

FIELD WORK JOURNAL
MSW : Counselling (Second Year)
Social Work Practicum-II

Field Work Supervision/Guidance can be given only by a person having MSW/M.A. (Social Work)

FACE SHEET

PROFILE OF THE STUDENT

Name of the Student :

Address :
.....

Phone No. & E-mail :

Enrollment No. :

Address of Study Centre & Code :

Regional Centre :

Signature of Student

IMPORTANT

Your Field Work Journal is a precious document. You must keep it in a safe place at home, while on travel, at study centre etc. It is safer to keep a separate personal diary with all notings so that in case of loss due to any kind of unforeseen event, you can still compile the work done and get it certified by the FWS in a fresh copy of the Journal. It is suggested that you keep a photocopy of the Journal before submitting the final report to the study centre for your personal record. Remember to take an acknowledgement slip from study centre while submitting the final report. The Journal will be submitted to SE Division by the study centre coordinator along with the award list submitted by the supervisor.

FACE SHEET

PROFILE OF THE SUPERVISOR

Name of Field Work Supervisor :

Address of Supervisor for Communication :

Phone No. Office/Residence /Mobile of Supervisor :

E-mail :

Designation/Profession :

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

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

Area of Specialization (if any) :

Teaching/Professional Experience (in years) :

Date of Appointment as :

1. Field work Supervisor :

2. Academic Counsellor in Social Work :

Signature of Field Work Supervisor

Seal & Signature of Study Centre Coordinator

Note :

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

FIELD WORK JOURNAL

MSW(C) (Final Year)

In MSW(C) (Final Year) there are two blocks under MSWL-048. Block-1 Code of Ethics for Social Workers and Block-2 facilitates you to provide detailed field work report on the case work that you shall be conducting during the year. While you can retain block-1, Block-2 must be submitted to Study Centre through your Field Work Supervisor.

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Contents

	Page No.
1) Introduction	5
2) Nature of Social Work Process	7
3) Case Work	16
4) Presentation of Practicum Report	28
5) Evaluation Report by Supervisor	193
6) Grade Sheet	197
7) Agency Certificate	199

INTRODUCTION

Dear Student,

Welcome to the final year of MSW (Counselling). We hope that first year field work has been a fruitful and enjoyable experience. You are going to continue to do the field work in this year too. You will be applying the knowledge, skills and attitude you have gained in your first year and most importantly you will be exclusively practicing case work method in the second year in various settings namely, schools, hospitals, mental health, women and child care services, counselling centres, research organizations, donor agencies, charitable trust, corporate houses and institutional set up for various vulnerable sections of the society. By now you must be familiar with the five methods of social work taught in the first year as well as with various aspects of the profession of social work. You must have also gained some knowledge about the skills and techniques of various methods of social work during your first year practicum.

There are two components in field practicum for second year namely: (I) MSWL-048 Social Work Practicum-II on concurrent field visit and (2) MSWL-049 Internship and its report based on one month of placement in a welfare agency. As a student you are required to put in 45 days of concurrent field work in one organization/institution/social welfare agency which is spread over a period of (11 months). You have to submit the reports and get evaluated periodically from the field supervisor who is a professionally qualified social worker who has done MSW/MA (social work). You are also expected to complete two orientation visits in the second year which are to be with social and welfare agencies focusing on different aspects such as open community, institution, health, education, correctional setting etc. where counselling is relevant.

In the second year you are given opportunities to practice casework. As a learner it is going to be exciting to do case work. However you should not become over enthusiastic. Always seek guidance from the field work supervisor. Case work is done over a limited period of time. The time period between the sessions cannot be too short, for example ten sessions in three or four consecutive days nor can the period be too long say one session in six months. During the initial phase, sessions are bound to be long as you will be collecting background information and developing rapport with the client. Later on the sessions will deal with specific issues and will have shorter duration. In this field work journal you are expected to submit details of minimum five cases along with explanation in details of case work components and various phases. Before submitting the journal to the study centre, remember to keep a photocopy of the entire manuscript for future use. You must also ensure that an acknowledgment receipt is taken from the study centre with date and signature of the officer concerned. Finally wish you all the very best for your field work assignments of the second year.

Yours sincerely,

Dr. N. Ramya

1. NATURE OF SOCIAL WORK PROCESS

Case Work

Case work is one of the primary methods of social work along group work and with community organization and are virtually used in several settings and in different situations. Therefore, even when the social worker is using other social work methods like community organization or social work research, he/ she has to use the skills and knowledge he/she has learnt in case work and group work to achieve effective results. Thus, it can be safely said that mastery over these methods is crucial for becoming a good professional social worker.

The learner can learn case work only by practicing this methods in the field under the supervision of a trained social worker. The main purpose of this year's fieldwork is to provide one with maximum opportunities for gaining the much needed experience in all the methods of social work. Theoretical, knowledge alone cannot suffice if one is planning to practice any one of the methods in the field, and in particular, social case work.

Social case work is one of the primary methods of social work which is concerned with the adjustment and development of the individual towards more satisfying human relations. Satisfied and better family life, better housing, improved schooling, hospitals and medical care facilities, protected economic conditions and better relations between religious and other social groups helps the individual in his/her adjustment and development. The adjustment and development of an individual depends on the use of these resources by him/her. But sometimes due to certain internal or external factors, he/she may fail to avail the existing facilities and needs a person to help him/her. In such situations social case worker helps him/her out. Hence case work is one to one relationship which works in helping the individual for his/her adjustment and development.

Mary Richmond defined case work as "the art of doing different things for and with different people by cooperating with them to achieve at one and the same time their own and society's betterment". Social case work is concerned with individual and his adjustment to life and general social welfare. It does not concentrate on individual to the exclusion of social factors. In other words the basic objective of social case work is to promote social welfare with basic focus on individuals. Thus, it is both art and science of resolving individual problems in an area, for the individual and the society are interdependent and social forces influence the behaviour and attitude of an individual.

As you might have read in your theory, case work has five steps namely: Study, Assessment, Intervention, Termination, and Evaluation. In reality, case work practice may not adhere to these steps strictly. In most cases there will be overlapping of the various steps. For example, even after the case worker has formulated an intervention plan and is implementing it, he/she may obtain information, which necessitates a revision in his/her assessment of the client's problem and subsequently the intervention model. This being a frequent occurrence in cases, the case worker should be able to constantly modify his/her plan of action and be ready to implement it.

Secondly, you must remember that you are a learner and cannot take difficult cases. If you feel that a case is very difficult for you, you must not hesitate to refer the case to your superior or to a psychiatrist as the case may be.

SESSIONS IN CASE WORK PROCESS

STUDY

There are several ways clients approach the case worker. Some of them are given below:

- 1) On his/ her own initiative. The client feels that he/ she has a problem that he/she cannot resolve himself or herself and decides to approach the case worker or the institution where he/she works.
- 2) On the persuasion and/or the initiative of individuals who are close to him/her. These individuals can be people who are close to him/ her like his/ her father, mother, brother, sister, uncle, aunty, neighbour, friend and others who matter.
- 3) On the initiative of his / her superior, colleagues, juniors or teachers. As can be seen these individuals have

some influence over him/her and can force him/ her to approach the case worker.

- 4) On being referred to by another institution like the educational institutions, correctional institutions and health care institutions.
- 5) On being required to do as a legal or procedural requirement. For example, in adoption cases, the prospective parents have to be interviewed by a social worker.
- 6) On being referred to by other professionals like doctors, lawyers or teachers.
- 7) In some cases the case worker has to motivate the clients to seek counseling. This happens frequently when clients are street children, vagabonds, rag pickers, vagrants etc.

It is easy to see why many of your prospective clients may not have high opinion about the usefulness of the case worker. In other words, they may not feel the need for your help or they may not even know that you can help them. In other cases the clients may have a different idea of what counseling means. She/ he may feel that you can give her money or job, which will solve his/her problem instantly. These misconceptions should be removed immediately.

Also important is the approach one adopts when you meet a client. This would depend on the nature of the client, the client's problem and the manner in which the client has approached the case worker. For example, if the client is a street boy, the approach would be different from the approach you would adopt, if your client is a middle class woman with marital problems. In the first case if one meets him in the street where he is most comfortable and you may not even inform him that you are doing case work and that you are trying to help him. In the second case you would meet the woman in the privacy of the counseling room of your institution. Again with the street child you may talk to him informally about his likes and dislikes, which may be films, his job etc. On the other hand in counseling a woman, your approach would be rather formal and after the necessary introduction you may go to the problem directly. These differences will remain throughout the case work process.

In your first meeting you must be able to gain all the necessary information you need to initiate the case work process. Some of these information would need to be modified and some of the information provided may even be false. But you will have to record the information, as if it is completely true.

The information required will differ with the type of case. But the following are some of the areas you will need to collect the information about.

In the following page a sample is given only about various possible sessions. This does not mean that one has to strictly adhere to these sessions and the issues concerning them.

FIRST SESSION

Aims of the first session will include:

- To establish a working relationship
- To clarify and define problems
- To make an assessment
- To define goals and the roles of the case worker and client.

Name and address of the client

Age and sex

Educational qualifications, Religion, caste Category: rural – urban – tribal etc.

Occupations and social status

Income

Family Background

When the client is an orphan or does not have immediate relatives, the people important to him/ her can be mentioned. Otherwise the following table can be used.

S.No.	Name	Relationship with Client	Age	Educational qualifications	Occupation and income
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

Relationships

Relation with the different family members and the relationship among the family members themselves are important. One may also collect any other relevant information.

In the first session one will be able to get only the client’s opinions on the relationships and may not be able to verify its veracity Secondly the client would not be necessarily open about the details regarding his/ her personal life. In Indian society people rarely go to strangers with their personal problems. Relationship of the client with people who matters in his/her life is important. For example:

- Relationship with father
- Relationship with mother
- Relationship with siblings
- Relationship with others like uncle, aunty and cousins
- Relationship between the parents
- Relationship between the father and mother with the siblings
- Significant relationship (with any one else)
- Stepson-stepdaughter relationship, if relevant

Neighbourhood

You may mention the kind of neighbourhood where the client lives; the kind of peers he/she may have and the general socio-economic conditions that prevail in the area; the influence of these factors on the personality of the clients; relationship with the neighbours, shopkeepers and other important individuals and service providers.

School/educational institution

If your client is a student, then you must get details of his/her school. Type of school or educational institutions; the standard of education provided in the school; the relationship with his/ her classmates; relationship with teachers; his/her performance in studies and his/her performance in co-curricular activities.

Occupation/employment

If the client is unemployed, one can ask him/her about his/her last job (if employed earlier) and why he/she lost/ left his/ her job. Ask the client about the impact of that on himself/ herself and his/her relationships with others.

One can also ask her/him about the efforts he/she is making to get a job or why he/she is not trying to get one.

Accident and trauma affected individuals

If the problem of the client is medical or psychological in nature, you must ascertain the type of the problem and its consequence on the client. The learner can ask the history of the problem, its initial symptoms and its later manifestations. One can ask about the steps he/she has taken to alleviate the problem.

In case of accidents or injuries, one must ask how it all happened. Care must be taken to ensure that you deal with the situation with sensitivity, which such cases deserve. In most cases he/she may have been fed up repeating the sequence of events to various individuals.

Future plans

The client can be asked what his/ her plans are for the future. This can give you an idea about the client's psychological/mental state.

Ending the session

The client has to be asked when you can meet him/her again. Fix a time and place. Take care to see that you honour your commitment in meeting the clients as agreed upon.

SECOND SESSION

By now the learner would have important information about the client, based on which one can formulate responses to the client and more importantly ask probing questions, to obtain further information about the client's problems and causes.

The learner would now be most likely to strengthen the rapport with the client, as he/she would be more comfortable in his/her presence and on the other hand will have enough information to ask more pointed questions. One can ask more information directly related to the problem., the client's own opinion on the nature and cause of the problem. You may ask whether the client considers other individuals as being responsible for the problem. He/ she can attribute negative characteristics to individuals around him/her. He / she can be asked whether others are causing problems for him/her, if so then, why? He / she can be asked why these individuals are creating problems. Illustrative examples can be asked which prove the point. In some cases one may feel that the client is lying, but one must remember that one should have unconditional positive regard for the client. You must never say "you are lying" or "please tell the truth". It is likely that the relationship may break as the client would lose face.

In this and the following session the learner's questions can frequently refer to what the client said previously, for example, one can say: "Last time you told me that you were unable to study at home, because your parents frequently fought with each other. What are the issues on which they fight?". Needless to say one should tactfully put across these sensitive topics. At the same time it is important to obtain this information from the client. Sometimes one may feel that the client is telling everything else except the problem because he/she does not want to face an embarrassing situation or talk about it. It is important that one looks for ways one can introduce the subject without the client feeling that one is forcing him/ her to reveal the problem.

It is a fact that in several cases, the problems initially presented by the client and the issues surrounding it, may not be true. It is possible that the client may be knowingly or unknowingly testing the learner's ability as a case worker or counselor.

THIRD SESSION

The learner should, by now, build a rapport with the client and conduct a home visit. A home visit is a good opportunity to gain information from sources other than the client. Information is obtained from observations and interviews..

Observations

The following observations can be recorded:

The characteristics of the place of residence/ description of surroundings.

Its orderly or disorderly nature; the level of the standard of living it exhibits; the family members present; their attitude towards the client; their opinions towards each other; etc.

The characteristics of the neighbourhood-kind of neighbours, relationship with others, social and psychological impact of living in the neighbourhood.

If the problem is related to the place of work, then these opinions can be ascertained from the colleagues, superiors and subordinates.

Interviews

The following members can be interviewed and their opinions can be recorded.

Father, mother, children, other relatives who share the common dwelling place; neighbours who seem to know something about the client; his/ her colleagues at work; and his/her superiors at work.

Ensure that information is obtained in a non-aggressive manner. The approach to get the information should be culture specific and purpose specific. Actually there are sub-cultures within the mainstream culture that are different from those of the mainstream. For example, in the slums you may not be able to get information without others knowing about it. In many cases others may already know the problem you are investigating. In such cases, one may not be able to follow the principle of confidentiality in its real sense and in those cases one should be as inconspicuous (tactful) as possible.

One can expect a variety of responses during home visits. The following are some of the reactions that can be expected.

- 1) The house dwellers may feel that you have come to solve a problem and may welcome you into their homes. They may discuss their problems freely and frankly.
- 2) The house dwellers may make you feel comfortable but they may not be forthright with their responses. Maybe they are not comfortable with a stranger in their house and asking them personal information.
- 3) The house dwellers may feel uncomfortable and also make you feel like an intruder in their house.
- 4) In other cases some members may behave in a friendly manner and others may be indifferent and some others may be hostile. These members have to be dealt in a different manner and may need more effort from the learner’s side to elicit information.

The following information can be obtained.

S.No.	Name	Relationship with Client	Age	Educational qualifications	Occupation and income
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

One can seek the opinions of the client and details of his/her problem. The history of the client’s problem and its different manifestations can be sought.

Further you could also enquire about the impact of the problem on the family members. The relationship and the nature of the relationship can be described. The inconsistency if any between the client's version and the version of the family members can be noted.

INTERVENTION

Most facts are now available which can be used to formulate an intervention strategy. One will be able to judge whether the problems can be resolved or not.

Most of the problems commonly found can be divided into four categories:

- 1) **Relatively easy problems which can be resolved by simple means:** The problem could be of a student who needs fee exemption from school as he/she is from a poor family or of parents who want to adopt a child or whether a child support grant can be given to a particular family or not, etc.
- 2) **Relatively serious and severe problem like alcohol addiction, drug addiction, schizophrenia and severe depression:** For these problems one may be the facilitator and refer the problem to the experts. One can do home visits, counsel the client and the client's family members with the guidance of the experts to some extent only.
- 3) **Relatively long term problems that would need care services:** These problems can be like finding suitable old age home for the client or finding care services for women, children, differently abled etc. These cases will require some kind of networking and rapport building with the service providers.
- 4) **Problems caused by severe social disabilities:** Case worker is often criticized for focusing on the individual and his/her inability to solve problems some of what cannot be solved at the individual level and should be solved at the society level. This is a genuine limitation of case work, which should be recognized. For example, a farmer who has lost his crop due to severe drought cannot be helped by the case worker beyond certain limitations. Another example is the problem of untouchability, which cannot be solved by the case worker. You may only give them an opportunity to ventilate their feelings and, if possible, see that they get some government benefit/legal assistance or aid.

Based on the above observations you have to formulate an intervention plan. The intervention plan should have the following components:

- The diagnosis/analyses of the problem
- The causes of the problem
- Possible solutions
- Material and non material resources available
- Limitations of the situations- the client's, the agency's and yours. Client's limitations may be, for example, that being a woman, her mobility may be limited.
- Aims of the intervention plan
- Time framework for implementing the intervention models

FOURTH SESSION- SEARCHING FOR SOLUTIONS

Already some of the possible solutions may be emerging as you discuss the problem with the client. You may already have some of the skills mentioned at the beginning stages itself.

Unless the self of the client is totally disintegrated he/she will participate in the decision-making process. Some of the possible skills that can be used are the following:

Giving Advice

Giving advice in some cases can be one of the ways of helping the client to resolve the problem. On the other hand it may be rejected by the client if he/ she feels that you have not understood the problem from her/his

perspective or if she/he feels that the advice is not realistic. Some individuals from socially stigmatized profession or background may take the advice as unnecessarily moralistic. These attitudes in the client will reduce, if not end the effectiveness of case work process.

Most importantly the social work principle of self-determination and social work value of believing that every person has the necessary ability to resolve his/ her problems is violated. Hence, one must avoid lecturing the client.

Some clients may want advice as they feel that they are not capable of making their own decisions or do not want to take the responsibility. This happens frequently in Indian situation with individuals who are not allowed to take decisions and are used to depend on others for making their decisions. This happens with children, some women, daily labourers etc. They may simply ask you questions like “what do you suggest that I should do?” and there may be a temptation to play *God in* the situation and advice them accordingly. As far as possible this temptation should be avoided and one must ask them the possible solutions and guide them accordingly.

Providing Information

At this level, providing information is an ideal task as it is helpful to the client and will give one immense satisfaction without much risk. But to give useful information one should have credible information from reliable sources. Apart from the resources available in the agency one may keep in mind the agencies visited in the first year and second year of orientation visits, and remember the facilities available. See if the client can be referred to any of those institutions or any other professionals known to you. You must also know the government programmes and institutions which can benefit the client. It will also help the client if you can have some basic information in legal matters and give advice on legal matters.

Providing Explanation

Explanations are of three types: (Brown 1950):

- i) Interpretative explanations – what?
- ii) Descriptive explanations- how?
- iii) Reasons- giving explanations- why?

Most explanations will involve some aspects of all three.

Interpretation Explanations

It will facilitate communication between the client and others involved as different interpretations of the same event can cause miscommunications. One can provide interpretations of others’s viewpoint to the client which will help in removing misunderstandings.

Descriptive Interpretations

You can explain how things work and how the various services can be obtained. This will be required when the person needs guidance. Children will need this information if they have not been socialized in effective manner. Secondly, in the health related field, you may need to explain the need for procedures. For example, in ‘HIV/ AIDS pre-test counseling’ one may need to tell the client what the tests is all about and what could be the consequences.

Reason- Giving Interpretations

Some clients may have lost the capacity to think rationally as the self is hurt. In such cases you have to provide rational explanations. In some cases, it may not be possible to give reasonable explanation. For example, an accident victim cannot be given a reply why the accident happened to him and not to another person.

But in some other cases, we may be able to give explanation to clients: For example, a patient admitted due to dehydration can be told why it happened and how to avoid it in future.

Offering Reassurance

Many clients do experience traumatic events in life. They are frightened and fearful about situations they have experienced and afraid that they will have to undergo that experience again. You must be able to give support and encouragement to them.

At times we may have to provide support and reassurance to the client in advance of an event. For example, appearing for an important exam, in other cases you may counsel the person after the event, for example, a student who has failed in the exam and needs assistance to cope with the situation. You must remember that your assurances should be truthful and honest. The purpose should not be to make the client feel better temporarily. For example, you cannot tell a terminally ill person that he/she is fine. Similarly knowing the Indian legal system you cannot promise a dowry victim quick justice from the courts.

Using Persuasion and being Directive

Sometimes the client may be totally wrong about what he/ she thinks about his/ her capabilities. Here, however, one must be careful before one makes a judgment. If the assessment is wrong then you are perhaps violating the principle of self-determination.

In certain matters, however it would be easy to know that the client is wrong. For example, a juvenile delinquent who thinks that he is right when he is stealing or a cancer patient who has to quit smoking and refuses to do so. You cannot obviously agree to client's self-determination there.

Providing Support

Providing emotional support is a key activity of the social case worker. Give an opportunity to the client to talk about his/her problems, listen and ask relevant questions, listen, give him/her an opportunity to vent their feelings, offering sympathies and allowing catharsis (ventilation of emotions) in the client. There are four negative feelings usually exhibited by the clients namely, anger, fear, grief and embarrassment. You will need to support the clients when they express these feeling during the process of interview.

Providing Material and Practical Assistance

Many clients may not be able to sustain themselves without outside support. They may need institutional care. Some of those categories, which may need these services are orphans, destitute women, abandoned children, differently abled etc.

Another category that needs material and practical assistance are people who become temporarily incapacitated like victims of disaster, riots etc. They need material assistance for sometime before they can start rebuilding their lives. In many cases this seems to be the easiest solution possible. But you should check whether the client really needs this service and for how long. Institutional care is costly and encourages an attitude of dependency. This should be avoided as it is neither in the best interest of the client nor the agency. However the situation will be different in a rehabilitation camp.

Teaching Social Skills

Some clients may have to be given training in social skills so that they can function effectively in a social situation. This may need an elaborate programme along with vocational training which can help them to find a job.

