

Case work relationship

As the social animal, human beings cannot exist without the web of relationship. Growth and development of an individual largely depends on his/her relationships with others. Human relationships are indeed known for their warmth, comfort, security, nurture and emotions. Relationship is catalyst, an enabling dynamism in the support, nurture and freeing of people's energies and motivation towards problem solving and the use of help. Vital relationships between people arise out of shared and emotionally charged situations. According to Helen Harris Perlman, relationship is a human being's feeling or sense of emotional bonding with one another. It leaps into being like an electronic current or it emerges and develops cautiously when emotion is aroused by and invested in someone or something and that someone or something connects back responsively. We feel related when we feel at one with another in some heartfelt way. Relationship may be good or bad brief or enduring, complex and heartfelt or superficial and skin deep, swift and spontaneous or carefully built. But whatever its nature and substance, its dynamics are the presence, recognition, deposit, reception and responsiveness of emotion between individuals or between a person and an object or activity by which he/ she has been moved. The emotions and felt and shared may be joy as well as anguish, gratifications well as deprivation, hope and despair. It is remembered that any relationship that seeks to enable a person, child or adult to feel secure and move forward, to risk new learning and new experiences combines a warm acceptance of the person in his/ her uniqueness as a human being. Case work relationship goes much beyond merely a friendly relationship between the case worker and the client. Clients bring into the case work relationship their feelings, attitudes and behavior which they have experienced with others. The client therefore tends to react to the case work situation in a manner derived from his/ her personal experiences. Case work focuses on understanding the client, his/her psychosocial needs and making a contact to build the relationship. If this contact is to of any value at all, the client must have confidence in the worker's good faith and the worker must have respect for the client as an individual. It is the responsibility of the case worker to establish this relationship. The professional relationship is formed with the purpose of developing in the client personally satisfying and socially useful life. It is the individualized purpose which is unique to every relationship and is set to be achieved in each case. The conscious purposive and deliberate efforts to develop a helping relationship comprises of the following attributes:

Empathy-empathy means feeling with and into another person, being able to get into the other person's shoes. It may occur spontaneously or may be a carefully learnt listening with the third

ear and responding in tune to another person. Empathy involves looking at a situation/case from another person's perspective. Through empathy the case worker is able to convey to the client his/ her understanding of client's problem with accuracy and oneness. Empathy is different from sympathy which gives a bond of feeling of being helped by another person. The case worker conveys sympathy by saying statements such as "I understand how you feel", 'I can feel that you are feeling sad and upset'. By feeling caseworker's empathy, the client feels understood and important. It may be noted here that empathy does not mean the loss of objectivity. Case worker in a professional relationship with the client, remains objective by being aware of his/ her own emotional and reactive responses to persons and situations.

Warmth-By exhibiting an open warm attitude, the case worker is able to convey to the client his or her openness and concern to understand the client's problem, client's attitudes and sharing of experiences. Warmth is demonstrated by the worker when he/ she attends to the client with attention, listens patiently, gives confidence and conveys an understanding of the client's problem.

Genuineness -Genuineness is the product of life experiences that make it possible to be self observant, self aware and self accepting of strength and limitations. A genuine relationship consists of a consistent and honest openness and behavior matching with the verbalized intentions and values of social work.

Authority- Authority is an essential element of case worker client relationship. It does not mean domination or willful imposition. Client has the sole right to accept, reject or modify the advice given by the worker. Having authority does not make the worker superior to the client. It rather implies that the case worker possess the expertise in understanding, assessing and dealing with the problem faced by the client. Client goes to the worker and seeks help from him who has the authority of knowledge and skills someone who knows more than him/her.

Transference in case work Transference is a form of displacement in which the individual unconsciously displaces on to a current object with those drives, defenses, attitudes, feelings and responses which were experienced or developed in relationship with earlier persons in the individual's life. These transferred elements could be affection, attraction, liking or dislike and may occur at any point in helping relationship. Transference is said to have taken place when the client reacts in appropriately with excessive or distorted feelings towards the case worker. As seen in many case work relationships, the client often remarks to the worker, you are like a father, mother to me or may say let us be friends. Transference may also manifest itself in the

way the client reacts towards the worker by being very obedient, helpless and approval seeking. The worker has to recognize these nonverbal cues. The effort in the case work relationship is to maintain reality and to keep the client and the worker aware of their joint objective, their separate and realistic identities and their focus upon working some better adaptation between the client and his/her current problem.

