

บทที่ 2

องค์ประกอบและหลักการของงานสังคมสงเคราะห์

Social work practice, like the practice of all professions, is recognized by a constellation of knowledge, skills, values and ethics, the social work process. No part alone is characteristic of social work practice nor is any part described here unique to social work. It is the particular content and configuration of this constellation which makes it social work practice and distinguishes it from the practice of other professions. The following is an attempt to spell out the components of this constellation in such a way as to include all social work practice with all its specializations. This implies that some social work practice will show a more extensive use of one or the other of the components but it is social work practice only when they are all present to some degree.

1. A brief summary of the four components of good practice

1.1 Introduction

The four components of good practice are introduced here and you will find them throughout your practice learning. The four components are:

1. Knowledge
2. Skills
3. Values and Ethics
4. The Social Work Process.

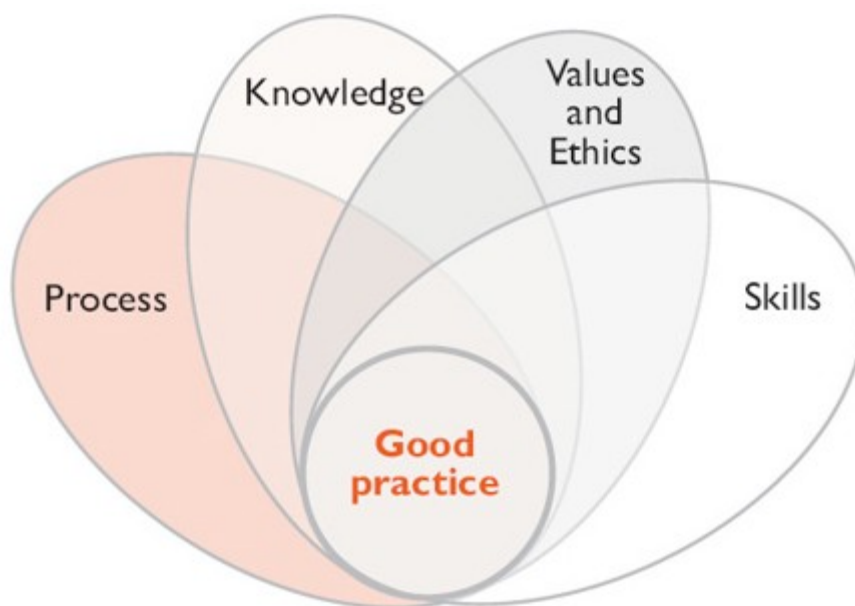


Figure 1 Good practice

1.2 The four components of good practice

Social work, like all other professions, derives knowledge from a variety of sources and in application brings forth further knowledge from its own processes. Since knowledge of man is never final or absolute, the social worker in his application of this knowledge takes into account those phenomena that are exceptions to existing generalizations and is aware and ready to deal with the spontaneous and unpredictable in human behavior.

Developing a knowledge base is only one aspect of learning. The knowledge you acquire will be assessed by the way in which you apply it to practice situations through your written work. Your practice and your reflections upon knowledge will be guided by your understanding and application of the four components of good practice: knowledge, skills, values and ethics, and the social work process.

1.2.1 Component 1: Knowledge

What exactly is meant by knowledge and theory and how can it inform practice?

The practice of the social worker is typically guided by knowledge of:

1. Human development and behavior characterized by emphasis on the wholeness of the individual and the reciprocal influences of man and his total environment-human, social, economic, and cultural.
2. The psychology of giving and taking help from another person or source outside the individual.
3. Ways in which people communicate with one another and give outer expression to inner feelings, such as words, gestures, and activities.
4. Group process and the effects of groups upon individuals and the reciprocal influence of the individual upon the group.
5. The meaning and effect on the individual, groups, and community of cultural heritage including its religious beliefs, spiritual values, law, and other social institutions.
6. Relationships, i.e., the interactional processes between individuals, between individual and groups, and between group and group.
7. The community, its internal processes, modes of development and change, its social services and resources.
8. The social services, their structure, organization, and methods.

9. Himself, which enables the individual practitioner to be aware of and to take responsibility for his own emotions and attitudes as they affect his professional functions.

Three important segments of social work, namely: **teaching, research, and administration**, have significance for the development, extension, and transmission of knowledge of social work practice. These have many elements in common with social work practice, but in addition have their own uniqueness and some different objectives.

