

Chapter Nine

GENERIC TOOLS IN SOCIAL WORK PRACTICE Most important and commonly used in work with all kinds of client systems are the interview, social work records, communication, community resources, and program and activities. INTERVIEWING A face to face meeting between the worker and client; a direct conversation, an event composed of a sequence of physical and mental experiences that occur when and where a helping professional practitioner and a client talk to one another Usually the first contact person between client and the worker a critical tool communicating with the client, collecting information, determining eligibility, developing and implementing service plans. SKILL Required for an Effective Interview 1. Skill in relating with the interviewee 2. Skill in Observing the interviewee 3. Skill in listening 4. Skill in asking questions 5. Skill in answering personal questions 6. Interpreting the client response Conducting the interview Practice will help a worker become a more effective interviewer. Below are suggestions for conducting an interview. 1. Prepare for interview 2. Always start by making the client feel comfortable 3. Use your intuition or sixth sense 4. Exercise care in the use of interview instruments like intake and surveys forms 5. Be conscious of time 6. Do not rush into direct action or help without fully understanding the clients situation 7. The interviewer should have the proper deportment. Communication Is a term derived from latin word COMMUNIS which means make common ELEMENTS OF COMMUNICATION PROCESS 1. Source 2. Message 3. Channel 4. Receiver Communication Skills Process of giving and receiving a message 2- way exchange between sender and receiver necessitates that the receiver gets the intended message as intended by the sender Involves many skill (or Sub Skill) Active Listening Responsive Listening - Combines talking and listening Downloaded by Eutech1126 (eutech253@gmail.com) IOMoARcPSD|33444725 Summarized and Encoded by: M. Duran BUCSSP- FOR BOARD

EXAM ONLY. - Indicates that worker heard and understood the client and is responding to his/her message INVOLVES SIX SEPARATE SKILLS • Attending- communicating interest in what the client is saying or doing • Using silence- meaningfully pausing to give client time to think and respond • Paraphrasing- restating the client's thought in own words • Summarizing- condensing the content and identifying essential themes and ideas • Questioning- probing for information, confirmation understanding the client's emotional perspectives and communicating this understanding Questioning Skills- questions provide a systematic way on understanding and accepting feelings Direct Types of Questions • Closed Ended- calls for specific answer • Open Ended- enables the client to define, discuss or answer the question in any ways she chooses • Leading- used when it is desirable for the client to continue to explore the subject at hand. • Responding- usually follows the lead of the client's response • Answer and Agree- the client is expected to answer in such way as to agree with the worker Paraphrasing • Worker restates clients words and ideas in own word not (not the same as repeating or parroting what the client says) • Defining feature of accurate paraphrasing is on interchangeability with client ideas. • Focuses on immediate statements without adding to one altering the meaning of the client's statement. Overcoming Listening Obstacles • Be aware of various barriers • Be conscious of filtering the client's message • Be patient • Encourage trust • Control noise • Stay focused • Avoid making assumptions • Manage personal reactions • Remember that listening does not mean agreeing • Be aware of blind spots Defining the relationship Contracting- negotiating the intended purpose of the helping relationship Using Immediacy- evaluating the quality of the relationship in terms of its contracted objectives Using workers self-disclosure- reducing and normalizing client's negative feelings Recordings • Serve as tools that guide worker and client proceed with the lack of problem

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

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

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Encoded by: M. Duran BUCSSP- FOR BOARD EXAM ONLY. The agency may also be placed on an adequacy-inadequacy continuum, in terms of quantity and quality of services being provided, personnel standards, etc. Community Resources are almost indispensable to social workers, the intercessor-mediator role of the social worker is meaningful because there are resources that can be availed. Social Workers: • Know their community resources • Are up to date on their

knowledge(because of change of agency's policies and procedures) • May also know of resources that are available to the people in a community • To include in their responsibilities the acting alone with the clients to see to it that resources are made available to the people • Should look beyond what is familiar or common knowledge (resource are just waiting to be tapped and mobilized) NOTE: when there are particular resources needed that are not available, the worker together with the client participation may have to create needed resources

Programs and Activities- denote a general class of activities each of which consists of an interconnected series of social behaviors that usually in infused with meaning and guide by performance standards from the larger culture. Activities a SW can use to serve a variety of purposes:

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

Activity Dimensions • Prescriptiveness- the degree and range of rules or other guides for the conduct of participation in the activity • The form and source of controls governing participant activity: whether another person, a fellow participant, or

rules/instructions relevant to the activity • Provision for physical movement: the extent to which participants are required or permitted to move about in the activity • Competence required for performance: the minimum level of ability required to participate in the activity (some activities require special skill and ability) • Provision for participant inter-activeness: the way the activity locates and engages participants so that verbal and non-verbal interaction is required or provoked

- Reward structure: the types of gratification and rewards available (praise, legitimate tension release, improved skill)

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

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

Group Variables include:

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