Counter Transference: The case worker may also be expected to unconsciously transfer into the professional relationship, certain positive or negative reactions that are realistically uncalled for, for example, distrust, hostility or strong feelings of attachment. This phenomenon is called counter transference. Counter transference that is, transference on the part of the helping person. Any subjective involvement on the part of the case worker with the client or client's problem may be part of a real counter transference or it may represent only a single instance of loss of professional objectivity. To illustrate, let us take up the case of a medical social worker who worked at the emergency ward of the hospital and was handling a man who had brought his wife to the hospital in a critical condition from the road accident. The man was in a tension state of emotional trauma while narrating about the love for his wife and how the accident had taken place. The worker so moved with the details of the case that she began to identify with the man and somewhere related to his life with her own. Finally when his wife died, both the client as well as the worker sobbed. In this case the worker got involved with her own personal feelings and lost the objectivity. She had unable to provide the professional help that she ought to. The case worker must remain objective throughout the helping relationship and be aware of his/ her feelings. If at all they do crop up, they must be handled and controlled.

Significance of transference and counter transference In case work practice, there are three stages in dealing and using transference in social work.

1. understanding the transference

2. Utilizing the transference

3. Interpreting the transference

Understanding of the transference is essential for the worker as it helps to understand the behavior of the client and to recognize the significance in his development process. It also explains the present unconscious need of the client. Utilization of the transference depends on the understanding of the case worker of the phenomena. It explains many cures and treatments of emotional disturbances by life situations and by fortune relationship with other persons. The recognition of transference need permits for the establishment of a relationship between a case worker and a client which allows for the utilizations of such techniques as suggestions, advise,

counseling and education Relationship is the basis of all help. Therefore, the relationship does and should develop around the act of helping the client. Helping the client is the purpose of for which interaction takes place between the worker and client which is affected by their experiences of relating with people in the past, their expectations from each other and anxieties about the situation, values and principle governing their lives, likings and norms of behavior, knowledge and experience about the subject matter of interaction. If we know and remain aware of these, our interaction will be more realistic.

Interviewing in Social Case Work

Definition: An interview is a conversation between two or more people (the interviewer and the interviewee) where questions are asked by the interviewer to obtain information from the interviewee. Interviews can be divided into two basic types, interviews for assessment and interviews for information.

Meaning and Purpose of Interviewing

In the common sense, view interview means mere conversation between two persons. In this sense, any idle talk between two without having any purpose behind it may be called interview. But in social work the term “interview” is used in a special sense and it bears special significance. Interview in social work refers to a professional conversation between the social worker and the client. It is always guided by some purpose. The main purpose of interview in the social work is to secure information about client’s behavior, problems, resources etc to establish good relations between the client and the case worker, to explain the agency’s policy to the client to inform him about the services possible to be rendered by the agency and also to help the client release his anxieties and tensions.

Importance of Interviewing

A social worker cannot help the client in his social functioning effectively unless he has a clear understanding about the client’s behavior, problems and strengths to deal with the problem. An important tool by which a social worker can collect direct information about the client’s problem, behavior and resource is interview. It is true that social worker can secure information about the client by writing letters by reading his past records etc. but direct knowledge has special significance. However, direct and firsthand knowledge about the client can be had only through interview. Through interview, the social worker can secure information not only by asking questions and hearing answers but also by observing and interpreting the client’s mode of moving, talking etc. It also helps the worker to explain the agency’s policy to the client and establish **RAPPORT** with him by assuring him of all possible help. It enables the client to express his feelings of sorrows, sufferings and frustration to the worker and get a temporary relief from mental anxieties.

Techniques of Interview

Successful interview essentially requires the application of some techniques which are follows.

1) Acceptance

The success of interview depends on how the interviewer approaches the client when he comes in contact first time he may feel anxious and fearful. The interviewer should

approach him in such way that he develops feelings of being accepted by the interviewer. But it does not mean that interviewer should accept his anti-social behavior. What it implies is that the interviewer should accept him in the sense of understanding what is going on in his mind. This acceptance will reduce the anxiety and fear from the mind of client and lead to develop counter acceptance of the interviewer by the client. This acceptance will establish rapport between him which is an essential factor for successful interview.

