

Department of Social Work
Guru Ghasidas Vishwavidyalaya, Bilaspur (C.G.)

Odd semester Examination 2014

Bachelor of Social Work IIIrd semester

Maximum Marks: 75

Paper: SW-302: Working With Groups

MODEL ANSWER

Paper Code- AU-6465

I. Attempt all questions. Each carries equal marks. 10X2=20

1. Group effectiveness is less effective in a **Secondary group**.
2. Concept of primary group is introduced by **C. Cooley**.
3.is a technique of group work.

(B) Program media

4. Size of a group is included in..... Stage of Group Work.

(A) Planning

5. Social groups are:

(A) Tangible

6. Which one can be a source of Group conflict?

(C) Rigidity

7. Which among the following is not a model of group work practice:

(C) Exploratory

8. Ego Involvement found more in primary group than secondary group.

(True)

9. Group session is a technique of group work. **(True)**

10. A group worker can modify objectives of group work. **(True)**

II: Attempt any five questions (150-200 words.)

7X5=35

- 1) Explain the concept of group work.

Answer- Social group work is a method of social work which develops the ability of establishing constructive relationship in individuals through group activities. Group experiences are the essential needs of human being. The reciprocal and dynamic interactions and transactions between persons and environment are inherent in social group work practice. Sometimes due to his/her own fault or weakness and sometimes due to unfavourable environment, one fails to perform his/her activities of the group life. Here group work helps the individual in removing weakness and strengthening internal power to perform his/her job satisfactorily.

Newsletter(1935)- Group Work maybe defined as an educational process emphasizing the development and social adjustment of an individual through voluntary association and the use of this association as a means of furthering socially desirable ends.

H.B.Trecker(1955) –Social Group Work is a method through which individuals in groups and in agency settings are helped by a worker who guides their interaction in program activities so that they may relate themselves to others and experience growth opportunities in accordance with their needs and capacities to the end of the individual, group and community development.

Group work recognizes the strength of social forces that are generated within small groups and seeks to mobilize them for change in the client. The group worker consciously guides the composition, development and processes of the group for accomplishing his goals for each individual member and the group as a whole. Some of the prime features of group work are:

1. Group work practiced by group itself
2. It is based on humanitarian philosophy
3. It gives aspiration to help each other
4. Group work provides more information and more skill
5. It develops human personality.

2) Describe characteristics of group cohesion.

Answer- Cohesiveness is a multidimensional composite characteristic of a group's structure. It is the resultant of all the forces acting on all the members to remain in the group. The specific dimensions that might contribute to this resultant are:

- (a) The attraction of individual members to each other, interpersonally;
- (b) The attraction of individual members to the activities and function of the group the extent to which the individual is attracted to the groups as a means of satisfying his own personal need Characterizes the degree of 'we feeling' in a group. The greater the cohesiveness of a group clearer the definition of the boundaries and delineation of in-group and out-group. Group cohesion is the result of all forces acting on members to remain in a group. Some of the characteristics of cohesion are:-

- 1) The resources and prestige available through group participation. 2) Expectations of the beneficial and detrimental consequences of the group. 3) The comparison of the group with other group experiences 4) Expression of positive and negative feelings. 5) Willingness to listen. 6) Effective use of others members feedback and evaluations. 7) Member's influence over each other. 8) Feelings of self confidence and self esteem, and personal adjustment. 9)

Satisfaction with the group experience. 10) Perseverance towards goals. 11) Willingness to take responsibility for group functioning. 12) Goal attainment, individual and group performance, and organizational commitment. 13) Attendance, membership maintenance, length of participation. 14) A high level of open interaction promotes cohesiveness. The worker should use group discussions and program activities to encourage interaction among members. 15) When members' needs are met, they want to continue participating. Therefore the worker should help members identify needs and how they can be met in the group. 16) Achieving group goals makes the group more attractive to its members. The worker should help members focus on and achieve goals. 17) Noncompetitive intra group relationships that affirm members' perceptions and points of view increase group cohesion. The worker should help group members to cooperate rather than compete with each other. 18) Competitive inter group relationships help to define a group's identity and purpose, thereby heightening members' cohesion. The worker can use naturally occurring inter group competition to build intra group bonds. 19) A group that is too large can decrease members' attraction to the group by obstructing their full participation. The worker should compose a group that gives all members the opportunity to be fully involved. 20) When members' expectations are understood and addressed, members feel as if they are part of the group.

