BSWL-106

FIELD WORK JOURNAL

BSWG (Third Semester)

FACE SHEET I
PROFILE OF THE STUDENT

Name of the Student :……..

Address :…..……...

…..…….

Phone No. & E-mail :……..……..…….

Enrollment No. :…….…….

Address of Study Centre & Code :…….…….

Address of Regional Centre :…….……

Name and Address of Agency where concurrent visits were done :…..……

Name & Address of Field Work Supervisor :……...…….……..

Phone/Mobile No. of Supervisor :……..……

Signature of Student

1. It is mandatory for the student to provide all the information sought above in the face sheet.
2. **Your Field Work Journal is a precious document. You must keep it in a safe place at home, while on travel, at study centre etc. It is safer to keep a separate personal diary with all notings so that in case of loss due to any kind of unforeseen event, you can still compile the work done and get it certified by the Field Work Supervisor in a fresh copy of the journal. It is suggested that you keep a photocopy of the Journal before submitting the final report to the Regional Centre for your personal record. Remember to take an acknowledgement slip from Regional Centre while submitting the final report. The Journal will be submitted to Student Evaluation Division (SED) by the Regional Centre along with the Evaluation Proforma submitted by the supervisor.**

Designed and Developed by:
Dr. Sayantani Guin
Programme Coordinator
SOSW, IGNOU, New Delhi

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FACE SHEET II

PROFILE OF THE SUPERVISOR [To be filled by the Field Work Supervisor]

Name of Field Work Supervisor :

Address of Supervisor for Communication :

Phone No. Office/Residence/Mobile of supervisor :

E-mail :

Designation /Profession :

Are you a professionally qualified Social Worker having MSW/MA (Social Work) : Yes/No

If yes, name of the university awarding MSW/MA (Social Work) :

Area of Specialization (if any) :

Teaching/Professional Experience (in years) :

Date of Appointment as:

1 Field work supervisor :
2 Academic Counselor in Social Work :

Signature of Field Work Supervisor

Seal & Signature of Study Centre Coordinator

Note:

The Field Work Journal would be returned back to the student if the details given in the face sheets namely, profile of the student and profile of the supervisor are incomplete or not filled by student and/or Field Work Supervisor respectively. The profile of the supervisor must be countersigned by the coordinator of study centre.

Fieldwork Practicum Certificate by Supervisor

This is to certify that Mr. / Mrs. _____ having enrollment number _____ was placed under my supervision for fieldwork practicum of BSWG (third Semester). As per the requirement, he/she has completed all the components of third semester fieldwork practicum which include:

1. Induction Meeting
2. 5 Orientation visits to 5 different social welfare agency/ institutions
3. 15 days of concurrent visits in **one** social welfare agency / institutions / setting
4. Participated in 5 individual conferences

I hereby certify that the entire report submitted by this student is genuine and I have supervised the student for field work.

Name:

Address:

Mobile:

Email ID:

Date:

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INTRODUCTION

FIELD WORK JOURNAL FOR BSWG THIRD SEMESTER

Welcome to the third semester of your BSWG programme. We hope that the third semester has been a fruitful and enjoyable experience. You are going to continue to do your field work this semester too. You will be applying the knowledge, skills and attitudes you have gained in your third semester. In this semester, you will have to complete 25 days of work. It comprises of 5 orientation visits, 15 days of concurrent field visits and 5 individual conferences. In this semester, you will be practicing the method of case work during the concurrent field work days. You will be studying about the method of social case work in the theory paper BSW-125 Social Case Work and Social Group Work. You will also find detailed guidelines about how to practice social case work in this practicum journal.

Your professional socialization has begun. The social work values is known to you by now through the theory course and by this time you would have faced situations in which you have to make difficult ethical choices. You are also able to see the difficulties in the profession and the circumstances under which the profession is being practiced. Above all, you would have come to know the immense opportunities to help people and change people's lives through social work. Social Work can change lives for the better!

The objective of third semester field work is the following:

- To develop capacity for observation and analyzing social realities
- To develop ability and skills to effect changes in individual situation and trying out innovation in practice
- To develop process-oriented skills in working with individuals with special reference to social support system
- To develop skills in report writing, use of supervision, and preparation for facing interviews.

As you would have realized, field work is an important component of social work education. It gives you opportunities to practice what you learnt with an added advantage of having a supervisor to guide you. Please take your theory and field work seriously. If you do not complete the mandatory field work of the third semester, you will not be allowed to take the field work of the fourth semester.

You must ensure that your Field Work Supervisor is an approved supervisor (by IGNOU) at the study centre with a Master's Degree in Social Work (M.A./MSW). Only a professionally qualified person can help you to successfully complete this programme of study.

I wish you good luck in the successful completion of this programme.

Dr. Sayantani Guin
Programme Coordinator

Guidelines for Students
BSWG Third Semester

In BSWG third semester, field work practicum comprises of twenty five (25) days of field work. This includes five orientation visits, fifteen concurrent visits and five individual conferences. In this semester, you will be practicing the method of social case work, during the concurrent field work days. To begin your field work practicum, you have to visit your study centre, where you will be allotted a Field Work Supervisor (FWS) to guide you through the successful completion of field work. Once you are allotted a field work supervisor, you need to be in touch with him/her at regular intervals for guidance related to field work.

Follow the steps given below to complete your Field Work:

1. **Induction Meeting:** Attend the induction meeting arranged at the study centre. In this meeting, you will come to know about the details regarding field work practicum and the various activities that you are supposed to complete in this practicum journal.

2. **Individual Conference I (IC I):** Individual Conference (IC) is an important component of field work. During IC, the supervisor meets one student at a time. Issues related to field work are discussed in detail during IC. It also gives an opportunity to share one's concern, seek clarification on various issues and seek further guidance. Meet your field work supervisor at study centre. Refer to the list of field work settings attached in this journal and clear doubts, if any, for orientation visits. Seek guidance regarding report writing.

3. **Orientation Visits I-V**: In BSWG third semester, you have to complete five orientation visits in total, in different settings. Complete five (5) orientation visits in 5 different NGOs/agencies/community settings (refer list of field work setting attached in this journal).

4. **Start writing reports**: Write report of the induction meeting and five orientation visits in the designated space provided in this journal. You have to follow the guidelines given in this journal to write the reports. Initially, you may write in rough and after consulting with supervisor, you can make it fair in the journal.

5. **Individual Conference II (IC II)**: Meet your supervisor, discuss with her/him your experiences you gained during the five orientation visits. Select a field work setting to complete 15 days of concurrent field work. Ask questions, clear your doubts and seek supervisor's guidance wherever required. Show her/him the reports of induction meeting, five days of orientation visits, IC I and adhere to the comments given. Get the comment and signature of the supervisor at the space provided in the journal.

6. **Concurrent Visits I-V**: in BSWG third semester, you have to complete 15 days of concurrent field work in one field work setting, where you practice the method of social case work. Initially complete five (5) concurrent visits. Write reports and show it to the field work supervisor for comments during IC. Details on how to practice the method of social case work and how to write the reports are explained later.

7. **Individual Conference III (IC III)**: Meet your supervisor, discuss with her/him your experiences you gained during the concurrent visits. Share your plan of action for the next five days of field work. Ask questions, clear your doubts and seek supervisor's guidance wherever required. Show her/him the reports of five days of concurrent visits, IC II and adhere to the comments given. Get the comment and signature of the supervisor at the space provided in the journal.

8. **Concurrent Visits VI-X:** Continue another five (5) concurrent visits in the same setting. Write reports and show it to field work supervisor for comments in IC IV.

9. **Individual Conference IV (IC IV)**: Meet you supervisor, discuss with her/him the experiences you gained during the next five concurrent visits. Share your plan of action for the next five days of concurrent field work. Ask questions, clear your doubts and seek supervisor's guidance wherever required. Show her/him the reports of the five days of concurrent visits, IC III and adhere to the comments given. Get the comment and signature of the supervisor at the space provided in the journal.

10. **Concurrent Visits X-XV:** Continue the last five (5) concurrent visits in the same setting. Write reports of concurrent visits (X-XV) and reports of social case work and show it to the field work supervisor for comments in the IC.

11. **Individual Conference V (IC V)**: This will be the last individual conference where you will be meeting your supervisor for final submission of your field work journal. Complete reports of orientation visits, concurrent visits, IC, self evaluation report, summary report of third semester field work and complete the checklist before the final submission of field work journal.

12. **Submit your completed field work journal directly to the Regional Centre.**

- **Field work tips**

We shall begin with some negative descriptions of the field work process. Field work is not 'Socially Useful Productive Work' (SUPW) derogatorily called Some Useful Periods Wasted. It is not the same as National Service Scheme (NSS) in which you do some social activity. It is also not social service in which people are given some benefit, though the community or some individual may benefit through the field work. It is not a place to indulge in radical activities, which aims at bringing about social change that one desires.

Field work first and foremost is a learning process. Learning takes place consciously as the learner consciously applies his/her knowledge to the situation. After that she/he, along with FWS (Field Work Supervisor) evaluates the process and the FWS gives him/her the necessary feedback. Thus, you are the centre of the field work process and it is your learning, which is of paramount importance. Everything else is incidental or by the way.

- **Know your limitations**

You're a student and you go to the agency may be once or twice a week. Do not plan ambitious programmes which require frequent meetings with persons concerned and a lot of resources. Continuity may not be possible in many cases and long term programmes need constant interaction.