2) Observation

Observation is by the most important stage and technique of interview. This is the stage when almost all the relevant information are collected. This is why during observation, the worker (interviewer) should keep his senses alert to observe 'what the client says' and 'what he does not say'. He should also observe when the client remains silent and what is communicated through silence and what is signified by the gesture and postures of the client to quote. It is less obvious to remark that we should not equally observe what he does not say, what significant gaps there are in the story. We should note also such things as bodily tension, excitability because; they supplement the picture given by the client's words.

3) Listening

Listening is an important technique of the interview. An interviewer who listens to the client with patience can know more about the client than one who does not listen with patience. Because a man who is under stress and strain seeks to get some relief from his anxieties and tensions by expressing to others how miserable his life is. If he finds a good listener, he will go on telling what he has not even been asked. But if he is given to understand that he is not being listened to, he may try to conceal many relevant things and get rid of the interviewer as soon as possible. This is why a good interviewer must be a good listener.

4) Listening before talking

Listening before talking is another important technique of interview. If the client is allowed to talk freely without any interruption from the interviewer, he will feel relaxed and go on expressing what is going in the top of his mind without any hesitation. This gives the interviewer an opportunity to become acquainted with the client to give answers to questions without their being asked and to suggest the method in which further approach should be made for collecting additional information, if required. It also enables the interviewer to see the problematic situation from the client's viewpoint.

5) The art of questioning

Perhaps the central method of interviewing is the fine art of questioning. The question should be asked in such manner as will create feelings of friendliness and cooperation, not of fear and suspicion in the mind of client. The question should be asked in the language with which the client is acquainted. Irrelevant questions and questions taxing the patience of the client should be avoided.

6) The art of talking and ,making comment:

Successful interview demands from the interviewer the skill in the art of talking and making comments. The interviewer should be cautious while making any comment on the client problems and behavior. He should make comment only for purposes similar to those for which the questions are asked to give reassurance and encouragement to the interviewee and to lead him to discuss further significant matters. In addition, the interviewer may talk for the purpose of giving information and suggestions are welcomed by the client.

7) Answering the questioning

Very often the interviewers are troubled by questions asked by the clients. The interviewer can establish good relationship with the client by answering these questions. Sometimes the interviewer may face questions whose answers are not desirable. In that case he may intelligently direct the attention of the client to his own problem.

7) Leadership or direction

Assuming the leadership by the interviewer through the interview session is a sign of skillful interview. The interviewer should allow free expression to the client. In many instances, the client's suggestions may be called upon to formulate future plan. But in any case, the interviewer should keep leadership in his own hand, because he possesses more experience, more professional knowledge and skill. He is well informed about the agency's policy and knows well how to go ahead with client's problem. This is why every interviewer should take the leading role in the interview. He should guide the conversation along the path that will enable him to determine whether or not he will be able to help the client and if so, what respect.

8) Interpretation

The purpose of the interview in social work is to understand the client's behavior and his problem and to help him effectively. But many factors about this may not be expressed by the client. They may be revealed through the gesture, postures, mode of talking and other movements of the client. If sufficient knowledge about the client and his problem is to be obtained from the interview, the interviewer must possess the skill to interpret the various

clues to the underlying situation which are presented by the client through his movement and mode of talking and behaving.

9) Closing the session

It is the last stage of the interviewing process. But the success of further interview, if necessary, depends on how the previous interview ends while closing one session the interviewer should give thanks to the client for taking the troubles. The interviewer should not be given any understanding that with this ends the relationship between him and the interviewer.

Essentials Conditions of a Good Interview

Good interview requires not only knowledge and skill rather knowledge and skill are likely to be ineffective unless certain preparations are made for interview and unless certain precautions are taken. Annette Gratte has mentioned four essential conditions of a good interview. They are as follow:

1) *Physical setting:*

Creation of the favorable environment condition is an essential condition of the interview. Such an environment should be created where the client will feel happy and free. The interviewing setting should be made free from any other interference so that the interviewing session is not interrupted. The physical setting of the interview should ensure some degree of privacy to the client. Otherwise, it will be difficult job to secure detail information from the client. Site for interview should be selected according to the convenience of the client as far as possible.