Confronting the Client

In certain situations, the client has to be made aware about his/ her responsibilities and the need for action or change of behaviour. In most cases you will be using all the listed techniques presented in your learning material. You must also remember to record the specific techniques used and the reasons for doing so in your fieldwork record. Ask yourself whether you used these techniques in a professional manner, i.e. you are studying the client and his/her situation in a systematic manner and planning your intervention model accordingly. It should never be based on your subjective experience.

FIFTH SESSION

Once the intervention strategies are ready, the same can be implemented. The implementation of the intervention plan will take two or three sessions. By this time you must be aware about the various aspects involved in counseling. You need to make a check list about whether you have been able to perform as an effective case worker. As has been repeatedly stressed, the social worker must have an increasing level of self awareness.

You can check the following: (From Philip Burnard in Counseling Skills Training 1950)

Empathy is the ability to feel like another person is feeling. It involves forgetting about our inner dialogue. This in most cases is easier said than done, as every thing the client says may trigger a train of thoughts in our minds which will lead us to our inner world and away from the client. In such situations there is a danger of misunderstanding the client problem, moralizing and advising.

Warmth towards the client is shown in different ways in different situations. Excessive warmth in the wrong situation can hurt the client's feelings. In India the exhibition of warmth will also be culture specific.

Genuineness means that one should be really interested in the client and his/ her problems. You cannot fake concern for your clients for a long time! Positive regard is an extension of the principle of acceptance and this is actually shown to the client through body language and careful choice of words.

Concreteness is a principle of non-judgmental attitude in action. The client's words are taken at face value and are totally accepted. Apart from these, a sense of humour or seriousness is recommended depending on the situation.

SIXTH SESSION

The plan you make when you start the case work process will have the objectives of the case work process, which will be clearly, mentioned. When these objectives are met, then the case is closed. The case can be closed even if the objectives have not been attained and when the case cannot be handled by the case worker. All through the case work process, you will need to record the process, carefully.

FOLLOW UP AND TERMINATION

Termination of the case takes place when you have reached the objectives you have set for each case.

Possible outcomes of case work

Client has experienced change in his/her behaviour which helps him/her to adjust better in his/ her environment. For example, an academically poor student is given counseling after which his/her motivation for study has increased and his/her relationship with his/her teachers has improved.

Client has been provided with a changed environment in which his/her requirements and/or limitations are better understood which helps him/her to improve his/her social functioning. For example, parents of a slow learner are made to understand that he/she cannot perform as well as others and that special care is needed for him/her. This will reduce the pressure on the student to improve his/her performance beyond his/her capacity.

Client has been provided with the service he/she required. For example, a loan has been sanctioned to him/her. Client has been assessed for his/ her ability/capacity to do a certain activity. For example, parents who want to adopt are judged whether they can be good parents. Client has been given information about a service, a disease or an event which may affect his/her life or enabled the client to lessen his/her anxiety. Client has been counselled to accept a damaging impact on his/ her life. For example, an accident victim has been helped. Client has improved his/her relationship with individuals or groups. For example, marital problems have been solved. Client has been given ego-support and encouragement to assist him/ her to go through a stressful event. For example, a nervous student has been helped to write an exam or face an interview. Client has given new ideas to solve his/ her personal problems. For example, he/she has been suggested to refer his/her child to a medical doctor. Earlier he/she had believed that evil spirit had badly affected his/her child.

EVALUATION

According to Mathew (1991) evaluation is the activity of ascertaining whether case work service has achieved the desired result in a case. It is the social worker's review of all the other components of the case work process in order to make an appraisal of the result. Evaluation seeks to find answers to some of the following questions:

Has the client been helped in accordance with the philosophical assumption and principles of case work? What tools and techniques were used and why? If the client's problem is still unsolved, has there been any forward movement in the case situation? If case work help has not produced any result, what are the reasons?

Evaluation is also an ongoing activity, although as a component of the case work process, it finds full scope and expression only after a period of activity. As a social worker continues to offer the service or services, evaluative discernment occurs to him/her at specific points of time regarding the strength, weakness or gaps in his/her social assessment and regarding the success or failure of his/her ways of helpfulness.

Evaluation of the case is done at four levels:

- 1) Evaluation done by yourself.
- 2) Evaluation done by the client herself/himself.
- 3) Evaluation done by the agency supervisor and the field work supervisor.
- 4) Evaluation done by agencies that have referred the case to your agency.

Some points for evaluation:

- 1) Your assessment of the client as the case progressed.
- 2) Your intervention formulated in relation to the problem. The reasons for choosing the particular intervention.
- 3) The appropriateness of the intervention.
- 4) The outcome of the intervention in terms of the desired effect on this client.
- 5) The effectiveness of the techniques used.
- 6) The professional nature of relationship between you and the client.
- 7) The support that agency has given you.

2. CASE WORK

In order to give you minimum exposure about how to practice case work, its process, the various phases and how to record a case work an example of a case of a family with marital problem has been presented in the following pages. This case record would give you sufficient information on how to write case work. For further guidance the learner can approach the Field Work Supervisor (FWS) regarding how to go about with each case depending on the nature of problems.

Case of a Family with Marital Problem

The Beginning

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

Earlier Contact Between the client and the worker

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

Nature of the Problem

According to Asha, her twenty five years of married life were by and large peaceful. However, since the beginning of 1989 (about ten months prior to the first interview) a lot of misunderstandings had taken place between Asha and her husband. She was being scolded for every action by him. Her suggestions and comments were not appreciated. She felt that her husband was not giving sufficient attention and love to her and the four children. There was tremendous change in his attitude to the family members. She also complained that often her husband used to be away during evening meals -the only meal when everyone in the family used to be present. The problem reached its climax on 29.11.1989 when Asha and her husband had heated arguments over the latter's behaviour. On that day Asha was badly beaten up by her husband. That incident caused her more mental than physical pain. That was the first time ever in her married life that her husband physically assaulted her. As Asha and her family were well accepted by the residents of the locality and as they maintained good social status, it was all the more difficult for her to share her problems with others.

Personal History of Asha

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

Family background:

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

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

Interview with Asha

Asha came to the worker at the School of Social Work at around 2.00 p.m. Asha asked the worker, if he was free and could spare some time for her. The worker agreed and requested her to be seated. Asha sat down and kept silent for a while. The worker then initiated the conversation: What can I do for you? Asha tried to smile but remained silent. The worker again asked her in what way he could help her. Asha then bent forward, placed her hands on the table, and took a more comfortable position. Then she said that she wanted to talk to the worker something very personal and wanted the worker to promise that he would not share it with anyone else. When the worker told her that he would not share anything with anyone and would keep things confidential, she began to narrate her problem. Asha told the worker that she was in tension since a few days. She was not having proper sleep. She had no appetite and that she was physically feeling very weak. After Asha spoke so much she kept silent for a while. The worker also kept quiet. Then she continued to say that she was facing some problems with her husband. She narrated that things had gone to such an extent that she stopped sleeping with her husband since one week. She spoke those words with a choked voice and burst into tears. The worker kept silent for a couple of minutes. When Asha wept for some time and began to wipe away her tears, the worker expressed sympathy over the matter and said that he was very sorry to hear about these developments. In the meantime the worker offered her a glass of water and told her to relax, for a while. Asha thanked the worker for the water and said, "I am sorry Sir. I should not have come here to disturb you. What a foolish lady I am! The worker then pacified her by saying that she had not disturbed him. The worker also told her that it was a wise decision that she took to share her problem with the worker. The worker further asked Asha to speak out the problem that she was facing. Asha seemed to be anxious and uneasy. The worker again told her to feel free to speak to him. Asha

then explained that since almost a year she and her husband were not on good terms. Asha felt that she was given less importance at home. Her opinions and comments were not given importance by her husband. She felt that her husband was having a lot of misunderstandings about her dealings. Asha also said that she had doubts about her husband's morality. Her husband was found to be extraordinarily friendly with the accountant's wife. According to her, the accountant named Anand and his wife Sunita were cheating her husband and they were enjoying the profit of her husband's business. Asha made several attempts to persuade her husband to give up his relationship with the Anand family. Things reached its climax on 29.11.1989 when Asha was badly beaten up by her husband following a heated argument over the issue. The incident brought a shock to her life. Tears rolled down from Asha's eyes as she narrated the incident in choked voice. There was a pause for a while and Asha looked up to the worker expecting him to break the silence. The worker then asked Asha about the time of the incident. The client said that the incident took place around 9.00 p.m. in the evening. When the children 'heard her cry, they rushed to the bedroom and pleaded with their father to stop beating their mother. She said that they had a sleepless night and "that she felt sorry for her daughters who were preparing for their half-yearly exam. Since that day Asha did not sleep with her husband. The client stopped narrating her problem by saying, she did not know what to do. I have no place to go leaving my grown up girls to themselves. I do not know why God is so harsh with me. There was silence for a while.

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

Observations

You might have noticed the following things:

- 1) *The client approaches the case worker but is not sure what he can do for her. Since Indian society has traditional elements individuals are more comfortable asking family members, neighbours, religious figures and friends for advice rather than ask professionals. In urban areas however things may be different.*
- 2) *The case worker in spite of knowing her still has to collect the information required in systematic manner before he can attempt a diagnosis. This is required because now he is entering a professional relationship with the client. Individuals in informal relations may tell exaggerated versions of events and impress others. This information can be misleading and prove detrimental to the diagnosis that the case worker is making.*
- 3) *Personal history, the genesis of the problem according to the clients and the current happening are some of the information the case worker obtains from the first session. Any intervention will be based on this primary information.*
- 4) *The case worker applies the following techniques and principles. One: he gives unqualified positive regard to the client. He is gentle with her, allows her to settle down comfortably in the room and allows her some time before asking her the relevant questions. Two: he does not judge her on the basis of her sex, social situation or her problem. He never gives the impression that she is to be blamed for what has happened. However, he does ask her cooperation to solve the problem. Three: he gives due respect for her feelings and allows her to express the same. He does not feel uncomfortable at her crying and repeated pauses in between her sentences.*
- 5) *At the end of the session he offers her sympathy and hope. He also fixes the date and time for the next meeting.*

Second interview with Asha

Asha came to the worker at the appointed time. The worker asked Asha about the situation at home and whether she started talking to her husband. Asha told the worker that they were still not in talking terms. She, however, said that her husband used to talk to the children and servant lady. Then the worker asked Asha how long she expected to remain without talking to her husband. Asha kept silent and did not reply. The worker suggested that instead of brooding over the mistakes in the past, she might make up her mind and break the ice in the interest of her children and family. Asha said that she wanted to find a lasting solution to the problem. Then the worker asked how she felt if the worker had a talk with her husband over the issue. Asha raised her eyebrow and looked at the worker. The worker told Asha that he felt that it was necessary to have a talk with her husband in order to find out her husband's mind and attitude over the problem. The worker explained to Asha that perhaps her husband might have had certain reasons which made him to change his behavior. Asha, however, feared that the time was not ripe for the worker to talk to her husband. She felt that things might further deteriorate if her husband came to know of her meetings with the worker. Asha instead suggested, that it would be easier if a situation was created where the worker and her husband could meet before a formal meeting (interview) took place to discuss the problem. Asha said that long back her husband had once expressed his desire to meet the worker in connection with meeting an astrologer. Asha then explained that her husband had earlier approached some astrologers when he had some setbacks in his business. However, his experiments were futile and he had to spend a lot of money. At that juncture the worker intervened and asked Asha as to what made her husband to associate the worker with astrologer. Asha then told the worker that her husband was aware of the fact that the worker was wearing a ring which had a stone. The worker then explained to Asha that the ring he wore was not one given by any astrologer. The worker told Asha that he was undergoing colour therapy. He explained to Asha that some doctors and scientists prescribe the use of colour therapy like the use of water therapy, physiotherapy, radiation therapy, yoga etc. The worker expressed his reservations in recommending any one to adopt that method as he himself had not experienced anything extraordinary. Asha however, said that there was nothing wrong in discussing that matter with her husband which would help the worker to establish rapport with her husband. The worker then asked how he could meet her husband just like that since there was no initiative from her husband's side. Asha then remained silent for a while and then suggested that the worker could visit her husband at her residence on any day for a friendly visit and that she would instruct her son to make an enquiry with the worker about the ring that the worker wore, in the presence of her husband.

Observations

- 1) *The case worker in this session asks the client about the situation. He finds out a piece of information that in itself is not of much use, but which can be used to solve the case- the client's husband's interest in alternative therapy.*
- 2) *Secondly, the case worker advises the client to take a positive step. The case worker did not simply ask the client to do something. He first poses the question and set the scene for asking the client to take the step. In some cases the client will resent that the case worker is suggesting a course of action as it may seem to him/her that the case worker is blaming her for the situation. The case worker, therefore, should be careful while advising an action to the client.*
- 3) *Thirdly, the case worker consults the client on the future course of action out of which emerges an effective ad acceptable solution.*

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

husband participated. That, in fact, helped the worker to interact with Asha's husband who showed keen interest in meeting the Colour Therapist. The worker agreed to take him to the Therapist but expressed his desire to have a talk with him before meeting the Therapist. He agreed to it and an appointment was fixed for 15.12.1989 at 4.00 p.m. at the School of Social Work.

Observations

- 1) *Since the family is known to the case worker he made an informal visit to the house without informing the client's husband that he is going as a case worker. You must think how this is possible if the client's family is not known to the case worker. Some family members will object to outsiders being involved in internal affairs.*
- 2) *Home visit is an important source of information about the client but it should be done in a proper manner. You can use friends, neighbours or employees to make the home visit look like an informal visit. However, in case of formal home visits, for example, for judging the suitability of a couple for adoption, the home visit can be done in a formal manner.*

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

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

- 1) *Here is an example of using something of the client's interest to build rapport. The case worker has absolutely no faith in colour therapy himself but says that he will readily accompany the client to the therapist. It may be noted that he is not telling lies about his faith in colour Therapy. He makes his opinion sincerely to the client.*
- 2) *Also notice that the case worker while conveying his lack of faith in the sorcery does not mock or criticize the client's belief. You will frequently come across beliefs, traditions and values which you yourself do not believe or you feel are irrational superstitions. However, you must not be judgmental in your approach and respect the client's beliefs.*

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

Meeting with the Therapist (17. 12. 1989)

As per plan Asha's husband met the worker at the worker's residence and both of them went to the Therapist. The Therapist after screening him explained to him certain things about his past, and present and told him of certain things that would take place in his future life. He also advised him to use a particular stone which would enable him to avoid certain things that may not be favourable to him. During the meeting the Therapist told him that things were not going smoothly with Asha's husband because of certain unfavourable colours. That had caused him enormous loss of time and money. He also cautioned him that he was surrounded by a ring of so

called friends who were trying to take maximum benefits from him with the result that the fruits of his labour were being enjoyed by his close associates. Asha's husband also was told by the Therapist that he should not share his plans and ideas with his associates. Asha's husband expressed satisfaction over his meeting with the Therapist and told the worker that he would meet him sometime during the week. It was, then, decided that they would meet on December 20th at 4.00 p.m. in the School of Social Work.

- 1) *The case worker gets vital information on the client and also ascertains the client's opinion on the problem by accompanying him to the colour therapist.*
- 2) *He finds out that business losses have made the client nervous and made him susceptible to ungrounded fears. The case worker understands that all these factors maybe contributing to the marital problems.*

Interview with Asha (18. 12. 1989)

Asha met the worker at the School of Social Work at 2.00 p.m. There was no appointment. Asha was anxious to know about the meeting of her husband with the worker and the Colour Therapist. The worker told her that he had a fruitful meeting with her husband and they had fixed December 20th for their next meeting. Asha enquired from the worker whether her husband spoke about any of his personal, business or family problems. The worker told her that they had no discussion on those issues. He also told Asha that her husband seemed to be under some pressure and tension due to the crisis he faced in his business. He explained to Asha that the causes of misunderstanding which have lead to the disturbances in their family seemed to have close relation with the problems her husband had to face in his business. The worker advised Asha to break the long spell of silence and start talking to him. He told Asha that she should take initiative in creating situations which might help them to start talking. The worker suggested to her that one of the things she could begin to do was to sit together with her husband and children for meals. Asha assured the worker that she would try to make an attempt during the following days. It was then decided that Asha would meet the worker on 22.12.1989 at the School of Social Work at 2.00 p.m.

- 1) *Here you can see that the case worker uses the following techniques- giving advice, providing advice and providing interpretations. Providing interpretation is important as misunderstanding takes place between individuals due to break down in communication which leads to conflicting interpretations.*
- 2) *The case worker also uses persuasion and issuing directives. As mentioned earlier you have to be careful while using this technique. You can do so only after you build rapport and gain the trust of the client. He/She should know that you know the problem well and understands its dynamics well.*

Interview with Asha's Husband

Asha's husband met the worker at the School of Social Work at 4:00 p.m. He then asked the worker about the worker's feelings on the comments of the Therapist.

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

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

dignity if she happened to know that Asha's husband spent some time with any of his friends or associates. After saying so much, Asha's husband said "Oh I am sorry, why should I speak all these to you. By nature I am a simple man. I speak out to others whatever I have in mind. And there is no use of it. That is my main handicap".

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

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

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

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

Asha met the worker at the School of Social Work at 2.00 p.m. The worker asked whether there was any change in the family atmosphere. Asha told the worker that on the previous two days her husband had his meals along with the children. She said that she did not join them for meals and was busy serving them. Asha told the worker that she was willing to talk to him, but did not know how to make a beginning. The worker told her: "Where there is a will, there is a way. You only said that you were serving meals to your husband and children since the past two days. While serving meals, you could have easily asked: Shall I give some more rice or water or pickle etc". Asha then asked the worker whether her husband met the worker. The worker told her that he and her husband had a very long session. Asha was keen to know whether the worker informed her husband about Asha's meeting with the worker. The worker told her that he had not informed her husband about it and that he expected to inform him during the next meeting scheduled for 27th December. When Asha asked the worker about details of their meetings, the worker told Asha that her husband frankly shared many of his problems. The worker explained to Asha that one of the main causes of all the problems that they faced was due to the lack of proper communication between Asha and her husband. The worker told Asha that her husband needed more care and attention from Asha. He explained to Asha that her husband was faced with a number of problems relating to his business. In that situation he also needed the concern and love from the family members. When he did not get that, it was natural for him to look for the same from other sources. The worker told Asha that to some extent she too was responsible for the present situation. The worker advised her to show some personal interest in the business of her husband by asking how his business went etc. That would also help Asha to become aware of the ups and downs her husband faced each day in his business. The worker also told Asha that she should not expect her husband to bring in more money, if his business was not going well. The worker expressed his hope that Asha and her husband could find some solution to their problems if they made up their mind to work together. Asha invited the worker to her home on the New Year Day. The worker

told her that he would certainly visit their home on January 1st and expressed his wish that, the New Year's Day would be a special one for Asha's family. The worker and Asha agreed to meet again on 30.12.1989 at the School of Social Work.

Family Visit

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

Interview with Asha's Husband

Asha's husband met the worker at 4.00 p.m. Asha's husband told the worker that he was feeling much relieved after talking to the worker and wearing the ring as suggested by the Therapist. The worker told Asha's husband that he wanted to talk further about the problem relating to his family. The worker asked him to speak more about his relationship with his wife and how he was getting along with her. Asha's husband smiled and asked the worker whether the worker met Asha in that connection. The worker told him that he had already talked to Asha. Asha's husband was keen to know whether the worker shared all that he had told the worker. The worker told him: "Yes, I had to tell her about our meetings. In fact it is your family problem and unless we know details and share with one another, we will not be able to find any solution." The worker also told Asha's husband that his wife was interested in cooperating in the process of finding solution to their problem. The worker then explained to him that Asha did share many things. However, the worker expressed his desire to hear from Asha's husband about how he viewed the problem. Asha's husband then told the worker that his wife had a lot of misunderstandings about him. He also said that Asha was not happy about her husband's relationship with the Anand family. He told the worker that his attachment to the Anand family became very intimate partly due to the business and partly due to the behaviour of his wife. However, Asha's husband reported that he had realised his mistake and would try to control himself. When asked by the worker, to what extent Asha's husband's relationship with the Anand family caused problems to his family relations, he said that -there used to be frequent quarrels between him and his wife. One day when Asha bluntly spoke to him of her doubts about his morality and relationships with the Anand's family he lost his temper which resulted in heated exchange of words and Asha was beaten up. Asha's husband said that later he felt sorry for his action. The worker appreciated Asha's husband for his sincerity in sharing those details. The worker then asked Asha's husband to explain about his relationship with the Anand family. He said that without the help of Anand he could not go ahead with his business. He also revealed that Anand also had contributed some share to his business which was not known to his wife. That had made him to depend on Anand family. He further told the worker that he wanted to return the share of Rs. 37,000 to Anand and manage the business independently. The worker told him that he wanted to discuss the issue with him and Asha. The worker expressed his willingness to meet them at their residence at a time convenient to them. Asha's husband agreed with the proposal and asked the worker to discuss the matter with Asha and fix the date and time. The worker told him that he would inform him within a couple of days after his next meeting with Asha scheduled for 30.12.1989. It was, then, decided that they would meet sometime during the second week of January 1990.

Interview with Asha

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

Interview with Asha and her husband

Asha and her husband met the worker at the School of Social Work at 9.10 in the morning. They apologised for being late by ten minutes. Since both of them came together, the worker asked them as to how they came. Asha's

husband smiled and said that they came together on his two-wheeler. The worker expressed happiness over the improvements they made in patching up differences. The worker asked Asha whether they started talking. (She said that without talking it would not have been possible for them to come together).