- **Know the limitations of the agency**

The agency may have its limitations – lack of personnel, lack of funds, lack of motivation, poor leadership, lack of infrastructure, poor relationship with community, factionism, corruption, etc. which hinder your own performance. But that has to be accepted and that should be the framework on which you should work. Also important is your dealing with the wrongdoings in the agency. It is better to discuss these issues with the FWS and do according to his/her guidance.

- **Use the journal meaningfully**

The field work journal is not meant to be read like a textbook but is to be used as a guide in the field. At the beginning of the field work session, your supervisor and you will make a learning plan based on your field work situation and the field work objective of BSWG (third semester). The learning plan will include the learning objectives, the tasks that has to be done in order that the learning takes place and how you are going to show that learning has taken place.

You must see at the end of each field work day whether you have been moving towards these objectives by doing the needful tasks or by preparing the groundwork for these tasks.

It is equally important to record the same in your report with your comments/observation. Failures and success can be reported truthfully since only then will the exercise become meaningful. You will have to prepare for the field work conferences by jotting down the points for discussion.

- **Attendance at Field work**

You should attend twenty-five days of field work in (BSWG) third semester including 5 orientation visits, 15 concurrent visits and 5 individual conferences. Attendance at the field work is to be for the full day and leaves have to be compensated with full field work on other days. Employed learners who are unable to do full day field work should compensate it by doing the field work on holidays with prior intimation to the FWS.

In case you are unable to put in twenty five days of field work in a semester, you are expected to compensate the same by adhering to the following options.

1) If the number of field work days to be compensated is less than 10 days you may complete the same depending on your convenience. However, it is expected that you complete the third semester field work before the fourth semester field work begins.
2) If the number of field work days to be compensated is more than 10 days you are expected to do the same under block placement which means that you do field work continuously for the number of days required.

All these options should be exercised with prior intimation to and approval of the FWS.

- **Attendance at individual conferences**

Attendance at the individual conferences is also compulsory. Equally important is that these conferences are not vague discussions on social work topics but are specific to your problems. Everyone should get an opportunity to speak and you must make use of the opportunity by presenting your achievements and failures in an objective manner.

LIST OF FIELD WORK SETTINGS

Social work is practiced in several sectors, viz. health, education etc. The following list is provided to facilitate you to select settings in which you may conduct your orientation and concurrent visits in the third semester. The list is not exhaustive.

1. NGOs working with women, children, aged
2. NGOs working in the field of education, health, family setting, counseling
3. Open community: projects related to women, children, education, sanitation, potable drinking water, health, Self Help Groups
4. Health Settings: Government Hospital, Private Hospital, Primary Health Centre, Block Hospital, Ayurveda Centre, Homoepathy Centre, Unani Centre, Yoga Centre, Home for aged, Home for destitute, Home for street children, Palliative Care.
5. Programme Implementation: Mid-day meal Scheme, Immunization Projects, Family Planning Projects, Projects on Tuberculosis, Malaria, HIV
6. School Settings: Government Schools, Private Schools, International Schools
7. Administrative Offices: Block Office, Panchayat Office, District Collectorate Office
8. Media House: Print Media-Newspaper, Electronic Media-TV News Channel, Online media
9. Corporate Social Responsibility (CSR) Projects
10. Family Court, District Court, Sessions Court
11. SOS village
12. Business establishments: Companies, Factories
13. Correctional Settings: Central Jails, District Jails, Sub Jails, Open prisons, Women's Jails, Borstal Schools, Special Prisons, Observation Homes for Juvenile Boys and Girls, Special Homes for juvenile Boys and Girls, Children's Home for Juvenile Boys and Girls, Shelter Homes for Juvenile Boys and Girls, After care organizations for Juvenile Boys and Girls.
14. Protective Homes: Shelter home for victims of prostitution
15. Nari Niketans
16. Beggars Home
17. Faith Based Organizations: Gurudwara, Churches, Mosques, Madrasas, Ram Krishna Mission, Missionaries of Charity, Seminaries/ Monasteries.
18. Palliative care centres
19. Hospice care centres
20. Orphanages
21. Training centres for various types of programmes
22. MPs/MLAs development grants

Log Sheet

Note: Kindly fill on the day of your field work and get it signed by the Field Work Supervisor allotted by the Study Centre.

Name of the Organization for Concurrent Visits (15) :…….....

Address:…… ……

Sl. No.	Main Activities	Date	Student's Signature	Supervisor's Signature (allotted by Study Centre)
1.	Induction Meeting			
2.	Individual Conference I			
3.	Orientation Visit I			
4.	Orientation Visit II			
5.	Orientation Visit III			
6.	Orientation Visit IV			
7.	Orientation Visit V			
8.	Individual Conference II			
9.	Concurrent Visit I			
10.	Concurrent Visit II			
11.	Concurrent Visit III			
12.	Concurrent Visit IV			
13.	Concurrent Visit V			
14.	Individual Conference III			
15.	Concurrent Visit VI			
16.	Concurrent Visit VII			
17.	Concurrent Visit VIII			
18.	Concurrent Visit IX			
19.	Concurrent Visit X			
20.	Individual Conference IV			
21.	Concurrent Visit XI			
22.	Concurrent Visit XII			
23.	Concurrent Visit XIII			
24.	Concurrent Visit XIV			
25.	Concurrent Visit XV			
26.	Individual Conference V			

Paste the certificate of 15 days of concurrent field work placement in an agency or community setting in the box.

Induction Meeting

Induction Meeting

Kindly contact your study centre for an induction meeting on field work. Academic Counseller/Field work supervisor (FWS) will organize an induction meeting for the third semester BSWG students for preparation of the field work. During this meeting, FWS will give you necessary guidance with regard to the purpose, expectation from field work, responsibilities of the students, teaching learning process, guidance for writing field work journal, importance of individual conferences, etc. The supervisor will also give details of the first orientation visit regarding time, place, etc.

You are expected to write a report about the induction meeting. The report will consist of guidance given by field work supervisor with subtitles of each component. It is better to first prepare a draft, do the corrections and then copy in the journal. **Remember to write the journal in your own handwriting and never type the report.**

Report of Induction Meeting

Date:

Time:

Name of the supervisor:

Report:

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Date of Submission _____

Comments by FWS

Signature and Date

Report of Individual Conference-I

During the third semester, a minimum of 5 individual conferences will be held. However, there can be more than 5 individual conferences depending upon the need and convenience of the FWS. Before going for the individual conference, you are expected to prepare for the individual conference so that you can discuss all the problems and other points pertaining to field work practicum.

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Report of Individual conference (IC) I

Note: Attending a minimum of 5 ICs is compulsory. Unsupervised field work will not be accepted. Before starting concurrent field visits, meet your supervisor. Discuss regarding the organization to be chosen. Discuss process of the field work, learning plan, report writing etc. with your FWS.

Date:

Time:

Duration:

Name of the FWS:

Report:

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Field Work Components

Field Work Components

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

COMPONENT 1 ORIENTATION VISITS

Initial tasks or activities assigned to the student are to visit some of the agencies engaged in social welfare activities. We may call it orientation visits (in case of induction programme), agency visits (in case of field work practice/placement) and exposure visits (usually for educational purpose).

The major objectives of orientation visits are: to acquire observation skills and develop a spirit of inquiry: to understand society responses to social problems through various services; to understand, appreciate and develop ability to critically evaluate the initiative of voluntary and government programmes. Orientation visits also aim at developing an appreciation for social work intervention in these programmes by recording relevant information about the client system and the problems/concern; the selection of programmes/ strategies for solving the problem and its relevance to the client system; the role of the social worker and its relevance to the client's needs and the problem; the relationship between the micro problems and the macro problems, the appropriateness of the organization's resources and the nature of intervention; gaps identified and suggestions.

The following settings can be visited depending upon the availability of the agencies though it would be better to visit as many agencies as possible for maximum exposure. The student is encouraged to observe the similarities and differences in the way social work is being practiced in different settings and find out the causes for the same. Differences can be observed in the practice of methods in same settings also. The agency's values, the practitioners' approach, the requirement of the client, the resources of the agency may be some of the factors influencing the practice of various methods of social work.

1) **Health Settings – hospitals, community health centres, primary health centres, clinics**

Health settings are an important setting for the social workers. In hospitals social workers work along with the medical practitioners, nurses, physiotherapists and other para-professionals as medical teams. Their major functions include counselling patients suffering from serious or terminal diseases, counselling patients involved in accidents and suffered loss of body parts, and counselling HIV infected individuals. Social

workers also counsel family members of the patients and enable them to adjust to the new situation and make necessary changes in their life situation so that recovery of the patient is facilitated. Social worker also helps raise resources for the treatment and rehabilitation of the patients.

In mental health settings the social worker is part of the mental health team along with the psychiatrist and psychologist. The primary functions of the psychiatric social worker is to counsel the patient and his family members, implement behavior modification techniques, conduct home visits, facilitate the return of the patient into his/her normal functioning as a student, housewife or employee.

In the community health centre the social worker studies the health needs of the community and based on that develops awareness programmes to change the behavior pattern of the community. He also organizes health camps, conducts health surveys; organize the people to demand health programmes and looks for ways and means to improve the same. To begin with one may have to motivate and facilitate the community to be hygienic in the day-to-day life.

Health settings, as can be seen, gives the social worker a wide variety of situations to practice the methods of social work and thus provides an important learning opportunity.

