

SOCIAL WORK METHODS II (WORKING WITH GROUPS)

• GROUP

- Consisting of two or more individuals at least
- Combined with the same goals or passions
- Has a social, emotional, and cognitive exchange in a single or multiple interactions.
- These interactions are enough to allow the participants to develop impressions of one another, establish standards for how they should work together, set objectives for their collective authority, and strengthen their sense of unity so that they perceive themselves and each other as a unique entity separate from all other collectivities. (Webster, 1988 in Mendoza, 2003)
- Ex. family, friends, workgroup, hobby groups, treatment groups
- A mere gathering of people does not constitute a group. (Mendoza, 2003)
- Aggregate - a straightforward gathering of individuals who are in the same place and are typically influenced by one another, without a strong connection or meaningful contact; they may even share some traits, but they are not formally structured.

• GROUP DYNAMICS

- A set of actions and mental processes that take place either within or between social groupings (intra-group dynamics and intergroup dynamics, respectively).
- The study of how people behave in groups, including how they join and interact with other group members.
- In 1947, Kurt Lewin first used the phrase "group dynamics." He defined this idea as how people behave and respond in response to shifting conditions, both as a collective and as individuals.

• GROUP COMPOSITION

- Refers to the two crucial group-related activities that the worker must complete: choosing the group's members and determining its size.

• GROUP FORMATION

- Forming, Storming, Norming, Performing, Adjourning
- The act of organizing a group so that it can begin to operate and advance toward achieving a goal.



• GROUP DEVELOPMENT

- Alterations throughout time to the group's internal procedures, structures, and culture.

• PROGRAM MEDIA

- Programs that are excellent for improving group dynamics can also be used for other goals, such as improving participants' environments, fostering a sense of accomplishment, sublimating and channeling particular impulses, actualizing issues in ongoing social situations, and symbolically resolving issues and

emotions that participants are unable to verbally express.

• SOCIAL GROUP WORK

- A social work methodology
- Main objective: Improving social functioning by using the group
- Additionally seeks to influence and transform personal, group, organizational, and community issues while doing so in an educated manner through intentional group experiences (Linday and Orton 2008).
- a method of providing one-on-one assistance to clients in small, in-person groups to influence the clients' desired behaviors. (Vinter, Robert)
- A strategy for working with individuals in groups (two or more) to promote social functioning, personal development, and the accomplishment of goals that are desired by society.
- A social work approach that makes use of group processes to help men develop healthy social skills.

• CLASSIFICATION OF GROUPS

• NATURAL GROUPS

- associations that develop on their own accord due to occurrences in nature, a mutual need among members, or an affinity between people.

• PRIMARY GROUPS

- A primary group is one where people trade implicit goods like support, affection, care, worry, and so forth. Family groupings, romantic connections, crisis support groups, and church groups are a few examples of these. Primary group relationships are frequently enduring and self-serving. They also offer a source of support and encouragement, as well as psychological comfort, to the people engaged.

• FORMED GROUPS

- Groups that are formed as a result of outside influence or action are known as formed groups. Usually, these groups are founded with a specific objective in mind. Formal groups include committees, teams, therapy groups, and encounter groups.

• SOCIAL GROUP

- is a social entity made up of two or more people who communicate, have a shared identity, and work toward the same objective.

• IN-GROUPS

- An in-group is any group to which you belong as well as anybody else who is thought to be a member of that group. Members of the same group hold favorable opinions of one another and treat each other with preference.

• OUT-GROUPS

- A group that we perceive as essentially distinct from ourselves is known as an out-group, or a group to which we do not belong.

• TASK GROUP

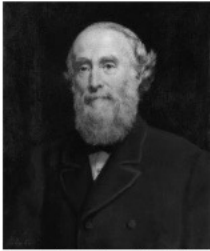
- a team of individuals together to complete a specific task
- Five C's: Control, Conflict, Communication, Consensus, and Cohesion.

- **TREATMENT GROUP**

- Treatment groups can be therapeutic, focusing on trauma and significant life changes that group members are facing, or educational, teaching participants about the condition or situation they are experiencing. They can also emphasize growth and learning new ways of thinking and behaving.

- **HISTORY OF SOCIAL GROUPWORK**

- **1800's**



- George Williams led the devoted workers in the Bridgewater drapery shops to adopt a more pious lifestyle.

- The Young Men's Christian Association (YMCA) was founded

in London in 1844 as a result of the draper shop groups' success.

- 1855 - Similar movements organized by women began in two locations in England, with less of a connection to the church:
- Emma Roberts, who led her friends in a prayer union
- The General Female Training Institute was founded in London by Mrs. Arthur Kennard to train nurses who were returning from the Crimean War.

- **1889 – “THE SETTLEMENT MOVEMENT”**



- Jane Addams is credited with starting the US settlement movement when she established the Hull House in Chicago in 1889.

- Research, Reform, Residence

- **THE PLAYGROUND AND RECREATION MOVEMENT**



- The initiative, which highlighted the value of such group experiences in a child's social and emotional development, was backed by schools and other social agencies.

- Following World War I, social scientists also started concentrating on community-based groups.

- Frederic Thrasher, a Chicago-based researcher on juvenile delinquent gangs, was among the first to do this.
- According to Thrasher, each gang member has a standing inside the organization that is related to the practical role they play in the gang.

- **1910-1920**

- People involved in community service, recreation, and adult education started to see the full benefits of group work.
- Self-help, informal, and recreational organizations were by nature the ones that laid the groundwork for group work

- In addition to labor union organizing in industries, they may be found in settlement homes, neighborhood centers, Ys, Scouts, Camp Fire Girls, Jewish Centers, and more.

- **1920's to 1930's**



- Mary Richmond wrote on the significance of "small group psychology" after realizing the

benefits of working with groups.

- Political scientist Mary P. Follett predicted that social problems would "emerge from the creation of groups in the neighborhood" in her book "The New State" published in 1926.



- In 1933, John Dewey, the man who founded the concept of progressive education, discovered the benefits of small groups.

- According to Dewey, the social group work technique applies the ideas of progressive education to small, casual

groups in leisure contexts.

- **1930's THEORETICAL BASES**

- Small group theory gained traction in the 1930s, particularly Charles Cooley's distinction between the Primary and Secondary groups.
- Furthering our understanding of groups was Ferdinand Tönnies' proposal to distinguish between GESSELSCHAFT and GEMEINSCHAFT.
- Psychoanalytic theory, learning theory, field theory, social exchange theory, and system theory

- **1930's – PROFESSIONALIZATION AND LITERATURE**

- Clara Kaiser was the first instructor of group work at Western Reserve University at Cleveland's School of Social Work.
- After Grace Coyle moved to New York in 1935, she kept working on the course. Group work was taught in part as a field of practice and in part as a method.
- The true historical distinction between the two is that group work did not first become formally associated with the social work profession until much later, at the 1935 National Conference of Social Work. In contrast, casework quickly became associated with the profession. (Schwartz)

- **1930's**

- The American Association for the Study of Group Work was established in 1936 with the goal of elucidating and improving group work theory and application.
- Under the direction of Arthur Swift, this group founded the National Association for the Study of Group Work.