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

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

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

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

Asha expressed surprise at this news and said that if her husband had told her about this problem she would have given her gold ornaments and helped him. Asha's husband intervened and said that once he had mentioned to her that he wanted to mortgage her ornaments and take some money for business. That time she expressed her displeasure and said that it was a shameful act and that the public would speak about it. Asha then said that her husband never told her that he was indebted or his business was in danger of collapse. The worker told her that probably because of her attitude and lack of proper communication her husband had to look for other alternatives. Asha then asked whether she could still help her husband and get rid of the partnership. She said that she was prepared to do anything to keep the Anand family away. The worker told her that probably she could still help her husband. That totally depended on her and her husband. The worker advised them to sit together and find out the possibilities.

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

- 1) The case worker expresses support and encouragement to the clients when they made progress.
- 2) The case worker tries to get the solution from the clients themselves and prepares them to accept the same, as it would benefit them.
- 3) You might have noticed that the first interview with both the husband and wife takes place after numerous individual meetings during which the case worker prepares them. Further he sees that some changes have taken place in the behaviour and that the process can move on.

Interview with Asha's Husband

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

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

Asha's husband thanked the worker for his guidance and suggested that it would be worth if Asha herself was informed about the characteristics of the menopause period. The worker told him that Asha's husband could take her to a lady psychologist known to the worker. Asha's husband told the worker that anything related with psychologist was not appreciated by her and that she had wrong information or feelings about it. The worker told Asha's husband that he was a better person to explain to her and make her understand that each stage of a human being's development was marked by physiological and psychological changes. To know, it was better that one consulted specialized physicians in that subject. The worker suggested that it would be better if Asha's husband motivated her to meet some doctors.

Asha's husband thanked the worker and said that he would try to convince her. Asha's husband took details of the psychologists. It was then decided that they would meet on 31.1.1990 as the worker would be away during the following week. The worker also asked him to come along with his wife for the next meeting.

Interview with Asha and her Husband

Asha and her husband met the worker at the School of Social Work at 4.00 p.m. Asha's husband said that they had made up their mind to pay Rs.40,000/- to Anand and relieve him of his partnership in business with effect from first of March, 1990. They had decided to mortgage ornaments and take loan amount of Rs.30,000/- and the remaining to be adjusted from Asha's saving etc. The worker expressed satisfaction at their decision and wished them good luck. Asha's husband also said that Asha had been to the Lady Doctor at the Medical College and that she was satisfied with her meeting with the doctor. Asha told the worker that she expected to meet the doctor a couple of times more. Asha also said that there was lot of change in their family life and that peace and harmony was returning slowly. The worker explained to them that the success and the progress they were making were primarily due to the joint effort of Asha and her husband. He appreciated Asha and her husband for their cooperation, determination, interest etc. shown during the process of problem solving. Asha then requested that the worker in no case should share anything to anyone regarding their problem. The worker reassured her and reminded her that he had already promised them that he would keep everything confidential. It was decided that they would meet again on February 9th at 9.00 a.m. which was a local holiday in Madhya Pradesh.

Interview with Asha

Asha met the worker at the School of Social Work. She said that her husband had been away in Kota, Rajasthan, since a week and would return only after another week. The worker asked Asha as to how she was getting along with her husband. Asha said that things had become almost normal. She said that she also had a lot of wrong feelings and misunderstandings about her husband. Asha expressed regret for her lack of concern and self centredness, which caused many problems to her husband. That made the Anand family to take undue advantage.

She said that her meetings with the Psychologist were useful. She also said that her husband expected a big business contract and if that came through, they could avoid mortgaging the ornaments. She also said that there was tremendous change in his character and behaviour. The worker told her to keep up the spirit and continue to cooperate with her husband.

Interview with Asha and her husband

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

Interview with Asha

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

Follow up Home Visit

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

Interview with Asha

Asha met the worker at the School of Social Work at 2.00 p.m. There was no appointment. Asha said that her husband had gone to Rajasthan in connection with the business contract and that he would probably get the first installment of the business contract. She expressed the hope of recovering part of the mortgaged ornaments. Asha then asked the worker, whether he shared her family problem with the worker's wife. The worker assured her that he had not shared anything like that and that there was no such need for sharing his client's problems. The worker advised her to forget all that had happened and go ahead cheerfully.

Interview with Asha's husband

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

Interview with Asha

Asha met the worker at the School of Social Work. Asha told the worker that things were going peacefully and that there was no more problems. Her elder daughter passed H.S.C. with a first class. She said that she would

ask her daughter to go for Home Science. The worker kept enquiring from Asha and her husband about their progress for a couple of months. In the month of September 1990 Asha's husband told the worker that he had recovered all the mortgaged ornaments and that once again he was having a good business. The worker felt that there was no need to do further follow up and so the case was terminated.

- 1) The case is terminated as the problem was successfully resolved to the satisfaction of the clients.
- 2) As one can notice the role of the case worker becomes less and less in the last few sessions. The clients begin to sort out the problems themselves. The case worker merely encourages them and keeps tab on the progress.

3. PRESENTATION OF PRACTICUM REPORT

In the following pages you are expected to neatly present the daily report of your field practicum activities. You will be undertaking visits to two agencies in your locality where counselling services are being provided. It could be even NGOs which serve in open community setting, or any other service sector.

The rest of the pages are meant for writing reports of 45 days of concurrent field visits: at least five reports of individual conferences and group conferences (wherever applicable). You are expected to present consolidated reports of each case after the termination of the cases. Every student must conduct at least five cases following the principles and keeping in view the various phases and components of case work.

At the end you are expected to provide summary report for the entire work of the practicum for second year. For “Internship” you must use separate block which is provided to you along with the SIM.

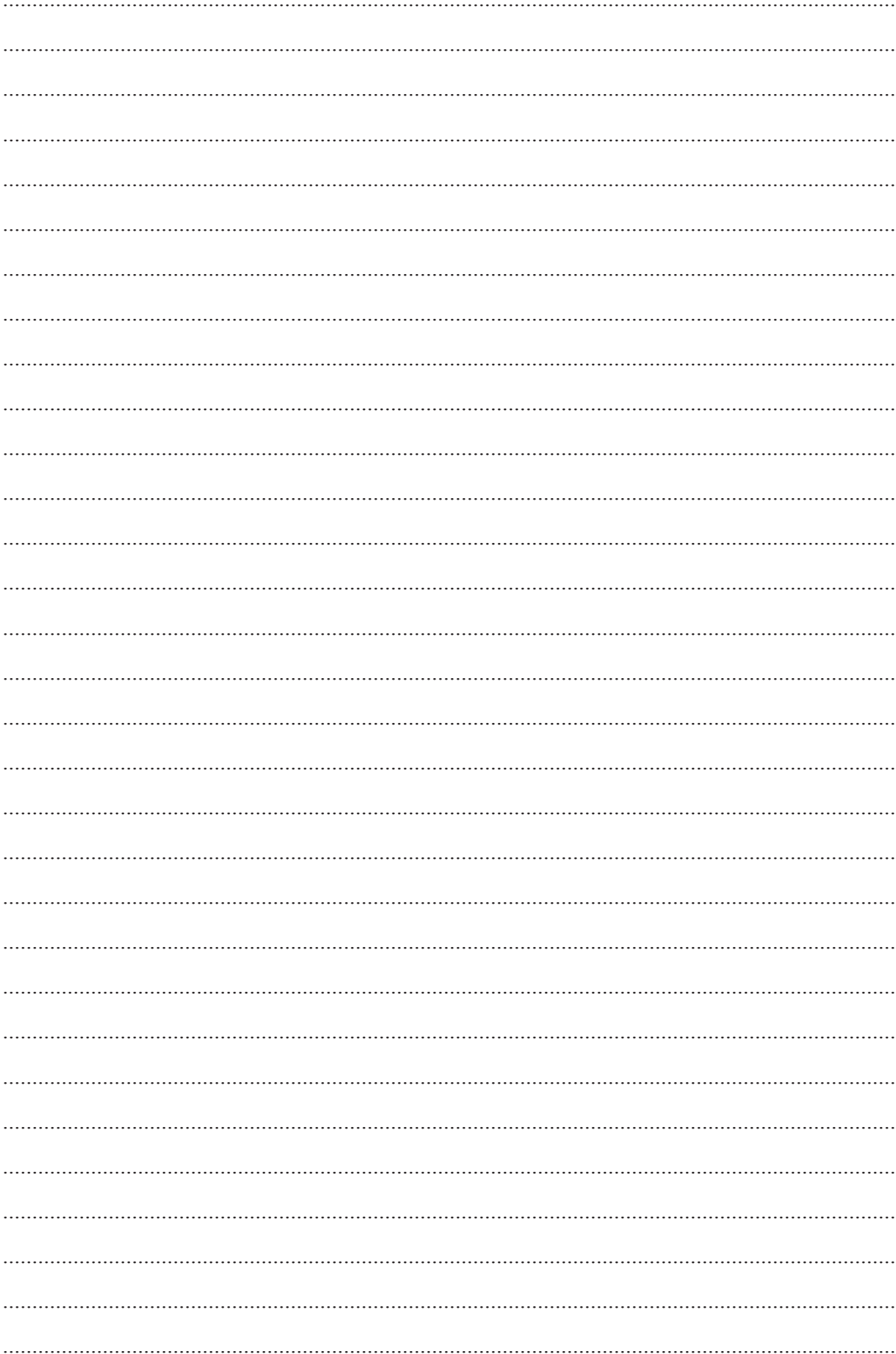
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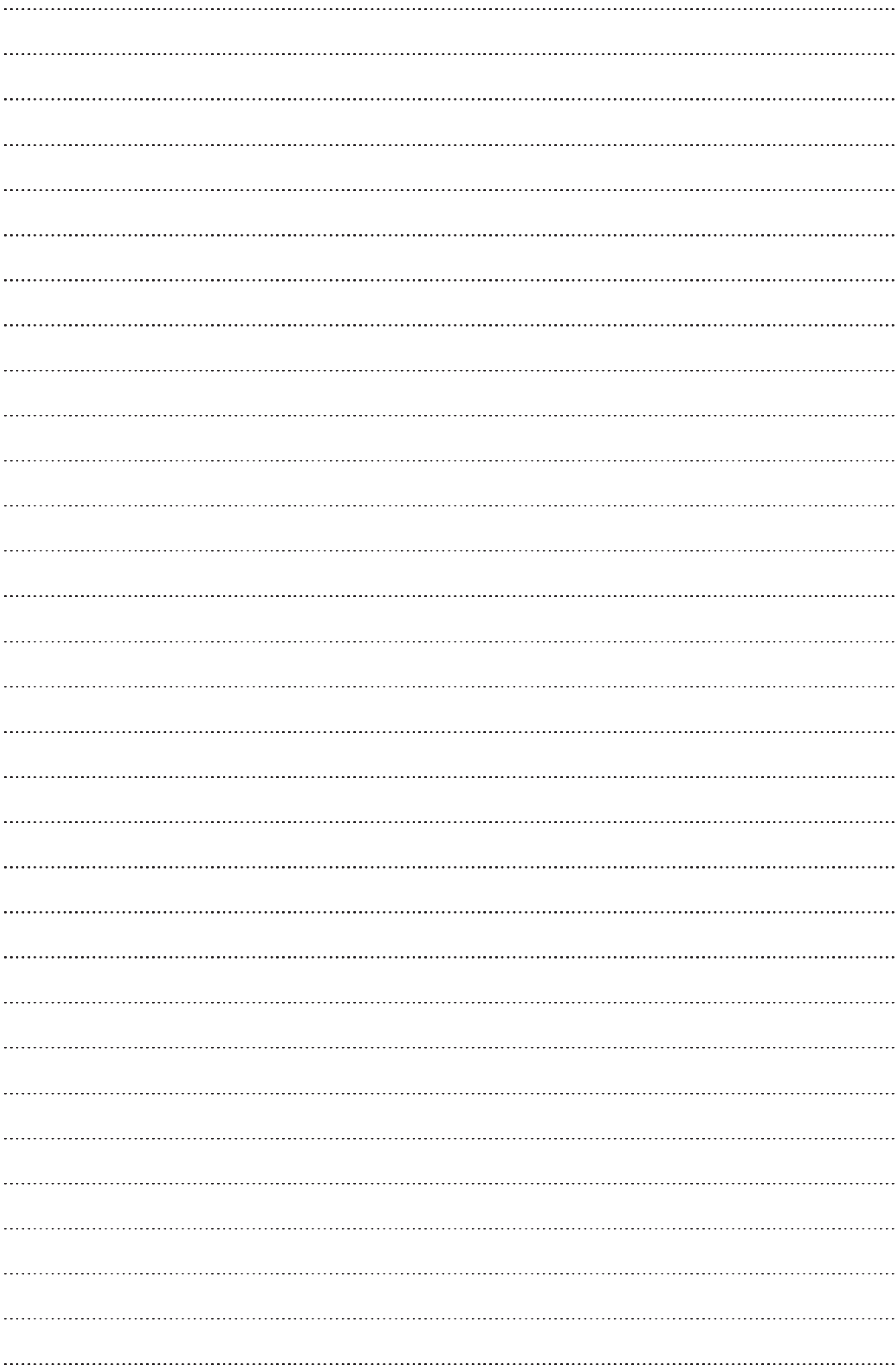
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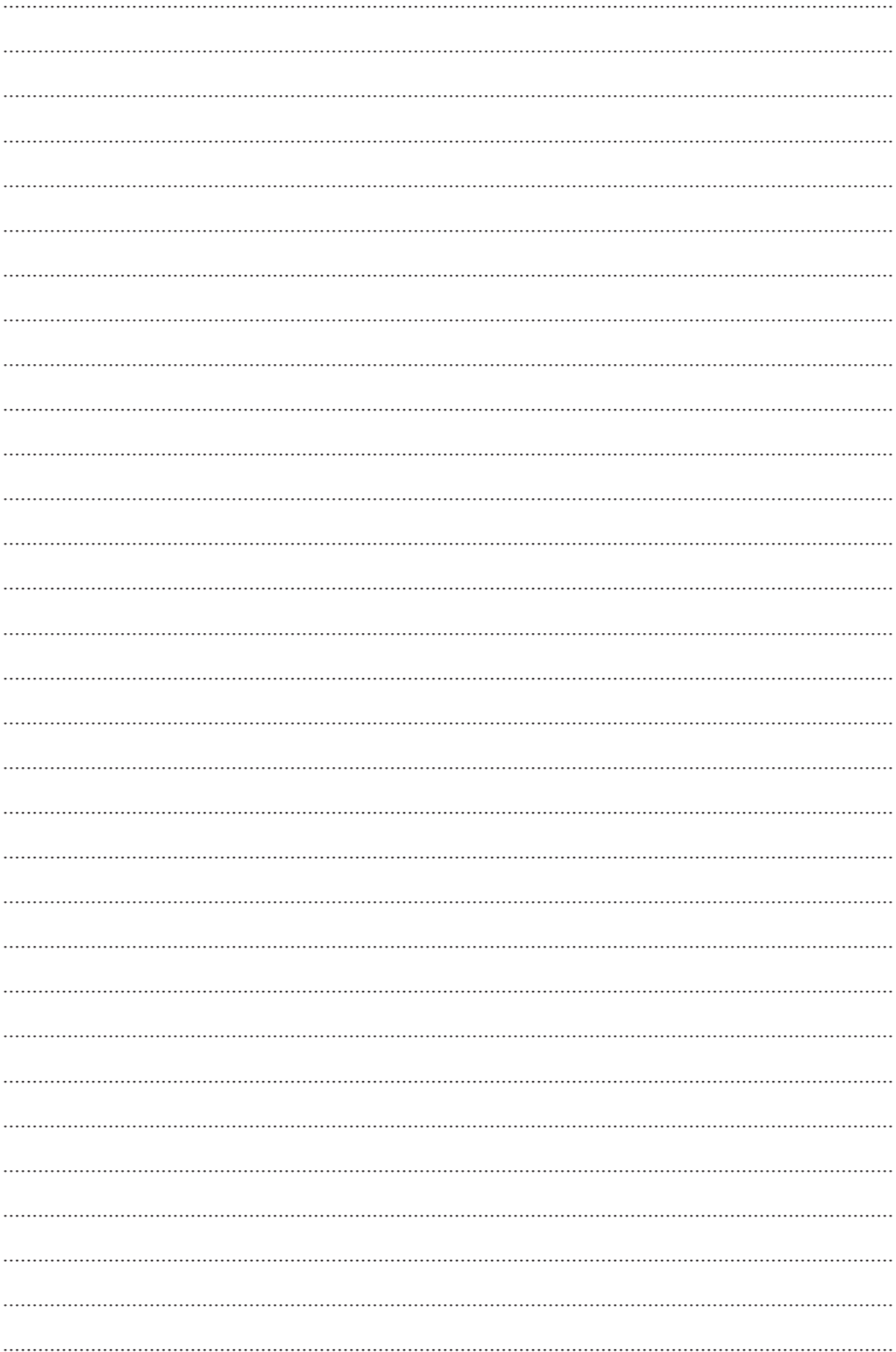
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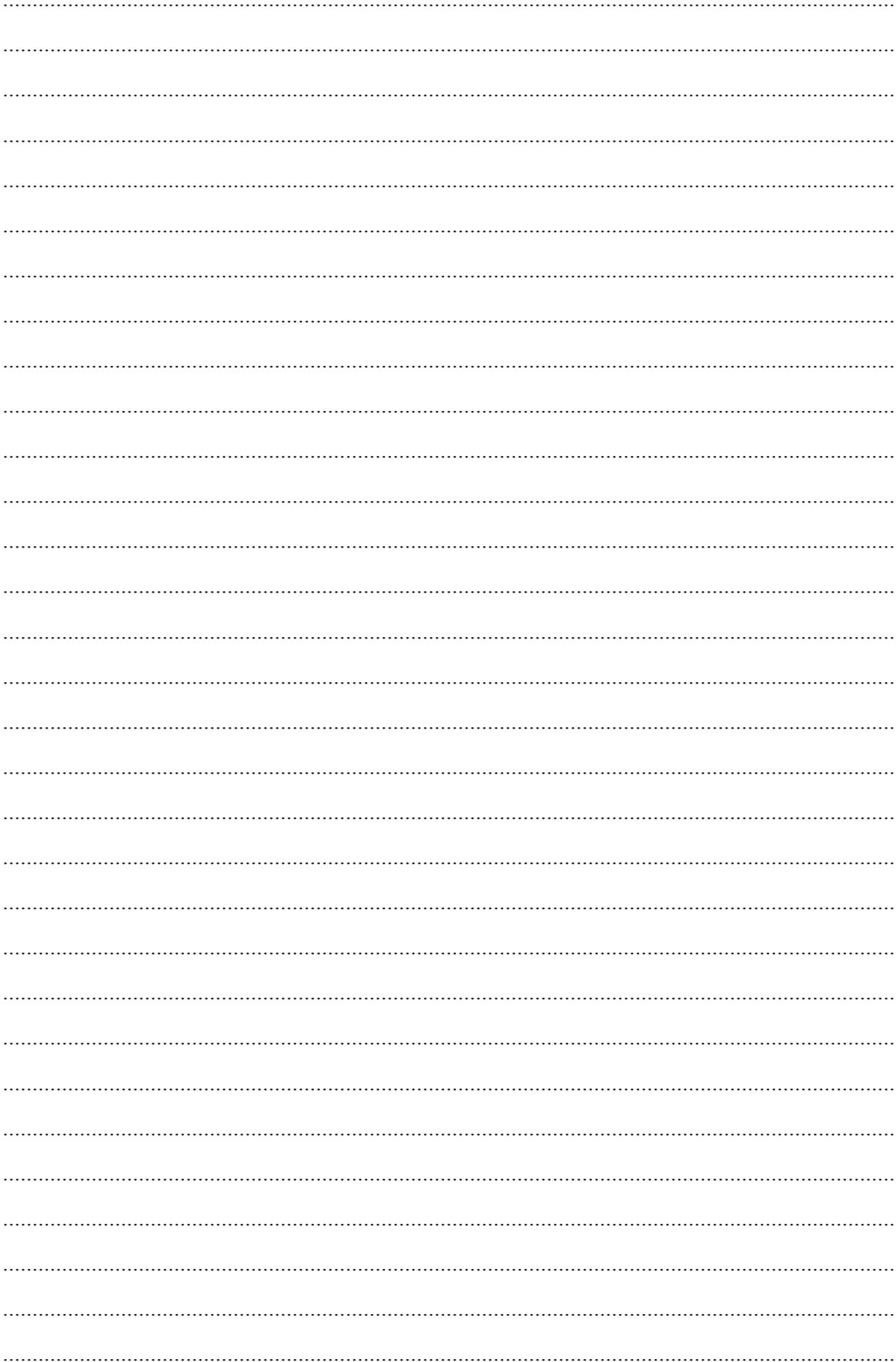
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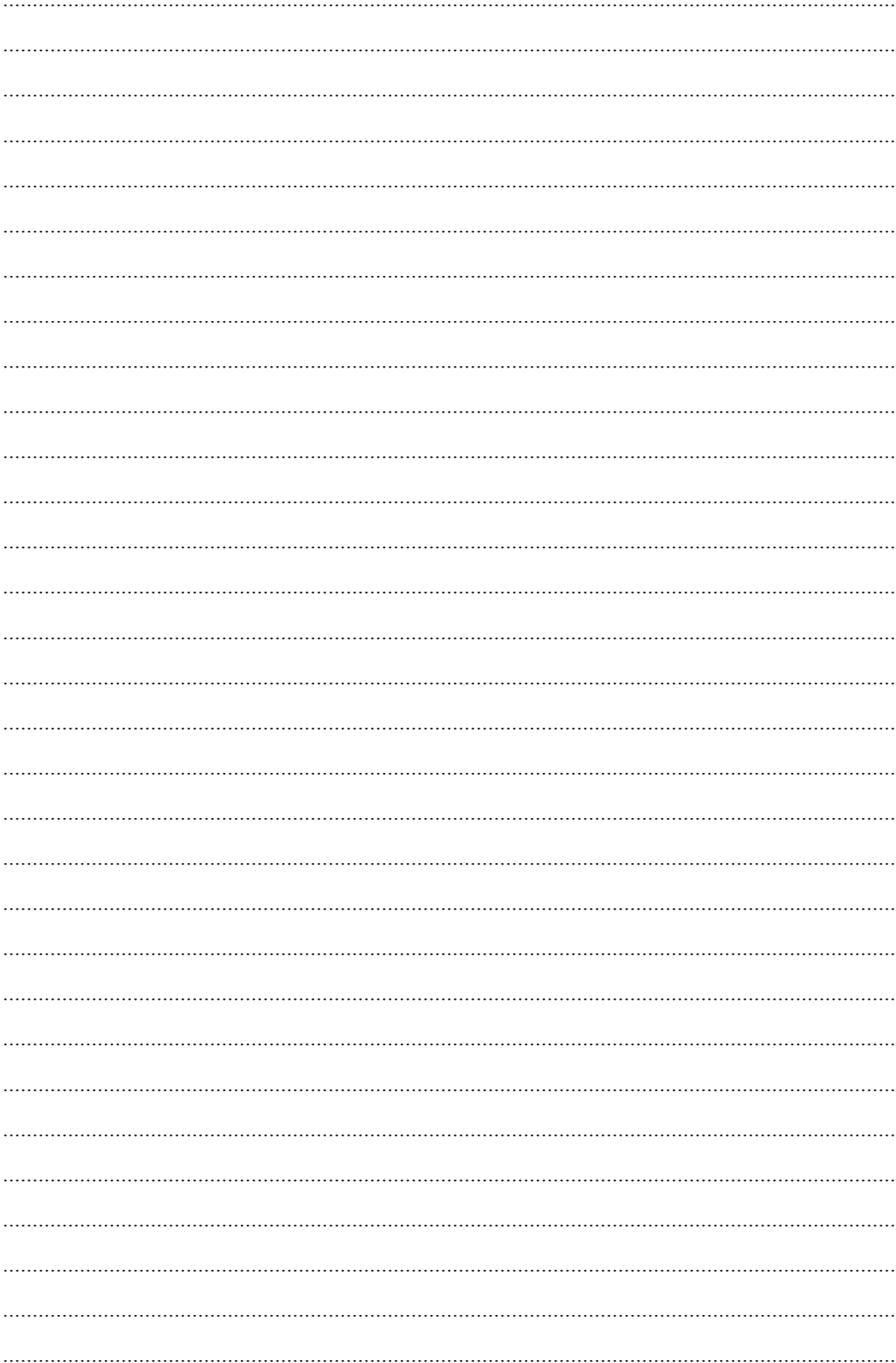
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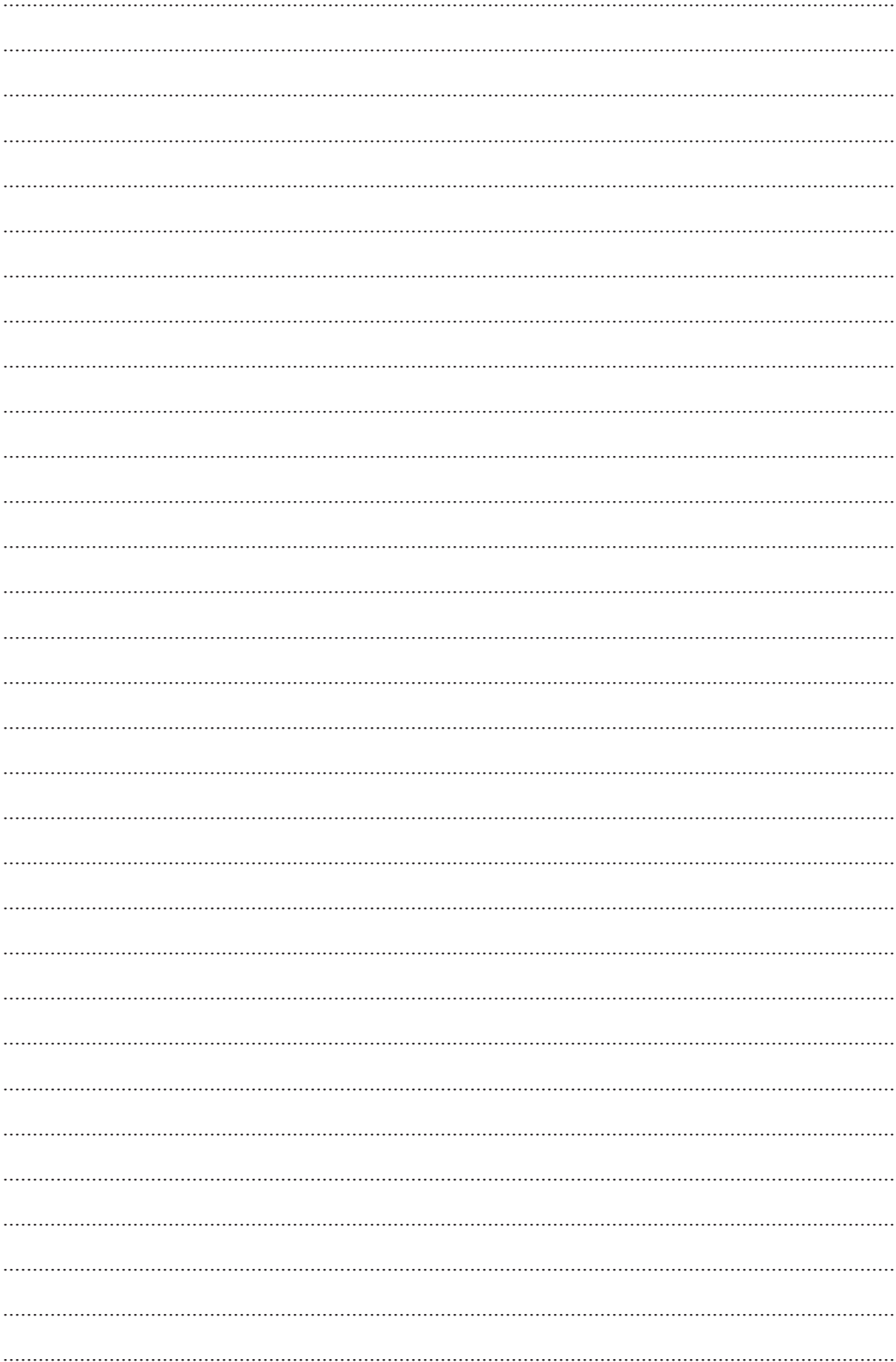




