Subject Index

AA, 277, 281, 285, 341
“Ableism,” 271
Abolitionism, 102
Acculturation, 51, 186, 189
ACORN (Association of Community Organizations for Reform Now), 371
Action, 3, 37, 185; in community development practice, 362; in community organizing, 369; empowerment groups, 320; political, 345–46, 389–90; preparation for, 383–84; product of critical awareness, 35; promoting, 88, 93; reflecting on, 345–46; taken together, 65, 66; taking, xi, 345–46; task-oriented, 92; see also Collective action; Social action
Active listening (skill), 194
Activism: African Americans, 107, 359; toward social justice, 354
ACT UP, 151, 380
Adaptation, 39, 140, 141; active, 31; cultural modes of, 170–71; intervening variables in, 207; in multifocal vision, 162; processes and skills to promote, 83–84
Adaptive potentialities, 49, 53, 54
Adaptive wariness, 150
Addiction, 278, 334; Dorothy case, 2, 79–280; Luke Amato gay male case, 282–85; women’s empowerment group, 340–42; see also Ciano case;
Substance abuse
Adjustment, 140
Adult community groups, 354
Adult Education Association, 366
Advisory Committee on Public Employment and Relief, 116
Advocacy efforts, combining, 391–95
Advocate (role), 63
Affective preparation, 189–90, 191
Affective strategies, 157
Affectivity, 149
Affirmative action policies, 129
**Affirming (skill)**, 232, 233, 236, 238, 252, 315, 319

**African American family**, 146, 170, 171–72, 173

**African Americans**, 94, 95, 123, 158–59, 179; blocks to power for, 32; child poverty rates, 12; civil rights, 122, 125; in Colonial America, 98–99; community organizing, 369; free blacks, 98, 101; New Deal and, 115–18; poverty risk, 256; in Progressive era, 112; substance abuse, 277, 280, 281; substance abuse: example, 279–80; urban community, 357–59; use of humor, 325; see also **Blacks**

**African American women**, 106–7; led in social reform, 107–9

**Age:** and child poverty, 12–13

**Agencies**, 394; empowering/empowerment approach, 377–38, 346–48, 349, 418

“**Agenda-Controlled**” group, 295

“**Age of anxiety**,” 104

**Aggregates**, 291

**Agoraphobia**, 151, 152, 153; example, 265, 266–67; see also **Lorna Rabinowitz empowerment case**

**AIDS**, 158, 266, 282, 285, 343, 381, 429; living/coping with: example, 285–89; living with, in Caribbean, 414–17; working with people with, 259; Carmen Rivera case, 285–89

**AIDS Network**, 414

**Aid to Dependent Children**, 8, 136

**Aid to Families with Dependent Children (AFDC)**, 11, 115, 124, 127, 134, 241, 244, 246; services strategy for, 124

**Alcoholism**, 15, 28, 277–78, 280–81, 342; defined, 278

**Alienation**, 180

**Ally and power equalizer (role)**, 61, 64, 65, 73

**Almshouses/poor houses**, 99, 100, 102–3

**Alpha Suffrage Club of Chicago**, 108

**American history**, 95–96; Clinton years, 133–34; Colonial period, 96–99; corporate welfare, 136–37; Gilded Age, 100; from New Deal to New Right, 114–18; 1960s, 123–26; nineteenth century, 99–103; post-World War II, 121–23; Progressive Era, 104–14; Reagan/Bush, 128–32; turning back time, 126–28; welfare reform, 134–36