2) **Correctional Settings**

Correctional settings include prisons, police stations, juvenile systems, training schools and administration of parole services. The major functions are to counsel the inmates helping them adjust to the institutional settings, deal with inmate family problems and assist in their rehabilitation and resettlement in the community. The social worker acts as a link between prisoners and the institution to improve the services being provided.

3) **Civic Administration**

Civic administration includes social welfare departments, education departments, health departments, municipal offices, panchayat offices, collectorates, block offices and so on. The social worker will have to get knowledge about the various government programmes, the delivery mechanisms, their limitations and advantages. The student can observe the functioning of the related offices and interview the officials. Their opinion on the programmes and their problems in implementing them can be noted. Familiarisation with the functioning of these departments/ agencies is very important for the social worker.

4) Educational Settings

Educational settings are schools, colleges and non-formal/adult educational institutions. In school and college settings, social workers have the following functions: enable the student to adjust in the institution, deal with problems of drop outs, ragging, drug addiction, juvenile delinquency, absenteeism, emotional crises, learning and motivation problems, and act as link between the institution and the student-teacher-parent community.

In the non-formal/adult educational settings, the role of the social worker is to approach the community, identify suitable candidates for attending classes, motivate them and their families to attend classes and see

that they continue to do so till the course completes. After the course is over, it is important that necessary follow up action in terms of refresher courses is undertaken.

5) Home for the Destitute, Disaster Afflicted, Refugees and Migrants

The problems of the individuals who stay in temporary and short stay homes are diverse in nature. For the migrant and disaster affected, the role of social worker includes providing immediate basic needs, counselling to recover from the trauma and shock caused due to the tragedy, provision of legal aid, initiation of rehabilitation efforts and linking up with government agencies and other NGOs.

6) Homes for Weaker Sections – Women, Children, Beggars and Elderly

A number of homes are run for destitute and abandoned women. Social worker counsel the inmates, organize events to create awareness, assist them in availing government programmes and legal aid to help the women cope with the problems. In adoption agencies, the Social Worker is responsible for checking the suitability of the prospective parents and their compatibility with the child to be adopted. In old age home, the social worker is responsible for maintaining the physical and mental health of the inmates. She/He has to help them cope with loneliness, neglect and help them to adjust to the new situation.

7) Community Services

Many NGOs in India provide community related services. Some of them specialize in a single activity e.g., health, education while others provide multiple services. Most of them have social workers working for them. Their major tasks include study and research of the community, identifying the felt needs of the people, organizing awareness programmes, mobilizing people, identifying leaders, setting priorities, suggesting alternative means to solve the problems, implementing programmes and evaluating them. The community setting gives the social worker ample opportunities to use the integrated methods of social work.

8) De-addiction and Rehabilitation centre

These centres provide drug addicts, alcoholics and other substance abusers, medical and psychological support to end their addiction and become useful members of the society once again. Social workers are involved in counseling the patient and his/ her family members helping them to end the addiction and prevent relapse in future.

9) Palliative care centres

The family at times neglects terminally ill patients or the patients themselves feel that they are a burden to the family. In such cases, very often, neither medical care nor trained personnel are available at the home. Palliative care centres allow such patients to live and die with dignity. The role of the social worker is mainly to provide emotional support to the patients and organize some events to ease their painful stay in the centre. There may be other similar settings, which are local specific. The FWS will do the needful to provide appropriate exposure to the student keeping this in mind.

While you may be visiting a wide variety of agencies this semester, it is recommended that you focus on the study of development projects. Some agencies may be providing number of services other than development projects while others may be implementing only development projects. When visiting the former, you should give special attention to agency's efforts in the development sector by asking them the 'what, how, whys' of the projects.

Development projects are important activity in third world country like ours. India's main problem, poverty, is caused mainly due to the lack of resources among the people, lack of awareness and information and exploitative structures. Development projects facilitate quantitative and qualitative changes in people's lives by providing the necessary resources and information.

Training people in vocational skills and leadership skills, providing credit facilities, arranging for technology transfers, creating infrastructure and forming self-help groups are some of the activities of development projects.

PROFORMA FOR INFORMATION REQUIRED DURING ORIENTATION VISITS/ GUIDELINES FOR AGENCY PROFILE

Name of the Institution :
Address :
Mission statement/Motto (if any) :
Institutional objectives :
Chief Executive Officer/ Executive Officers :
Board members :
Type of work (Programme/project) :
Number and nature of beneficiaries :
Geographical area of work :
Whether the agency is registered or not :

Organizational structure (A simple diagram may be drawn. If the agency is a branch of a larger organization, its place in the larger organization can be shown)

Number of staff members and position held

Level	Number	Qualification	Position Held
Professional			
Support Staff			
Volunteers			

Total			

History of the Organization

The student is expected to trace briefly the history of the organization 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 organizations, 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 owned resources – Methods for raising funds and achieving financial stability.

Infrastructure Facilities

Buildings

You should see whether the building wherein the 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.

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.

Communications aids

In your own placement, you can familiarize yourself to what extent the agency utilizes computers, phone, internet, etc. and see whether they can be better utilized.

Audio/Video equipment

Find out if the agency uses projectors, video players, radio for public education purpose.

Relationship with other agencies

1) Relationship with other welfare agencies working on the same issues

Coordination, cooperation and networking with other NGOs working in the similar field, is very crucial in social work. Find out if there are other agencies working with the similar objectives in the area? Is there any cooperation between the agencies working in the area? Are there any conflicts between the agencies working in the same area or field?

2) Relationship with government departments

Find out whether the agency receives government funding or not; whether the agency cooperates with the government in implementing programmes or not. 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 organization (CBOs)

Find out the number of CBOs working in the field, the method of their formation, whether they are self – initiated or started by government, or by other agencies etc. How old are they and if they are dissolving what are the reason for the same? If the CBOs 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 organization like religious organizations, associations etc.

Opinion on the relevance and quality of services provided by the agency

Opinion 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

1) Internal Problems

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

2) 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 the government department, 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.

Future Plan

The agency's plans for expansion and the future 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.

Affiliations

Mention whether the agency is affiliated to any institutions such as councils, higher educational institutions, network etc.

Any other information

Provide any other information, for example, the agency's 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.

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 method 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.

COMPONENT 2 PLACEMENT

Placement is an important part of the field work. You are expected to do at least 15 full working days at the agency. You may be already working in an agency and in such cases your field work supervisor will help you get maximum exposure in practicing those skills, which cannot be practiced in your agency.

Social workers are always part of a team. You will, wherever possible, be placed in teams of three to six. The aim of this exercise is to enable the student to adjust to new situations and with people from different backgrounds; to gain experience in reconciling different approaches towards the same problem and ensure effective service delivery; to learn from the knowledge and experience of the other professionals; to learn to divide responsibilities, discard egoistic attitude and promote group goals; to develop leadership skills, communication skills and improve self-awareness. Questions related to this are given in the teamwork section.

COMPONENT 3 AGENCY CLIENT RELATIONSHIP

One of the aims of the Social Worker is to improve the social functioning of the client. It is by establishing a relationship with the client that the social worker achieves that aim. The process starts when the client on his/her initiative or on the persuasion of others approaches the agency for help. Sometimes this action of the client is as a result of the programme conducted by the agency itself. For e.g., an awareness campaign on HIV and AIDS will encourage individuals who suspect that they are infected to approach the agency. In other cases, he/she will be referred to by other organizations to the agency. The agency then allocates the case to the social worker. The role of the agency is to provide the necessary resources. The client is the centre of the whole process and therefore the client–social worker-agency system is to be understood properly.

The client approaches the agency with some expectations and may be with some apprehensions. He/she has his/her own world view based on his/her value system, individual experiences and position in the social structure. The client may have certain ideas on the social work process. For example, a person with financial problem may expect some monetary help and feel that whole process of counselling is a waste of time. On the other hand, the agency has its own ideology and its own limitations. They have to proceed on the basis of these values and ideology.

The social worker has his/her own value system based on professional values and ethics. It is important that personal values formed by specific personal experience don't affect his/her perception of the client. Social Work principles like non-judgmental approach and controlled emotional involvement emphasize the need for that quality on the part of the social worker. The social worker therefore should develop a certain level of self-awareness to limit the influence of personal experience in the relationship.

The following points can be used for self-introspection:

1) Discuss and list down your own likes and dislikes with regard to your social functioning like your choice of friends and kind of work you enjoy or dislike and such matters, which you consider to be important.

2) What are the first impressions of an individual/group/community and whether it changed after subsequent sessions and after the availability of more information?

3) How does the client see the agency and why?
   a) Helper b) friend c) relative d) broker e) doctor f) Professional g) any other

4) How does the agency see the client?
   a) Poor and helpless b) resourceless
   The rational for providing the service to the clients can be discussed here. Some of the important reasons for the provisions of the service are religious, philanthropical, professional, entrepreneurial and to improve public relations.

5) How does the agency see the social work professionals?

6) Do you think that the agency is fulfilling the purpose it is meant for? If yes, give reasons and if no, give reasons.

7) How do the beliefs, traditions and preconceived notions of the client system influence the perception of the agency?

8) Understand the implications of existing bureaucratic set-up and legislation on the service provided.

COMPONENT 4 ASSIGNMENT OF TASKS

The aim of doing specific tasks is to expose the student to situations where the Social Work methods in rudimentary form are used. 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 organize an event:

I) Initial stage

- Initial contact with the group.
- Rapport building.
- Studying the situation and getting to know the felt needs of the target population.
- List out objectives of the programme in qualitative and quantitative terms.
- Choose the appropriate task 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 by brainstorming.