- Group work started to be discussed as a separate topic by 1939, mostly because of the National Conference of Social Work.
- **1940's to 1950's**
 - Group work's association with the social work profession grew more robust.
 - The 1950s saw a rapid expansion of knowledge and theoretical advancement in the area of small groups.
 - The National Association of Social Workers (NASW) was founded in 1955 when group workers and six other professional organizations joined together.
- **1960's**
 - It saw the fall in popularity of group services due to the movement away from specializations and toward a more generalist perspective of practice, as well as a decrease in the number of professional group workers.
- **1970's to Present**
 - In 1978, *Social Work with Groups*, a professional journal, reappeared in the late seventies.
 - It was decided to create "The Association for the Advancement of Social Work with Groups."
 - In 1979, a group of group workers from the United States and Canada got together to host an inaugural Annual Symposium for the Advancement of Group Work.
- **HISTORY OF SOCIAL GROUPWORK IN THE PHILIPPINES**
- **BEFORE 1960's: SOCIALIZATION GOALS**
 - The origins of groupwork can be seen in the rise of socio-civic activities during American colonial authority. The YMCA (1911), YWCA (1926), and Boy Scouts of the Philippines (1936) were some of these movements.
 - Prior to these movements moving into the training of workers along the various organizations' unique programs, volunteer leadership was the norm in these groups.
 - Social skills and social values
 - For the first several decades after their establishment in the nation, group-serving social institutions prioritized socialization.
 - The Philippine Youth Welfare Coordinating Council trained out-of-school youth in leadership and skill development through groupwork.
 - Foster Parents Plan Inc. also started setting up mothers' clubs to encourage citizenship education, effective job placement, and conscientious parenting.
 - The Philippine Mental Health Association ran a juvenile delinquency prevention program in a few City of Manila areas from 1958 to 1959.
- **1960's: PREVENTION, TREATMENT, AND DEVELOPMENTAL GOALS**
 - Parents' groups were arranged by the mental health organization Special Child Study Center, Inc. to assist parents in comprehending, accepting, and managing the illnesses that affect their children.
 - In its Day Care Center, the Philippine Mental Health Association treated emotionally disturbed patients
- through group therapy sessions that included psychodrama.
- In the 1960s, a lot of group work was also done in the area of government housing and resettlement. Social workers from the Department of Social Welfare at the time contributed significantly to the project.
- Graduate social work students at the University of the Philippines were convinced to do developmentally oriented group work in government housing community centers.
- Students from the Philippine Youth Welfare Coordinating Council and the Philippine School of Social Work at the University of the Philippines worked with youth groups with the aim of socialization and development.
- In addition to working with impoverished families on an outpatient basis, the UP Department of Social Work and the St. Luke's Hospital field placement program for social workers also pursued therapeutic aims in the hospital's psychiatric ward.
- **1970's: EMPHASIZING DEVELOPMENTAL GOALS**
 - The Department of Social Welfare, which changed its name to the Department of Social Services and Development in 1976, carried out services and programs for the poorest thirty percent of the nation's population.
 - The United Nations' designation of the First Developmental Decade in the 1960s and the Second Developmental Decade in the 1970s encouraged the focus on developmental social welfare.
 - Social workers developed programs for responsible parenting, family life education, daycare, leadership development, and self-employment help.
 - These efforts were made easier by the "barangay approach," which refers to using the worker's point of entry as the foundation for problem identification and prioritization.
 - While social workers working in orphanages gave their wards group experiences for socialization, social workers in juvenile/domestic relations courts also used groups to assist legal offenders with group experiences aimed at socialization and/or resocialization.
 - A lot of awareness-raising initiatives were launched in response to the imposition of martial law (1972–1981), to help impoverished people in both rural and urban areas recognize that a lot of their issues were caused by societal situational flaws.
 - Social workers assisted individuals in organizing and using themselves as the primary resource through "community group work." Again, social workers were almost always working with small groups when they put forth effort along this line.
- **PHILOSOPHICAL AND KNOWLEDGE FOUNDATION**
- **PHILOSOPHICAL FOUNDATION**
 - **BELIEFS**
 - Inherent worth and dignity of every human being.
 - People can make a wise judgments, and when allowed to accept responsibilities they tend to behave responsibly.
 - Democratic process is inherent in social groupwork,

- Personalities grow and develop in groups that accept them and are accepted by them.
- The person is more important than the activity.
- **PURPOSES**
 - Corrective -Restorative and remedial
 - Preventive - When there is a risk of decline, preventive measures are taken to forestall and avert social and personal breakdown.
 - Normal development and growth
 - Individual improvement
 - Participation and duty in citizenship
- **OBJECTIVES**
 - Individualization: personal development and greater acceptance of individual differences
 - An increase in the ability to participate in decisions made through group discussion and reasoned reasoning
 - Growth of Participation Capability
 - Growth of the feeling of acceptance and/or a welcoming and friendly social environment
- **GUIDING PRINCIPLES**
 - 1. Purposeful worker-group relationship
 - 2. Planned group formation
 - 3. Specific objectives
 - 4. Continuous individualization
 - 5. Progressive program experience
 - 6. Guided group interaction – the heart of social groupwork
 - 7. Democratic self-determination
 - 8. Flexible functional organization
 - 9. Resource utilization or mobilization
 - 10. Cultural setting
 - 11. Human needs
 - 12. Evaluation
- **BASIC ASSUMPTIONS**
 - People are unique even though they share some characteristics.
 - The person is a **WHOLE INDIVIDUAL** who is linked with others, not a distinct entity.
 - Humans have the ability and strength to **LOVE** in return, in addition to having the basic wants to **BE LOVED**.
 - However, doing this requires a persistent effort to overcome prevailing tendencies and counteract external factors that could hinder, stifle, or reduce this ability.
- **BASIC CONCEPTS**
 - The experiences of early life have a significant role on personality development.
 - Humans are able to **GROW** and **CHANGE** during the course of their lifetimes.
 - A healthy group life, both inside and outside the family, is crucial to a person's overall growth.
- **KNOWLEDGE FOUNDATION**
 - **ESSENTIAL ELEMENTS:**
 - **GROUP AS THE CLIENT**
 - **INTRA-PERSONAL: INTERNAL DYNAMICS (PERSONALITY)**
 - Innate ability to adjust and evolve (cognitive, emotional, and locomotor)
 - The self is a result of a multitude of variables (biological, psychological, associational, objectives and ideologies, and life history)
 - **INTER-PERSONAL: GENERATIVE DYNAMICS**
 - Relationships between employees and members
 - **SOCIAL: EXTERNAL DYNAMICS**
 - Peer group, school, church, neighborhood, family, etc.
 - **CONCEPTUAL FRAMEWORK FOR GROUP DEVELOPMENT**
 - the accomplishment of transformation in those who have issues with their social functioning. The group acts as both the **CONTEXT** and the **MEANS** of achieving the intended changes.
 - The group as the treatment's **CONTEXT** (the group acts as the main setting for change)
 - Using the group as a **MEANS** of treatment (the group acts as a catalyst for transformation)
 - **FACTORS THAT ATTRACT PEOPLE TO JOIN A GROUP**
 - The group's incentive properties
 - Members' similarities and attractiveness
 - Group objectives and pursuits
 - Group atmosphere - refers to the degree of connection and warmth individuals feel for one another, the pride they have in belonging to a group, and the readiness to communicate thoughts and sentiments honestly and candidly.
- **CHARACTERISTICS OF SOCIAL GROUPWORK**
 - When clients educate each other (i.e., learn from each other) how to meet their human needs through democratic group processes under social work auspices, the job is social work and hence social work with groups.
 - When the goal of a social group work activity is to help clients learn from each other, the practice is considered social work.
 - When social workers and social agencies pledge to support one another in assisting each group member to act in accordance with their own and other members' needs simultaneously, that is social work and social work with groups. Conflict resolution techniques as well as the understanding that individuation—rather than individualization—is necessary inside the membership group are covered in (Falck 1984, 1988, 1989).
 - When social workers and organizations pledge to assist group members in learning from one another and from and via the worker how to effect change outside of their group, it is social work with groups.
 - When clients are continuously assisted in realizing the morally and scientifically established fact that every person's actions have a substantial impact on others

within and outside of the group, that work is considered social work.