1) Aspects of knowledge in social work

The Knowledge relates to a specific approach to social work or theory about how to practice. For example, some of the information is extremely broad, such as the Knowledge on Social Policy, Sociology and Psychology; these are intended only to remind you of the relevance of disciplines closely associated with social work.

However, you will still need to refer to detailed practice guidance relevant to the country in which you practice. You also need to remain aware that the law and policy contexts for practice continue to change in all countries as new policy directions unfold and that principles will need to be applied to new practice requirements as they are introduced in agencies. Responding to change remains a key social work skill, and the pace of change at the beginning of the 21st century has been rapid and its implications complex.

2) Social sciences

Many of the approaches to social work have their roots in the social sciences; and sociology, psychology and social policy have long historical connections with social work education. Sociology and psychology could be very simply described as being the study of societies and the study of the human mind and behaviour, respectively. Social policy is a newer discipline and involves studying the way in which systems of taxation, benefits and service provision are organised and the ideas that lie behind such systems. Some social work programmes no longer contain discrete modules or courses in these disciplines, but they nevertheless underpin the curriculum. You will find that social science knowledge is often interwoven through your studies and you may not even be aware that you are studying 'sociology', 'psychology' or 'social policy'.

3) Law

Another very broad area of knowledge is law. Social workers' roles are bound by the law, even those who do not work for statutory organisations like social services. The law sets out what social workers' duties and powers are, what they must do (a duty) and what they are permitted to do (a power). For example, social workers employed by statutory and voluntary agencies are bound by law relating to human rights and discrimination.

You will find many other pieces of legislation in addition to those cited in these materials that affect your practice in different settings and with different service user groups. It is important that you are proactive in finding out about the legal provisions that are relevant to your practice, and whenever you move to a new post or setting. As Dalrymple and Burke (1995) illustrate, 'Our practice is grounded in the law. The law should not be seen as something apart from what we do but as something that should be used to *inform* practice' .

Finally, you need to note that while specific pieces of legislation set out the law, the resulting policies and implications for services are often contained in supporting documents. These can take the form of Ministry circulars, regulations or volumes of official 'guidance'. Also, authoritative legal judgments from the higher courts, like the Court of Appeal or the House of Lords, help to decide how the law is interpreted. All this goes to show that the legal framework is far-reaching and complex. It affects your work both directly and indirectly, and it is important for you to be aware of it.

1.2.2 Component 2: Values and ethics

1) Social work values

You will have come across the Code of Practice for Social Care Workers when you looked at the Framework documents for your country. These Codes are the main documents relating to values in the framework documents. Before looking in detail at the different aspects of the code, it is helpful to look at what 'values' are, where they come from, and the context in which social work values have arisen and are being put into practice.

What are social work values?

Traditionally, one of the things that distinguishes a profession is that it has a set of principles to which its members have to be committed and must put into

practice. Sarah Banks defines social work values as:

a set of fundamental moral/ethical principles to which social workers are/should be committed. (Banks, 2001, p. 6)

The British Association of Social Workers issued a revised *Code of Ethics for Social Work* in April 2002. This emphasizes that social work is committed to five basic values:

- Human dignity and worth
- Social justice
- Service to humanity
- Integrity
- Competence. (BASW, 2002, p. 2)

The Code discusses each value and derives from them principles that should guide a social worker's conduct.

On the other hands, the SWs should pay attention to another **VALUE i.e.**

Certain philosophical concepts are basic to the practice of social work, namely:

1. The individual is the primary concern of this society.
2. There is interdependence between individuals in this society.
3. They have social responsibility for one another.
4. There are human needs common to each person, yet each person is essentially unique and different from others.
5. An essential attribute of a democratic society is the realization of the full potential of each individual and the assumption of his social responsibility through active participation in society.
6. Society has a responsibility to provide ways in which obstacles to this self-realization (i.e., disequilibrium between the individual and his environment) can be overcome or prevented.

These concepts provide the philosophical foundation for social work practice.

David Howe (1999) advises that values are important because they help to guide action. However, they are not without their difficulties, because, he suggests, values spell debate and trouble. He outlines two types of values: 'intrinsic values', which are good in themselves (for example, personal well-being); and 'instrumental values', which are linked to ends (for example, laws which uphold rights). Social workers bring their individual values but also recognise institutional and professional

values. These can potentially be in conflict but must be resolved.