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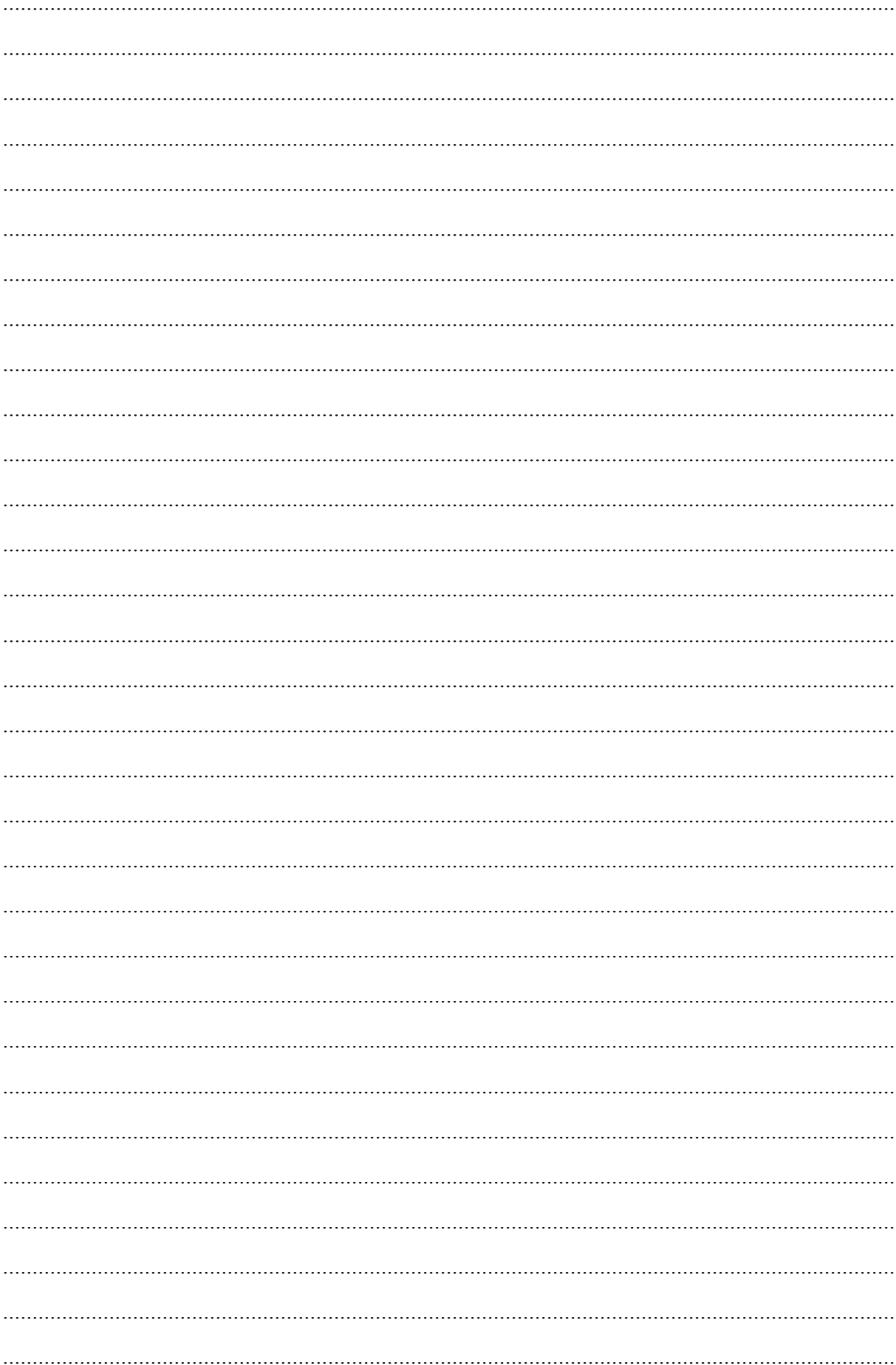


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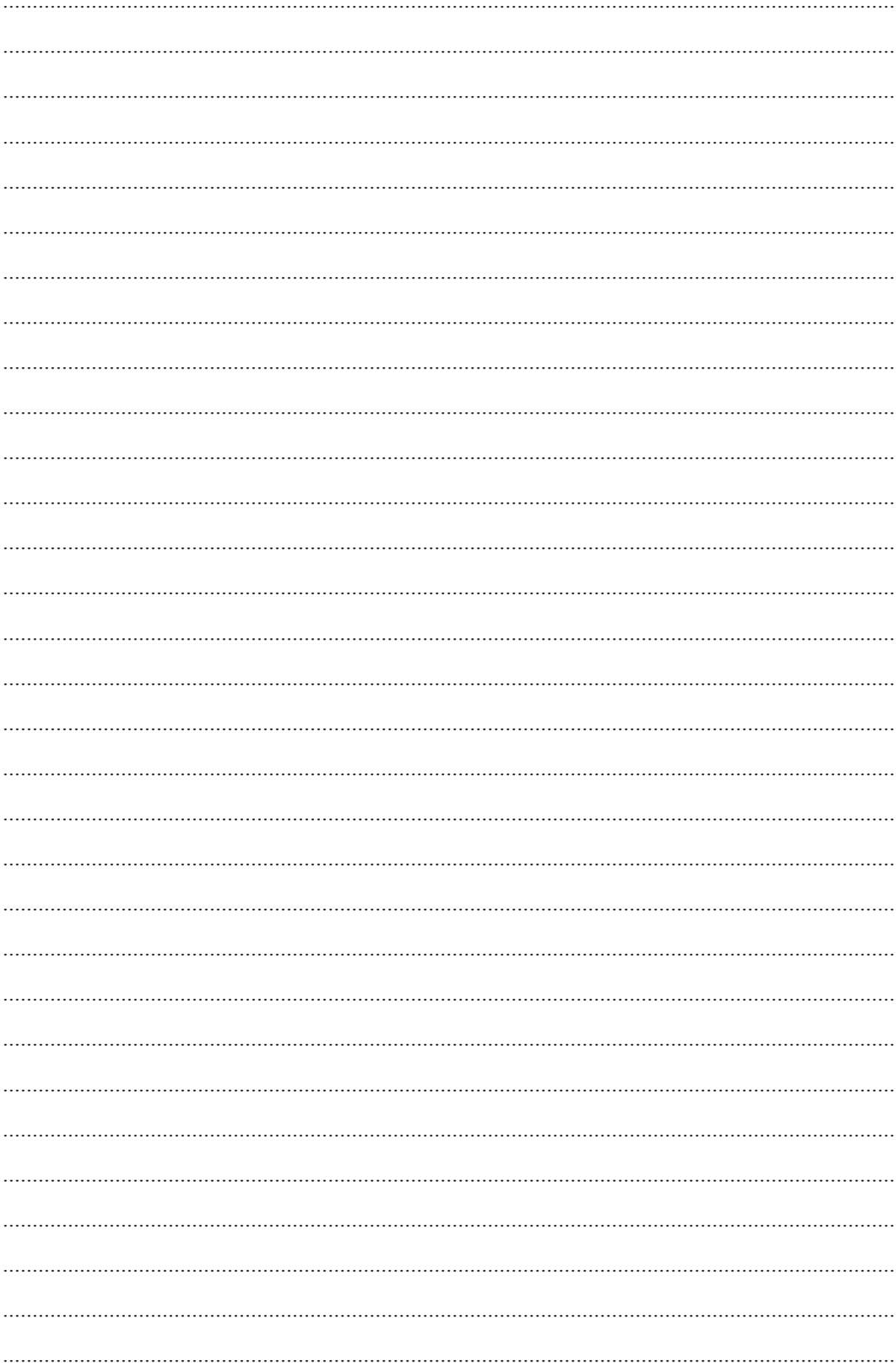
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A series of 30 horizontal dotted lines spanning the width of the page, intended for handwriting practice.

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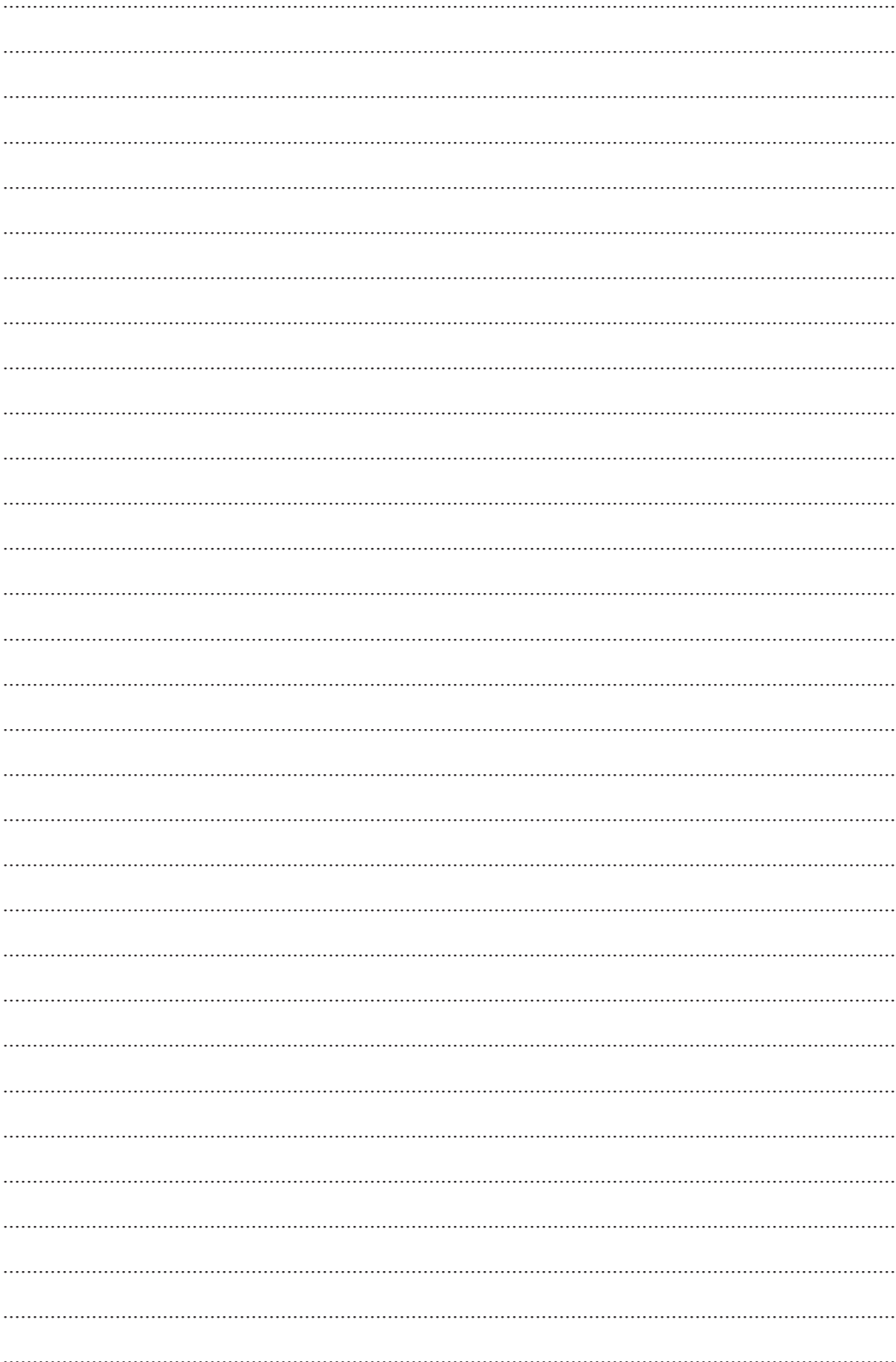
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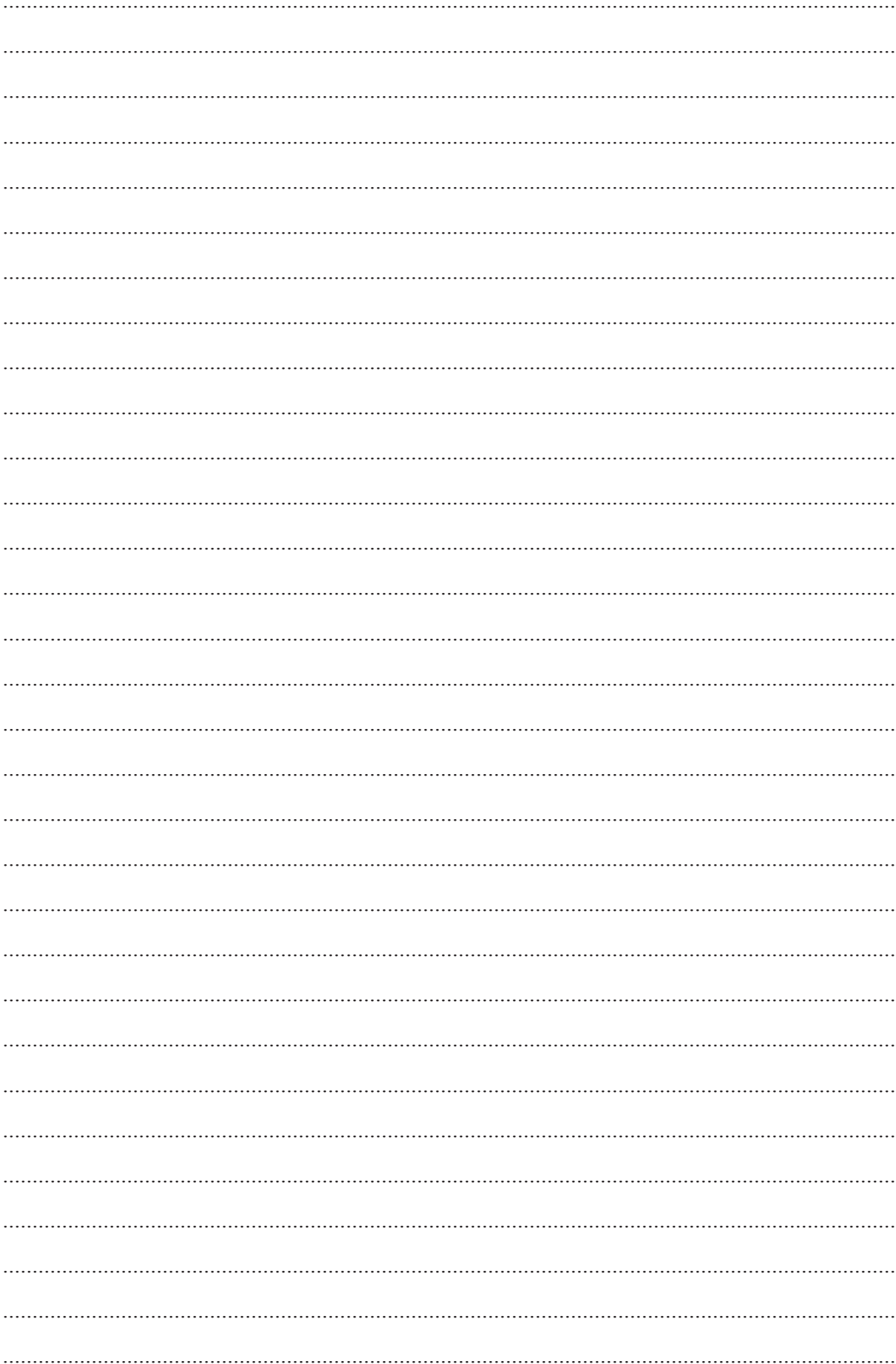
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A series of 30 horizontal dotted lines spanning the width of the page, intended for writing or drawing.