- **WHAT IS NOT SOCIAL GROUPWORK?**

- The goal is personal transformation without continuous reference to, engagement with, or consideration for other participants (often called "casework with an audience").
- Essentially, the group serves as a venue for private or personal advantage.
- Since the social worker is referred to as the group leader and acts in that capacity, the clients are by definition followers of the leader.
- Psychopathology and treatment are used as a framework to explain member behavior and interventions.
- The primary focus of the group membership experience is incidental to social change and social action, which are byproducts.

- **USES OF GROUPS IN SOCIAL WORK**

- **FOR EFFECT ON PARTICIPANTS**
 - socialization/re-socialization
 - acquiring or changing self- image/identity
 - motivation
 - attitude change/formation
 - change/formation/modification of values and beliefs
 - behavioral change
 - sense of belonging
 - Support
 - education/learning
- **FOR COLLECTIVE PROBLEM-SOLVING**
 - work on common/joint tasks or projects
 - Dealing with social situations/problems (ex. crisis, family rejection, etc)
- **FOR CHANGE IN THE SOCIAL SITUATION/ CONDITIONS**
 - modification of the institution or social systems within which the group exists

- **HOW GROUPS EFFECT CHANGE? (TLM, 2003)**

- **THE GROUP AS MEDIUM OF CHANGE**
 - Target: Individual member
 - Source of influence: Group
 - Social workers facilitate group procedures to accomplish objectives.
- **THE GROUP AS TARGET OF CHANGE**
 - Target: Group
 - To modify individual members, the group as a whole or certain aspects/conditions may need to be altered (size, composition, climate, structure, etc.).
- **THE GROUP AS AGENT OF CHANGE**
 - Target: Social environment
 - group is not the focus of desired change
 - Group activities are directed towards changing or reorienting aspects of the sociocultural environment that place demands, create pressure, and put constraints on the group, which can negatively impact the group's growth and ability to fulfill its goals.

- Techniques: sharing of information, influencing, bargaining, negotiating, pressuring, confronting, etc.

- **GROUP STRUCTURE AND PROCESSES**

- **STRUCTURE**
 - the configuration or interaction of every component that makes up a whole
 - patterns in interpersonal relationships that emerge and endure over time (Garvin and Glasser)
 - Formal: Task forces and social action groups may nominate officials or have elected leaders.
 - Informal: (counselling and/or support groups)
- **STRUCTURAL PROPERTIES:**
- **SIZE**
 - refers to the quantity of people in groupings.
 - limits the quantity and caliber of communication that group members can have without negatively impacting their interpersonal relationships.
 - Enables people to communicate more directly and intensely
- **COMMUNICATION STRUCTURE**
 - Who speaks with whom over what
 - There might be vocal or nonverbal interactions.
 - Group-centered communication patterns are preferred over leader-centered ones.
 - The process of conveying and exchanging ideas and meanings through the use of symbols, such as words, sounds, gestures, and motions, is known as communication.
 - "Top-down" – hierarchical
 - "bottom-up" – community-based
 - group-focused as opposed to leader-focused
- **AFFECTIONAL STRUCTURE**
 - It is clear from the interaction process (acting and reacting):
 - Some people are attracted to one another and grow to enjoy one another, whereas others find others repulsive and despise them.
 - Natural attraction may arise from having values and traits that are complementary or comparable.
 - Unconscious needs: these can include rivalry or competition, unfulfilled affection from a parent or parent figure, and sibling strife.
- **POWER STRUCTURE**
 - The organization, control, and achievement of the group's objectives are made easier by some kind of power or influence.
- **SOURCE OF INFLUENCE:**
 - **a. Reward Power:** This type of power stems from B's (a single member) belief that A or the group as a whole is able to respond to B's actions with either positive or bad repercussions. For example. commendation, symbol, rewards, etc.
 - **b. Coercive power:** is the belief held by B that A has the ability to eliminate positive results or inflict adverse or negative consequences in response to

B's behavior. For example, being chastised and having certain rights taken away

- **c. Referent Power:** is the influence that A possesses due to his or her popularity and/or respect, which causes B to identify with them; it is the broadest power range.
- **d. Expert Power:** This type of power is predicated on the idea that an individual possesses a particular set of knowledge or abilities that are reliable.
- **e. Legitimate Power:** is the influence a person has as a result of their standing in the organization and/or the duties that come with it.

○ LEADERSHIP STRUCTURE

- **Position theory** - According to the theory of position, the leader is at the top and everyone else is a lesser leader. There are various ways to become a leader, such as election, appointment or designation by a higher authority, or occasionally seizing control—usually by manipulation—which bestows authority or influence over others.
- **Trait theory** - also referred to as the "Great person" idea of leadership, this theory postulates that leaders possess unique personal qualities that set them apart from others.
- **Style theory** - **Authoritarian:** leaders have total control over their followers' actions and determine key plans, programs, and goals; **Democratic:** Encourages members to participate as much as possible in all choices that have an impact on the group; and **Laissez-faire:** is defined by the leader's minimal involvement or input.
- **Situational theory** - Rather than being a product of the leader or what they do, leadership depends on the circumstances.
- **Distributed functions approach to leadership or functional leadership theory** - Group perspectives are used to analyze leadership; comprises establishing group objectives, choosing and carrying out actions to reach the objectives, and supplying resources required to enhance group cohesion.
- **Interactional leadership model** - equal emphasis is placed on the group, its members, the worker who serves as its chosen leader, and the setting in which the group operates.

○ ROLE STRUCTURE

- **Roles:** describes the socially accepted patterns of conduct expected of a person in a particular position; it aids in our understanding of what a person is doing or attempting to do.
- Every group depends on its members carrying out a range of roles.