We are acutely aware that we cannot ‘teach’ the values required by the Social Work Degree framework documents without looking at the context in which you work, and the changes that are taking place in social work. The establishment of new ways of delivering social services, particularly the ‘purchaser–provider’ split, and the increasing privatization of services, are as much a part of this context of work as those aspects that represent continuity in social work, for example the ‘social work relationship’ with the service user, or seeing social work services as there to ‘help’ people.

As you work through this unit, you will draw your own conclusions about the values that inform the material. If we have to generalise, then it is probably true to say that the fundamental value we promote is one of social justice, backed up by respect for each person's ‘identity’. At the same time we have to take account of the world in which we live, and the changes that impinge on the delivery of services to people. If the ‘values’ we will be outlining below are to mean anything, then we should spell out what we think they mean in practice.

2) Ethics and accountability

Ethics is one aspect of values. One way of understanding ethics is in terms of the resolution of professional moral dilemmas. Social workers frequently play an important part in resolving such moral dilemmas, for example when making decisions involving risk, protection and restriction of liberty. The way in which you act in these situations should be guided by something beyond your personal beliefs alone. You have to be aware of the publicly stated values of your agency and make skilful judgments based upon your accumulated knowledge and experience. Ethical considerations are rarely the responsibility of one worker, however, and agencies' policies and structures of accountability offer both guidance and a standard against which your practice can be measured. Accountability, therefore, is the process through which employers and the public can judge the quality of individual workers' practice and hold them responsible for their decisions and actions.

1.2.3 Component 3: Skills

We all have considerable skills that we develop as we go through life. Many of them are so familiar to us that we probably don't think about them. For example, the reading skill which you are using right now is a highly complex and sophisticated

one which took years to develop to this level. Our approach to skills is again to provide you with a framework to help with your learning and understanding.

Skills (i.e., technical expertness; the ability to use knowledge effectively and readily in execution or performance). Competence in social work practice lies in developing skill in the use of the **method and its techniques** described below (*method and techniques*). This means the ability to help a particular client or group in such a way that they clearly understand the social worker's intention and role, and are able to participate in the process of solving their problems. Setting the stage, the strict observance of confidentiality, encouragement, stimulation or participation, empathy, and objectivity are means of facilitating communication. The individual social worker always makes his own creative contribution in the application of social work method to any setting or activity.

As a way of increasing skill and providing controls to the activity of the social work practitioner, the following are utilized: (1) recording, (2) supervision, (3) case conferences, (4) consultation, (5) review and evaluation.

We use four categories of skill in our framework:

1. Skills in thinking – analyzing, managing, reflecting and valuing
2. Skills in using the senses – listening and talking, observing, understanding and expressing feelings
3. Skills combining thinking and using the senses – giving and receiving constructive feedback, interviewing, leading, negotiating, supporting
4. Skills supporting your studies – reflective writing, ICT skills, Information Literacy.

You will develop your skills mainly in the course of your work and practice learning opportunities while you are studying, as well as developing skills all the time while you are in practice. There are skills, however, which you will develop primarily through your work on the modules. These include:

1. ICT skills
2. Information literacy
3. Reflective writing
4. Thinking skills such as reflection and analysis.

The activities you will be doing in this unit will help you develop your skills in these areas. You need to develop your skills in reflective writing by drawing together

your learning and your practice experiences and reflections.

1.2.4 Component 4: the social work process

The social work process comprises a sequence of actions or tasks which draw upon all of the components of practice discussed so far. The social work process rarely follows a clear linear route and is more often a fluid circular process whereby workers may move from assessment through to implementation and evaluation and back to assessment again. Despite this fluidity, some parts of the process, such as assessment, have clearly defined procedures guided by local or national policy. Some tasks may be fairly short and discrete; but many are longer term and more complex, such as assessment. You will also find that tasks often overlap and are revisited over a period of involvement with a service user. The tasks or stages of the social work process are shown in Figure 2.

Developing an understanding and awareness of the social work process is one of the prerequisites for becoming a ‘reflective’ practitioner. Practitioners need to be aware (and inform service users) of why they are engaged in particular tasks and to be able to justify their methods of working. Interventions should be meaningful and fit within an overall plan or strategy. Awareness of the different stages of the social work process can assist social workers to prepare for, carry out and evaluate their interventions in order to both be accountable for and reflect upon their actions.