2) *Recording*

Since human memory has limitation, it is practically impossible for the interviewer to memorize the entire conversation of the client and recollect it when necessary. This makes recording an essential condition of interview. But the question is how for recording during the interviewing session is wise? There are certain things for example, name, dates, age, place of residence and employment etc. which may be recorded when the conversation goes on. It is expected that no client will mind to allow interval for record of these things. But if the interviewer remains busy in recording throughout the whole session it may create suspicion in the mind of the client and he may think that he is not being properly listened to by the interviewer. This may have adverse affect on the interview, because the suspicion mind of the client may lead him to conceal many things. In recording, the interviewer should take certain precautions so that the client does not feel disturbed. In writing down

the interviewer may use certain symbolic words which will enable him, in future, to recollect the whole phase of conversation.

3) Confidentiality

Very often in the social case work processes interview is designed to collect information about the private life of the client. The purpose of the interview will be achieved, and benefit will occur only when the client is assured that his private affairs expressed in the interview will not be disclosed outside. Thus, maintaining confidentiality constitutes an essential condition of a good interview.

4) Background knowledge

Interview is undoubtedly a complicated task, in interview, the interviewer is expected to take out many things from the client which he does not reveal in usual circumstances. This demands possession of adequate knowledge and skill by the interviewer. The interviewer is also expected to be well equipped with agency's policy.

Recording

A record literally means 'a formal writing of any fact or proceeding' and when used as a verb means 'to set down in writing or other permanent form'.

Types of Recording

From the literature available on casework recording no clear cut classification of records on the basis of their types is available. However, for our understanding we can give the following classification of recording. (a) Process (b) Summary (c) Verbatim (d) Non- Verbatim

Process Recording: Process recording is a form of recording used frequently by the caseworker. In this type, the process of interview is reported and is a rather detailed description of what transpired with considerable paraphrasing. It preserves a sequence in which the various matters were discussed. It includes not only what both the worker and the client said but also significant reaction of the client and changes in mood and response. In this the interview and observation go hand-in-hand. It may be verbatim or non-verbatim reproduction.

Summary Recording: Summary is a good device for organising and analyzing facts. Summary points into meaning and relative importance of material gathered. A careful summary made at appropriate intervals reduces bulk, clarifies direction and saves the workers, time. Summary is commonly assumed to be a review or recapitulation of material that has already appeared in the record. It may be either topically arranged or may appear as condensed sequence. "A digest of significant facts in the client's history which has previously been recorded". Summary could be a diagnostic summary, periodic summary or closing summary. The closing summary is a summary made at the time the case is closed. To be most effective it should be written by the worker who was responsible for the case at the time of closing.

The periodic summary is simply the summary of material previously recorded and is made at more or less regular intervals or at the end of more or less definite episodes in the family history.

Verbatim Recording: It is reproduction of factual data in the individual's own words. It is commonly used in casework because of its accuracy and objectivity. However, it should not become a mechanical reproduction of information because casework as an art requires an intelligent selection and rearrangement of material. As a part of training of the worker, verbatim recording may be of value in developing objectivity.

Non-verbatim /narrative recording: Narrative recording has been and still is a predominant style of recording. It is the style found in newspapers and magazines. It is the way we speak of the day's events, it is the way we write letters, and it is the ways we keep diaries. Narrative form of recording is preferred for reporting acts of practical helpfulness, events and most of visits or conferences. It may

be used for the contents of the interview in all instances except when the process itself and use of relationship have special significance.

Purpose of Recording According to experts, recording in social casework serves the following purposes:

As an aid to practice: The fact that recording has improved the practice of social casework is now well accepted and is considered as the most important device to develop one's skills in this area. Records help in diagnosis and treatment. It enables the caseworker to analytically reflect upon and improve his or her practice thus enabling efficient interviewing and intervention. As the caseworker gives the information collected, an organised and structured form, analysis and critical thinking becomes easier.

Case records are essential for refreshing the memory, especially when cases stretch for too long and the worker may lose track of detail. They also enable better planning for the next interview and provide the opportunity to rectify previous mistakes. This knowledge when passed on to a new worker ensures that the same mistakes are not repeated.

As an aid to administration: Records, also serve as important tools of administration. They serve as an index for the correction of policies and practices. Further they also give an insight into the caseworker's ability and ensure continuity if the caseworker is transferred, or resigns. They help the agency in not only evaluating the caseworker but also in the evaluation and reappraisal of the existing and as well as future services. Records are also of great importance when client is referred from one agency to another for specialized services, as they ensure continuity. Further they allow sharing of information between agencies.