○ GROUP NORMS

- The spread of behavior - "nahahawa"
- Through the group's exposure to outside influences
- Through members with a high rank who have accrued "idiosyncrasy credits"

- By groups diagnosing and adjusting their own norms to make them more in line with the objectives and available resources of the group; "hiya" at "pakikisama"
- By a third party consultant
- Through dialogue in groups
- by people who are risk-takers and have a high sense of self-worth

○ STATUS

- the individual's proximity to the group's hub of communication
- carrying out or continuing a specific type of action
- a person's role in the communication network and the nature of their employment

• GROUP PROCESSES

- Assessment, Action-planning, Implementation, Evaluation, Termination
- Process - "A specific method of doing something that typically involves a number of steps and operations"

• MAJOR CONCEPTIONS IN GROUP PROCESS

- **Group process as changes in the conditions of the group as a whole**
 - those alterations in group member interactions and activities that are connected to shifts in goal attainment and group maintenance.
 - only those relationships that are inherent in characteristics that appear at the group level of social organization
- **Group process as developmental sequence that groups go through**
 - The idea of group proves here refers to a group's transition from one social organization level to another.
 - Preparation, establishment of the group, integration, dissolution and reintegration, upkeep and functioning, and termination.
- **Group process as the interaction processes**
 - Content: the topic or assignment that the team is completing
 - Procedure: the interactions and interactions among group members during group work
 - Pressures or changes brought about by interpersonal relationships and social interactions

○ CONFORMITY

- denotes caving in to peer pressure or the majority in order to get acceptance or avoid wanting to stand out.
- Expedient conformer and True conformer

○ COMPETITION

- indicates competition, reduces innovation, effort coordination, division of labor, assisting and sharing, and cohesiveness. It also encourages poor communication, mistrust and suspicion, member resentment, and a negative attitude toward the group and its goals

- **COOPERATION**
 - indicates collaboration, fosters innovation, improves effort coordination, emotional investment in group success, aiding and
 - distributing
- **DECISION MAKING**
 - a crucial step in the process of solving problems as a group; encourages participation and allows for the pooling of information, resources, and attitudes from each member.
 - **Four types of decision-making procedures:**
 - **Voting:** is typically used in traditional leadership settings, but it can cause issues in group-centered decision-making when a leader is absent and no vote is requested.
 - **Consensus:** To arrive at a conclusion, a group of people will typically offer ideas, which are then discussed and judged by the group as a whole until someone feels that a decision is being made.
 - **Postponing decision:** Delaying a choice by saying "agree to disagree" Because the minority is not compelled to endorse something that goes against their beliefs, it protects them against the majority's will.
 - **Delegation of decision-making authority:** Giving people or small committees the ability to make decisions—who may be able to do it more quickly than larger groups.
- **GROUP THINK**
 - a method of problem-solving when ideas are adopted without carefully weighing their benefits and drawbacks; strong pressure is applied to a group member who raises concerns about what would otherwise seem to be a consensus.
- **CONFLICT**
 - denotes a strong dispute or collision of concepts, priorities, etc.; there are two or more persons involved and there is
 - perceived values or goals that are mutually exclusive between the parties
 - "Win-lose"; "Yield-lose"; "Lose-leave"; "Compromise"; "Integrative"
- **GROUP COHESIVENESS**
 - The degree to which a group's members want to stay together—the culmination of all the factors influencing members to stay together—has been shown to be a motivating factor for members to advance the goals of the group, contribute to the welfare of the group, and engage in group activities.
 - Determinants: Motive base for the attraction; Incentive properties; The individual's expectancy concerning outcomes
 - Group's properties that influence their attractiveness: attractiveness of members; similarities among members; group goals; type of interdependence among members; group activities; leadership and decision making;
- structural properties; group atmosphere; group size
- Consequences of group attractiveness: maintenance of membership; power of a group over members; participation and loyalty; personal consequences
- **THEORIES ON SOCIAL GROUPWORK**
 - **SMALL GROUP THEORY**
 - explains how social interaction, particularly in small groups, affects behavior.
 - sheds light on a variety of group topics, including leadership, decision-making, group processes, group development, and group structure, group norms' development, scapegoating, group power dynamics, and the connection between group activities and other group processes.
 - **ATTRIBUTION THEORY**
 - Attribution theory is concerned with how individuals interpret events and how this relates to their thinking and behavior. Heider (1958) was the first to propose a psychological theory of attribution, but Weiner and colleagues (e.g., Jones et al, 1972; Weiner, 1974, 1986) developed a theoretical framework that has become a major research paradigm of social psychology. Attribution theory assumes that people try to determine why people do what they do, i.e., attribute causes to behavior. A person seeking to understand why another person did something may attribute one or more causes to that behavior. A three-stage process underlies an attribution: (1) the person must perceive or observe the behavior, (2) then the person must believe that the behavior was intentionally performed, and (3) then the person must determine if they believe the other person was forced to perform the behavior (in which case the cause is attributed to the situation) or not (in which case the cause is attributed to the other person).
 - **SOCIAL COGNITIVE THEORY**
 - Albert Bandura's Social Learning Theory (SLT) was the precursor to Social Cognitive Theory (SCT) in the 1960s. It asserts that learning takes place in a social setting with a dynamic and reciprocal interaction of the individual, environment, and behavior, and it evolved into the SCT in 1986. The focus on social influence and both internal and external social reinforcement is what makes SCT special. SCT takes into account the various ways that people learn and retain behavior in addition to the social context in which that behavior is displayed. The idea considers an individual's past experiences, which influence the likelihood of behavioral activity.
 - **SYSTEMS THEORY**
 - The multidisciplinary study of systems in the context of a bigger, more complicated system is known as systems theory. The idea that the whole is larger than the sum of its parts is the central idea of systems theory, irrespective of the subject to which it is applied.

- This indicates that some aspects of the whole, or the complex system, cannot be simply explained or justified when focusing only on any one of its systems, or its parts. Instead, it is necessary to consider how smaller systems interact with the larger complex system in a holistic manner.
- The goal of systems theory is to explain and generate theories regarding features that appear in complex systems but do not appear to be possible in any one system within the total. The term "emergent behavior" describes this. When a complex system exhibits emergent behavior, it indicates that it possesses features that its constituent parts do not show by themselves.

○ SIX TYPES OF SOCIAL SYSTEM (PINCUS AND MINAHAN)

- Change agent system
- Client system
- Target system
- Action system
- Professional system
- Problem identification system

● PHASES IN GROUP DEVELOPMENT

WATKINS	GARLAND, JONES, & KOSOWSKI	KOSOWSKI	SAARI & SAARESTY	WELLES	WELLES
Pre-group phase • Pre-group • Public pre-group • convening	Pre-affiliation	• Preparatory Stage • Planning stage and intake	Origin Phase		Initial Convening
Group Formation Phase		Orientation Stage	Formation Phase	Beginning Stage (Emergence of some group feelings, organization and program)	Formation
Integration, Disintegration, Reintegration Phase	• Power and Control • Intimacy	Exploring and Testing the Group	• Intermediate Phase I • Revision Phase • Intermediate Phase	Development of bond, purposes, cohesiveness	Conflict/ disequilibrium
Group Functioning Maintenance Phase	Differentiation	Problem-solving and Stabilization	Maturation Phase	• Strong group feeling, goal attainment • Decline of interest, less group feeling	Maintenance
Termination Phase • Pre-termination • Termination	Separation	Termination	Termination	Ending stage	Termination

● PHASES OF GROUP DEVELOPMENT (HARTFORD)

○ 1. PRE-GROUP PHASE

- What takes place prior to the formation of a group, as well as the actions of the worker or group organizer.
- Private pre-group phase
- Public pre-group phase
- Convening phase

○ 2. GROUP FORMATION PHASE

- The group gets organized.
- The goals and norms evolve, and the group roles begins to develop during this phase.
- The worker assumes a leading role by utilizing the program's media to create a pattern of member participation that will aid participants in beginning to feel like they belong.

○ 3. GROUP INTEGRATION, DISINTEGRATION, REINTEGRATION PHASE

- **Integration:** Sense of group bond or "we feeling" becomes to be apparent
- **Disintegration:** Disagreement on issues and interpersonal problems occur
- **Reintegration:** Greater degree of interdependence, more defined rules, and more solid relationships and structures

○ 4. GROUP FUNCTIONING AND MAINTENANCE PHASE

- Most likely, the group will get down to business and finish its chores. Group culture, style, norms, and behaviors are established during this phase.