Lined writing area consisting of multiple horizontal dotted lines.

A series of 30 horizontal dotted lines spanning the width of the page, providing a template for handwriting practice.





A series of 30 horizontal dotted lines spaced evenly down the page, providing a template for handwriting practice.

Lined paper with 30 horizontal dotted lines.

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A series of 30 horizontal dotted lines spanning the width of the page, intended for writing or drawing.



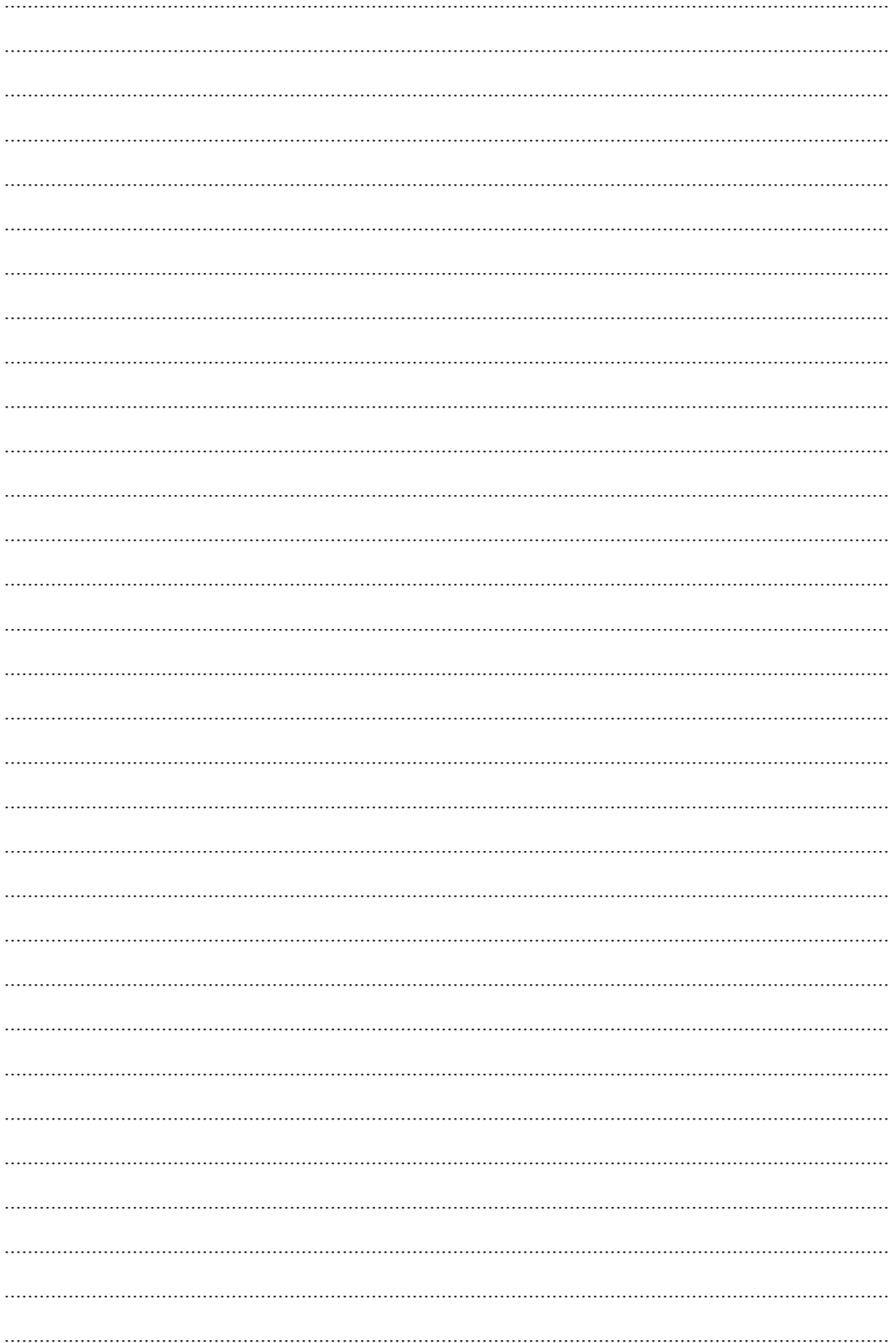
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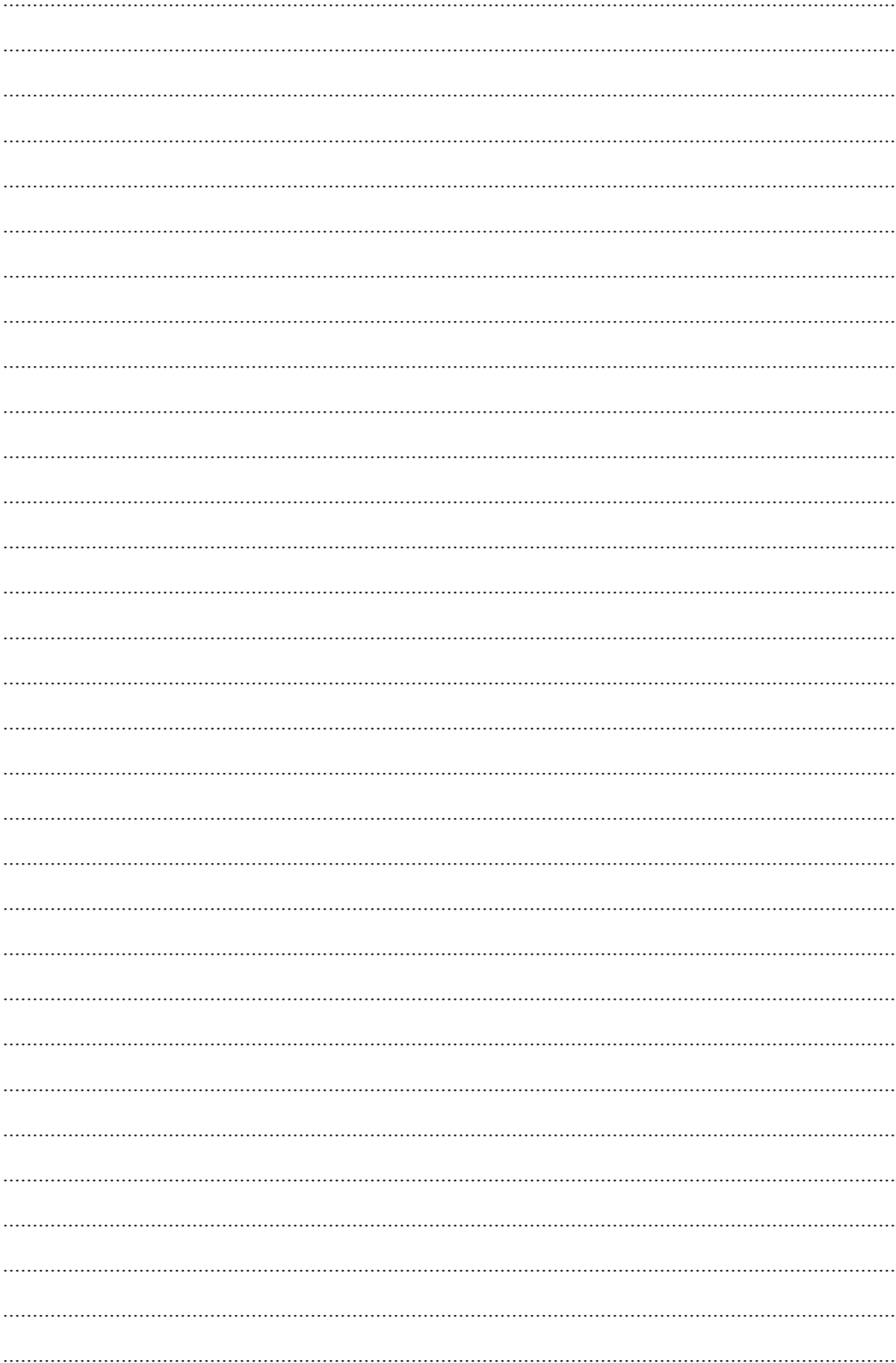
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Lined writing area with horizontal dotted lines.

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A series of 30 horizontal dotted lines, evenly spaced, spanning most of the width of the page, intended for handwriting practice.



A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice.

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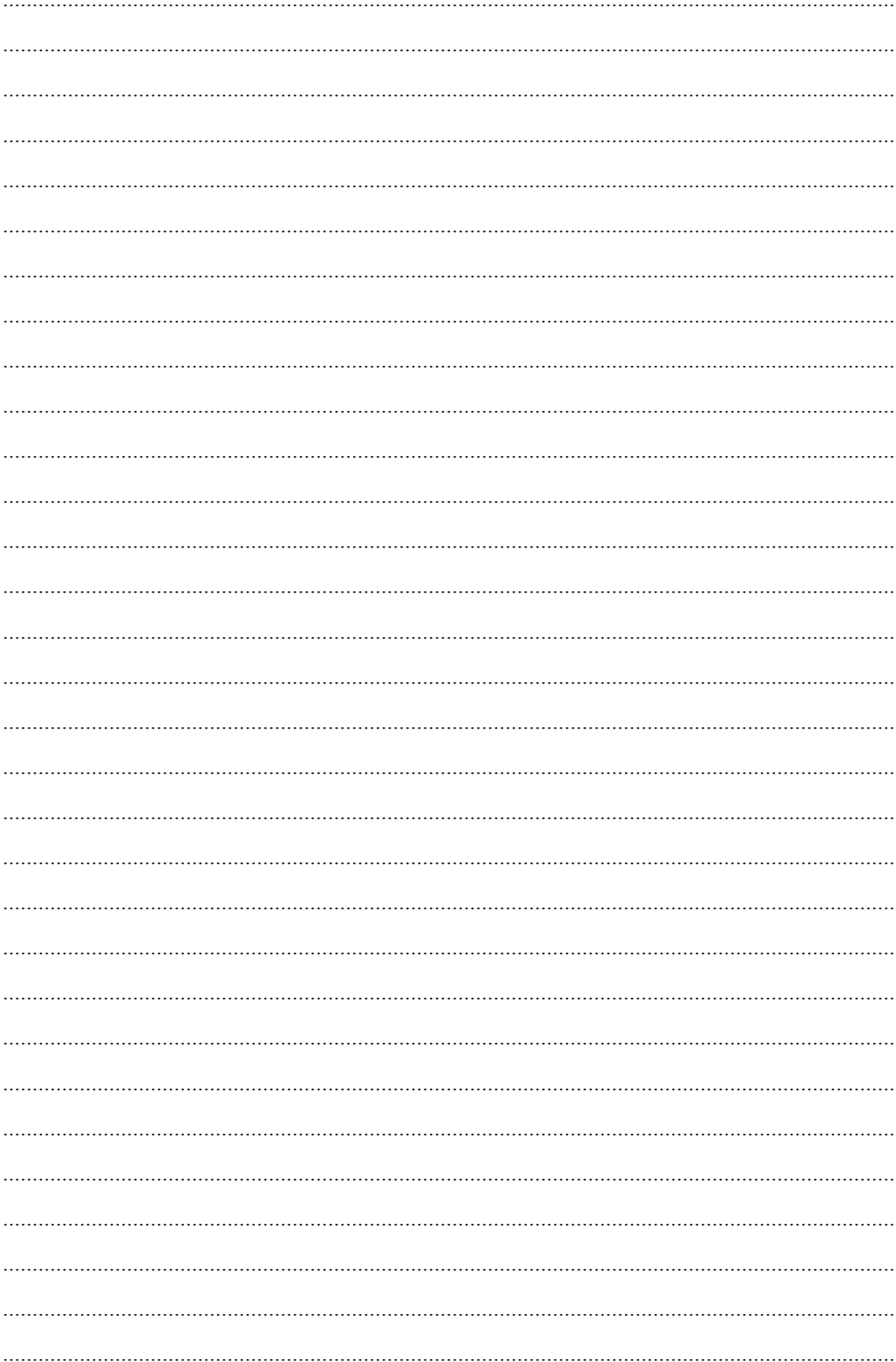
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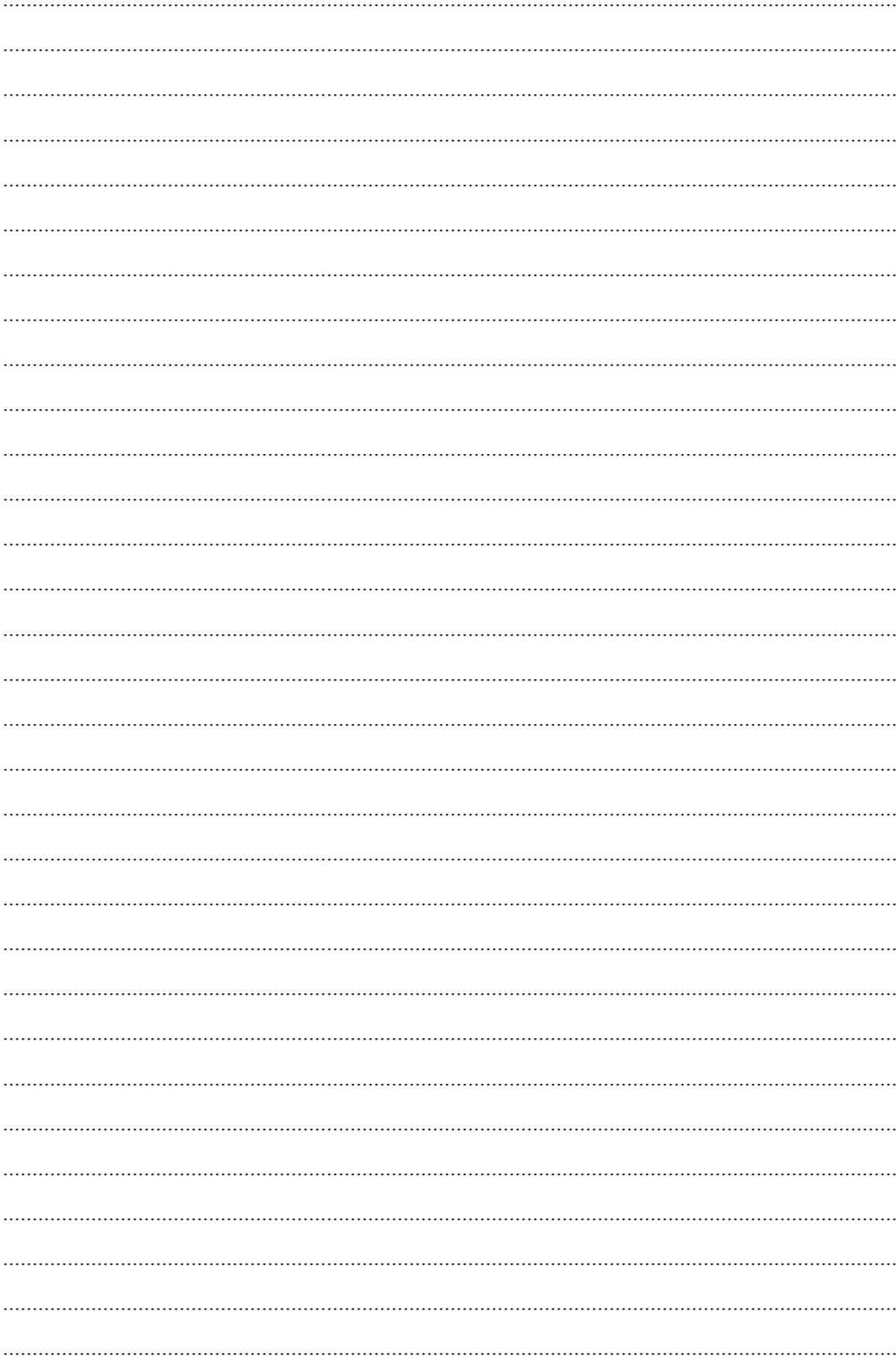
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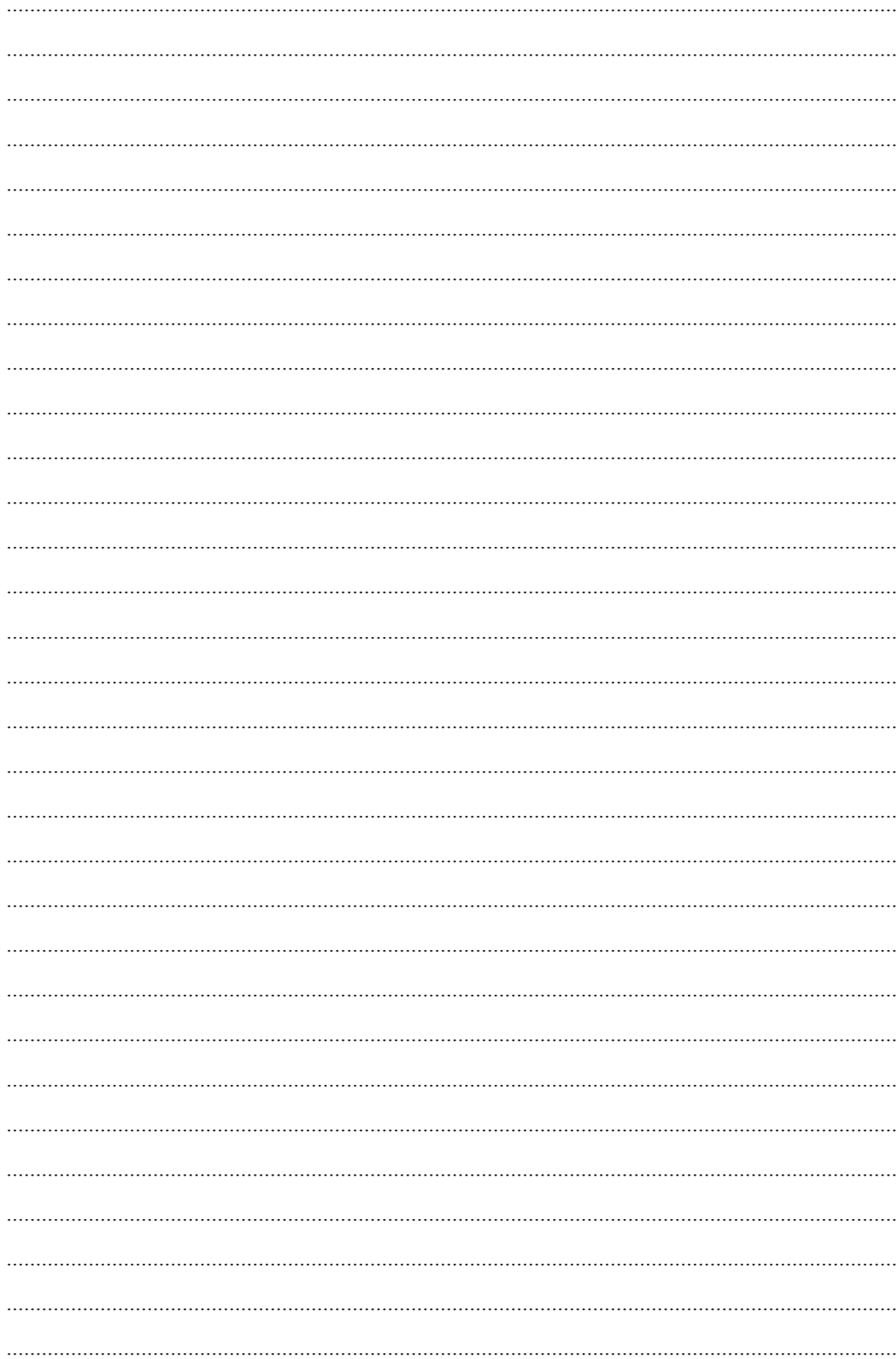
Lined page with 30 horizontal dotted lines.