Figure 2 The social work process

1.2.5 Summary

This extract has raised some complex and important issues, such as questions about what we mean by professional social work practice and values, which will be explored further. You have also been introduced to the four components of good practice which will provide a framework as you develop your professional competence through practice learning. These components are introduced here so that you will get some experience of applying them to the 'case' material. We are not asking you to abandon your usual way of working and thinking; rather, we want you to try this approach and gradually integrate it. We hope that you will end up with something new which combines the best of both.

As you may have found in your workplace, it usually takes time to get used to using administrative systems. However, you should soon find that some of the steps involved in mirror processes you might already be familiar with so that they become second nature to you before you know it.

The SWs, however, should pay attention to the other important practice of social work, namely: **purposes, sanction, method and techniques**.

Purposes:

1. To assist individuals and groups to identify and resolve or minimize problems arising out of disequilibrium between themselves and their environment.
2. To identify potential areas of disequilibrium between individuals or groups and the environment in order to prevent the occurrence of disequilibrium.
3. In addition to these curative and preventive aims, to seek out, identify, and strengthen the maximum potential in individuals, groups, and communities.

Sanction (i.e., authoritative permission; countenance, probation, or support). Social work has developed out of a community recognition of the need to provide services to meet basic needs, services which require the intervention of practitioners trained to understand the services, themselves, the individuals, and the means for bringing all together. Social work is not practiced in a vacuum or at the choice of its practitioners alone. Thus, there is a social responsibility inherent in the practitioner's role for the way in which services are rendered. The authority and power of the practitioner and what he represents to the clients and group members derive from one or a combination of three sources:

1. *Governmental agencies* or their sub-divisions (authorized by law).
2. *Voluntary incorporated agencies*, which have taken responsibility for meeting certain of the needs or providing certain of the services necessary for individual and group welfare.
3. *The organized profession*, which in turn can sanction individuals for the practice of social work and set forth the educational and other requirements for practice and the conditions under which that practice may be undertaken, whether or not carried out under organizational auspices.

Method (i.e., an orderly systematic mode of procedure. As used here, the term encompasses social casework, social group work, and community organization). The social work method is the responsible, conscious, disciplined use of self in relationship with an individual or group. Through this relationship the practitioner facilitates interaction between the individual and his social environment with a continuing awareness of the reciprocal effects of one upon the other. It facilitates change: (1) within the individual in relation to his social environment; (2) of the social environment in its effect upon the individual; (3) of both the individual and the social environment in their interaction.

Social work method includes systematic observation and assessment of the individual or group in a situation and the formulation of an appropriate plan of action. Implicit in this is a continuing evaluation regarding the nature of the relationship between worker and client or group, and its effect on both the participant individual or group and on the worker himself. This evaluation provides the basis for the professional judgment which the worker must constantly make and which determines the direction of his activities. The method is used predominately in interviews, group sessions, and conferences.

Techniques (i.e., instrument or tool used as a part of method). Incorporated in the use of the social work method may be one or more of the following techniques in different combinations: (1) support, (2) clarification, (3) information-giving, (4) interpretation, (5) development of insight, (6) differentiation of the social worker from the individual or group, (7) identification with agency function, (8) creation and use of structure, (9) use of activities and projects, (10) provision of positive experiences, (11) teaching, (12) stimulation of group interaction, (13) limit-setting, (14) utilization of available social resources, (15) effecting change in

immediate environmental forces operating upon the individual or groups, (16) synthesis.

2. หลักการสังคมสงเคราะห์

งานสังคมสงเคราะห์มีหลักการที่สำคัญที่นักสังคมสงเคราะห์ต้องยึดถือเป็นหลักในการปฏิบัติงาน หลักการที่ใช้ในประเทศไทยที่สำคัญ ดังนี้