○ 5. TERMINATION PHASE

- **Pre-termination:** The group is ready for the impending conclusion.
- **Termination:** The real conclusion (last group meeting)
- **Post-termination:** Time after the group disbands and includes arrangements to meet again as a group if wanted.
- **Mourning:** central theme

● HELPING PROCESS IN SOCIAL GROUPWORK

○ 1. PRE-GROUP FORMATION ACTIVITIES

- Conceptualizing the group service
- Announcing the group service and recruiting members
- Preparing logistics
- Enlisting community support

○ 2.1 INDIVIDUAL-FOCUSED ASSESSMENT AND PLANNING

- In social work with groups, preparation and assessment are typically done individually with potential members before moving on to the group as a whole.
- Pre-group interviews/ intake
- Individual client profile
- Case assessment/ problem definition
- Action planning
 - ✓ Formulating goals
 - ✓ Establishing specific helping plans

○ 2.2 GROUP-FOCUSED ASSESSMENT AND PLANNING

- Group composition
 - ✓ Selection of members
 - ✓ Size of the group
- Group creation
 - ✓ Task function
 - ✓ Maintenance function
- Group modification
 - ✓ Temporary modification
- Attribute
 - ✓ Descriptive attributes
 - ✓ Behavioral attributes
- Group formation
 - ✓ Common concerns
 - ✓ Norms and rules
 - ✓ Schedule and venue of group session
 - ✓ Group goals
- Program media
 - ✓ refers to the spoken or unspoken actions that a group takes to accomplish its objectives. (activities)

○ 3. PLAN IMPLEMENTATION

- refers to all worker interaction, group action, and activities that the group system directs toward the

accomplishment of both individual and collective objectives.

- providing all specialized and associated services that are relevant to the issue at hand in light of the planning and assessment that have been done.

▪ Aspects of Plan Implementation

- ✓ Interventive roles of the worker
- ✓ Resources and services to be used
- ✓ Problems and constraints

▪ Worker stances during the helping process

- ✓ The direct stance
- ✓ The facilitating stance
- ✓ The permissive stance
- ✓ The flexible stance

○ 4. EVALUATION

- In group work, evaluations are conducted at two levels: that of the individual member and that of the group collectively.
- Regular/ periodic evaluation
- Terminal evaluation

○ 5. TERMINATION

- can be completed individually (open-group) or concurrently for every member at once (closed-group).
- Pre-termination
- Termination
- Post-termination

- Validation of feelings
- Scanning
- Listening, identifying conflict and feelings
- Confronting affect
- Definition of roles
- Reaching for consensus
- Identifying process
- Making the problem a group issue
- Mobilizing the group as a therapeutic agent
- Holding the group responsible for sharing information
- Making a member a part of the group

○ PROBLEM-SOLVING SKILLS

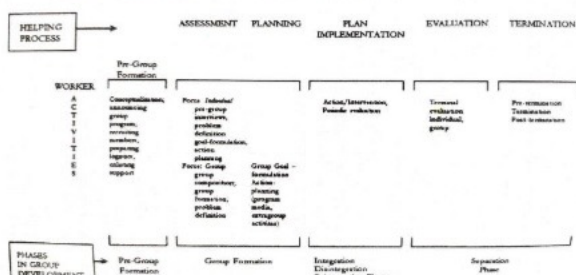
- Identifying need for a decision and assisting implementation
- Clarifying
- Suggesting alternatives
- Asking for feedback
- Focusing
- Demand for work
- Partializing and prioritizing
- Mediating
- Negotiating
- Identifying areas for work
- Confronting the problem

○ GROUP COUNSELING

- Six to eight students typically participate in therapy groups, where they meet in person with one or two licensed group therapists to discuss their main concerns. Members communicate honestly and listen to one another, sharing their opinions and feelings about each other's actions and words. Through these encounters, members can test out various approaches to being with people, develop more efficient methods to interact, and gain a better understanding of themselves and others. Members are required to maintain the strictest confidentiality regarding the substance of the group meetings. They are free to discuss their personal experiences with whoever they wish, but they are not allowed to reveal the identities of other participants or what they say outside of the group.

Figure 1.

THE HELPING PROCESS AND THE PHASES IN GROUP DEVELOPMENT



• MICRO SKILLS IN SOCIAL GROUPWORK

- Clarifying
- Rephrasing
- Framing
- Focusing
- Reflecting
- Reality Testing
- Confronting
- Interpreting
- Setting limits
- Exploration

○ AFFECTIVE SKILLS

- Reaching for and exploring feelings
- Reaching for feedback
- Identifying resistance
- Staying with the resistance
- Identifying nonverbal cues
- Connecting behavior to feelings

○ FAMILY COUNSELING

- The goal of family counseling, also known as family therapy, is to address the emotional, behavioral, and psychological difficulties that lead to family problems. Family members will collaborate with a counselor or therapist to establish and preserve a positive relationship.

○ GROUP THERAPY

- In group therapy, multiple therapists work with multiple clients concurrently. It is a type of psychotherapy. There are several places where this kind of therapy is accessible, such as community centers, hospitals, private therapy offices, and mental health clinics.
- While group therapy is frequently incorporated into comprehensive treatment plans that also include

individual therapy, it is occasionally utilized on its own.

- **FAMILY THERAPY**

- Family therapy is a kind of care intended to address problems that particularly impact the mental well-being and functioning of families. It can assist each family member in fostering closer bonds, enhancing communication, and handling disputes within the family unit.

- **SOCIAL GROUPWORK MODELS**

- In social work, a "model" is a conceptual design meant to address a real-world issue.

- **REMEDIAL MODEL (ROBERT VINTER, 1967)**

- The remedial model concentrates on the dysfunction of the individual and uses the group as a setting and tool to change abnormal behavior. This method of approaching group work highlights how useful it is in removing the unfavorable circumstances of people whose behavior is viewed negatively by society.
- The Remedial Model states that the group can be utilized to address issues with social and personal adjustment relationships. Vinter claims that "attention to such issues confirms the profession's illustrious goal of assistance to the most vulnerable. Restorative models are viewed more as a therapeutic strategy that aims to assist the socially inappropriate to enhance interpersonal relationships through supervised group activities.
- **Treatment Sequence:** Intake, Diagnosis and Treatment Planning, Group Composition and Formation, Evaluation, and Termination.
- **Strategy of Intervention:**
 - Direct means of influence
 - Indirect means of influence
 - Extra group means of influence

- **RECIPROCAL/ MEDIATING MODEL (WILLIAM SCHWARTZ, 1961)**

- This model was first shown by Schwartz in 1961. This particular model is founded on humanistic psychology and open systems philosophy as well as an existential viewpoint.
- Society and individuals depend on one another because they possess reciprocal needs. When there is disruption to these shared goals, which lead to conflict.
- Only when interested parties use all of these inner resources to try to grasp their issues at that precise moment can this conflict be resolved.
- The relationships that group members have with the worker, with each other, and with the group as a whole are the main focus of this paradigm.
- The relationships between the group members display the traits of the group.
- The ongoing and reciprocal interactions between groups of members and the worker as well as the group are highlighted in this concept.
- It emphasizes the objective and activities that develop naturally and are determined by the group's emotions. It holds that each party's deep engagement in the current circumstances will lead to the achievement of their goals and objectives.