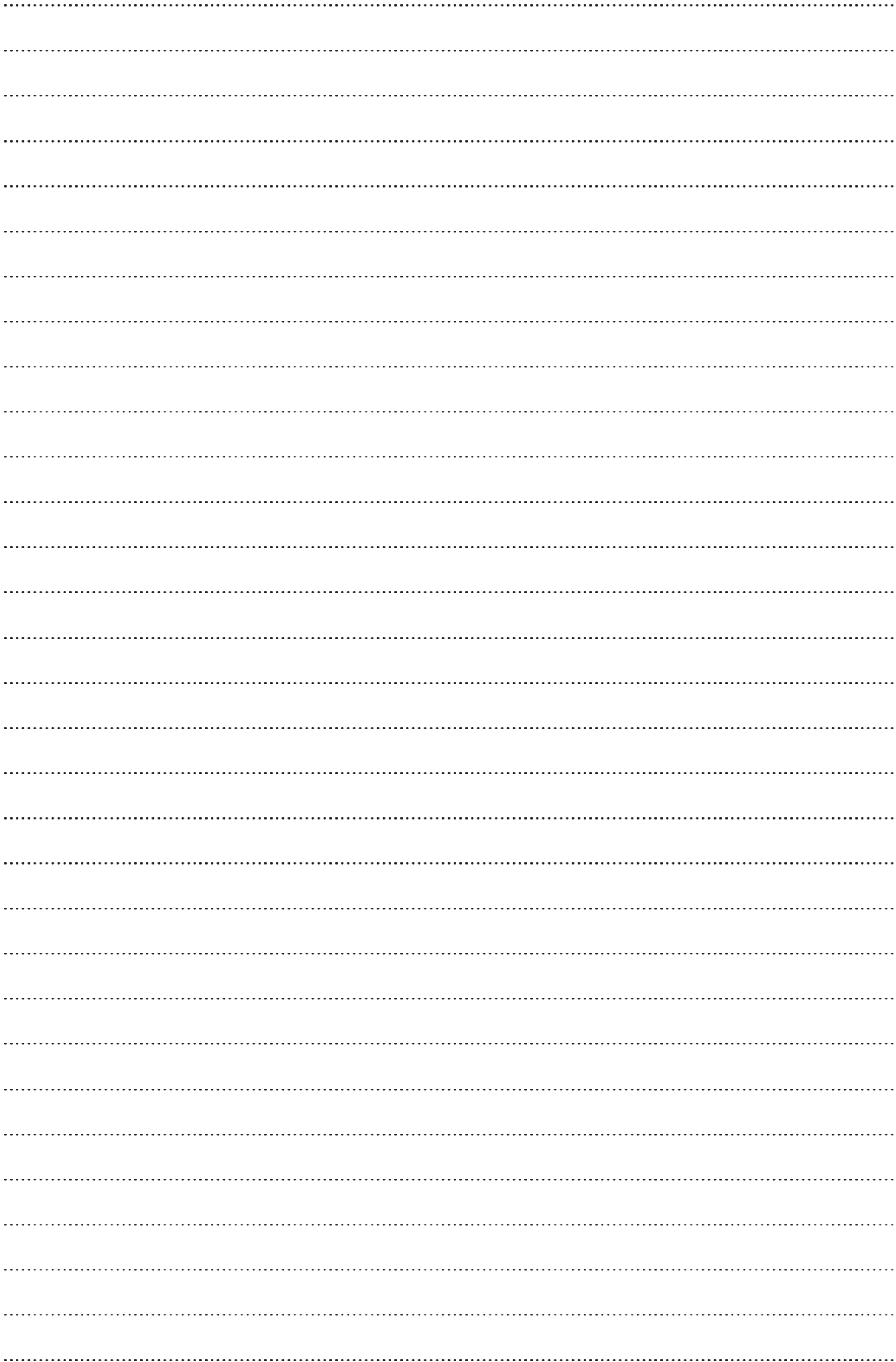
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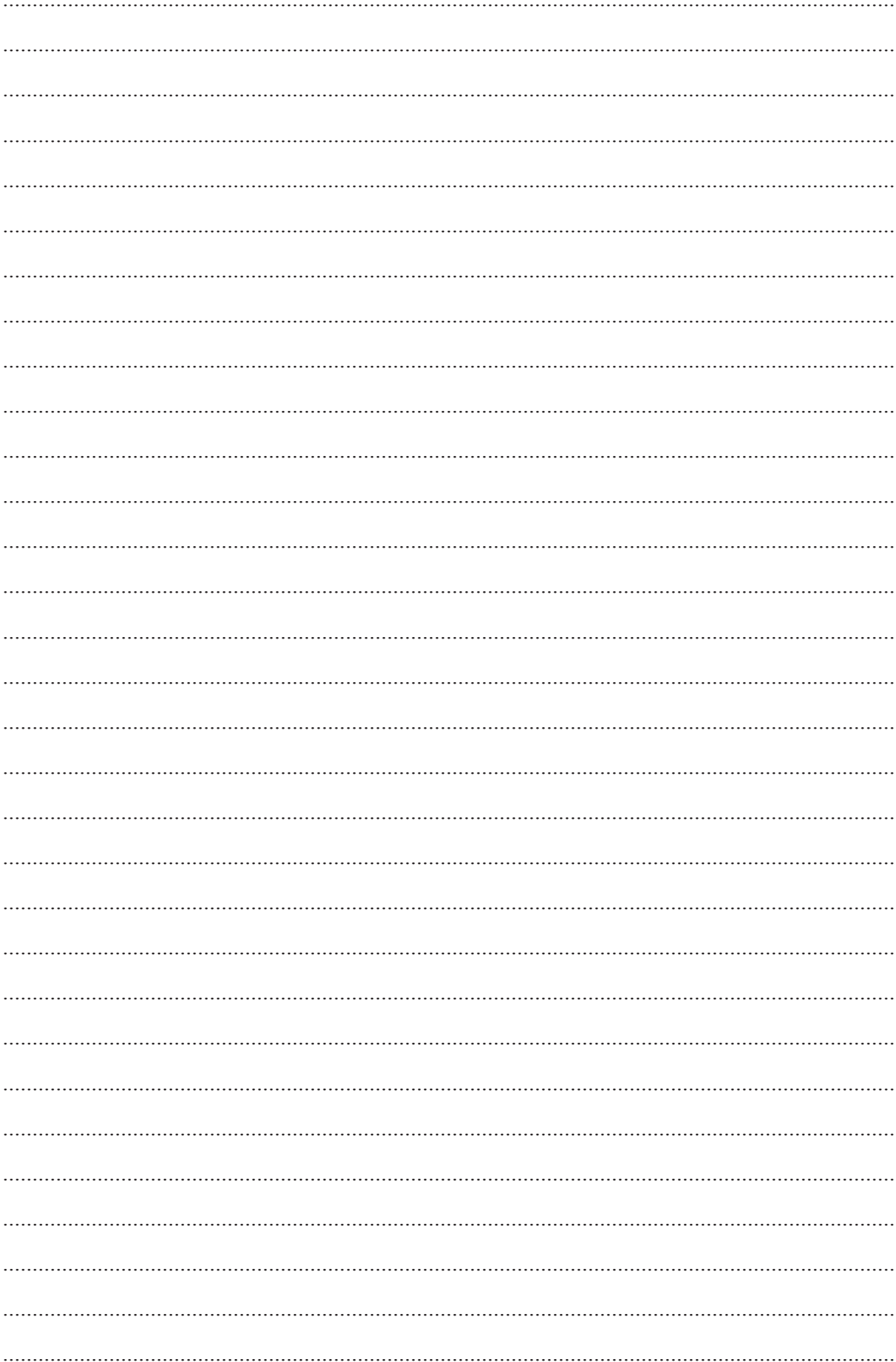
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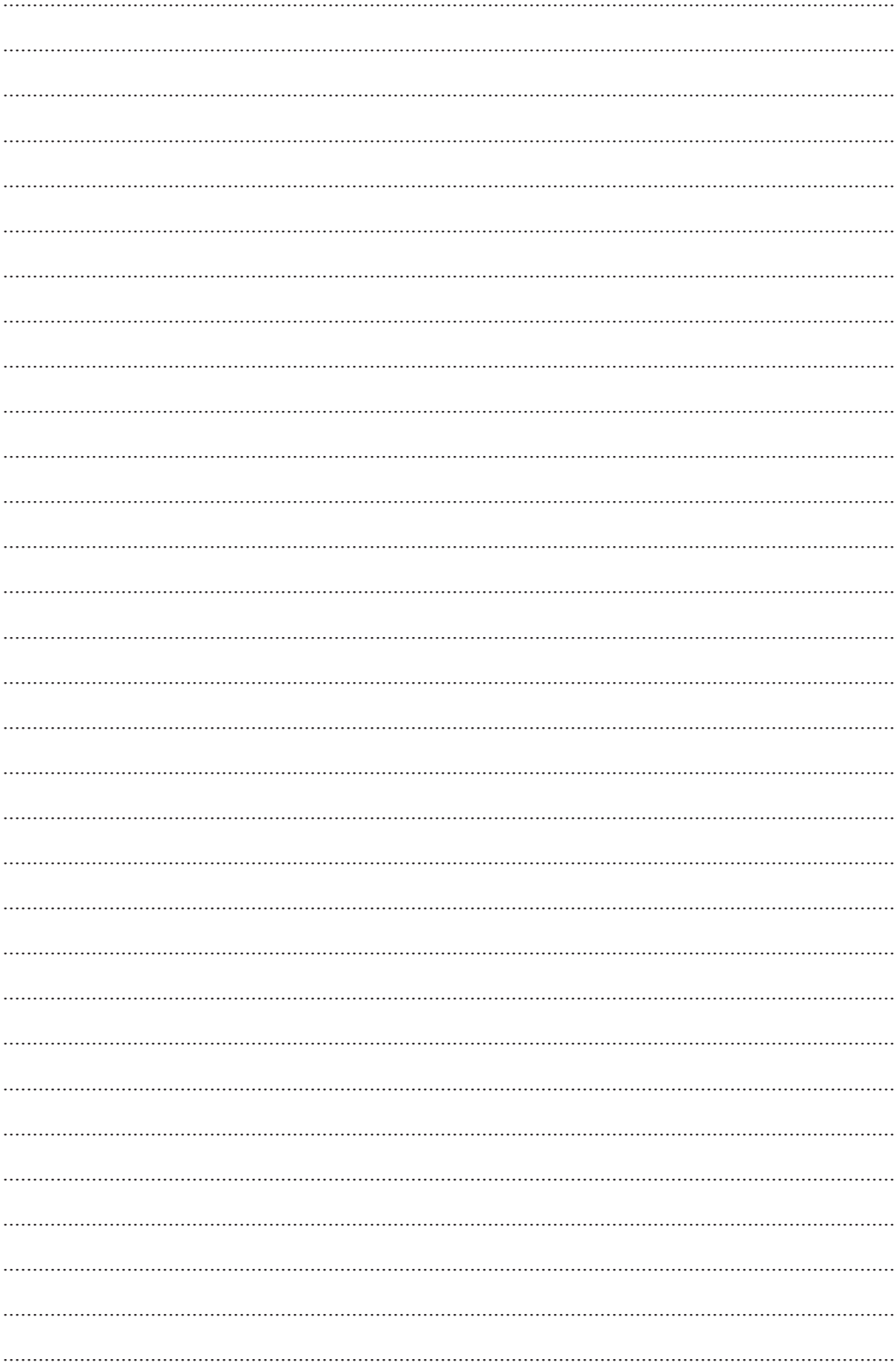
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Lined writing paper with 25 horizontal dotted lines.

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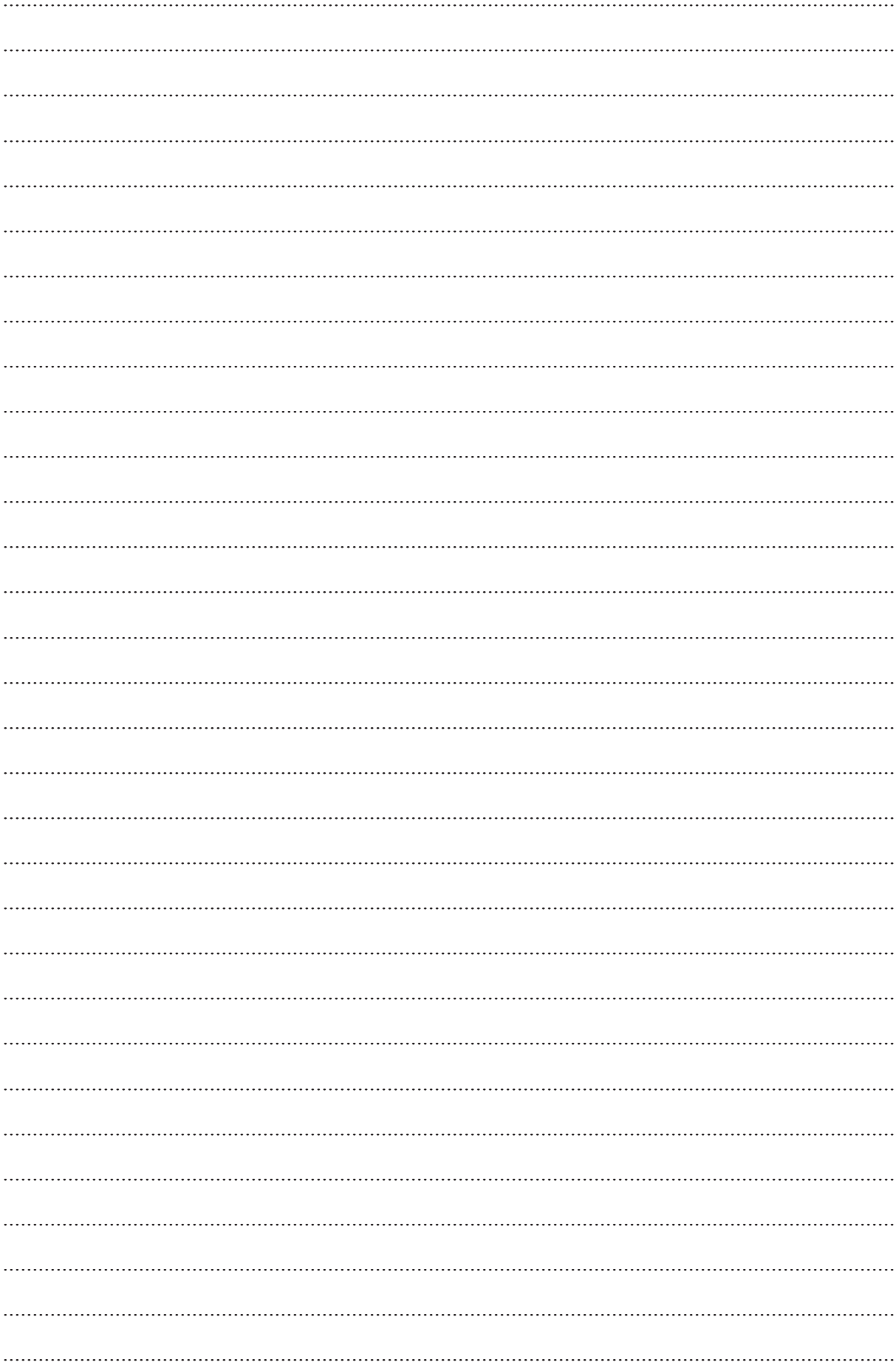


A series of horizontal dotted lines spanning the width of the page, providing a guide for handwriting practice. There are 30 lines in total.

Dotted lines for writing practice.

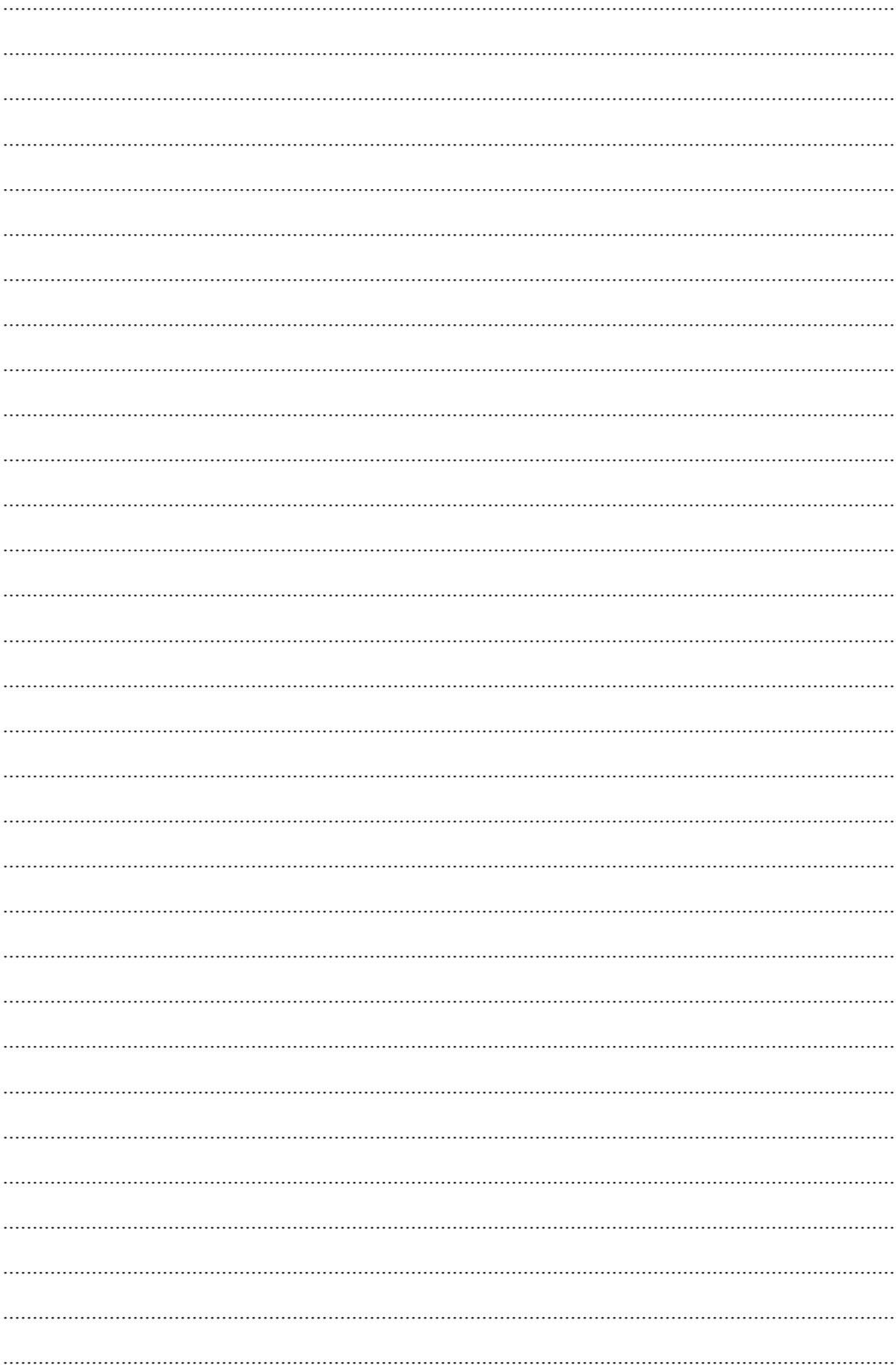
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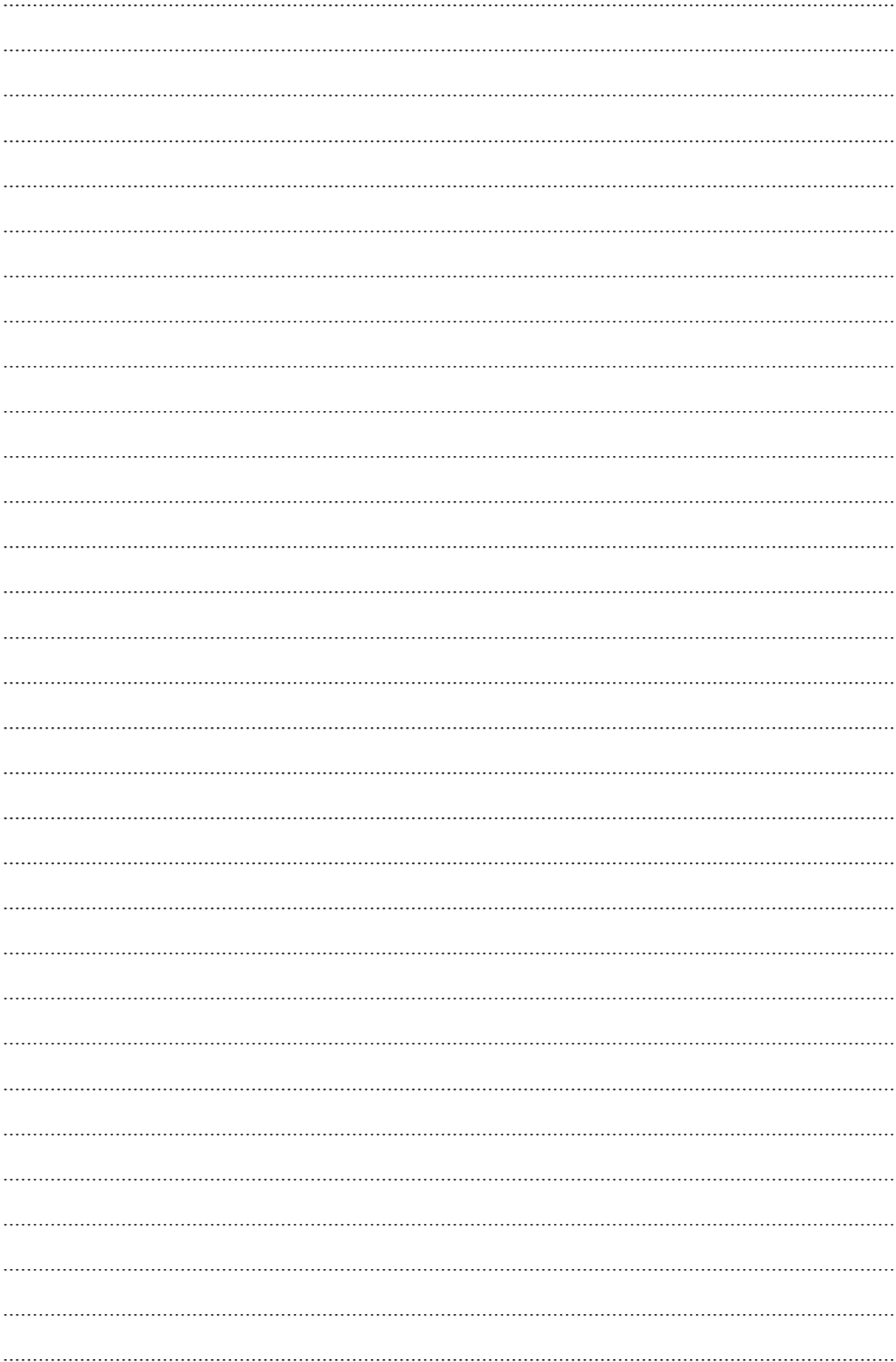
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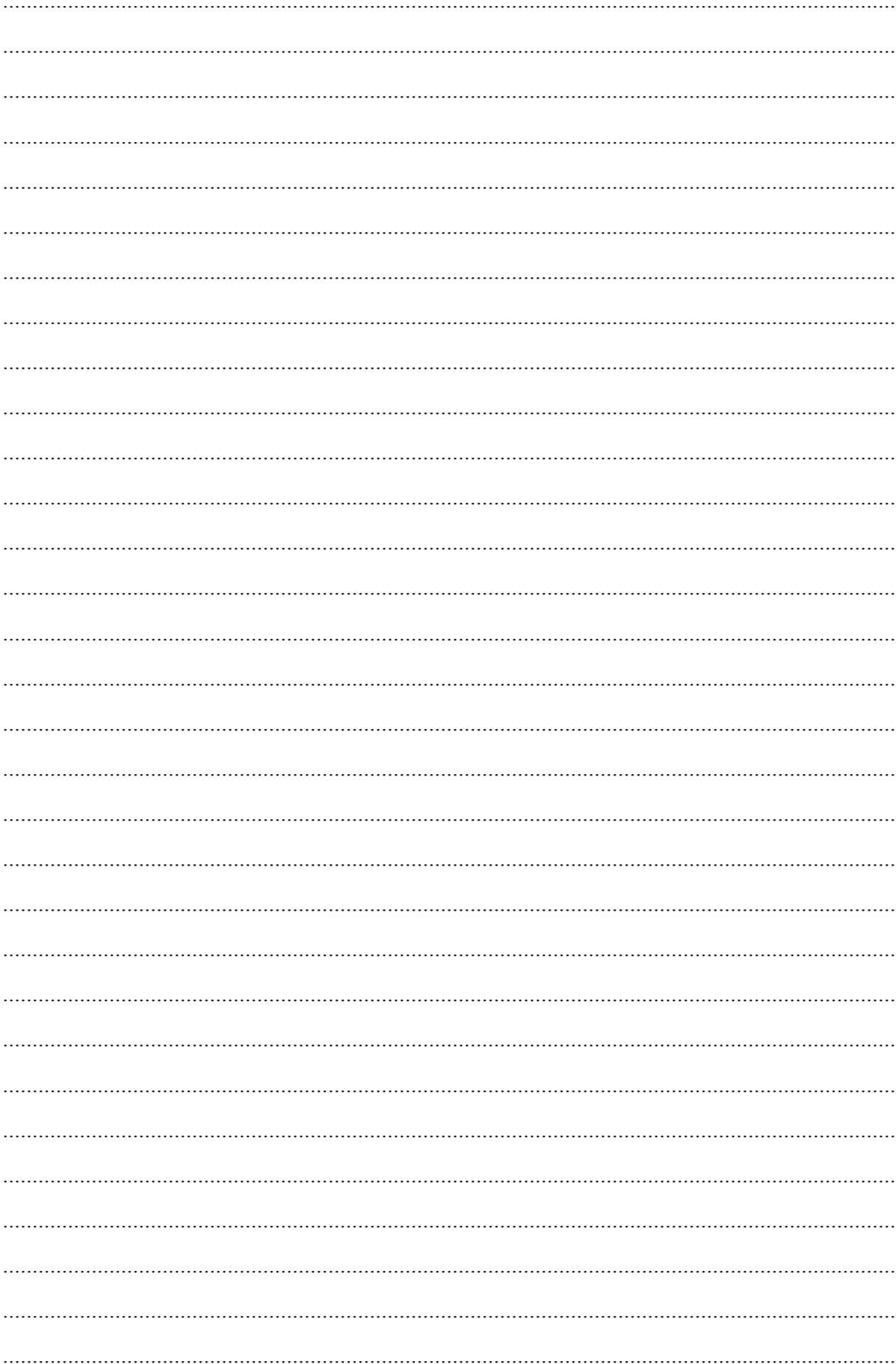