As an aid to teaching and supervision: Records aid teaching and supervision in that they add to the body of knowledge of social work and make this knowledge communicable. They provide an opportunity to the students to organise and present information and observations, reflection and action in a systematic manner. It is useful for reflecting on one's role and reactions in an interaction. Recording serves as a tool for supervision and evaluation whereby a teacher can encourage students to analyze and interpret data, expressing their individuality through it. Supervision encourages the cultivation of better recording skills and better casework as a result. It can be used in systematically training the students and is an important device to introduce students to practice.

As an aid to research: Records can be used for social research and planning they are the chief source of material for research done on such important subjects as the effectiveness of casework as a social

work method. Records contain accumulated experience of social workers which can be translated into statistical form and thereby help in finding solution to social problems.

Purposes of recording in casework

- _ helps in diagnosis and treatment
- _ enables more effective interviewing and intervention As an aid to practice
- _ contributes to analytical reflection and improvement in casework practice
- _ useful for organising and structuring of information/ aids orderly thinking
- _ refreshes the memory of the worker/increases understanding
- _ enables better planning for subsequent interview
- _ useful as a guide to new worker in correcting past mistakes
- _ useful as an index for correction of policies
- _ ensure continuity if any caseworker discontinues a case

As an aid to _ ability of caseworker can be gauged

Administration _ useful for future reference

- _ useful in evaluation of agency
- _ Allows sharing of information between agencies
- _ helps in supervision and training of students

As an aid to teaching l adds to body of knowledge of social work, which is and supervision made communicable

- _ enables students to develop analytical and interpretative skills
- _ easy method of introducing students to practice

As an aid to research l useful for social research and planning

- _ contains accumulated experience
- _ can help in providing statistical data on social problems

Principles of Recording

How we wish, especially in the initial stages of practice that there were some fixed rules and perfect procedures, which could guide us in writing case records. However there is no such thing as an ideal or model record. Record is a flexible instrument, which should be adapted to the needs of the case. Each case is different, the conditions of work hold marked differences and the recording therefore, rests not on following an outline, but in the mastery of certain component processes. Given below, are the attributes one looks for in a good case records whereby we can judge it to its merits. They can be termed as principles of casework recording as they serve as guidelines for writing records.

- 1) Accuracy, objectivity, simplicity, clarity and briefness should be observed in writing records.
 - 2) Facts and their interpretation should be distinguished as it leads to objectivity. Inferences should be drawn in an impartial manner without attempting to influence the judgment of the reader (e.g., frequent fights between the husband and wife might lead the caseworker to interpret that she dislikes or hates her husband).
 - 3) Record must be orderly in its arrangement and it is not possible unless the writer has thought out in advance what should be included and then has set out the material in a logical sequence.
 - 4) A long record is not necessarily a good record. Records should neither be too long nor too short.
 - 5) The casework records are not meant to be literary masterpieces, therefore they should be written in simple language and simple style.
 - 6) A telling verbatim quote can sometimes depict a situation much better than a narrative description, therefore, wherever possible reaction of the clients should be recorded in their own words.
 - 7) There should be certain degree of uniformity and standardization as to the form of observation.
 - 8) A record should have readability and visibility and should contain a clear and concise presentation of the material.(E.g. content can be organised under topical heading such as interviews, home visits, contact with collaterals. Letters, medical reports etc filed at appropriate place.)
 - 9) To maintain clarity and accuracy avoid using words which are vague, ambiguous and likely to be misinterpreted by the readers. (e.g. “middle aged, perhaps etc.)
- Note taking as far as possible should be done immediately after the interview is over. If done during the course of interview it may not only hamper the full participation of caseworker in the process but may make the client feel that she is not getting the full attention of the caseworker.
- 10) It should always be made clear who are involved in the situation, which is addressing whom and what are the sources of information.
 - 11) The details of every significant subject or situation should be given.
 - 12) One should not record the self-evident, the insignificant, the familiar, and the repetitive.
 - 14) Any record should show clearly the nature of the problem presented or the request made; what the worker thinks about the situation; what the worker and client know about it; what relevant family group and community factors are involved; what the change or movement of outcome are.