1. หลักการเป็นตัวของตัวเองหรือหลักปัจเจกชน (Individualization) รศ.ดร. ศรีทัพบิมพานิชพันธ์ กล่าวว่า “...มนุษย์ทุกคนมีลักษณะเฉพาะตัว แต่ละคนย่อมแตกต่างกันทั้งในด้านลักษณะท่าทาง อุปนิสัยใจคอ ความสัมพันธ์ เพราะปัจจัยหลายอย่าง เช่น การเลี้ยงดูแต่เยาว์วัย การศึกษา อาชีพ ค่านิยม วัฒนธรรม บุคลิกภาพ ฯลฯ ...” นักสังคมสงเคราะห์ต้องตระหนักให้มาก ในการให้บริการไม่นำเอาบุคคลใดหรือตนเองเป็นที่ตั้งในการตัดสินใจในการแก้ปัญหาให้กับผู้มารับบริการ (Client) นักสังคมสงเคราะห์ต้องไม่ตราหน้าหรือตราบาปแก่ผู้มารับบริการ (ระวางอิทธิพลจากงานทางสังคมวิทยาว่าด้วยความเปี่ยงเบน เพราะทางสังคมวิทยาถือว่า พฤติกรรมเปี่ยงเบนเป็นพฤติกรรมที่ผิดออกจากพฤติกรรมส่วนใหญ่สังคมและมักถูกตราหน้าหรือตราบาป)

2. หลักการรู้จักสำรวจในตนเอง (Self-Awareness) หลักการนี้ต่อจากข้อที่ 1 อาจารย์จิตติมา โสภารัตน์ ได้กล่าวว่า “...นักสังคมสงเคราะห์จำเป็นต้องยึดหลักของการตอบสนองต่อผู้รับความช่วยเหลือด้วยการรู้สำนึก (Conscious) ทั้งในด้านความรู้สึกและการกระทำ โดยนักสังคมสงเคราะห์ต้องเข้าใจถึงความรู้สึกและทัศนคติของตนเอง ทั้งในแง่ลบ (Negative) และแง่บวก (Positive) ฯลฯ และคอยควบคุมมิให้ความรู้สึกและทัศนคติส่วนตัวเข้าไปเกี่ยวข้องพัวพันกับการช่วยเหลือ”

หลักการนี้อาจเรียกว่า หลักการรู้จักบทบาทของตนเอง นักสังคมสงเคราะห์จะต้องระลึกถึงบทบาทของตนเองอยู่ตลอดเวลาที่ปฏิบัติงานไม่ใช่อารมณ์สนองตอบปฏิกิริยาของผู้รับบริการ

3. หลักการไม่ประณามหรือตำหนิตายผู้มีปัญหา (Non-judgmental Attitudes) หมายถึง นักสังคมสงเคราะห์ควรมีทัศนคติที่ดีต่อผู้มารับบริการและไม่ควรประณามผู้ที่มีปัญหา เชื่อในคุณค่าและศักดิ์ศรี ของมนุษย์โดยไม่เลือกชั้น วรรณะ เชื้อชาติ ศาสนา ฟังนึกเสมอว่า ผู้มีปัญหาคจะเป็น ชั้น วรรณะ เชื้อชาติ ศาสนาใดก็ตาม แม้เขาจะมีความรักในสิ่งที่นักสังคมสงเคราะห์เกลียด แม้เขาจะมีความเกลียดในสิ่งที่นักสังคมสงเคราะห์รัก แม้เขาจะเห็นสิ่งนี้มีค่า แต่ในสายตานั้นนักสังคมสงเคราะห์ว่าไร้ค่า ให้มองเสียว่า ธรรมดาของปุถุชน จะอย่างไรนักสังคมสงเคราะห์ก็ ต้องให้การช่วยเหลือและทำงานอย่างอดทน

4. หลักการยอมรับในตัวผู้รับบริการและระบบของผู้รับบริการ (Acceptance) หมายถึง การยอมรับบุคคลเช่นที่เขาเป็นอยู่ ยอมรับในศักดิ์ศรีและคุณค่า เข้าใจในการกระทำของเขา ยอมรับว่า มนุษย์มีศักดิ์ศรีและคุณค่าในตนเอง โดยพยายามที่จะเรียนรู้จุดแข็ง จุดเด่นของผู้มารับบริการ ต้องชื่นชม ยกย่อง หากว่านักสังคมสงเคราะห์ เข้าใจในผู้รับบริการ จะทำให้ผู้รับบริการเริ่มมีทัศนคติต่อโลกในทางที่ดีขึ้นและจะเป็นประโยชน์ในการให้ความช่วยเหลือ