The worker should help members clarify expectations, and should strive for congruence between members' expectations and the purposes of the group.

3) Mention the activities under the planning stage of group work.

Answer- Once the group worker identifies the need for formation of social group work, he/she starts planning for the formation of the group. For this the worker has to answer some questions with his/her professional background very carefully and systematically. These questions are: **Why is the group?** Here, the worker has to look at the need for forming the group. The purpose and goals it can attain have to be conceptualized and defined. **How many?** This looks at the number of members the group consists of. **How long?** This focus on the life span of the group in terms of time period and the number of sessions/meetings it shall have. **How to ensure members' involvement in the group?** The agreements the members and the worker enter into ensure the group processes to go on till the attainment of the purpose of the group. Keeping in mind these questions the broad steps at this stage are:

- Formulating group's purpose.
- Composition of the group.
- Size of the group.
- Enrolling the members.
- Contracting.

Formulating Group's Purpose: Here the worker has to be clear in his mind as to why the group is being conceived and what it is addressing itself to. The purpose has to be expressed in a well defined statement/s. It shall not be confusing and shall not give any scope for suspecting its genuineness as to group's broad aim of helping the potential needy members. Therefore, it shall be formulated in simple statements. It shall provide answers to the potential members as to what to expect and to what extent their participating in the group is beneficial. A well-defined statement of the purpose also takes care of unnecessary members

to join the group. It also enables the agency that the formation of the group is within the confines of the agency's areas of operations and is not against its interests and services. It also enable the sponsors and other resource agencies what to expect from the group. Some examples of the statements of the purpose: - Group is to create platform for the parents of the drug addicted college-going youth to share their problems and develop the skills to manage their wards.

- Group is to enable the women in the community to make productive use of their leisure time.

- Group is formed to chalk out tasks to be accomplished by the heads of the departments for the forthcoming financial year.

The purpose of the group may subject to some modifications to suit the changing demands during the course of the group meetings with the agreement of all the concerned parties to the group.

Composition of the Group: Once the group is established then the worker has to look into what shall be the composition of the group. Should it be homogeneous in its composition or heterogeneous? Homogeneity indicates sharing common features among the group members such as age, educational background, social class, and other interests. Homogeneity helps in building the group bond faster which is a decisive force in group process. At the same time, it fails to provide diverse information, experiences, and alternative ways of doing. Heterogeneity addresses to the need for diversity of certain characteristics of the members such as the length of time suffering with or coping with the problem, the efforts put into deal with the problem, the emotional state besides the other demographic attributes. Diversity ensures sharing of each other's situations, making comparisons, finding alternatives, and stimulates each other. At the same time it poses problems of acceptance and involvement. Therefore, it is an important task for the group worker to decide the composition of the group keeping in mind the broad purpose and the individual member needs and goals. Another aspect that has to be considered is whether to have an open group or a closed group. In open group there are no restrictions on joining the group from the point of the time. One can be enrolled into the group any time during the life of the group. While the closed group stops enrolment of members after the stipulated time of admission. Opting for open or closed group depends on the purpose, the goals and the time frame set for the group.