Material to study:

Case Recording: Concept

After the interviewing process is over the caseworker has the obligation to record the interview. The language of interview now has to be translated into the language of the record (file, forms, computer). According to Kadushin recording can be seen as a part of the interview process. Through the act of recording the interview continues in the mind of the interviewer after it is terminated. It is a retrospective living of the encounter. As a consequence the interviewer of necessity, has to selectively decide which aspects of the interview were more significant. She has to systematically organise a somewhat messy experience.

What is a Case Record?

Taking cue from this we can define case record as a written account of the casework proceedings. However, from the above statement one should not conclude that case recording is an easy, routine and simple task, far from it, its a highly skilled and complex task. Recording is an important and integral part of casework procedure and is an output of the activity of the casework. The importance of recording lies both in the process as well as the product.

For, an individual who is planning to become a caseworker, the art of record writing is worth striving to develop and perfect, not only because case recording is an essential part of good casework and is becoming a more important factor with the increasing complexity of social treatment, but also because the case record is fortunately or unfortunately often used as one of the important indexes of the caseworkers ability. A question often asked is, why do we need to write records? Do they really serve any purpose? The importance of case records can be ascertained when we look at their functions and the varied purposes they serve.

Counseling

Counseling someone with personal problems is very common. Although training and experience in counseling is beneficial, everyone has the potential of helping another by listening and talking through his/her difficulties. Counseling with a successful outcome can be done by a friend, relative and neighbor as well as by social workers, psychologists and guidance counselors. This is not to say that everyone will be successful at counseling. Professional people, because of their training and experience, have a higher probability of being successful.

It can be defined as

Counseling is essentially a process in which the counselor assists the counselee to make interpretations of facts relating to a choice, plan or adjustment which he needs to make. - Glenn F. Smith }

Counseling is a series of direct contacts with the individual which aims to offer him assistance in changing his attitude & behaviors. - Carl Rogers

From the counselor's perspective counseling can be divided into three phases;

(1) building a relationship

(2) exploring problems in depth

(3) exploring alternative solutions, with the client then selecting a course of action.

Successful counseling gradually proceeds from one phase to the next, with some overlap of these stages. At the end of a series of counseling interviews there is often the fourth phase of "evaluation".

The counseling process can also be conceptualized from the client's perspective. For counseling to be successful, clients must give themselves a progressive series of "self-talk" (that is, clients must arrive at having certain thoughts and beliefs). These self-talk stages are:

Stage I – Problem awareness: " I have a problem".

Stage II – Relationship to counselor: " I think this counselor will be of help to me".

Stage III – Motivation: " I think I can improve my situation".

Stage IV – Conceptualizing the problem: “My problem is not over-whelming, but has specific components that can be changed”.

Stage V – Exploration of resolution strategies: “ I see there are several courses of action that might try to do some thing about my situation”.

Stage VI – Selection of strategy: “ I think this approach might help and I am willing to try it”.

Stage VII – Implementation: “ This approach is helping me”.

Stage VIII - Evaluation: “ Although this approach takes a lot of my time and effort, it’s worth it”.

The advantage of this conceptualization of the counseling process is that it presents a framework for improving the effectiveness of counseling. When counseling is not helpful , this framework indicates, by examining the self-talk of clients about the counseling they are receiving, the reasons for no progress can be identified. Once these reasons are identified, then needed changes can be made in the counseling process.

In counseling client there is another crucial area that counselor need to be aware of, and learn to effectively handle: namely, the emotional reactions of clients to having a personal problem.

Kubler ross (1969) provides five stages – Denial, Rage and Anger, Bargaining, Depression and Acceptance. In presenting these five stages, he warns it is a mistake to expect that all terminally ill patients will methodically pass through all five stages. Some never reach the fifth stage of acceptance. Others may display reactions from two stages at the same time, for example, anger and denial. Still others may waver from one stage to another reaching the depressed stage, and then returning to an earlier stage of denial or anger.

It is asserted here that Kubler Ross’s five stages are common emotional reactions that clients have when they are confronted with evidence that they have a personal problem. With a better understanding of these emotional reactions, counselors will be more effective in selecting appropriate intervention strategies.

HEALTH CARE

Social workers are important members of the healthcare teams and provide medical and emotional treatment in hospitals, clinics, and other medical and health care settings. The work together with doctors, nurses, administrators, and other professionals to help patients and their families cope with chronic or terminal illnesses. Social workers who work in health care assess patient's needs, set up an aftercare program, educate patients and their families, and help them deal with emotional problems associated with illness. Social workers help facilitate discharge and provision of supportive services for post-hospitalization by providing patients and their family caregivers with information and referrals.