- Together as well as individually, the client and the worker challenge the existing issues to the best of their abilities.
- The problem's sensation and action components are particularized, synthesized, and generalized using fundamental educational processes.
- Differences between kinds and different groups are not made in this model because it is assumed that it can be used to a wide range of situations.
- Both the individual and the group are important in this concept elements. It seems that the worker's job is facilitative depending on the strength and ability of the mutual help mechanism to look after itself.

- **DEVELOPMENTAL MODEL (BERUSTEIN & LOWY, 1965)**

- The faculty members are the ones that designed this model of Boston University under Berustein's direction 1965. Lowy is the primary designer of the evolving prototype. This method views groups as having "a degree of self-governance and independence, but the to and for them and their members to flow, between. It is essential to them and their social environments that presence, feasibility, and accomplishments.
- Its main foundation is the dynamics of intimacy and closeness that develop over time among the members.
- When determining the appropriateness of worker interventions, the degree of intimacy is considered.
- Study, diagnosis, and therapy are conceptualized at the three levels of the individual, the group, and the environment.
- This model draws information from conflict theory, group dynamics, and ego psychology as developed by Erikson.
- The group worker does research, makes diagnoses, and administers care.
- The employee has relationships with the community, organization, team, and individual members.

- **DEVELOPMENTAL MODEL (EMMANUEL TROPP)**

- People are not seen as being sick or healthy, but on a scale ranging from socially functional (adequate), to dysfunctional (inadequate), to eufunctional (optimum)... continually able to move up this scale in a life-long developmental process of self-realization
- Two essential features of developmental social work with groups: (1) Recognition of the human being as the main source to be utilized, and (2) interpersonal relationships, more specifically social role performance, as the focus of concern
- **Major themes:** Humanistic, Phenomenological, Developmental

- **INTERACTIONIST APPROACH (WILLIAM SCHWARTZ)**

- The interactionist approach describes how biological and environmental factors interact to produce psychological traits, illnesses, and behavior. It acknowledges that the interplay between the effects of nature and nurture must be taken into consideration in order to explain and forecast behavior.
- William Schwartz formulated the Interactionist Approach, which holds that individuals and their surroundings have a symbiotic relationship. Consequently, social work serves to "mediate the process through which the

individual and society reach out to each other through a mutual need for self-fulfillment."

- According to Schwartz, social work plays a most potent role in society when it focuses on the interaction between the individual and the social rather than the individual or the social. He recognizes the necessity for a force to protect people's symbiotic strivings and maintain their relationship because there is a lot of "reaching, pressuring, and straining that go on between people and their instructions." According to Schwartz, social work's role is to mediate people's interactions with the different systems that they use to maintain their links with society, including their families, peer groups, social agencies, neighborhoods, schools, and workplaces.
- **Four major features of group in this approach:**
 - The group is a collective in which people face and interact with each other;
 - The people need each other for certain specific purposes;
 - People come together to work on common tasks; and
 - The work is embedded in a relevant agency function
- **Phases:**
 - Tuning in
 - The Beginning
 - The task (Middle Phase)
 - Transitions and Endings (temporary and permanent ending)

• CRISIS INTERVENTION APPROACH

- Crisis = the event + the individual's crisis-meeting resources + other concurrent stressors + the individual's perception of the event.
- "upset in a steady state"
- In a state of crisis, there is a temporary disturbance in one's equilibrium resulting in immobilization of problem-solving abilities and other aspects of daily functioning.
- It is not considered a disease or a pathology, but a part of the normal growth process.
- Crisis intervention is situation-specific and action-oriented. It has to do with current issues, the here and now. Once the crisis passes, people need support to get back on their feet. It's a short-term, goal-oriented strategy.
- Most of the time, people have stable, homeostatic lifestyles. Events that disrupt homeostasis arise throughout life, and in order to reestablish equilibrium, the person must use all of their resources—physical, psychological, emotional, intellectual, and social. Crisis is a period of psychological disequilibrium experienced as a result of a hazardous event or situation that constitutes a significant problem that cannot be remedied by using familiar coping strategies. It can occur when that balance is not quickly restored or when a solution to the challenge is not immediately apparent. Normal coping mechanisms cannot handle the circumstance, which has several negative effects, such as (i) mental anguish, (ii) a diminished sense of personal worth, (iii) the inability to enjoy social interactions, and (iv) reduced ability to complete tasks, all of which contribute to the experience of a crisis condition.

- Crisis Intervention: process of actively influencing psychosocial functioning of individual, families and groups during crisis
- Tasks: a) Concrete assistance and services and b) Psychosocial intervention
- A facilitator assists a group of people in processing their reaction to a traumatic or extremely stressful event through the Critical Incident Stress Debriefing (CISD) method. CISD is a type of crisis intervention that aims to lessen the traumatic effects of an event by promoting a sense of community among those who have experienced similar things, enhancing good coping mechanisms, and providing trauma education following the traumatic incident. This can assist in giving someone a place to process after going through a traumatic or stressful situation.
- **Main Elements of a Crisis**
 - Stressful event or precipitation stress
 - ✓ Hazardous circumstance or experience – natural disaster
 - ✓ Developmental/ maturational stress – becoming a parent
 - ✓ Transitional, situational stress – relocating
 - Perception of stress – threat to important life goals, security, or affectional needs
 - Response phase characterized by an acute period of disequilibrium manifested in rising tension – marked discomfort and disturbance in thinking, feeling, and day-to-day behavior
 - Resolution phase – the problems caused by the stressful event are resolved adaptively or maladaptively depending on the nature and perception of the stressful event
- **Two Major Goals of Crisis Intervention**
 - To cushion the immediate impact of the disruptive, stressful event(s); and
 - To help those directly affected as well as significant others in the social environment mobilize and use their psychosocial capabilities, interpersonal skills, and social resources for coping adaptively with the effects of stress.
- **Target Population**
 - Individuals in crisis (e.g., victims of rape and domestic violence)
 - Those in collective crisis (e.g., victims of natural disasters); and
 - Those associated with persons in crisis (e.g., professionals and volunteers helping people in crisis)
- **Advantages of Group Crisis Intervention**
 - The crisis group allows the ventilation of feelings and emotions in the presence of others in the same situation;
 - Group support helps to assuage pain and offers hope;
 - Group sharing helps to mobilize personal strengths and resources;
 - Group participation makes for mutual assistance in considering alternative ways of coping with the crisis; and
 - Group members help each other in identifying community resources that may be needed for problem-solving.