Size of the Group: How many members shall compose the group? What shall be the ideal size? What are the criteria to determine whether the size of the group is too big or small? All these questions are there in the mind of the worker. There are no hard and fast rules to determine the size of the group. It basically depends on the purpose of the group and manageability from the point of time, space, funds and some form of controls that need to be introduced. Small size is easy to manage, more cohesive, provides higher levels of interaction but may not provide diverse experience, may not mobilize the required resources and the balance of the group is effected in case a member or two drops out. While the large size provides diverse experiences and even if some members drop out it will not adversely affect the group deliberations and achievement of group's purpose, can mobilize more resources, greater scope of leadership. But it limits time, all members may not find enough time to share their views, experiences, work, it gives scope to formation of subgroups and more conflicts. It is easier for some members to hide and avoid completing the tasks assigned. The professional

experience and expertise of the group worker comes handy in determining the size of the group. Ideally a group of eight to fifteen members is a good size.

Enrolling the Members: Once it is decided to form the group and other modalities of the group viz., group's purpose, composition and the size of the group have worked out, then the next step is to enrol the group members. Here, the worker has to make arrangements to inform the potential members about forming the group. The information may be given directly to the potential members or passed through a notice in the agency's notice boards, a circular to the staff and other agencies concerned and by advertising in the media such as newspapers, radio, television etc., and seeking applications from the interested members. The prospective members may approach either directly or by sending in their applications. The worker has to examine the applications as to the suitability of the candidates on the basis of eligibility criteria established. The criteria include extent of need, urgency of intervention, demographic attributes, experience, and other skills. The worker can also arrange interviews with the applicants to ascertain their suitability. By interviewing the applicants the worker can also explain to them about purpose of the group and dispel some of their doubts about joining the group. Once the worker completes the screening, the suitable applicants are enrolled into the group.

Contracting: At the time of enrolling the members the worker and members have to enter into an agreement as to certain conditions that are to be followed during the course of group process. It consists of a statement of general responsibilities of the members and the worker during the life of the group. Some of these include assurance to attend the group sessions regularly and in time, to complete any task or work assigned, maintain the confidentiality of the discussions of the group, not to indulge in a behaviour that is detrimental to the well-being of the group. The contract also specifies the fees or charges if any for undertaking certain activities and for procuring any material, as well as the penalties or fines the member/s has to pay for any violations of the terms of contract. The contents in the contract are subjected to revisions to accommodate some unforeseen developments as the group process unfolds. The contract may be in written or an oral understanding. The contract binds the worker and members to plan schedules of the group and facilitate an environment to conduct the group processes effectively.

Finally the worker has to prepare a stage for beginning the group proceedings. She/he has to procure a conducive place for group sessions either in the agency itself or any other suitable place, arrange for monetary back up, and gather necessary information and material. And make such other preparations for launching of the group.

4) Discuss the activities of group counseling.

Answer- Group counselling, or group therapy as it is sometimes called, is a form of therapy where a small group of clients meet regularly to talk, interact and discuss problems with each other. It provides beneficial advantages, where people can share experiences and contributions from other members in the group are considered valuable, since all the group share similar experiences. A group therapist, there are usually two, provides an anchor point in the group to allow members to share openly and safely.

Group counselling can be highly organized, with people doing specific activities together and then sharing the results. Or it can be more freeform, where people share current issues related to the group's purpose. For example, one person's verbal contributions to a group may be discussed, validated and provoke problem solving by other members of the group. This interaction is then primarily led by the group therapist/s.

BEGINNING COUNSELING GROUPS

A crucial element in starting counselling groups is making decisions beforehand. Pregroup planning is the first step in the process. Leaders design groups so that they will yield productive and pragmatic results for participants. Among the most important considerations are those associated with objectives, membership, rules, time, place, and dynamics?

OBJECTIVES OF GROUP COUNSELING

Group counselling involves individuals who are having difficulties they wish to resolve that are of a personal, educational, social, or vocational nature (Corey & Corey, 1992). These groups are primarily run in educational institutions or agencies. They deal with specific, no pathological problems that members are aware of prior to joining and which do not involve major personality changes. For instance, group counselling may focus on how members achieve such goals as relating better to their families, becoming organized, or relaxing in the presence of supervisors at work.