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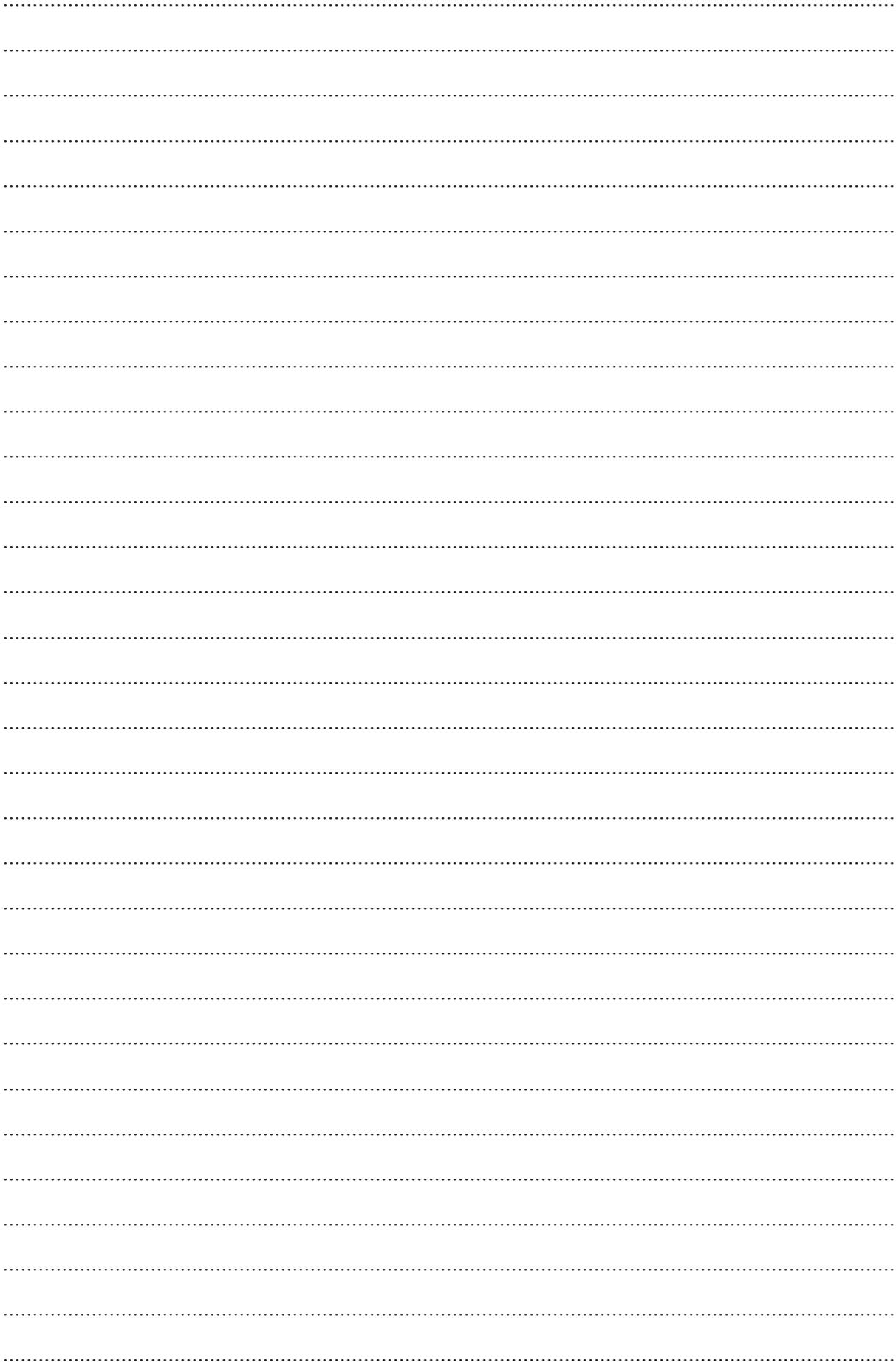
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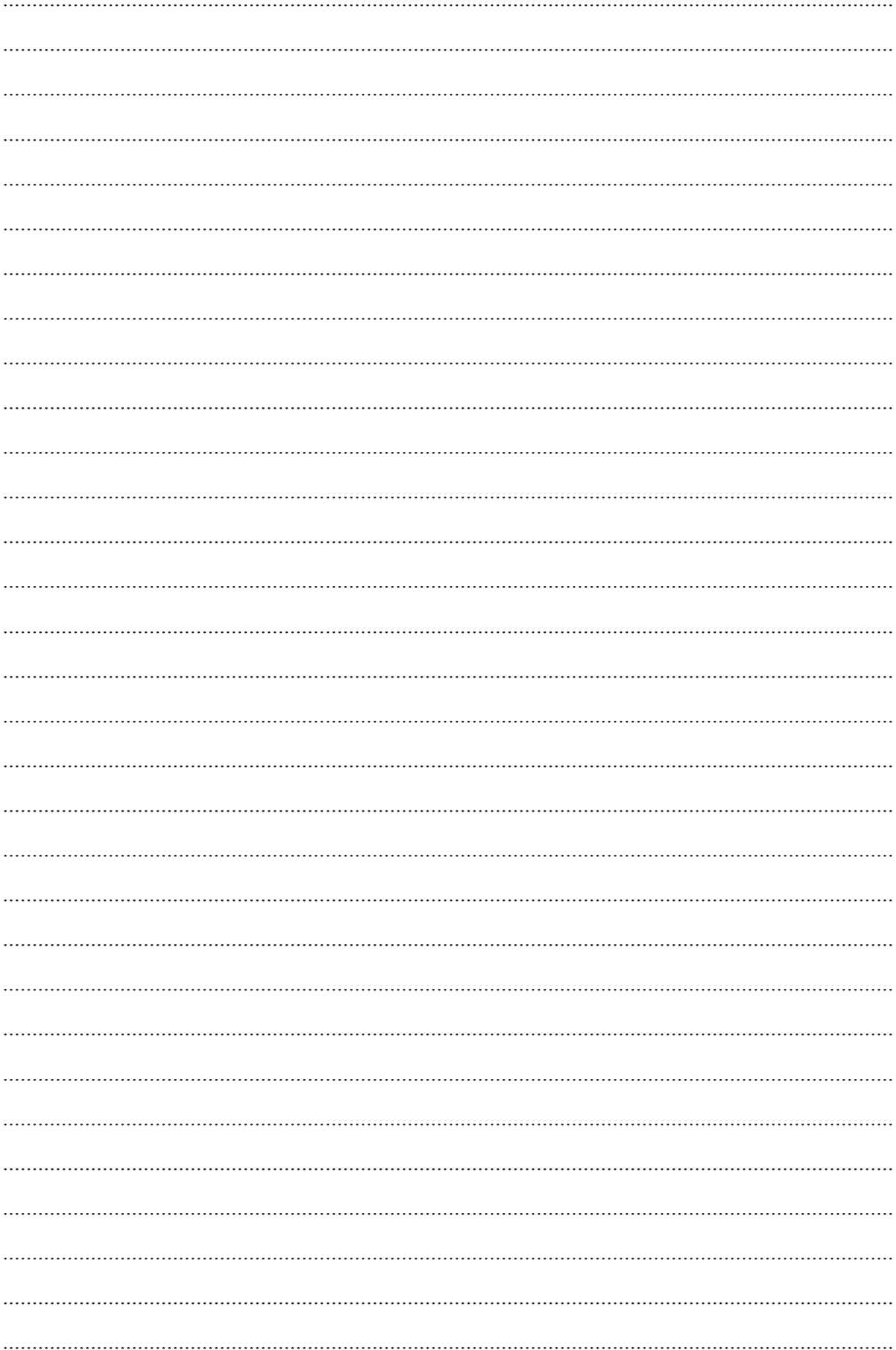
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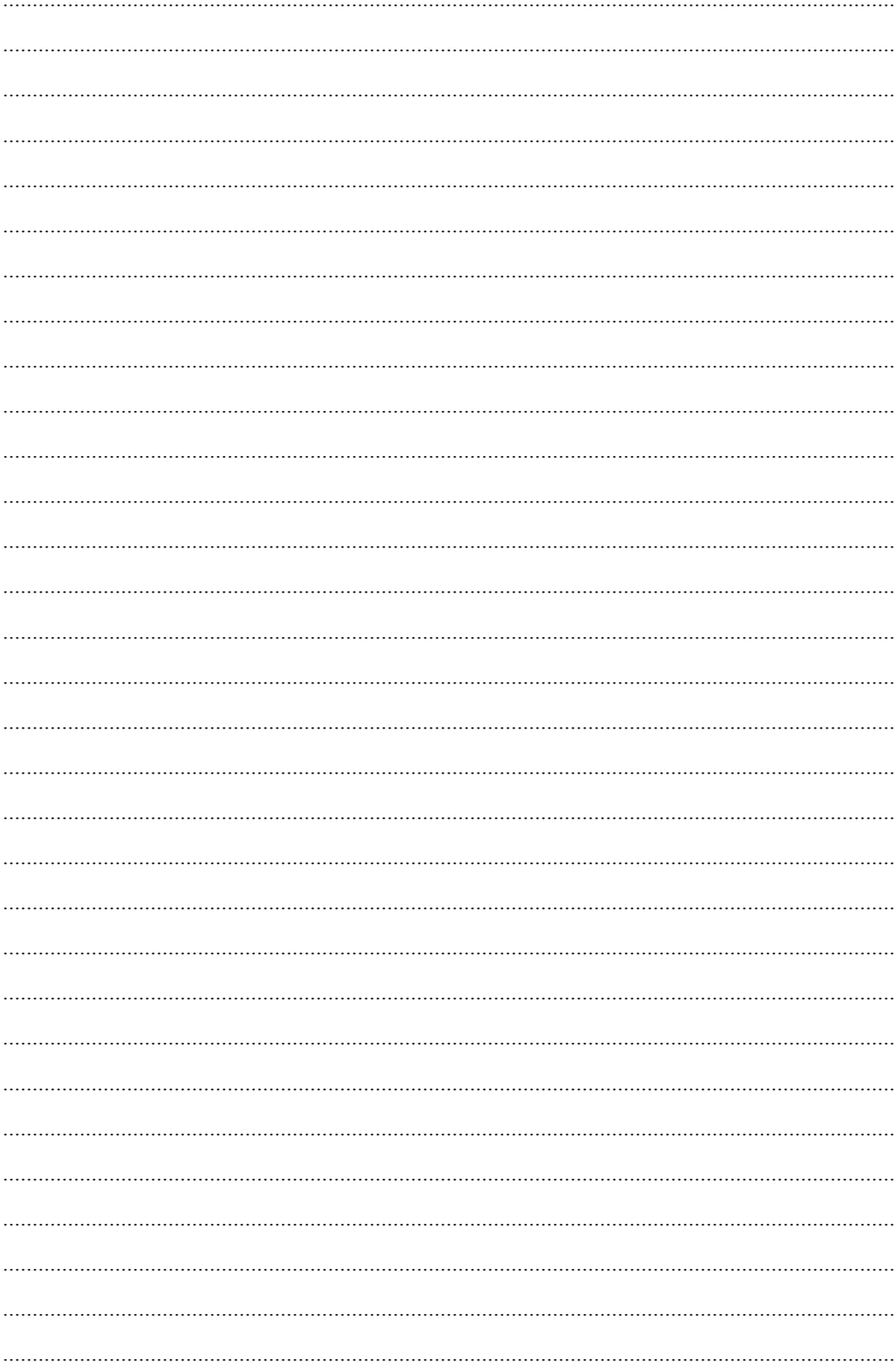
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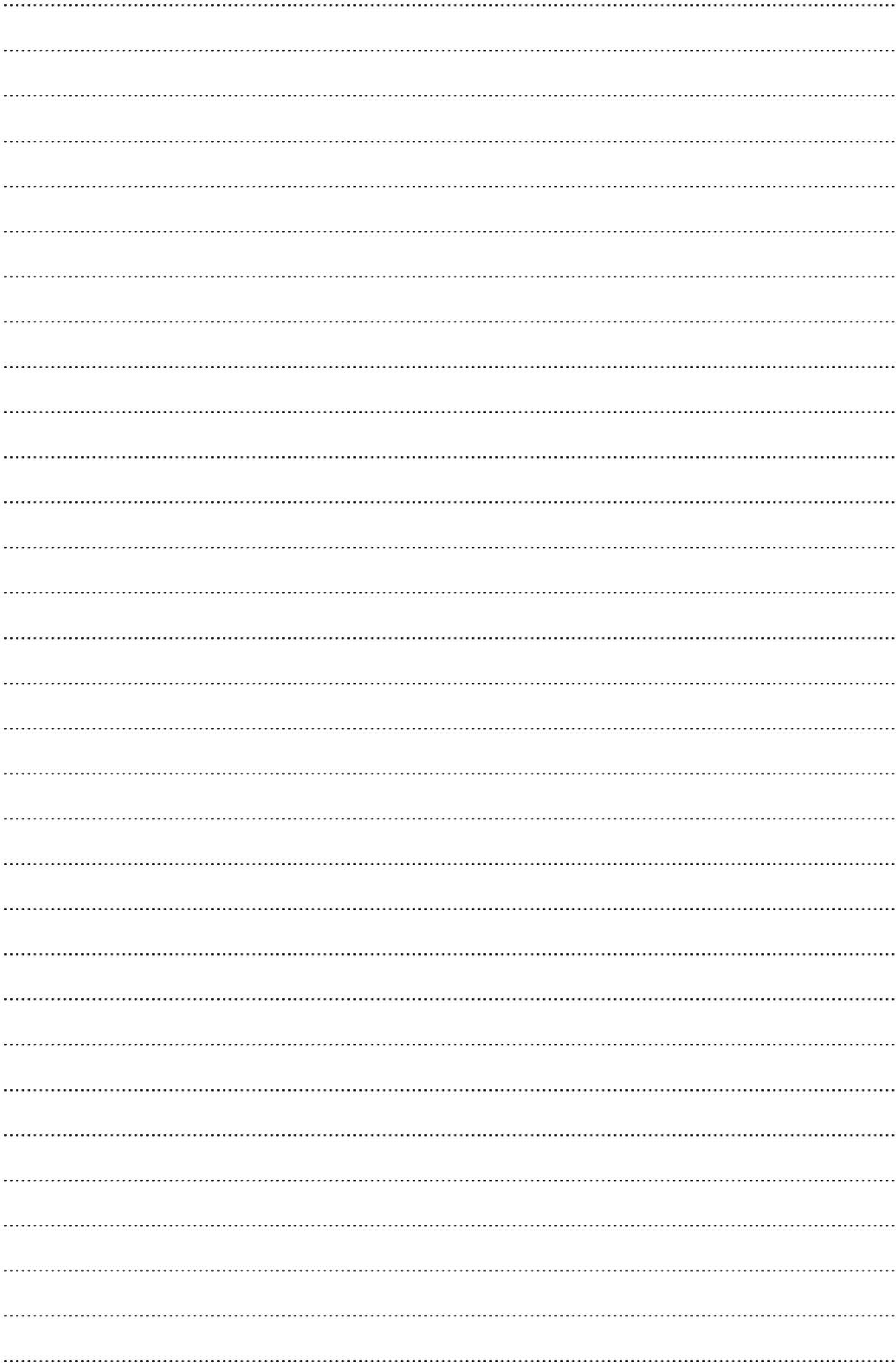