- Allocate the responsibilities to individual and groups or both. Mention clearly the responsibilities. Communicate the responsibilities to the concerned persons preferably in a meeting where everyone involved is present.
- Mobilize the internal and external resources. The community resources have to be mobilized.
- Always keep notes of all the points involved in various interactions.

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 a person who has to be rehabilitated.
2) Arrange a loan/government scheme for a needy person 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) Organize a picnic, 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) Organize an awareness camp related to health, education, government programme, human rights to improve the knowledge level of the people.
4) Organize street plays with the actors being the members of the community.
5) Conduct a health camp for people. It can be a nutrition camp or immunization camp.
6) Conduct surveys for use in the formulation of future programmes.
7) Organize a fund raising event. For example, a bal mela can be organized in the school.
8) Organize a sports programme in the school or the community.

9) Organize leadership training programme for the informal leaders of the community.
10) Organize a dharna or demonstration for focusing on a people issue.
11) Arrange for filling Public Interest Litigation for a social problem.
12) Arrange for legal aid for the afflicted persons and follow up till the issue is satisfactorily resolved.
13) Arrange for 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 organizational resources like fund 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.
   - Second, the presence of a dominating individual or group may reduce participation by others leading to dissatisfaction among others.
   - Third, some individuals and groups 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 of the people's interest levels in the task which they 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 excuse or may not appear at all.
   - 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.

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

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 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 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.

COMPONENT 5 NATURE OF SOCIAL WORK PROCESS

Casework

Casework, group work and community organisation are the core methods of social work. Further, these methods are used 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 that 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 only by practicing these methods in the field under the supervision of a trained social worker. The main purpose of this semester 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. An example of some of the areas to collect the information on is given below. It is a sample of 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;
- 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**	**Educational qualifications**	**Occupation and income**
1)					
2)					
3)					
4)					
5)					
6)					
7)					

8)					
9)					
10)					

You may also explore 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 anyone 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, 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 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 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 this 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 problems.

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 possible that the client may be knowingly or unknowingly testing your ability as a caseworker or counselor.

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	Educational 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 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:** Some of these problems include 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 services 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:

- The diagnosis/analyses of the problem
- The causes of the problem
- Possible solutions

- Material and non-material resources available
- Limitations of the situations- the clients, the agency and yours. Client's 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 advice 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 semester and second semester 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:

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 an effective manner. Secondly, in the health-related field you may need to explain the need for procedures. For example, in 'HIV/AIDS pre-test counselling' one may need to tell the client what the tests is all about and what could be the possible consequences.

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 regarding 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 judgement. 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 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 feeling 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 some time 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 feeling. 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 experiences 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 increases. After that his/her relationship with his/her teachers improves.

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 counselled 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 been 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.

COMPONENT 6 TEAM WORK

As mentioned earlier, social workers have to work in teams and the team members may be other professionals like lawyers, doctors, nurses or volunteers. The approach of other professionals will be very different from social workers. The social worker in such cases not only has to take care of the psychological and social needs of the individuals, but also has to humanize and integrate the various approaches.

It has been also observed that some professionals especially doctors in a medical setting try to marginalize the social worker's role in the healing process. This kind of response may be found in voluntary social workers who are impatient with the approach of the professional social workers. It is the social worker's responsibility that he/she adjust in the situations keeping in mind the welfare of the clients.

1) Explain your role in the team (individuals you work with directly in course of implementing your programme).

2) Observe and explain the impact of the functioning of the team on the implementation of the programmes.
3) Does any team member show lack of understanding of the social work profession?
4) Instances of cooperation and conflict, if any.

COMPONENT 7 ADMINISTRATIVE ASSIGNMENTS

Begin to understand the agency, its policies and its rules and regulations. The importance of keeping records and preparing reports of the activities undertaken should be understood. Basic statistics regarding the income and expenditure of the agency should be understood. Learn to write official letters and maintain records.

You are expected to do the following:

- 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 programmes in consultation with the agency staff.
- Assist in tasks like correspondence, report writing etc.

COMPONENT 8 RECORDING

Till now you were doing verbatim recording which means that you were recording the events as it's happened. In your second semester, you were asked to record also the causative factors of the problem you have observed. During this semester, you will have to record the process of work and also the dynamics between the systems and subsystems. This means that your reporting should reflect the theory you have studied so far. You will have to do verbatim recording. Verbatim recording is a process of recording which describes the experiences of the social worker as is happens. In this method of recording, you can include the following 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) Comment of the Field work supervisor

The method envisages four stages of record writing:

1) Recall
2) Writing
3) Reflection
4) 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.

COMPONENT 9 FIELD INSTRUCTION

Your role in the field work conferences should be qualitatively better. You can start making individual presentations followed by question and answer sessions. You can take the responsibilities of chairing sessions under the supervision of the supervisor. Your queries to the supervisor should be related to methodological problems. You can of course continue to seek guidance for programme related issues also. However, you must remember that a professional consciously applies the principles and values of his or her methods.

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Report of Orientation Visits
I – V

Orientation Visits

During the third semester, you are expected to visit five different field work settings/ agencies to have exposure to social welfare programmes. You may write the report of each visit by using the proforma given below.

Proforma for report on orientation visit
(use the space as per requirement under each item)

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

Organizational structure (A simple diagram may be drawn. If the agency is a branch of a larger organization, its place in the larger organization can be shown.

Number of staff members and Nature of Staff

Level	Number	Qualification	Position Held
Professionals			
Support Staff			
Volunteers			
Total			

History of the organization

Sources of funding

Infrastructure facilities

Relationship with other agencies

Problems faced by the agency and proposed remedies

Future Plans (if any)

Recognition and awards

Affiliations

Any other information

Learning Process: i) What have you learned from today's visit?
(any new knowledge, exposure, experience etc.)
ii) Your experience of going with a group as a team member for learning
i) Your observations about the agency, staff, and today's activity.

Comments of field work supervisor

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Orientation Visit I

Note: Follow the report writing guidelines for more details on this activity.

Date:
Time:……..am to ……pm Duration …….Hours
Name of the organization:
Name of the FWS:
Report:

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Date and signature

Orientation Visit II

Note: Follow the report writing guidelines for more details on this activity.

Date:
Time:……..am to ……pm Duration …….Hours
Name of the organization:
Name of the FWS:
Report:

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Date of submission:

Comments by FWS

Date and signature

Orientation Visit III

Note: Follow the report writing guidelines for more details on this activity.

Date:
Time:……..am to ……pm Duration …….Hours
Name of the organization:
Name of the FWS:
Report:

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Date of submission:

Comments by FWS

Date and signature

Orientation Visit IV

Note: Follow the report writing guidelines for more details on this activity.

Date:
Time:……..am to ……pm Duration …….Hours
Name of the organization:
Name of the FWS:
Report:

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Orientation Visit V

Note: Follow the report writing guidelines for more details on this activity.

Date:
Time:……..am to ……pm Duration …….Hours
Name of the organization:
Name of the FWS:
Report:

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Report of Individual conference (IC) II

Note: Attend IC along with your field work reports before proceeding for your next field visit. Discuss inputs regarding field work and report writing with your FWS.

Date:

Time:

Duration:

Name of the FWS:

Report:

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Date of Submission

Comments by FWS

Signature and Date

Concurrent Field Work

Concurrent Field Work Reports

During the third semester, you are expected to gain 15 days of experience in the project/agency. These visits in social work terminology are called concurrent visits. During the 15 days of concurrent field work, you are required to practice social case work as a method of social work. You will be placed in a development project or agency for field work practicum by the FWS in groups of three to six. Your concurrent field work practicum reports are to be written after each visit. You may follow the instructions given in the journal for report writing in third semester.

You are expected to read the portion on field work components before you write your draft report so that important points are included in the report. Depending on the activities you can use the space for each visit. For some visits you may require more space while for some others you may require less. It is desirable that you prepare a draft, correct it and then copy the same in your journal. Remember to write your journal in your own hand writing and never type the report. You must use the following proforma for writing the report. After writing 15 concurrent field reports, you will have to write the report on social case work.

Proforma for report on concurrent field work

Date of field work **Time spent in the agency**

Activities performed today

Observations related to the agency functioning or related institution functioning.

Teamwork

Assigned tasks (which stage and progress so far etc.)

Observation regarding client system and service delivery

Administrative assignments

Social work techniques used

Field instruction expected for the following
1)
2)

This will include your doubts and observation

Comments by the Field Work Supervisor

Report of Concurrent Visits
I – V

Concurrent Visit I

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Time:……..am to ……pm Duration …….Hours
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Name of the FWS:

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit II

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit III

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit IV

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit V

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Report of Individual conference III

Note: Attend IC along with your field work reports before proceeding for your next field visit. Discuss inputs regarding field work and report writing with your FWS.

Date:

Time:

Duration:

Name of the FWS:

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Date of Submission _____

Comments by FWS

Signature and Date

Report of Concurrent visits
VI – X

Concurrent Visit VI

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit VII

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Time:……..am to ……pm Duration …….Hours
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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit VIII

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Time:……..am to ……pm Duration …….Hours
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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit IX

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

Date:
Time:……..am to ……pm Duration …….Hours

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit X

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Report of Individual conference IV

Note: Attend IC along with your field work reports before proceeding for your next field visit. Discuss inputs regarding field work and report writing with your FWS.