GROUP MEMBERSHIP

Group membership is either homogeneous or heterogeneous. Homogeneous groups are composed of individuals who are similar, such as adolescent boys, single parents or individuals working with grief and loss issues. Heterogeneous groups are made up of people who differ in background, such as adults of various ages with varied careers. While homogeneous groups can concentrate on resolving one issue, their members may be limited experientially. In contrast, heterogeneous groups offer diverse but multi focused membership.

Effective group leaders screen potential members before accepting them. Screening allows leaders to select members and members to select leaders and groups. The ideal group size of eight to 12 allows members an opportunity to express themselves without forming into subgroups. In order to help dispel and overcome misconceptions about groups, leaders can utilize pre group interviews to identify fears related to upcoming groups. Through feedback and explanation, misunderstandings can be immediately clarified and corrected (Childers & Couch, 1989).

RULES IN COUNSELING GROUPS

Counselling groups run best when the rules governing them are few and clear. If there are more than a dozen rules, many members will tend to forget some of them. Likewise, if the rules are vague, some members will inevitably violate the letter or spirit of them. In

counselling groups, rules should follow the ethical standards of professional organizations, such as the Association for Specialists in Group Work. Members should agree to keep each others' confidentiality, not attack each other verbally or physically, to actively participate in the group process, and to speak one at a time.

TIME AND PLACE OF GROUPS

Although counselling groups vary, members need a specific, consistent time and place to meet. Most groups meet for one and one half to two hours each week for 12 to 16 sessions. The meeting room should be quiet and inviting and away from other activities. Groups work best when chairs are arranged in circles where everyone feels a sense of equality with one another and the flow of communication is enhanced (Gladding, 1994).

Group Counselling Contract

A 'Group Counselling Contract' is agreed by all members of the group which includes:

- What you hear here stays here
- What you see here stays here
- What you say here stays here
- Treat other members with the same respect as you would expect to receive
- All content within the group counselling sessions are confidential (Except where harm to self or others may occur)
- Any additional agreed content to the contract

Aftercare

The end of long-term group counselling may cause feelings of grief, loss, abandonment, anger, or rejection in some members. The group therapist will attempt to foster a sense of closure by encouraging members to explore their feelings and use newly acquired coping techniques to deal with them. Working through this termination phase of group counselling is an important part of the treatment process.

Conducting effective group counselling relies on the preparation of group leaders and their abilities to plan and conduct groups. Extra time in preparation is crucial to the life of the group. This process includes screening of members, selecting a manageable number of group participants, establishing a regular place and time for the conducting of the group, and setting rules. In running groups leaders must then recognize and utilize group stages and employ appropriate counselling skills in a timely fashion. Successful group counselling is dependent on many factors. Ultimately, the secrets of conducting effective counselling groups are in learning how groups operate and then personally investing in them.

5) What are the contents of group work activity with children?

Answer- Group work with children is one of the earliest uses of group work in India. In many organizations working with children social workers organize groups to work with children with a variety of objectives such as:

Recreational Groups

Educational Groups

Support Groups

Relative Groups

The most significant mode of communication in children is often non verbal and is usually loaded with feelings and actions. Program activities provide children an opportunity to engage in action, and are thus effective in helping them to express their feelings. The opportunity itself has therapeutic potential. It is useful to collect information about activities already in use and outcome of these activities.

As part of activities with children the worker will prepare a complete blueprint of the work plan with the following details;

- The type of children
- Objectives
- The location
- Number and size
- Long term and short term
- Time schedule of group sessions
- Details of program planning
- Resources needed including staff requirement
- Monitoring and supervision details etc.

Recreational activities have been a common feature of working with groups of children. There are three factors in a group, which impact children (1) Activities (2) interaction with other children; and (3) Worker.

Activities facilitate interaction in the group. Play activities in particular, provide an opportunity for children to express their feelings and exhibit behaviour, which is frank and a true expression of what is lying dormant inside. Such activities are mimes, skits, singing, and storytelling, working with clay and collage work.

Group Discussion is another activity which should be planned along with program activities. Group Discussion is used as technique to develop democratic norms. It also helps the children to understand the need for taking decisions as a group. The group for example, should be made to realize the simple task of following the time schedule to facilitate smooth organization of activities.

