# SOCIAL CASE WORK AND SOCIAL GROUP WORK

## ASSIGNMENT

**Course Code: - BSW 125**
**Total Marks – 100**

Note:

(i) Answer any **five** of the following questions in about **500 words** each.
(ii) All questions carry equal marks.

1. Highlight the significance of the four components of social casework in professional social work practice. 20

2. Discuss the relationship between individual needs, social environment, and social functioning in social casework. 20

3. Enlist the major fields and settings of social casework practice with special reference to educational and industrial settings. 20

4. Describe the role of interviewing, home visits, and recording in strengthening the casework process. 20

5. Trace the historical development of social group work and explain its relevance for community change and development. 20

6. Explain the stages of group development and the importance of leadership in effective group functioning. 20

7. Illustrate the different types of groups and their relevance in social group work. 20

8. Present the characteristics, structure, and significance of groups in social work practice. 20

## 1. Highlight the significance of the four components of social casework in professional social work practice. 20

### Answer

Social casework is a method of professional social work in which a trained worker helps an individual or family deal with difficulties through a purposeful one-to-one relationship. Its aim is not simply to give advice or financial relief. It is to understand the person's situation, strengthen the ability to cope, and improve social functioning. The four connected components of social casework are **person, problem, place and process**. These are often called the four Ps. Their importance becomes clear when we see how a social worker uses all four together in actual practice.

### Person: the focus of help

The person is the client who seeks assistance or is referred by a school, hospital, family member or another agency. A client may be a child, adult or older person, and may have several roles, such as student, parent, worker and neighbour. Each person brings different needs, experiences, feelings, abilities, values and relationships. Two people facing unemployment, for instance, may react differently because their family responsibilities, confidence and opportunities are not the same.

The significance of this component is the principle of **individualisation**. The worker should listen carefully, avoid labels, recognise strengths as well as limitations, and treat the client with dignity. Acceptance, purposeful expression of feelings, confidentiality and a non-judgemental attitude help establish trust. Client participation matters because a solution imposed from outside is rarely lasting. Where safety or legal duties require information to be shared, the worker should explain the limits of confidentiality honestly.

### Problem: the difficulty to be understood

The problem is the obstacle that affects the client's normal living, relationships or performance of social roles. It may concern poverty, ill health, family disagreement, school absence, substance use, disability, discrimination, stress or difficulty obtaining welfare support. The problem presented at the first meeting is not always the whole problem. A teenager described as 'uninterested in school' may actually face bullying, transport problems or heavy work at home.