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Time:

Duration:

Name of the FWS:

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Date of Submission

Comments by FWS

Signature and Date

Report of Concurrent visits
XI – XV

Concurrent Visit XI

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit XII

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit XIII

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit XIV

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Concurrent Visit XV

Note: Do not copy from any source or else your journal will be returned back. Follow the format for report writing. It should be based on the actual field work done by you.

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Date of submission:

Comments by FWS

Date and signature

Social Case Work

SOCIAL CASE WORK

In the third semester, during 15 days of concurrent field work, you are required to practice social case work as a method of social work. In third semester during 15 days concurrent field work you are required to practice casework as a method of social work.

As a learner is it going to be exciting to do casework. However, you should not become over enthusiastic. Always seek guidance from the FWS. Casework is done over a limited period of time. The time period between the sessions cannot be too short, for example, ten sessions in three or four consecutive days nor can the period be too long, for example, one session in six months. During the initial phase, sessions are bound to be long as you will be collecting background information and developing a rapport with the client. Later on, the sessions will deal with specific issues and will have shorter duration. The space here has been provided to keeping this in mind, so that you can use the pages accordingly. The guidelines for practicing Casework have been given in the subsection, 'The Nature of Social work Process' within this journal. An example of model casework is also given below.

MODEL CASEWORK: AN EXAMPLE

Report of a Case of a Family with Marital Problem

The Beginning

The client Mrs. Asha Rajan, aged 42 voluntarily approached the worker with her problem on 4.12.1989.

Earlier Contact between the Client and the Worker

The client and the worker were known to each other since 1982. They lived in the same colony. Although the client and the worker used to meet at social gatherings. The worker had no personal contacts with the client except to say 'hello' and smile whenever they came across face to face.

Nature of the Problem

According to Asha. her twenty-five years of married life was peaceful and there existed hardly any serious problem or misunderstanding that created family tension. However, since the beginning of 1989 (about ten months prior to the first interview) lot of misunderstandings had taken place between Asha and her husband. She was being scolded for every action by her husband. Her suggestions and comments were not appreciated. She felt that her husband was not giving sufficient attention and love to her and the four children. There was tremendous change in his attitude towards the family members. She also complained that often her husband used to be away during evening meals - the only meal when everyone in the family used to be present. The problem reached its climax on 29.11.1989 when Asha and her husband had heated arguments

over the latter's behaviour. On that day, Asha was badly beaten up by her husband. That incident caused her more mental suffering than the physical pain. That was the first time ever in her married life that her husband physically assaulted her. As Asha and her family were well accepted by the residents of the locality and as they maintained good social status, it was all the more difficult for her to share her problems with others.

Personal History of Asha

Asha was born in 1947. She lost her mother when she was about one year old. Her father married another lady when Asha was about three years old. Since then, Asha was taken care by her aunty (father's elder sister) who had no children. When Asha was around five years old, she was admitted to a local government primary school. She studied up to class four and then discontinued her studies for reason not known to her. At the age of seventeen, she was given in marriage to one Rajan, son of a businessman. They had their own independent bungalow. She was around five feet tall, fair and maintained good health.

Family Background

Husband: Asha's husband was very tall and fair looking gentleman aged 45. Alter matriculation, he had some technical training which helped him to get a job in a factory in Indore. Later, he managed to get sufficient loan for his own business in hardware.

Children: Asha and Rajan had four children. The eldest child was a boy aged 19 and was in B.A. second year. The other three were girls: one aged 17 was in class twelve and the other two twins aged 15 were in class ten. They were average students in studies.

Interview with Asha

Asha came to the worker at the School of Social Work at around 2.00 p.m. Asha asked the worker whether the worker was free and could spare some time for her. The worker agreed and requested her to be seated. Asha sat down and kept silent for a while. The worker then initiated the conversation: What can I do for you? Asha tried to smile and again kept silent. The worker again asked her in what way he could help her. Asha then bent forward, placed her hands on the table, and took a more comfortable position, then she said that she wanted to talk to the worker something very personal and wanted the worker to promise that he would not share it with anyone else. When the worker told her that he would not share anything with any one and would keep things confidential, she began to narrate her problem. Asha told the worker that she was in tension since a few days. She was not having proper sleep. She had no appetite and that she was physically feeling very weak. After Asha spoke so much, she kept silent for a while. The worker also kept quiet. Then she continued to say that she was facing some problems with her husband she narrated that things had gone to such an extent that she stopped sleeping with her husband in the last one week. She spoke those words with a chocked voice and burst into tears. The worker kept silent for a couple of minutes. When Asha wept for some time and began to wipe away her

tears, the worker expressed sympathy over the matter and said that he was very sorry to hear about those developments. In the meantime, the worker offered her a glass of water and told her to relax, for a while. Asha thanked the worker for the water and spoke "I am sorry Sir. I should not have come here to disturb you. What a foolish lady am I?" The worker then pacified her by saying that she had not disturbed him. The worker also told her that it was a wise decision that she took to share her problem with the worker. The worker further asked Asha to speak out the problem that she was facing. Asha seemed to be anxious and uneasy. The worker again told her to feel free to speak to him. Asha then explained that since almost a year she and her husband were not on good terms. Asha felt that she was given less importance at home. Her opinions and comments were not given importance by her husband. She felt that her husband was having a lot of misunderstandings about her dealings. Asha also said that she had doubts about her husband's morality. Her husband was found to be extraordinarily friendly with the accountant's wife. According to her, the accountant named Anand and his wife Sunita were cheating her husband and they were enjoying the profit of her husband's business. Asha made several attempts to persuade her husband to give up his relationship with the Anand Family. Things reached its climax on 29.11.1989 when Asha was badly beaten up by her husband following a heated argument over the issue. This incident brought a shock to her life. Tears rolled down from Asha's eyes as she narrated the incident in chocked voice. There was a pause for a while and Asha looked up to the worker expecting him to break the silence. The worker then asked Asha about the time of the incident. The client said that the incident took place around 9.00 p.m. in the evening. When the children heard her cry, they rushed to the bedroom and pleaded with their father to stop beating their mother. She said that they had a sleepless night and "that she felt sorry for her daughters who were preparing for their half-yearly exam." Since that day Asha did not sleep with her husband. The client stopped narrating her problem by saying, “I did not know what to do. I have no place to go leaving my grown-up girls to themselves. I do not know why God is so harsh with me”. There was silence for a while.

The worker told Asha, not to be disheartened by what had happened. He explained to Asha that the incident was certainly an unfortunate one. The worker further told Asha that he was anxious to help her find a way to solve her problems. The worker also expressed his doubts about many possible reasons which had paved way for those developments. He told Asha that she needed more time to study the case and that: probably they could meet after a couple of days, may be by the week end. That was agreed by Asha and she suggested that she would meet the worker on 9.12.1989.

Observations

You might have noticed the following things:

1) *The client approaches the caseworker but is not sure what he can do for her. Since Indian society has traditional elements, individuals are more comfortable asking family members,*

neighbours, religious figure and friends for advice rather then ask professionals. In urban areas, however, things may be different.

2) *The caseworker in spite of knowing her still has to collect the information required in a systematic manner before he can attempt a diagnosis. This is required because now he is entering a professional relationship with the client. Individuals in informal relations may tell exaggerated versions of events and impress others. This information can be misleading and prove detrimental to the diagnosis that the caseworker is making.*

3) *Personal history: The genesis of the problem according to the clients and the current incidents are some of the information the caseworker obtains from the first session. Any intervention will be based on this primary information.*

4) *The caseworker applies the following techniques and principles. (i) He gives unqualified positive regard to the client. He is gentle with her, allows her to settle down comfortably in the room and allows her some time before asking her the relevant questions. (ii) He does not judge her on the basis of her sex, social situation or her problem. He never gives the impression that she is to be blamed for what has happened. However, he does ask her cooperation to solve the problem. (iii) He gives due respect for her feelings and allows her to express the same. He does not feel uncomfortable at her crying and repeated pauses in between her sentences*.

5) *At the end of the session, he offers her sympathy and hope. He also fixes the date and time for the next meeting.*

Second Interview with Asha

Asha came to the worker at the appointed time. The worker asked Asha about the situation at home and whether she started talking to her husband. Asha told the worker that they were still not in talking terms. She however, said that her husband used to talk to the children and servant lady. Then the worker asked Asha how long she expected to remain without talking to her husband. Asha kept silent and did not reply. The worker suggested that instead of brooding over the mistakes in the past, she might make up her mind and break the ice in the interest of her children and family. Asha said that she wanted to find a lasting solution to the problem. Then the worker asked how she felt if the worker had a talk with her husband over the issue. Asha raised her eyebrow and looked at the worker. The worker told Asha that he felt that it was necessary to have a talk with her husband in order to find out her husband's mind and attitude over the problem. The worker explained to Asha that perhaps her husband might have had certain reasons which made him to change his behaviour. Asha however feared that the time was not ripe for the worker to talk to her husband. She felt that things might further deteriorate if her husband came to know of her meetings with the worker. Asha instead suggested, that it would be easier if a situation was created where the worker and her husband could meet before a formal meeting (interview) took place to discuss the problem. Asha said that long back her husband had once expressed his desire to meet the worker in connection with meeting an astrologer. Asha then

explained that her husband had earlier approached some astrologers when he had some setbacks in his business. However, his experiments were futile and he had to spend a lot of money. At that juncture, the worker intervened and asked Asha as to what made her husband to associate the worker with astrologer. Asha then told the worker that her husband was aware of the fact that the worker was wearing a ring which had a stone. The worker then explained to Asha that the ring he wore was not one given by any astrologer. The worker told Asha that he was undergoing colour therapy. He explained to Asha that some doctors and scientists prescribe the use of colour therapy like the use of water therapy, physiotherapy, radiation therapy, Yoga etc. The worker expressed his reservations in recommending to anyone to adopt that method as he himself had not experienced anything extraordinary. Asha however, said that there was nothing wrong in discussing that matter with her husband which would help the worker to establish rapport with her husband. The worker then asked how he could meet her husband just like that since there was no initiative from her husband's side. Asha then remained silent for a while and then suggested that the worker could visit her husband at her residence on any day for a friendly visit and that she would instruct her son to make an enquiry with the worker about the ring that the worker wore, in the presence of her husband.