Educational activities aim at providing educational inputs to children who have never been to school or, are early drop outs. Such groups may have about 15-20 members, who are later divided into smaller groups. Providing education through non formal methods is one of the objectives of working with such children for social workers working in deprived communities.

6) Describe the various types of social groups.

Answer- A common conceptualization of the small group drawn from the social work literature is "...a social system consisting of two or more persons who stand in status and role relationships with one another and possessing a set of norms or values which regulate the attitudes and behaviours of the individual members in matters of consequence to the group. A

group is a system of relationship among persons. Therefore, group as a social system has a structure and some degree of stability in interaction, reciprocity, interdependence and group bond. Open social systems do not exist in a vacuum; they are part of and transact with their surroundings". Thus group is a collection of people who need each other in order to work on certain common tasks, and the social group work(er) provides a hospitable environment (agency setting) to achieve those tasks". Some of the types of groups are as follows:

Primary group is a small social group whose members share personal and enduring relationships. They are bound together by primary relationships. The relationships are informal, intimate, personal and total. The groups are among the first we experience. The examples can be: Family, play group, friends. They provide sense of security to the members. People usually have an emotional attachment, they are loyal, and the relationships are end in itself.

Secondary group is a large and impersonal social group whose members pursue a specific interest or activity. Just the opposite of primary groups their *relationships are secondary*. Such relationships involve weak emotional ties and little personal knowledge of one another. Most secondary groups are formal, impersonal, segmental, and utilitarian. These group are goal oriented.

Reference Group

We use a reference group, a social group that serves as a point of reference in making evaluations and decisions. A young person might assess the rewards for his work by comparing the rewards given to other coworkers for similar work. Reference groups can be models, which could be ideals for individuals. Parents can be reference groups for their children. Individuals can also be models and we can call them as **reference individuals**. A teacher can be a reference individual for students. Reference groups and reference individuals can be living or nonliving persons; they can also be from the fiction. Reference individuals from the cartoons they watch on television.

In-Groups and Out-Groups

In-group is social group commanding a member's esteem and loyalty. My pronouns: I feel I belong to them. Others: I am outside them. In-group exists in relation to an out group.

Out-group is a social group toward which one feels in competition or opposition.

7) What are the skills required for group work? Explain.

Answer- In a general sense skill means the capacity to perform activities. The Webster Dictionary defines it as "knowledge of and expertness in execution and performance".

Virginia Robinson refers to skill as "the capacity to set in motion and control a process of change in specific material in such a way that the change that takes place in the material is affected with the greatest degree of consideration for and utilization of the quality and capacity of the material". **Trecker** defines methods and skill as "Methods means the purposeful use of insights and understanding based upon a body of knowledge and principles. Skill is the capacity to apply knowledge and understanding to a given situation. **Jekins** has listed certain skills that are essential for a social group worker to become more productive in-group situation.

- 1) Exchanging ideas among the members freely and clearly, using language understood by everyone and with no fears of starting arguments or hurting feelings.
- 2) Examining objectively how well the group and its members are working.
- 3) Sharing the leadership jobs among the group members and show sensitivity to the feelings of all.
- 4) Accepting new ideas and new members into the group without irreparable conflict, and to Disciplining the group to work toward long range objectives and profit from failures.
- 5) Thinking clearly about group problems, findings, causes and working for solutions.
- 6) Adjusting group procedures and plans to meet the feelings and the desires of the members.
- 7) Creating new jobs or committees as needed and to terminate them or the group itself, when the need is fulfil.

III: Attempt any two questions.

10X2=20

- 1) Describe the various models of group work practice.