- **Special Features of Crisis Intervention Groups**
 - Membership may be open or closed, depending on the situation and need.
 - There is no rule about group size, but membership ranging from four to twelve is considered more manageable.
 - Groups are time-limited, usually up to six sessions per person.
 - Group process is usually accelerated in a crisis group because of the sense of urgency inherent in crisis and the constraint of time limits.
 - The worker assumes a very active directive role in order to hold on to the goal of the crisis group which has to be achieved within a tight time structure.
 - Individual assessment of group members is necessary because individuals differ in terms of vulnerability to crisis and crisis-coping ability.
- **Four-Step Approach in Group Crisis Intervention**
 - Step 1: The Search for the Precipitating Event and Its Meaning to the Client.
 - ✓ It enables the worker to formulate the client's dilemma
 - Step 2: The Search for Coping Means Utilized by the Client
 - ✓ It helps the client and the worker to identify what has been tried by way of resolving the problem and what has not worked.
 - Step 3: The Search for Alternative Ways of Coping that Might Better Fit the Current Situation
 - ✓ It helps the client to mobilize new problem-solving efforts and to take action on the basis of consideration of new alternatives
 - Step 4: Review and Support of Client's Efforts to Cope in New Ways; Evaluation of Results
 - ✓ It brings closure to the problem-solving experience, hopefully underscoring the gains made by the client.
- **Critical Incident Stress Debriefing**
 - Critical incident – is any incident, situation or event that can cause powerful or overwhelming, even unusual reactions from those exposed to it.
 - Critical incident – is any incident, situation or event that can cause powerful or overwhelming, even unusual reactions from those exposed to it.
 - CISD is a tool to achieve the following purposes:
 - ✓ Assist victims to deal positively with the emotional effects of a severe stress-producing event.
 - ✓ Provide education about current and anticipated stress responses.
 - ✓ Provide information and support for coping and stress management.
 - **How CISD is done?**
 - ✓ **A. Administrative Preparation**
 - ✓ **Timing-** held immediately after the critical incident for 3-4 hours
 - ✓ **Physical arrangement-** not more than 10 participants; uninterrupted use of room/ space; privacy
 - ✓ **Facts of the critical incident-** the facts of the incident and roles of the participants should be discussed.

- ✓ **A. Administrative Preparation**
- ✓ **4. The debriefing group** – the composition of the briefing group should be discussed. As much as possible, individuals with the same experience should be group together.
- ✓ **5. Announcement of debriefing** – assistance should be offered in preparing debriefing announcements.
- ✓ **B. The CISD Process**
- ✓ Phase I. Start up
- ✓ Phase II. Sharing the Crisis/ Stressful Experience
- ✓ Phase III. Understanding Symptoms/ Stress Responses – Physical, Emotional, Cognitive, Behavioral, Spiritual
- ✓ Phase IV. Understanding Grief and Loss
- ✓ Phase V. Coping with Stress
- ✓ Phase VI. Planning for Contingency
- ✓ Phase VII. Summarizing and Evaluating

- **SOCIAL GOALS MODEL (WEINCE, 1964; KANOPKA, 1958)**
 - Social responsibility, social change, and social consciousness are the fundamental ideas behind this. It is suggested that people can influence societal change by taking part in group activities with others. The intended result is social action, and the group worker is seen as an influencer and facilitator who embodies the principles of social responsibility and serves as a motivator and an exemplary person without endorsing any political stance. The group's rising leader is implied in this approach. The example is focused on democracy and improving social functioning, as well as increased self-esteem and social power for both the group's members individually and collectively. The primary ability of a leader is "programming" (Weince 1964; Konopka 1958).
- **SELF-HELP GROUPS**
 - Self-help groups are unofficial gathering places for people to discuss issues they have in common. Self-help may suggest an emphasis on the individual, but a key feature of self-help groups is the concept of mutual support, or individuals supporting one another. Self-help groups can fulfill a wide range of functions based on the demands and circumstances. For instance, self-help organizations are frequently concentrated on microcredit programs and revenue-generating activities within the development sector since they have proven to be an effective method for reducing poverty, promoting human development, and empowering society.
 - also referred to as support groups, mutual aid, and mutual help) are associations of people who help one another out when they are facing similar issues (such as illness
 - **GOAL:** to assist one another in resolving these issues and, if at all possible, healing from them. Members exchange experiences, tensions, emotions, problems, healings, etc. This is known as the "peer participatory model," where peers are treated equally and work together to solve problems in their life, so empowering one another. Professionals are not permitted to attend unless they are requested to speak.

- In the self-help group "professional expert model," the professionals have specialized expertise and act as leaders with objectivity.

• FEMINIST APPROACH

○ Feminist Theory Basics

- Some key elements and concepts associated with feminist theory:
- Gender as a Social Construct: Feminist theory challenges the notion that gender is purely a biological or natural category. Instead, it views gender as a social construct, meaning that it is shaped by societal norms, expectations, and cultural practices.
- Intersectionality: Intersectionality is a central concept in feminist theory, emphasizing that gender does not operate in isolation but intersects with other social categories like race, class, sexuality, and ability. This intersectional perspective acknowledges that individuals may experience multiple layers of privilege and oppression.
- Critique of Patriarchy: Feminist theory critiques patriarchal systems, which are characterized by male dominance and the marginalization of women. It seeks to analyze and challenge the power structures that perpetuate gender-based inequalities.
- Diversity of Feminisms: Feminist theory is not a monolithic ideology; it encompasses a diverse range of perspectives, including liberal feminism, radical feminism, Marxist feminism, ecofeminism, postcolonial feminism, and more. Each of these perspectives offers unique insights and approaches to addressing gender issues.
- Political Activism: Many feminists engage in political activism to advocate for gender equality and social change. This activism can take various forms, including protests, advocacy for policy changes, and grassroots organizing.
- Women's Rights: A significant aspect of feminist theory is the fight for women's rights, including the right to vote, access to education, reproductive rights, and economic opportunities. Feminism has played a crucial role in advancing these rights over the years.
- Sexuality and Reproduction: Feminist theory also examines issues related to sexuality, reproductive health, and family dynamics. It advocates for reproductive choice, sexual autonomy, and comprehensive sex education.
- Language and Representation: Feminist theorists scrutinize language, media, and cultural representations for gender biases and stereotypes. They seek to challenge and transform the way gender is portrayed in society.
- Academic and Cultural Influence: Feminist theory has had a significant impact on academic disciplines such as sociology, psychology, anthropology, and literary studies. It has also influenced popular culture, art, literature, and media.
- **Feminist Social Work**
- Here are some key aspects of feminist theory in social work:
- Empowerment: Feminist social work is rooted in the empowerment of individuals and communities. It aims to help clients gain a sense of agency and control over their

lives, recognizing that many women and marginalized groups have historically been disempowered.

- Voice and Participation: It emphasizes the importance of giving clients a voice in decision-making processes, respecting their autonomy, and involving them in designing interventions that meet their specific needs and goals.
 - Social Justice: Feminist social work is deeply committed to social justice. It seeks to address not only individual cases but also systemic issues that contribute to gender-based discrimination and inequality. Advocacy for policy changes and social reform is a key component.
 - Ethical Considerations: Feminist social work challenges traditional ethical standards and encourages social workers to critically examine their own biases and values. It promotes ethical practices that prioritize the well-being and rights of clients.
 - Trauma-Informed Care: Recognizing the prevalence of gender-based violence and trauma, feminist social work often incorporates trauma-informed care approaches to provide support and healing for survivors.
 - Research and Education: Feminist social work theory also informs research in the field, guiding the exploration of gender-related issues and the evaluation of social work practices. It is also taught in social work education to prepare future practitioners to address gender-based disparities effectively.
- <https://socialworktestprep.com/blog/2023/october/07/feminist-theory-and-the-social-work-exam/>
- Feminist group work methods have been developed and are relevant to empowerment goals (Garvin & Reed, 1995).
 - Feminist theories that address how societies deny women power over men, how women's needs and perspectives are not represented in social work models, and how many commonly used theories and terms are "gendered"—that is, demeaning women subtly—are the foundation of feminist group work models.