Observations

You might have noticed the following things:

1) *The caseworker in this session asks the client about the situation. He finds out a piece of information that in itself is not of much use, but which can he used to solve the case – the client's husband's interest in alternative therapy*.

2) *Secondly, the caseworker advises the client to take a positive step. The caseworker did not simply ask the client to do something. He first poses the question and set the scene for asking the client to take the step. In some cases, the client will resent that the caseworker is suggesting a course of action as it may seem to him/her that the caseworker is blaming her for the situation. The caseworker therefore, should be careful while advising an action to the client.*

3) *Thirdly, the caseworker consults the client on the future course of action out of which emerges an effective and acceptable solution.*

The worker went to Asha's residence at 8.30 p.m. Asha, her husband and children were at home. Asha's husband welcomed the worker and offered him a seat. Asha's husband asked why the worker had not brought his wife and child. The worker replied that as he was going to visit several places in search of accommodation, for a friend, he preferred to go around alone. By that time, Asha's son came and wished the worker and sat near him. During the conversation of general things, Asha's son asked the worker about the ring that the worker wore. There was a long conversation on the subject in which Asha's children and husband participated. That, in fact helped the worker to interact with Asha's husband who showed keen interest in meeting the Colour Therapist. The worker agreed to take him to the Therapist but expressed his desire to

have a talk with him before meeting the Therapist. He agreed to it and an appointment was fixed for 15.12.1989 at 4.00 p.m. at the School of Social Work.

Observations

You might have noticed the following things:

1) *Since the family is known to the caseworker he made an informal visit to the house without informing the client's husband that he is going as a caseworker. You must think how this is possible if the client's family is not known to the caseworker. Some family members will object to outsiders being involved in internal affairs.*

2) *Home visit is an important source of information about the client but it should be done in a proper manner. You can use friends. neighbours or employees to make the home visit look like an informal visit. However, in case of formal home visits, for example, for judging the suitability of a couple for adoption, the home visit can be done in a formal manner*.

Asha's husband met the worker at the School of Social Work at 4.00 p.m. The worker enquired as to why he was keen in meeting a Colour Therapist. Asha's husband said that once upon a time his business was flourishing well. However, during the recent past he had heavy losses. That was disturbing him. On the advice of his accountant, he had to spend a large amount of money by holding consultations and seeking help from astrologers. He further alleged that some jealous people were trying to bring him harm through sorcery. The worker told him that he had little faith in sorcery and that no one could do harm to another person through sorcery. However, Asha's husband refused to agree with the worker. Then the worker asked him whether he could narrate any instance which he knew in which any one known to him was cheated through sorcery. He replied in negative. The worker explained to Asha's husband that he could arrange an appointment with the Colour Therapist and reiterated that there was no guarantee of any solution to his problem by meeting the Colour Therapist and adopting Colour Therapy.

The worker then asked him, whether he had anything particular to share with the worker. Asha's husband again replied that he would speak about himself and his problems only after meeting the Therapist. It was then decided that they would meet the therapist on December 17, 1989.

Observations

You might have noticed the following things:

1) *Here is an example of using something of the client's interest to build rapport. The caseworker has absolutely no faith in colour therapy himself but says that he will readily accompany the client to the therapist. It may be noted that he is not telling lies about his faith in colour therapy. He makes his opinion sincerely to the client*.

2) *Also notice that the caseworker while conveying his lack of faith in the sorcery does not mock or criticize the client's belief. You will frequently come across beliefs, traditions and values which you yourself do not believe or you feel are irrational superstitions. However, you must not be judgemental in your approach and respect the client's beliefs.*

In this case, these beliefs did not adversely affect the casework process. In other cases, however, beliefs of the client may harm the problem-solving process. In such situations you have to be extra careful, as you will have to remove the belief without hurting their ego.

Meeting with the Therapist - 17.12.1989

As per plan, Asha's husband met the worker at the worker's residence and both of them went to the Therapist. The Therapist after screening him explained to him certain things about his past, and present and told him of certain things that would take place in his future life. He also advised him to use a particular stone which would enable him to avoid certain things that may not be favourable to him. During the meeting, the Therapist told him that things were not going smoothly with Asha's husband because of certain unfavourable colours. That had caused him enormous loss of time and money. He also cautioned him that he was surrounded by a ring of so called friends who were trying to take maximum benefits from him with the result that the fruits of his labour were being enjoyed by his close associates. Asha's husband also was told by the Therapist that he should not share his plans and ideas with his associates. Asha's husband expressed satisfaction over his meeting with the Therapist and told the worker that he would meet him sometime during the week. It was, then, decided that they would meet on December 20th at 4.00 p.m. in the School of Social Work.

Observations

You might have noticed the following things:

1) *The caseworker gets vital information on the client and also ascertains the client's opinion on the problem by accompanying him to the colour therapist*.

2) *He finds out that business losses have made the client nervous and made him susceptible to ungrounded fears. The caseworker understands that all these factors may be contributing to the marital problems.*

Interview with Asha - 18.12.1989

Asha met the worker at the School of Social Work at 2.00 p.m. There was no appointment. Asha was anxious to know about the meeting of her husband with the worker and the Colour Therapist. The worker told her that he had a fruitful meeting with her husband and they had fixed December 20th for their next meeting. Asha enquired from the worker whether her husband spoke about any of his personal, business or family problems. The worker told her that they had no discussion on those issues. He also told Asha that her husband seemed to be under some

pressure and tension due to the crisis he faced in his business. He explained to Asha that the causes of misunderstanding which have lead to the disturbances in their family seemed to have close relation with the problems her husband had to face in his business. The worker advised Asha to break the long spell of silence and start talking to him. He told Asha that she should take initiative in creating situations which might help them to start talking. The worker suggested to her that one of the things she could begin to do was to sit together with her husband and children for meals. Asha assured the worker that she would try to make an attempt during the following days. It was then decided that Asha would meet the worker on 22.12.1989 at the School of Social Work at 2.00 p.m.

Observations

You might have noticed the following things:

1) Here you can see that the caseworker uses the following techniques - giving advice, providing advice and interpretations. Providing interpretation is important as misunderstanding takes place between individuals due to break down in communication which leads to conflicting interpretations.

2) *The caseworker also uses persuasion and issuing directives. As mentioned earlier you have to be careful while using this technique. You can do so only after you build rapport and gain the trust of the client. He/She should know that you know the problem well and understands its dynamics well.*

Interview with Asha's Husband

Asha's husband met the worker at the School of Social Work at 4.00 p.m. and then asked the worker about the worker's feelings on the comments of the Therapist.

The worker told him that he was not seriously concerned about any comments of the Therapist. He further suggested to Asha's husband that he could share with the worker confidentially whatever he wanted to share regarding his problems. The worker explained to him that as a Social worker he could assist him to analyse some of his problems.

Asha's husband then told the worker that there was some truth in what the Therapist said. He explained to the worker that since almost a year he had been meeting with misfortunes and did not know what to do. He said that even at home he had no peace. At that juncture the worker intervened and asked him about the problem he faced at home. Asha's husband told the worker that he was not getting any support or encouragement or understanding from his wife. He argued that women were least bothered about the problems of their husbands. He further told the worker that whenever he came home after a day's work and running about, his wife never bothered to sit with him and share his difficulties. All she wanted was money. Asha's husband explained that sort of behaviour really discouraged him and very often he preferred to eat outside. He also told

the worker that his wife was least bothered about his health: she never used to ask whether he had his breakfast, lunch or supper. Instead, she used to give long discourse about family status and dignity if she happened to know that Asha's husband spent some time with any of his friends or associates. After saying so much, Asha's husband said, "Oh I am sorry, why should I speak all these to you. By nature, I am a simple man. I speak out to others whatever I have in mind. And there is no use of it. That is my main handicap".

The worker told Asha's husband that he did a good thing by sharing his problems and feelings with the worker. The worker explained to Asha's husband that he could perceive two types of problems that he faced: one relating to his business and the other relating to relationship with his wife. The worker told him that it would take quite some time to understand and analyse those problems.

The worker suggested to Asha's husband that he should meet him at least once in a week and more frequently if necessary, during the following one or two months in the process of finding solutions to his problems. He also told him that he would have a talk with his wife as well since she also had equal responsibility and role to play in that situation. Asha's husband seemed to be a little unhappy about this suggestion and he cautioned the worker that it would be dangerous to speak to his wife. The worker also told Asha's husband: "You have shared some of your feelings and problems with me. It is possible that your wife also must be having similar feelings and problems. All these need to be brought to light and studied. Then only we can work for some amicable solution. In this process both of you will have to forget and forgive many things". Asha's husband took a deep breath and then told the worker that he was willing to cooperate with the worker, if the worker was confident that things would not go from bad to worse.