5. หลักการให้ผู้มีปัญหามีอิสระในการตัดสินใจด้วยตัวของเขาเอง (Self-determination) นักสังคมสงเคราะห์ควรให้ผู้ที่มีปัญหาตัดสินใจด้วยตนเอง หลังจากที่เขาได้รับข้อมูลและคำแนะนำทั้งหมดแล้ว หลักการนี้เป็นการให้ความเคารพในการตัดสินใจของปัจเจกชน พี่งระลึกไว้ว่า “...นักสังคมสงเคราะห์จำเป็นต้องยึดหลักของการตอบสนองต่อผู้รับความช่วยเหลือด้วยการรู้สำนึก (Conscious) ทั้งในด้านความรู้สึกและการกระทำ โดยนักสังคมสงเคราะห์ต้องเข้าใจถึงความรู้สึกและทัศนคติของตนเอง ทั้งในแง่ลบ (Negative) และแง่บวก (Positive) ฯลฯ และคอยควบคุมมิให้ความรู้สึกและทัศนคติส่วนตัวเข้าไปเกี่ยวข้องพัวพันกับการช่วยเหลือ”

6. หลักการมนุษย์มีศักยภาพหรือหลักการให้ผู้รับบริการยืนหยัดด้วยตนเอง (Self-reliance) พี่งระลึกไว้ว่า นักสังคมสงเคราะห์ต้องทำให้ผู้รับบริการสามารถ “เป็นตัวของตัวเอง” ให้รู้จักเรียนรู้ปัญหาและวิธีแก้ปัญหา ให้คิดว่า เขาสามารถพึ่งตนเองได้มากเท่าไร เขาคิดเป็น ทำเป็น แก้ปัญหาเป็น มากเท่าไร จะทำให้เขามีความภาคภูมิใจมากเท่านั้น

7. หลักความสามารถที่จะเจริญเติบโตและเปลี่ยนแปลงได้ (Capacity to grow, change and cope with situations) นักสังคมสงเคราะห์ต้องเชื่อว่า บุคคล ครอบครัว กลุ่มชุมชน สามารถที่จะเจริญเติบโตและเปลี่ยนแปลงได้ นักสังคมสงเคราะห์ต้องเชื่อว่า บุคคล ครอบครัว กลุ่ม ชุมชน เบื้องต้นอาจสับสน ต้องทำให้เขาเหล่านั้นเปลี่ยนแปลงทัศนคติในทางที่ถูกต้อง ต้องพยายามช่วยขจัดปัญหาอุปสรรคในจิตใจของเขาเหล่านั้น เพื่อให้กลับมาปฏิบัติหน้าที่ได้เหมือนเดิม หรือใกล้เคียงเดิม (Restoration)

8. หลักการรักษาความลับ (Confidentiality) เนื่องจากผู้มารับบริการมักจะเป็นผู้ที่มีปัญหาและไม่ต้องการที่จะให้เรื่องของเขากลับเปิดเผย นักสังคมสงเคราะห์และองค์กรที่ให้บริการจึงต้องยึดหลักการนี้อย่างหนักแน่น

9. หลักการมีส่วนร่วม (Client Participation) หมายถึง เน้นการมีส่วนร่วมของผู้มารับบริการ ได้แก่ การให้ความร่วมมือ การมีส่วนร่วมแสดงความคิดเห็นอย่างจริงจัง และมีส่วนในการรับทราบข้อมูลตลอดจนการวางแผนในการช่วยเหลือตน

10. หลักการระบายความรู้สึกอย่างมีจุดหมาย (Principle of Purposeful expression of feelings)

Purposeful expression of feelings is the recognition of the person's need to express his feelings freely, especially his negative ones. The helper listens purposefully, neither discouraging nor condemning the expression of these feelings, sometimes even actively stimulating and encouraging them when they are therapeutically useful as a part of the helping process.

Case worker must give the chance to the client to express her/his feelings freely, especially her/his negative feelings because maximum time feelings are negative in nature. The case worker listen purposefully clients feelings neither

praising nor condemning. Don't point out any one as good or bad because of one's psycho-social problems.

“Purposeful expression of feelings is the recognition of the client's need to express his feelings freely, especially his negative feelings. It is the client's need for expression at a time when his problem is partially or predominantly emotional.”

จากหลักการ 10 ข้อ จริงๆแล้ว คือ ข้อพึงปฏิบัติสำหรับนักสังคมสงเคราะห์เพื่อให้การบริการสังคมสงเคราะห์บรรลุผลมากที่สุด และเป็นการรักษามาตรฐานทางวิชาชีพและจรรยาบรรณ (Code of ethics) ให้เป็นไปตามที่สถาบันทางสังคมสงเคราะห์วางไว้