• PSYCHOSOCIAL APPROACH

- The five phases of development originally proposed by Sigmund Freud have been expanded upon by psychosocial development theory. The eight-stage life cycle theory was developed in 1959 by 20th-century psychologist and psychoanalyst Erikson on the basis of the idea that environmental factors are crucial for identity formation, self-awareness, adjustment, and human growth.
- According to the psychosocial development idea, people are influenced by their surroundings and respond to them. This makes the theory a potentially helpful tool in social work, among other professions.
- When analyzing a client's symptomatic behavior in connection to prior traumatic experiences and conflicts with present developmental tasks, psychosocial development theory might be applied.
- Erikson's "maturation timetable" can be used by social workers to identify specific issues and to decide which services and supports would be most effective in addressing such challenges.
- These days, it is essentially a system theory approach in social work that may be applied to individuals and groups who have psychosocial functioning issues that are

present or potential (i.e., prevention and enhancement as well as restoration or rehabilitation are the goals).

- The members' unease in their current circumstances is given a lot of emphasis, whereas prior experiences that have an impact on the present are only partially discussed.

- **Steps in Psychosocial Approach**

- **Initial Phase:**

- ✓ understanding the reasons for the contact, establishing a relationship, psychological study (information needed for the psychosocial diagnosis and guidance of the treatment)

- **Assessment:**

- ✓ critical scrutiny of the clients-situation complex and the trouble for which help is sought or needed (need to understand the group members and the situation as target of change)

- **Goals and Treatment**

- ✓ planning what goals should be pursued to effect improvement; goals are the composite of what the group sees and desires for itself and what is seen as possible and helpful. Time, agency function and worker skill are taken into consideration.
 - ✓ **Goals may be: (1) ultimate-general; or (2) proximate** — clear and specific, involving the themes to be worked on and the specific objectives to be attained in the immediate future

- **Treatment**

- ✓ Reducing the client's suffering and the amount of malfunctioning in the situation-specific system is the ultimate goal.
 - ✓ The primary source of dysfunction in the person-situation is interpersonal, so improving the interpersonal system is the goal.
 - ✓ **a. Indirect treatment:** the social worker directly intervenes in the client's surroundings by making resources available, figuring out what the client needs, mediating conflicts, and changing the client's surroundings.
 - ✓ **b. Direct treatment** entails working directly with the client in social work settings. This includes offering suggestions and counsel, catharsis, thoughtful analysis of the client-situation dynamic, and encouraging the client to evaluate the tendencies of his or her response patterns.
 - ✓ Relationships are the main focus of this technique, which is frequently applied in family work (Helen Northen, "Psychosocial Practice in Small Groups").

- **TASK-CENTERED APPROACH**

- The task-centered (TC) paradigm is a problem-solving, short-term method of practicing social work. As clients define their difficulties, TC assists them in finding solutions. Task development and implementation secure changes in difficulties. TC places a strong emphasis on respecting clients' rights to self-determination. A wide number of professional domains, such as family practice, gerontology, mental health, child welfare, school social work, and health care, use TC. Moreover, TC has been applied to case management, staff development, and supervision. TC has been applied to a variety of patient demographics in clinical settings, such as mentally ill

senior patients, school-age children with behavioral and academic issues, and frail elderly patients. Research-based theories and treatments are prioritized by TC due to its core empirical orientation to practice.

- TC supports the generalist-eclectic framework's dedication to the strengths viewpoint, client empowerment, and self-determination. This guarantees that patients take an active role in their treatment and highlights their abilities.

- **Task-Centered Approach Steps**

- Preliminary interview
 - Group composition
 - Group formation
 - Group process for task accomplishment

- In task-centered group work, goal-achievement is the purpose instead of the growth or effective functioning of members.

- **PRINCIPLES OF SOCIAL GROUPWORK BY TRECKER**

- **The Principle of Planned Group Formation**

- In social group work, the group is the basic unit through which service is provided to the individual consequently, the agency and worker responsible for formation of groups or the acceptance into the agency of already framed groups must be aware of the factors inherent in the group situation that make the given group a positive potential for individual growth and for meeting recognizable needs.
 - In the field of social work, the group is always been the basic unit in which and through which service is provided. In this social group work process, the group is used to help individuals or provide service for his/her better social functioning and development. The agency and social group worker should be responsible for the formation of the group or should accept the agency if already formed. Hence the worker should form the group primarily before initiating the social group work process.

- **The Principle of Specific Objectives**

- In the social group work process, the specific objective of an individual and the social group must be consciously formulated by the group work in the relationship and harmony with the group as well as keeping with the agency's purpose. The group worker should help the member achieve the objective of social work through its own specific objectives which are to assist individuals to grow and change for development.
 - In social group work, specific objectives of individual and group development must be consciously formulated by the worker on the basis of the needs of the individual and group.

- **The Principle of Purposeful Worker Group Relationship**

- In social group work, a consciously purposeful relationship must be established between the worker and the group members based on the workers acceptance of the group members as they are and upon the groups willingness to accept help from the worker because of the confidence the members have in him and in the agency.

- **The Principle of Continuous Individualization**
 - In social group work it is recognized that groups are different and that individuals utilize group experience in a variety of ways to meet their different needs, consequently continuous individualization must be practiced by the worker. Groups and the individuals in the groups must be understood as developing and changing.
- **The Principle of Guided Group Interaction**
 - In social group work the primary source of energy which propels the group and influences the individual to change are the interaction or reciprocal responses of the member. The group worker influences this interaction by the type and quality of his participation.
 - Social group work is a method through which individuals in a group in an agency setting are helped by trained professional group workers. The worker helps and guides entire program activities and guides the interaction process through his or her active participation in the process. The worker makes use of the method to stimulate the group to the fullest possible analysis and understanding of their own situation.
- **The Principle of Democratic Group Self Determination**
 - In social group work, the group must be helped to make its own decisions and determine its own activities taking the maximum amount of responsibility in line with its capacity and ability the primary source of control over the group is the group itself.
- **The Principle of Flexible Functional Organization**
 - In social group work the process through which the worker guides the group in setting up formal organization is just as important as the actual structure details of that organization. Formal organization should be flexible and should be encouraged only as it meet a felt need, is understood by the members and can function accordingly the formal organization should be adaptive and should change as the group changes.
- **The Principle of Progressive Program Experiences**
 - In social group work, the program experiences in which the group engages should begin at the level of member interest, needs, experience, and competence and should progress in relation to the developing capacity of the group.
 - The meaning of the program here does not mean only activity and any event. It is a border concept that includes entire pictures of individuals and social group relationships, experiences, and interactions. In program experience, group engagement should begin at the level of member interest, needs, experience, and competencies.
- **The Principle of Resource Utilization**
 - In social group work the total environment of agency and community possesses resources which should be utilized to enrich the content of the group experience for individual and the group as a whole.
 - Under these principles, the group work is being guided to utilize the available resources to enrich the content of the group experience for individuals and groups as a whole. The social group worker should pass the knowledge about the availability of resources in the

group, agency, and community for the different programs.

- **The Principle of Evaluation**
 - In social group work continuous evaluation of process and programs in terms of outcome is essential worker group and agency share in this procedure as a means of guaranteeing this greatest possible self fulfillment for all.
 - Carefully maintained records can facilitate proper monitoring and evaluation.

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