Employers:

- Health Care Organizations (such as the American Lung Association)
- Nursing homes
- Acute Care and Rehabilitation Hospitals
- Rural Health and Specialty Clinics
- Hospices and Home Health Agencies
- Public Health Department
- Group homes

MENTAL HEALTH/CLINICAL SOCIAL WORK

In the common instances when people need mental health services to cope with life's stressors; clinical social workers are utilized. Clinical social workers are the largest group of professionally trained mental health providers in the nation. Social workers in this field supply more than half of counseling and therapy services. All clinical social workers must have an MSW. They must be licensed or certified in the state in which they practice.

Employers:

- Psychiatric Hospitals
- Family Service Agencies
- Residential Treatment Centers
- Sheltered Work Settings
- Community Mental Health Centers
- Employee Assistance Programs
- Schools
- Substance Abuse Treatment Program

FAMILY SERVICES

Social workers provide support services for families to enhance family functioning. Examples of services include counseling, family therapy, and family life education.

Employers:

- Domestic violence prevention affiliated agencies
- Family Counseling Agencies
- Mental Health Clinics

CHILDREN SERVICES

Child welfare workers practice in family-based services that address children, youth and families. A social worker in this field may counsel children and youth who have problems or have difficulty adjusting socially. She/he may work to protect or intervene on their behalf when they are abused or neglected. Child welfare may advise foster care in cases where parents cannot or will not protect and/or provide for their children. Social Workers will then work with the courts to find adoptive homes for children.

Employers:

- Public/Private Child Welfare Agencies
- Legal services agencies
- Adoption agencies
- Foster care agencies
- Child care agencies
- Family Preservation and Reunification Services

EMPLOYMENT/OCCUPATIONAL SOCIAL WORK

A growing practice field for occupational or corporate social workers is in employment assistance program (EAP's). The social worker may be the owner of the EAP or be employed by large corporations, business or unions, mostly in urban and industrial settings. They help employees deal with a large range of problems including work stress, substance abuse, domestic violence, single parenting, depression, eating disorders, vocational rehabilitation, takeovers, layoffs, etc. In this way, social workers assist corporations their organization and processes to improve effectiveness, creativity, productivity, and morale.

Employers:

- Employee Assistance Programs (EAP's)
- Businesses
- Private Consulting Firms
- Corporations
- Labor Unions

GERONTOLOGY

There is a tremendous need for social work with older persons and their families. Social workers help older adults maintain independence. The social worker arranges income assistance, organizes recreational groups and support groups. A social worker in this field would improve the quality of life for elders.

Employers:

- Nursing Homes
- Senior Centers
- Hospitals and Medical Centers
- Hospice Program
- Mental Health Centers
- Employee Assistance Programs
- Legal Services

PUBLIC WELFARE

Social work in public welfare entails administration, implementation, monitoring, and program evaluation of the public welfare system. Social workers provide information on how to apply for public assistance and other benefits, review eligibility requirements, and arrange for services. They also train and supervise staff while setting and evaluating standards and criteria for service delivery.

Employers:

- Public Welfare Agencies
- Private Social Service Agencies

SCHOOL SOCIAL WORK

School social workers work closely with teachers, administrators, and other professionals to help children with physical or learning disabilities as well as emotional problems. They provide counseling and referral services for a range of concerns including family problems, domestic violence, child abuse, neglect, and poverty. They serve as a liaison between family and school and often between school and community. Internationally to work in schools as a school social worker Certificate required.

Employers:

- Special Education Centers
- Counseling Centers
- Special Education Placement Offices
- Counseling Centers

- Early Intervention Programs

CORRECTIONS AND JUSTICE

A social worker's activities in corrections and justice are diverse, providing the chance to use a range of skills. Social workers in criminal justice make recommendations to courts, serve as expert witnesses, do pre-sentencing assessments, and provide services for prison inmates and their families. They focus on rehabilitation by providing therapy, drug and alcohol addiction and basic life skills training. Many social workers become probation officers or parole officers. They help ex-offenders access supportive services upon release from prison. Social workers may arrange for a half-way house, job training, employment, remedial classes, counseling, child care and / or transportation.

Employers:

- Victim Restitution Programs
- Courts
- Police Departments
- Prisons
- Juvenile Detention Facilities