Answer- On the basis of varied assumptions about the role of the worker, the group members and the content of the group, social workers proposed four distinct group work models. These are:

- 1) Remedial
- 2) Mediating
- 3) Developmental and
- 4) Social goal model

Remedial Model

Remedial model focuses on the individuals' dysfunction and utilizes the group as a context and means for altering deviant behavior. This approach to group work practice emphasizes its utility in removing the adverse conditions of individuals whose behavior is disapproved by the society. Clients of such social group work practice are physically and mentally handicapped, legal offenders, emotionally disturbed, isolated and alienated persons. The Michigan School contributed to this model. Credit goes to Vinter and his colleagues for developing remedial model. In this model attempts are being made by social worker to bring change in the individual. He/she is the target point. According to the Remedial Model, the group can be used to treat problems of adjustments in personal and social relations. According to Vinter "attention to such problems reaffirms the profession's historic mission of service to those most in need". The remedial model is considered more as a clinical model that seeks to help the socially maladapted to improve social functioning through guided group experience.

In this model whatever the changes are brought, they are explicitly limited to organizational and institutional elements that are responsible for individual's dysfunction. Though this model focuses mainly on the individual client who is experiencing difficulty, the model is helpful for those likely to be affected. It means this model focuses on preventive aspects also.

Reciprocal Model or Mediating Model

Schwartz has introduced this model in 1961. This model is based on open systems theory, humanistic psychology and an existential perspective. The following are the chief characteristics of this model:

- 1) People and society are interdependent because they have mutual needs. When there is interference with these mutual strivings, it results into conflict.
- 2) The resolution of this conflict is possible only when interested parties try to understand their dilemmas with all of these inner resources and they utilize that at that moment.
- 3) In this model attention is directed towards the relationship of members in the group with each other, with the worker and the group as a whole.
- 4) It is the relationship among the members that shows the characteristics of the group.
- 5) In this model emphasis is placed on the continuing and reciprocal transactions of sets of members with each other, the worker and the group.
- 6) It gives importance to the emergent goal and actions, which are based on feelings of the group. It believes that intensive involvement by the parties in the current realities will generate their own purposes and goals.
- 7) Client and worker together as well as separately challenge the current problems with their total capacity.
- 8) Basic educative processes are utilized which incorporate particularizing, synthesizing and generalizing the feeling and action components of the problem.
- 9) In this model distinctions are not made with respect to types and several of group since it is presumed that this model is widely applicable. In this model the individual and the group are significant components. The workers role appears to be facilitative, relying on the power and potency of mutual aid system to take care of itself.

Developmental Model

This model has been developed by the faculty members of Boston University under the leadership of Berustein in 1965. Lowy is the main architect of the developmental model. In this approach, groups are seen as having “a degree of independence and autonomy, but the to and fro flow between them and their members, between them and their social settings, is crucial to their existence, viability and achievements. The chief characteristics of this model are:

- 1) It is primarily based on the dynamics of intimacy and closeness between the members over a span of time.
- 2) The degree of intimacy is taken into account for appropriate worker interventions.
- 3) Conceptualization of study, diagnosis and treatment is made at all three levels of individuals, group and the setting.
- 4) This model derives knowledge from Erikson’s ego psychology, group dynamics and conflict theory.
- 5) The group worker is engaged in study, diagnosis and treatment.
- 6) The worker is connected with community, agency, group and individual member.
- 7) The group is envisioned as a microcosm of society.
- 8) Thoughts, feelings, sentiments and behaviour are continuously assessed and attempts are made to improve them.
- 9) The social group worker tries to improve the situations among individual member, group agency and the social environment.
- 10) In short, it can be said that the developmental model is a compromise between the reciprocal, remedial and traditional approaches.

The Social Goals Model

The basic concepts of this model are social consciousness, social responsibility, and social change. It is suggested that by participation with others in a group situation, individuals can affect social change. Social action is the desired outcome, and the group worker is regarded as an influence person and enabler, who personify the values of social responsibility and acts as stimulator and role model without purveying any political viewpoint. Implicit in this model is the emerging leader within the group. The model is concerned with democracy and the enhancement of personal functioning within the social context, heightened self-esteem and an increase in social power for the members of the group collectively and as individuals.

2) Write a detailed note on group work principles.

