hostile   Fused-hostile

Father

Mother

male	female	pet	Foster child	Adopted child	Still birth	pregnancy	Identical twins

miscarriage

Abortion

Non-identical twins

STRUCTURE OF GENOGRAM

Grandfather	Grandmother	Grandfather	Grandmother	**First generation**

Second generation

Uncle   Aunt   Uncle   Father   Mother   Uncle   Aunt

cousin

Third generation

Brother – in – law   sister   Brother   Sister – in - law

Fourth generation

Nephew   niece

Importance of the genogram

- Used to assist individuals in identifying medical risk factors

- Assist the psychologists and other mental health professionals in patient/client therapy

- Helps in family therapy because it tracks progression as the family brings about needed change

- helps to identify and create new relationships which can act as support in maintaining abstaince and constructive social interactions

- can assist a couple in developing insight into the irrelevant influence on the on the couple's relationship
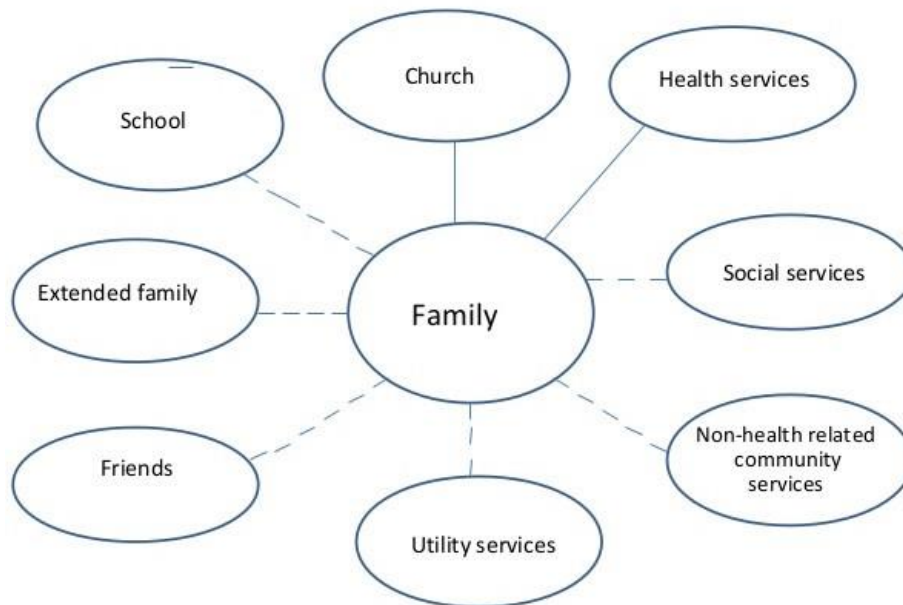
FAMILY ECOMAP

- Is a graphical representation that shows all of the systems at play in an individual's life.

- Is a flow diagram that maps family and community process over time.

- Is a family assessment tool consisting of a graphic representation of a family relationship with its environment.

Nature of connection in the ecomap

- Solid or thick line represents a strong connection
- Three solid lines indicate the strong connection is an intense relationship
- Broken line indicate a tenuous relationship
- Zig-zagged line shows a stressful or conflictual relationship
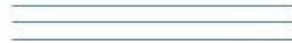
STRUCTURE OF ECOMAP

Importance of the ecomap

- Helps to visualize the social and personal relationships of an individuals with environment or eco-system

- Acts as an interviewing tool that can be used with individuals, couples, or the entire family

- Used as a way to facilitate participation by providing clear structure

- Tool for used in individual and family counseling within the social work profession

ROLES ADOPTED BY THE FAMILY MEMBERS

FATHER'S ROLES

- Head of the family
- Bread winner and chief provider of the family
- Assumes the role of child raising
- Makes major decisions together with mother and other family members
- Participates in activities of managing the household duties
- Helps in caring for children like taking them to school, attending school meetings and shopping with them
- Does gardening and home repairs
- Helps the mother in marketing and preparation of family meals

MOTHER'S ROLES

- Manager and treasurer of the family

- Supervises and co-ordinates the household tasks

- Takes care of children in the family

- Prepares family budget and plan

- Prepares family meals

- Helps to earn a living to increase the family income

BOYS' ROLES (brother, cousin, nephew)

- Are assigned heavy work in the house such as;
  - Scrubbing the floor
  - Fetching water
  - Planting and watering the plants
  - Cleaning the yard

- Older boys are assigned to help the father in making repairs in the house

- Expected to follow leadership of the family through respecting their parents

GIRLS' (sister, cousin, niece)

- Helps the mother in doing the household tasks such as;
  - Dusting and sweeping
  - Preparing meals
  - Setting and cleaning the table
  - Doing every tasks
  - Going to the market with the mother

- Older girls, are assigned to attend to additional tasks such as;
  - Washing and ironing clothes
  - Taking care of young brothers and sisters

- Expected to follow leadership of the family through respecting their parents

CHANGES IN FAMILY ROLES

- Now days, fathers and mothers as well as girls and boys in the family share in almost all the house work

- The home activities of one family may differ from those of the other family, which brings about the changes in the roles of family members