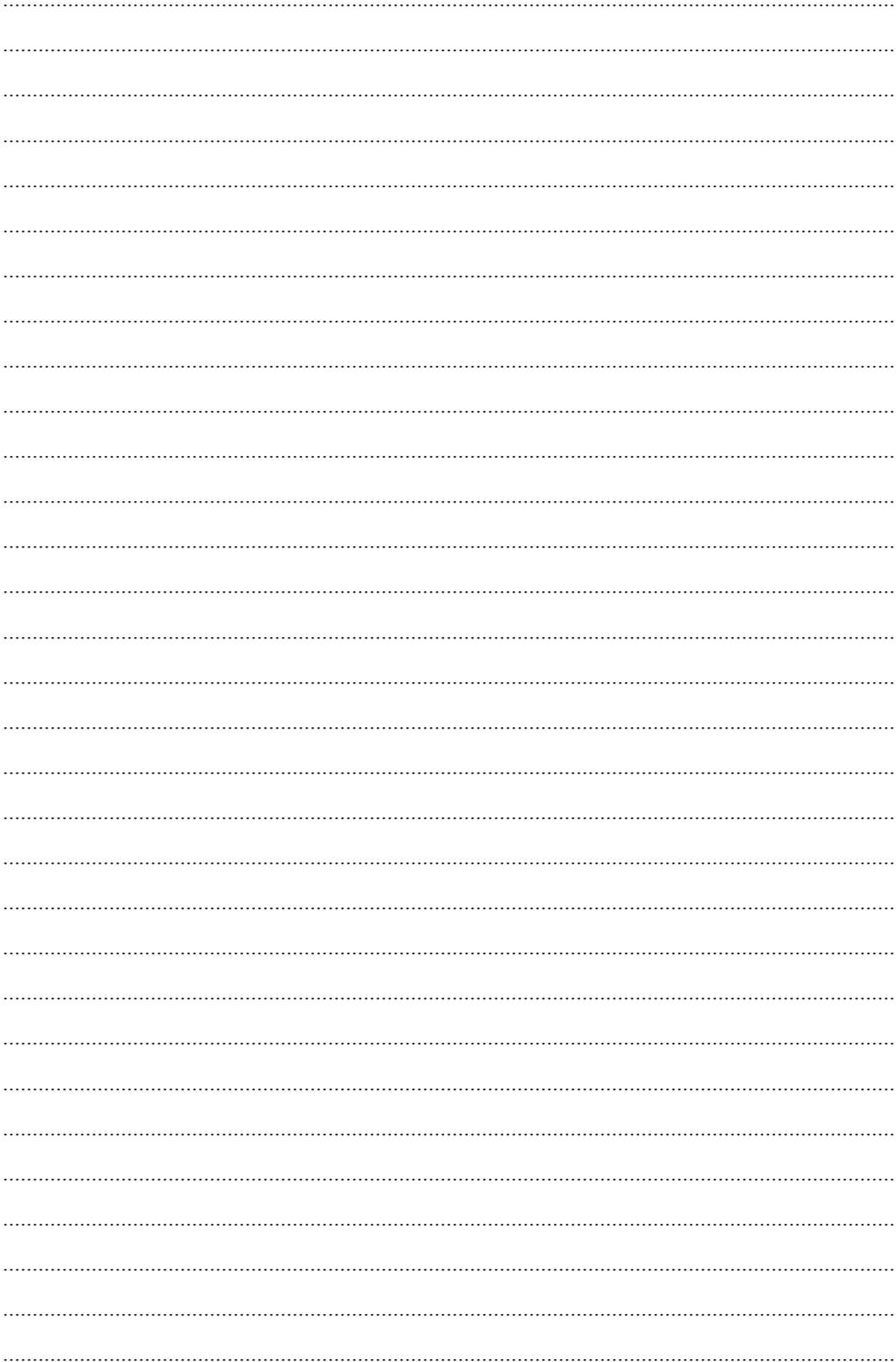
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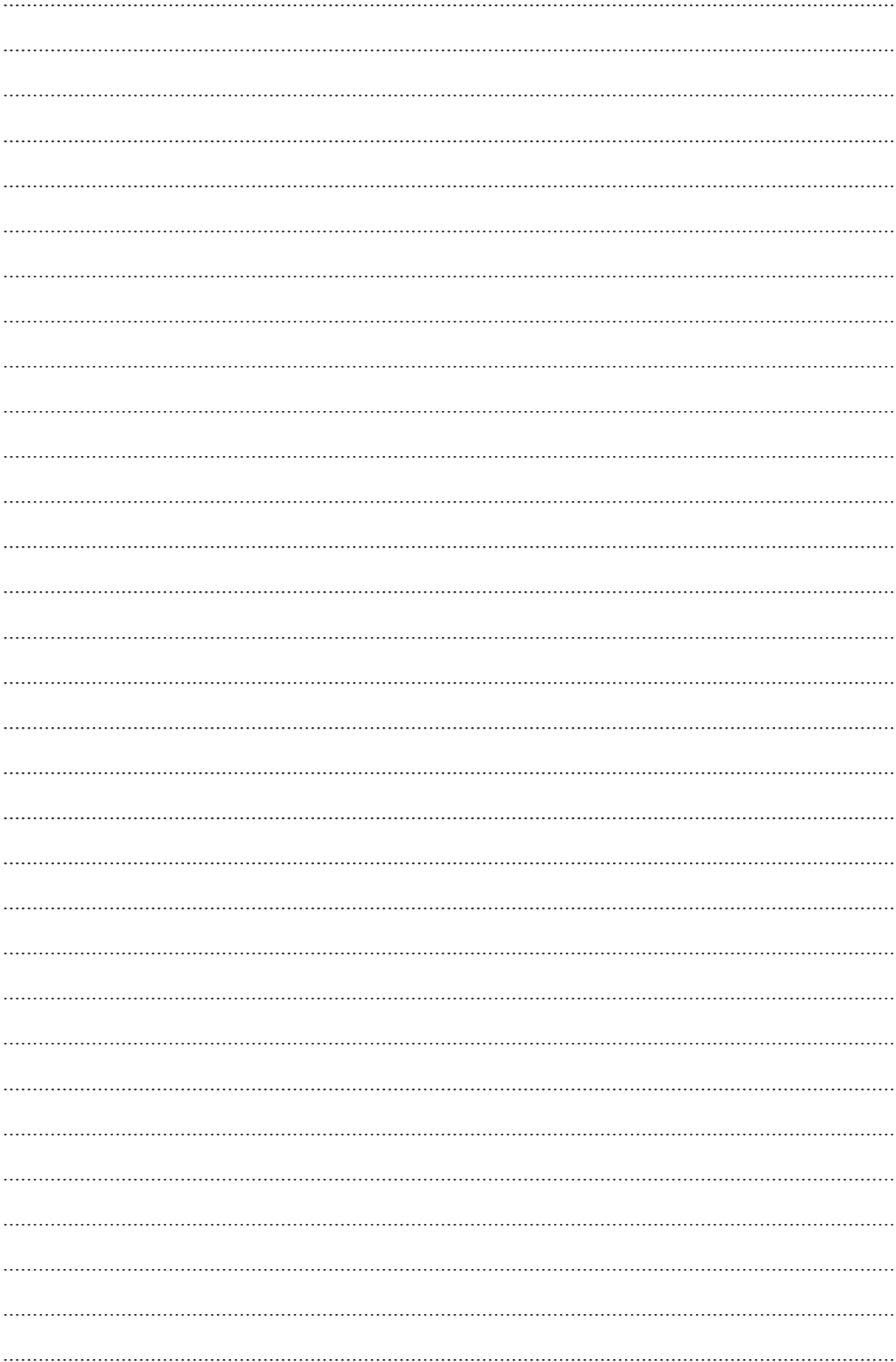


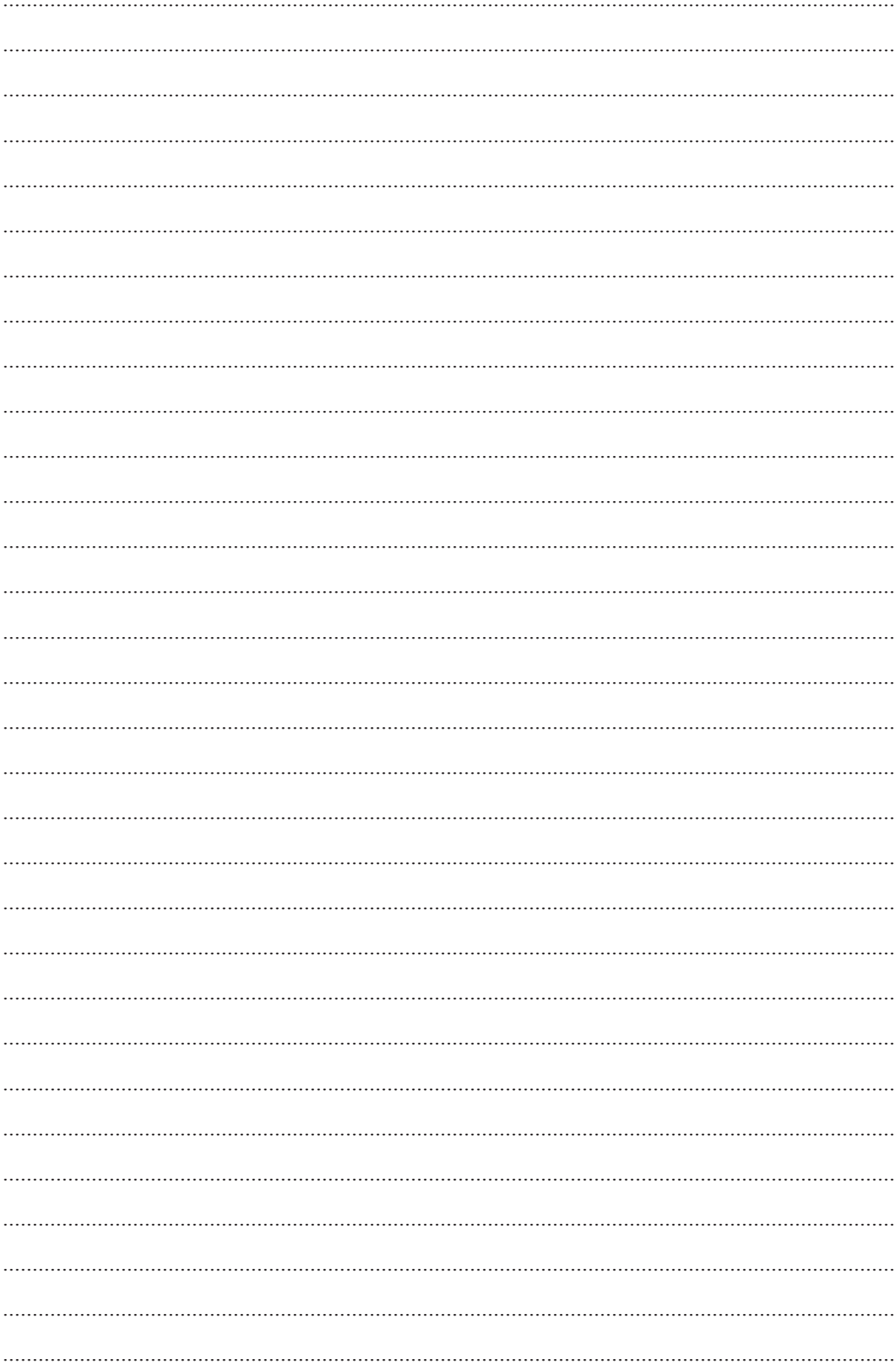






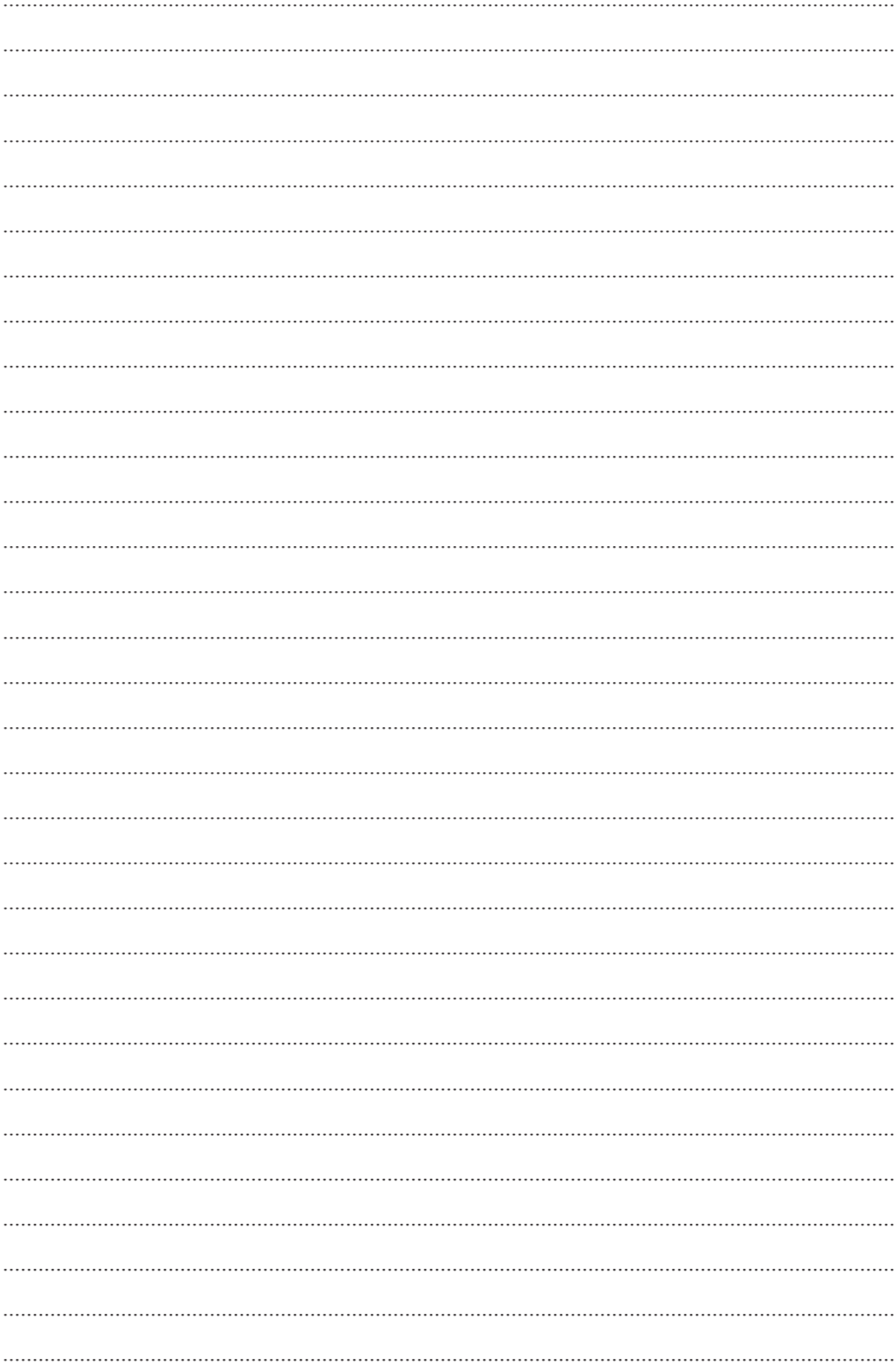
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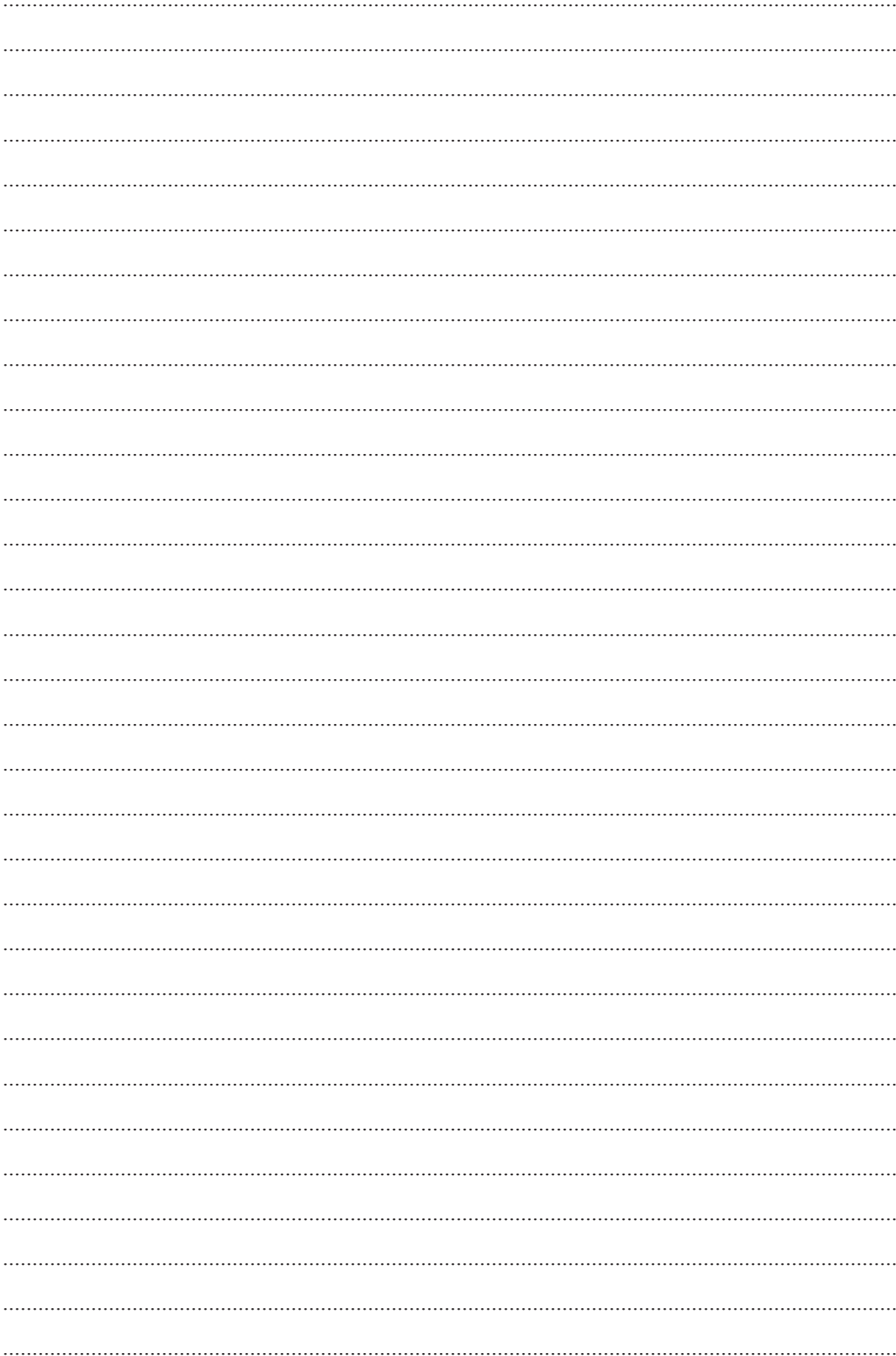
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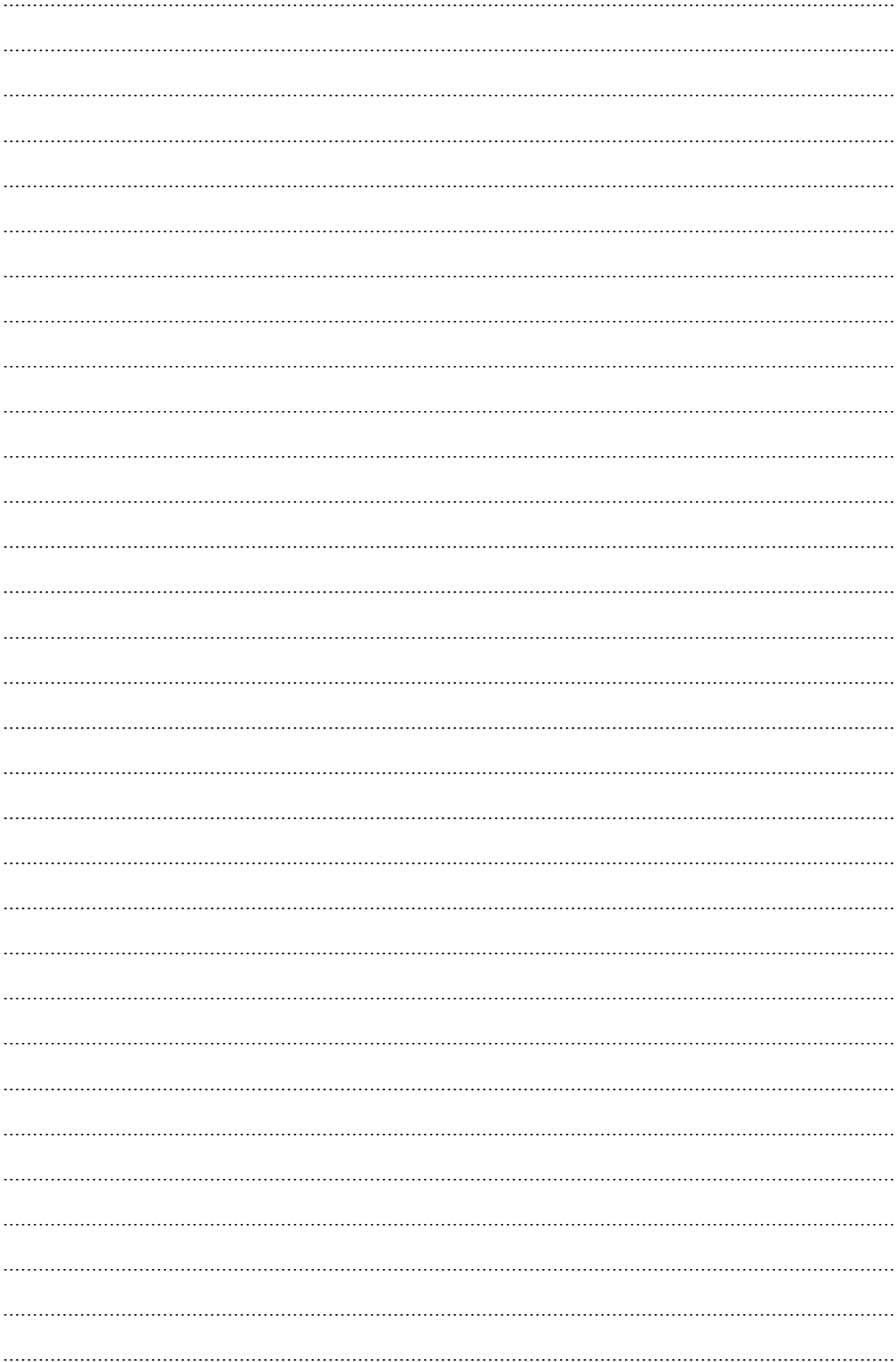
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Summary Report of Second Year Field Work

Agencies Visited

S.No.	Name of the agency	Date
1.	
2.	
3.	
4.	
5.	

Concurrent Visits
(Minimum 45)

S.No.	Main activity in one line	Date
1.	
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- 50.

Individual Conferences

(Minimum 5)

S.No.	Place	Time	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Group Conferences

(Minimum 5)

S.No.	Place	Time	Date
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2.		
3.		
4.		
5.		
6.		
7.		
8.		

Evaluation Report of Supervisor

GRADE SHEET

Total Marks : 200

CONCURRENT FIELD WORK

Field Work Supervisor : 100 (Internal)

Faculty SOSW, IGNOU : 100 (External)

Criteria for Marking	Total Marks	Marks obtained
1) Induction Meeting Attendance and Report	10	
2) Orientation visits Attendance and Report	20	
3) Concurrent Field visits Attendance & Recording	55	
4) Individual Conferences/ Group Conferences Attendance and Report	15	
Total	100	

Marks Assigned:	Marks Assigned:
In words:	In words:
Signature & Date:	Signature & Date:

- Note :
1. A Student needs to secure a minimum of 50% marks by both internal Supervisor and the faculty respectively in order to pass.
 2. The Supervisor is directed to give not more than 80 marks out of 100, that too in exceptional cases. The usual marking should be below 75 marks.
 3. Wherever Group Conference is not feasible, the internal Supervisor may give Marks in that column based on the over all performance of the student.

AGENCY CERTIFICATE

This is to certify that Mr./Mrs.
Enrolment No..... Second year MSW
(Counselling) Student was placed (Name of the Agency).....
for Concurrent Field Work of minimum 45 days. His or her performance during
the period was found to be satisfactory/good/not satisfactory/very good.

Signature, Name & Address of.....
.....
.....
.....

Agency Supervisor

Phone No.

E-mail :

Date :