Answer- A principle must be understood to mean a hypothesis so adequately tested by observation and experiment that it may be put forward as a guide to action. Social group work principles are guiding assertions of statements that have come from experience and research. Basic principles of working with people in groups to help them grow and change have emerged from the practice of social group work. The objectives of social group work can be fulfilled only within the frame work of principles. Therefore, it seems necessary to deal with basic principles, which are guiding force for group work practice. On the basis of different principles discussed by different social work authors, we may summarize as follows:

- 1) Principle of planned organization of the group.
- 2) Principle of understanding each individual as a member of a group and as an individual.
- 3) Principle of equality.
- 4) Principle of understanding relationship as tool for solving group problems as well as individual problems and also for development of the group.
- 5) Principle of encouragement of each member of the group.
- 6) Principle of recognition of variety of groups with different objectives.
- 7) Principle of self-development, i.e. full opportunity to the group to organize its programs according to its needs.
- 8) Principle of self problem solving. Members should be involved in understating and solving problems themselves.
- 9) Principle of use of program according to diagnosis of the group. Different types of programs are needed according to the problems of the group.
- 10) Principle of experience development. Each member of the group should get opportunity to act and express his feelings in the group.
- 11) Principle of understanding the importance of group life in shaping and molding one's character and personality. The group worker should believe the importance of group experience.
- 12) Principle of understanding the group process and its different elements, for example, group structure, role and status, division of responsibility, etc.
- 13) Principle of understanding familiarity with the process of cooperation, conflict, accommodation, resistance and ambivalence in the group. This knowledge is essential to handle the different group situation.

- 14) Principle of modification in-group process. The group worker always keeps in mind the result of group activities. If it is not as it is required he suggests the group members to modify their activities and programs.
- 15) Principle of providing new opportunities. It is the job of group worker to make aware the group about the opportunities of work in different fields and also the ways and means to avail these opportunities.
- 16) Principle of use of constructive limitations. Nobody is perfect. This is also applicable to the group members. Whatever the capacity and ability they have should be used properly by the group and whatever the limitations, they should fully understand and attempts should be made to work within these limitations.
- 17) Principle of conscious use of himself/herself. The role of group worker is to guide the interaction process of the group. He/ She should interfere in the group activities only when group members should demand for his/her help. Members of the group should not feel that the worker is unnecessary interferes in their affairs.
- 18) Principle of use of scientific action plan. It means that the social group worker first find out the problem of the group or collect data and on the basis of collected facts, the diagnosis is done. After that action plan should be prepared for the solution of the problem and for the development of the group.
- 19) Principle of acceptance. It means that the group worker should accept the members as they are without condemning any weakness. At group level, it must accept the services of the group worker.
- 20) Principle of understanding values. Values are the guiding force for behaviour expression; they must be kept in mind while dealing with the group problems.
- 21) Principle of determination of specific objectives. Objectives should be clear for the group as well as to the group worker.
- 22) Principle of resource utilization. The group may have different kind of needs and these needs cannot be fulfilled by one agency and therefore the worker should tap the resources of the community.
- 23) Principle of evaluation, continuous examination and evaluation of group activities.

3) Explain the process of group work evolution.

Answer- Social group work and group psychotherapy have primarily developed along parallel paths. Where the roots of contemporary group psychotherapy are often traced to the group education classes of tuberculosis patients conducted by Joseph Pratt in 1906, the exact birth of social group work cannot be easily identified. Social group work approaches are rooted in the group activities of various social agencies that arose in the latter part of the 19th century and the early years of the 20th century. Social upheaval and new found demands as a result of post Civil War industrialization, migration and immigration created many individual and societal needs. Some of these needs were met through group work endeavours found in settlement houses as well as religious and charity organizations. Additionally group work could be found in the progressive education movement (Dewey), the play and recreation movement (Boyd), informal education, camping and youth service organizations invested in

„character building“. There have been numerous philosophical and theoretical influences on the development of social group work. Chief amongst these influences are:-

- The ethics of Judeo-Christian religions
- The settlement house movement's charitable and humanitarian efforts
- Theories eminent in progressive education, especially those of John Dewey (1910)
- Sociological theories about the nature of the relationship between man and society, i.e. Mead
- The democratic ethic articulated by early social philosophers
- The psychoanalytic theories of Rank and Freud
- The practice wisdom, theory building, educational and research efforts of early social group workers Early theoretical, research and practice efforts of Grace Coyle, Wilber Newstetter, and Neva Boyd paved the way for the advancement and development of social group work.