The worker thanked Asha's husband for his cooperation and told him to meet him on following Wednesday i.e., 27.12.89 at the same time and place. He also advised him to spend more time at home with his wife and children so that they would not feel that they were not cared for. He suggested to him that as far as possible he should have his meals along with his wife and children and take the family for a film or an outing once in a while.

Observations

You might have noticed the following things:

The caseworker deals with the client tactfully. He does not tell the husband that he had met the wife and is involved at her request. In this case, that information would have harmed the casework process. In other cases, it would be better to reveal the information. You must take the decision on how, when and why to reveal the information depending on the nature and progress of the case.

Asha met the worker at the School of Social Work at 2.00 p.m. The worker asked whether there was any change in the family atmosphere. Asha told the worker that on the previous two days her

husband had his meals along with the children. She said that she did not join them for meals and was busy serving them. Asha told the worker that she was willing to talk to him, but did not know how to make a beginning. The worker told her, "Where there is a will, there is a way. You only said that you were serving meals to your husband and children since the past two days. While serving meals, you could have easily asked: Shall I give some more rice or water or pickle etc.". Asha then asked the worker whether her husband met the worker. The worker told her that he and her husband had a very long session. Asha was keen to know whether the worker informed her husband about Asha's meeting with the worker. The worker told her that he had not informed her husband about it and that he expected to inform him during the next meeting scheduled for 27th December. When Asha asked the worker about details of their meetings, the worker told Asha that her husband frankly shared many of his problems. The worker explained to Asha that one of the main causes of all the problems that they faced was due to the lack of proper communication between Asha and her husband. The worker told Asha that her husband needed more care and attention from Asha. He explained to Asha that her husband was faced with a number of problems relating to his business. In that situation he also needed the concern and love from the family members. When he did not get that, it was natural for him to look for the same from other sources. The worker told Asha that to some extent she too was responsible for the present situation. The worker advised her to show some personal interest in the business of her husband by asking how his business went etc. That would also help Asha to become aware of the ups and downs her husband faced each day in his business. The worker also told Asha that she should not expect her husband to bring in more money, if his business was not going well. The worker expressed his hope that Asha and her husband could find some solution to their problems if they made up their mind to work together. Asha invited the worker to her home on the New Year Day. The worker told her that he would certainly visit their home on January 1st and expressed his wish that, the New Year's Day would be a special one for Asha's family. The worker and Asha agreed to meet again on 30.12.1989 at the School of Social Work.

Family Visit

The worker and his family made a casual visit to Asha's family at 5.00 pm to wish them a happy New Year. There was only friendly conversation.

Interview with Asha's Husband

Asha's husband met the worker at 4.00 pm. Asha's husband told the worker that he was feeling much relieved after talking to the worker and wearing the ring as suggested by the Therapist. The worker told Asha's husband that he wanted to talk further about the problem relating to his family. The worker asked him to speak more about his relationship with his wife and how he was getting along with her. Asha's husband smiled and asked the worker whether the worker met Asha in that connection. The worker told him that he had already talked to Asha. Asha's husband was keen to know whether the worker shared all that he had told the worker. The worker told him: "Yes, I had to tell her about our meetings. In fact, it is your family problem and unless we

know details and share with one another, we will not be able to find any solution." The worker also told Asha's husband that his wife was interested in cooperating in the process of finding solution to their problem. The worker then explained to him that Asha did share many things. However, the worker expressed his desire to hear from Asha's husband about how he viewed the problem. Asha's husband then told the worker that his wife had a lot of misunderstandings about him. He also said that Asha was not happy about her husband's relationship with the Anand family. He told the worker that his attachment to the Anand family became very intimate partly due to the business and partly due to the behaviour of his wife. However, Asha's husband reported that he had realised his mistake and would try to control himself. When asked by the worker to what extent Asha's husband's relation with the Anand family caused problems to his family relations, he said that - there used to be frequent quarrels between him and his wife. One day, when Asha bluntly spoke to him of her doubts about his morality and relationships with the Anand's family, he lost his temper which resulted in heated exchange of words and Asha was beaten up. Asha's husband said that later he felt sorry for his action. The worker appreciated Asha's husband for his sincerity in sharing those details. The worker then asked Asha's husband to explain about his relationship with the Anand family. He said that without the help of Anand he could not go ahead with his business. He also revealed that Anand also had contributed some share to his business which was not known to his wife. That had made him to depend on Anand family. He further told the worker that he wanted to return the share of Rs. 37,000 to Anand and manage the business independently. The worker told him that he wanted to discuss the issue with him and Asha. The worker expressed his willingness to meet them at their residence at a time convenient to them. Asha's husband agreed with the proposal and asked the worker to discuss the matter with Asha and fix the date and time. The worker told him that he would inform him within a couple of days after his next meeting with Asha scheduled for 30.12.1989. It was then decided that they would meet sometime during the second week of January 1990.

Interview with Asha

Asha met the worker at the School of Social Work at 2.00 p.m. When the worker asked about the progress made, Asha said that she had started taking meals with her husband and children. However, they were still not on talking terms. She said that she could not make a beginning yet. The worker said that her husband had agreed to the suggestion for a joint session in which the worker, Asha and her husband would participate. The worker asked Asha to fix a date and time during the second week of January, 1990. It was, then, decided that they would meet on January 8th at 9.00 a.m. The worker also told Asha to convey this message to her husband.

Interview with Asha and her Husband

Asha and her husband met the worker at the School of Social Work at 9.10 in the morning. They apologised for being late by ten minutes. Since both of them came together, the worker asked them as to how they came. Asha's husband smiled and said that they came together on his two-wheeler. The worker expressed happiness over the improvements they made in patching up

differences. The worker asked Asha whether they started talking. (She said that without talking it would not have been possible for them to come together.)

The worker expressed his desire to hear some more about other developments, if any, in the process of restoring normalcy in the family. Both Asha and her husband remained silent for a while. Asha's husband then said that things were normal at home. When the worker asked, "Is that so?", Asha said that on the mid-night of December 31st they were watching the New Year's TV programme and somehow conversation began to take place while they were making comments on various items and actors. That very evening onwards Asha and her husband began to sleep in the same bedroom.

The worker congratulated them for breaking the long spell of silence. He told Asha and her husband that it was a very important step that they had taken in the process of dealing with their problem. The worker then explained to them that the main problems they faced were two; one relating to the relationship and the other relating to their business. He explained to them that unless they restored normalcy in their relationship, forget and forgive each other, it would be difficult to find a lasting solution to their problem. One major reason which the worker could perceive was lack of proper communication between the two. The worker advised both Asha and her husband to try to share all their feelings and problems which they faced daily both in business as well as in other daily routine.

Asha's husband said that his wife was least bothered or interested about his business. Therefore, he preferred to refrain from sharing things about his business and related problems. Asha intervened and asked the worker as to why she should interfere in her husband's business.

She said that she did not know anything about the business and that she had nothing to do with that. The worker explained to her that she too had equal responsibility in the business of her husband. The person who runs the business also had feelings, emotions, want of love and care and appreciations. The worker explained to her that it was her duty to give a helping hand to her husband by way of encouraging and sharing of feelings etc. Once there was no such interactions, communication gap would widen and cause many other problems. The worker explained to her that the Anand family in one way was able to have a share in the business of her husband due to the problems her husband faced in the business.

Asha expressed surprise at this news and said that if her husband had told her about this problem, she would have given her gold ornaments and helped him. Asha's husband intervened and said that once he had mentioned to her that he wanted to mortgage her ornaments and take some money for business. That time she expressed her displeasure and said that it was a shameful act and that the public would speak about it. Asha then said that her husband never told her that he was indebted or his business was in danger of collapse. The worker told her that probably because of her attitude and lack of proper communication her husband had to look for other alternatives. Asha then asked whether she could still help her husband and get rid of the

partnership. She said that she was prepared to do anything to keep the Anand family way. The worker told her that probably she could still help her husband. That totally depended on her and her husband. The worker advised them to sit together and find out the possibilities.

The worker then suggested that they meet him every Saturday at 4.00 p.m. at the School of Social Work for some time. It was decided that they would meet again on 13.1.1990.

Observations

You might have noticed the following things:

1) The caseworker expresses support and encouragement to the clients when they made progress.

2) The caseworker tries to get the solution from the clients themselves and prepares them to accept the same, as it would benefit them.

3) You might have noticed that the first interview with both the husband and wife takes place after numerous individual meetings during which the caseworker prepares them. Further he sees that some changes have taken place in the behaviour and that the process can move on.

Interview with Asha's Husband

Asha's husband met the worker at the School of Social Work. He said that Asha was not feeling well and was suffering from fever. When the worker enquired about improvement in their relationship, he said that Asha was willing to give her gold ornaments for selling or for mortgaging. She also had a saving of about Rs. 6,000/-. The worker asked Asha's husband about his plans. He said that he was negotiating with Anand and Anand was ready to withdraw his partnership for Rs. 40, 000/-. That amount was more than what Asha's husband expected. The worker asked him about the opinion of Asha. Asha's husband said that Asha was willing to give any amount as she was keen in breaking her husband's relationship with the Anand family.

Asha's husband told the worker that during their conversation several times Asha raised suspicion about his morality and relation with Anand's wife. He further said that she had no reasons to doubt him. Asha's husband said that in fact he should suspect her more since she can no longer bear a child as her uterus was removed two years ago. The worker told Asha's husband that she might be at the stage of menopause and the women in that stage faced several problems. The worker explained to him some of the physical and psychological characteristics of that stage. He advised him that he should have more understanding and make her feel that he cared for her. He suggested to him that he should take her for entertainments etc. once in a while.

Asha's husband thanked the worker for his guidance and suggested that it would be worth if Asha herself was informed about the characteristics of the menopause period. The worker told him that Asha's husband could take her to a lady psychologist known to the worker. Asha's

husband told the worker that anything related with psychologist was not appreciated by her and that she had wrong information or feelings about it. The worker told Asha's husband that he was a better person to explain to her and make her understand that each stage of a human being's development was marked by physiological and psychological changes. To know, it was better that one consulted specialized physician in that subject. The worker suggested that it would be better if Asha's husband motivated her to meet some doctors.

Asha's husband thanked the worker and said that he would try to convince her. Asha's husband took details of the psychologists. It was then decided that they would meet on 31 1.1990 as the worker would be away during the following week. The worker also asked him to come along with his wife for the next meeting.

Interview with Asha and her Husband

Asha and her husband met the worker at the School of Social Work at 4.00 p.m. Asha's husband said that they had made up their mind to pay Rs. 40,000/- to Anand and relieve him of his partnership in business with effect from first of March, 1990. They had decided to mortgage ornaments and take loan amount of Rs. 30.000/- and the remaining to be adjusted from Asha's saving etc. The worker expressed satisfaction at their decision and wished them good luck. Asha's husband also said that Asha had been to the Lady Doctor at the Medical College and that she was satisfied with her meeting with the doctor. Asha told the worker that she expected to meet the doctor a couple of times more. Asha also said that there was lot of change in their family life and that peace and harmony was returning slowly. The worker explained to them that the success and the progress they were making were primarily due to the joint effort of Asha and her husband. He appreciated Asha and her husband for their cooperation, determination, interest etc. shown during the process of problem solving. Asha then requested that the worker in no case should share anything to anyone regarding their problem. The worker reassured her and reminded her that he had already promised them that he would keep everything confidential. It was decided that they would meet again on February 9th at 9.00 am which was a local holiday in Madhya Pradesh.

Interview with Asha

Asha met the worker at the School of Social Work. She said that her husband had been away in Kota, Rajasthan, since a week and would return only after another week. The worker asked Asha as to how she was getting along with her husband. Asha said that things had become almost normal. She said that she also had a lot of wrong feelings and misunderstandings about her husband. Asha expressed regret for her lack of concern and self centeredness, which caused many problems to her husband. That made the Anand family to take undue advantage. She said that her meetings with the Psychologist were useful. She also said that her husband expected a big business contract and if that came through, they could avoid mortgaging the ornaments.

She also said that there was tremendous change in his character and behavior. The worker told her to keep up the spirit and continue to cooperate with her husband.

Interview with Asha and her Husband

Asha and her husband met the worker at 4.00 p.m. in the school. There was no appointment. They enquired whether the worker could spare some time for them. The worker welcomed them and asked how things were. Asha's husband said that he had been to Rajasthan to make a business contract. He said that his mission was successful and that the work would start in the month of May, 1990. He told that as per their plans, he would mortgage the ornaments and relieve Anand from partnership. He expected to take back the ornaments from bank as soon as he got the first installment of the business contract from Rajasthan in the month of May. The worker appreciated the progress he made in his business. Asha's husband informed the worker that although Anand would be relieved of partnership he should continue as accountant as long as he had no problems with him. The worker suggested that Asha's husband should involve his son and also discuss business matters with him. The worker then told them that they could meet him after ten to fifteen days again.

Interview with Asha

Asha met the worker at the School of Social Work at 3.00 p.m. She informed the worker that her husband paid Rs. 40, 000/- to Anand and relieved him of his partnership. Anand continued to work as accountant. Asha told the worker that she was really satisfied and thanked God for all the blessings bestowed on her family.

Follow-up Home Visit

The worker made a follow-up home visit at 9.00 p.m. where he met Asha, her husband and children. The worker was told by Asha that Anand's wife stopped coming to their place. However, Anand kept visiting them once in a while although it was not as frequently as earlier. Asha's husband told the worker that he had decided to visit Anand's family along with his wife on every Saturday evening. He said that he was very careful about his business plans and he started involving his son in the process. The worker expressed satisfaction over the progress that Asha and her husband were making.

Interview with Asha

Asha met the worker at the School of Social Work at 2.00 p.m. There was no appointment. Asha said that her husband had gone to Rajasthan in connection with the business contract and that he would probably- get the first installment of the business contract. She expressed the hope of recovering part of the mortgaged ornaments. Asha then asked the worker, whether he shared her family problem with the workers wife. The worker assured her that he had not shared anything

like that and that there was no such need for sharing his client's problems. The worker advised her to forget all that had happened and go ahead cheerfully.

Interview with Asha's Husband

Asha's husband met the worker by chance at the General Post Office. He told the worker that from the first week of May he would be busy with the new business contract in Rajasthan. He also told the worker that two third of the mortgaged ornaments were recovered from the bank. His son was also taking keen interest in the business. He also told the worker that he was negotiating with some other parties for more business contracts. Asha's husband told the worker that he felt very much relaxed and comfortable. He said that he hardly had any more tension. The worker wished him good luck and appreciated him for his self-determination.

Interview with Asha

Asha met the worker at the School of Social Work. Asha told the worker that things were going peacefully and that there were no more problems. Her elder daughter passed H.S.C. with a first class. She said that she would ask her daughter to go for Home Science. The worker kept enquiring from Asha and her husband about their progress for a couple of months. In the month of September 1990, Asha's husband told the worker that he had recovered all the mortgaged ornaments and that once again he was having a good business. The worker felt that there was no need to do further follow-up and so the case was terminated.

Observations

You might have noticed the following things:

1) The case is terminated as the problem was successfully resolved to the satisfaction of the clients.

2) As one can notice, the role of the caseworker becomes lesser and lesser in the last few sessions. The clients begin to sort out the problems themselves. The caseworker merely encourages them and keeps tab on the progress.

Report of Social Case Work

Report on Social Case Work

Date of submission:

Comments by FWS

Date and signature

Report of Individual conference-V

Note: This will be the last individual conference where you will be meeting your supervisor for final submission of your field work journal. Complete reports of orientation visits, IC, self evaluation report, summary report of third semester field work and complete the checklist before the final submission of field work journal to your field work supervisor. After completion of field work journal, submit the journal to the Regional Centre.

Date:

Time:

Duration:

Name of the FWS:

Report:

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Date of submission:

Comments by FWS

Date and signature

Self Evaluation Report by Student

EVALUATION OF THIRD SEMESTER BSWG FIELD WORK

The following parameters will be used by your FWS as well as evaluator for evaluating your performance in field work practicum in the third semester. Based on the following parameters, write the self-evaluation report.

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 empathize 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 recognize and interpret the body language of the client.

6) Ability to help clients 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 clients 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 its 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 clients.

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.

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Self Evaluation Report by Student

You may write a brief report regarding field work, the experience you gained during the third semester of your field work practicum according to the set parameters namely knowledge, skills, attitude and development of professional self.

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Date of submission:

Comments by FWS

Date and signature

Summary Report of Third Semester Field Work

Summary Report of Third Semester Field Work
Orientation visits (Minimum 5)

S. No. Name of the agency Date

1. ……...

2. ……

3. ……...

4……...

5……...

Concurrent Visits
(Minimum 15)

S. no. Main activity in one line Date

1……

2……

3……

4……

5……

6……

7……

8……

9……

10. ……

11. ……

12. ……

13. ……

14. ……

15. ……

Individual Conference
(Minimum 5)

S. No. Place Time Date

1.....

2.....

3.....

4.....

5.....

6.....

7.....

8.....

9.....

10. .....

CHECKLIST

Dear Learner,

Kindly check if you have completed all the components of field work. Submit your journal for evaluation at the Regional Centre only when you have completed all the required components in the journal. 100 percent attendance is mandatory in field work. Incomplete journals will be returned back. Hence carefully see the checklist and once satisfied, submit to your FWS.

1. Read Programme Guide ☐
2. Read Guidelines for students ☐
3. Filled in Face Sheet I (self) and face sheet II (FWS) ☐
4. Fieldwork Practicum Certificate by Supervisor filled in and signed ☐
5. Filled in Log Sheet duly signed by Supervisor allotted by study centre ☐
6. Attended Induction Meeting and report written ☐
7. 5 Orientation Visits done and reports written ☐
8. 15 Concurrent Visits done and reports written ☐
9. Report of Social Case Work written ☐
10. 5 ICs attended; reports written ☐
11. Self Evaluation Report written ☐
12. Summary reports written ☐

GLOBAL COMMENTS BY THE FIELD WORK SUEPRVISOR

Note: It is mandatory for FWS to provide global comments on overall performance of the student based on knowledge, skill and attitude.

EVALUATION

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GRADE SHEET

Field Work Practicum

Third semester

Total Marks: 200

Evaluator through SED, IGNOU: 200

Criteria for Marking	Total Marks	Marks Obtained
1) Induction Meeting Attendance and Report	20	
2) Orientation Visits Attendance and Reports	50	
3) Concurrent Field Visits Attendance and Recordings	100	
4) Individual Conferences Attendance and Reports	30	
Total	200	

Marks Assigned: _____

In Words: _____

Signature and Date: _____

Name with Address

Note: A student needs to secure a minimum of 35% marks by evaluator (by SED) in order to Pass**.**

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