The Mid-Thirties to the 1950s

Social group work was introduced to the social work profession when it made its debut at the National Conference for Social Work in 1935. At this conference, Newsletter (1935) introduced the concept of social group work to the social work profession and identified group work as a field, process and set of techniques. He described group work as an “educational process” concerned with “the development and social adjustment of an individual through voluntary group association” and “the use of this association as a means of furthering other socially desirable ends”.

The period of time between the 1930s and the 1950s was one of growth and expansion for social group work. The economic despair of and varied psychosocial needs resultant of the Great Depression paved the way for greater affiliation between the social work profession and the field of group work. The psychological needs of returning war veterans who served in World War II resulted in the more frequent application of social group work in psychiatric treatment (Konopka1983). During this period of time not only would the field of social group work debut at the National Conference for Social Work but additional advances would be made. Academic courses and research institutions were established; a professional organization was formed, The American Association of Social Work with Groups (AAGW); and a journal, *The Group*, was established. The first textbooks would appear as well, written by Harleigh Trecker and Gertrude Wilson and Gladys Ryland.

The 1950s would usher in even greater affiliation of group work with the profession of social “service to a group where the primary purpose is to help members improve social adjustment, and the secondary purpose is to help the group achieve objectives approved by society...the definition assumes that the members have adjustment problems”. Less than one fifth of the group work section agreed with this definition at the time (Alissi, 1980). The ensuing tensions regarding the defining parameters of social group work lead to a reconceptualization that included recognition that there existed different models to be used for different purposes.

The 1960s to the present

The 1960s and the 1970s saw the expansion of the social welfare state; the Vietnam War; the emergence of the war on poverty; the Woman's Rights Movement; the Black Power Movement; and the Lesbian and Gay Rights Movement. The above social, intellectual and

cultural factors influenced the social work profession including social group work. With such a wide range of social and therapeutic needs there seemed to be an even greater appreciation of group work. Having expanded into differing practice settings, the purposes and goals of group work had been more broadly described at this juncture than in previous decades.

Group work scholars made great strides in developing practice theories. The work of Vinter and Schwartz and their respective associates would dominate the group work scene for much of this decade and the next. In Vinter's approach (1967) the treatment group is thought of as a small social system "whose influences can be planfully guided to modify client behavior". In this approach the worker takes a central position in providing treatment, interventions are planned, group process is highly structured, and great emphasis is given to outcome evaluation and research. Schwartz (box) proposed his vision of the small group as an enterprise in mutual aid.

In 1965 Bernstein and colleagues introduced another social group work practice theory, known as the Boston Model, which presented a framework for understanding how groups navigate degrees of emotional closeness over time.

In 1966 Papell and Rothman presented three types of social group work that included the social goals model (Coyle), the remedial model (Vinter) and the reciprocal model (Schwartz). In 1968 Middleman made a seminal contribution in articulating an approach to group work practice that utilized non-verbal activities. In 1976 Roberts and Northen presented a collection of ten group work practice theories (Roberts & Northen, 1976) further illustrating the diversity of approaches to group practice.

The late seventies saw the re-emergence of a professional journal, *Social Work with Groups* in 1978. Additionally, in 1978 social group workers formed a committee to host a symposium in honour of Grace Coyle which paved the way for an annual conference in subsequent years. The conference planning committee was transformed into the membership driven organization, The Association for the Advancement of Social Work with Groups now an international organization (AASWG, 2006).