**American Indian movement**, 126

**American Indians**, 130; see also **Native Americans**

**American Medical Association**, 121

**American Society of Addiction Medicine**, 278

**Analysis**, asking for (skill), 332, 333

**Animator**, 405

**Antigovernmentalism**, 126

**Anti-immigration laws**, 117

**Anti-oppressive discourse**, 397, 405, 412

**Anti-Semitism**, 110

**Anxiety**, 148, 154

**Approaches**, 31–32

**Area Redevelopment Agency**, 124

**Articulation power**, 182

**Asian immigrants**, 113–14; discrimination against, 117; earnings, 165

**Assessment**, 187, 188, 194–97; biochemical disorders, 260; for
empowerment, 206–28; example, 218–26; groups, 298–99; substance abuse, 278
Assessment statement (example), 225–26
Association for the Advancement of Social Work with Groups (AASWG), 300–1, 306; Tenth Annual Symposium, 28–29
Atlanta University, 108, 118
Attachment disorder, 143–44; example, 211, 212, 213–14; see also Ciano case
Attachments, 3, 52, 143, 152, 153
Australia, 412, 417–18
Authentic word, xi–xii
Authority: of client/or worker, 330; in organizations, 182–83
AZT, 285, 415
Back up (skill), 330
Bactrim, 285, 415
Basic Ecclesial Communities, 354
Basic information: in assessment, 216; in assessment: example, 218–19
Basic social services, 399–402
Battered women, 84, 404; empowerment group, 340–42; in Guyana, 407–11
Beginnings, 218, 228; with empowerment groups, 290, 319–20; in Guyana, 407–11; in individual and family empowerment, 186–205
Behavioral desensitization approach, 267
Behavioral ideas: about coping, 153–57
Behavioral methods, 153–54, 252
Behavioral theories, 38–39
Behavior modification, 153
Beloved community, xi, 28, 43, 352; building, 30, 395, 431–32; components of, 354; dreaming, 1–29; global, 396, 398, 399
Bertha C. Reynolds Society, 374
Biculturalism, 51, 152, 172, 302, 352
Biochemical disorders, 260–61, 271
Biopsychosocial assessment, 208
Biopsychosocial understanding, 39
Bipolar illness, 247; example, 245, 246–47, 259; Lithium for, 261
Black clients: oral history with, 194
Black communities, 368; alcohol abuse in, 281
Black feminism, 174
Black liberation movement, 307
Black Power, 125, 178–79
Black rage, 142
Black Reconstruction in America (Du Bois), 109
Blacks: earnings, 165; and poverty, 127, 129–30; see also African Americans
Black women, 102, 111; alcohol use, 277
Black women’s clubs, 106, 107
Black youth/men, 142, 163; Tyrone case, 203–5
Blaming the victim, 33, 44, 358
Boeing Industries, 137
Brainstorming, 189, 311
Brazil, 306; street children, 403
Bread and Roses Strike, 111
Bridge builder (role), 61, 64, 69
Bridge of relationships, 191, 193, 197
British group work: self-directed model, 304–5
Brooklyn, New York, 353
<table>
<thead>
<tr>
<th>Subject Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn Community Center, 348</td>
</tr>
<tr>
<td>Brown v. The Board of Education of Topeka, 122</td>
</tr>
<tr>
<td>Buffalo, New York, 0419</td>
</tr>
<tr>
<td>Bureau of Indian Affairs, 117, 126</td>
</tr>
<tr>
<td>Burlingame Treaty, 113</td>
</tr>
<tr>
<td>California, 12</td>
</tr>
<tr>
<td>CAN (Creative Access Network), 155</td>
</tr>
<tr>
<td>Capacity, 354</td>
</tr>
<tr>
<td>Capitalism, 41–42, 50, 100, 110, 115, 179–80</td>
</tr>
<tr>
<td>Caribbean, 412, 414–17</td>
</tr>
<tr>
<td>Caring, 3, 36; term, 4</td>
</tr>
<tr>
<td>Caring, conveying (skill), 196</td>
</tr>
<tr>
<td>Carmen Rivera case, 285–89</td>
</tr>
<tr>
<td>Case management, 359</td>
</tr>
<tr>
<td>Casework, 103, 104</td>
</tr>
<tr>
<td>Casework in the group, 299</td>
</tr>
<tr>
<td>Casework practice, psychoanalytically oriented, 118</td>
</tr>
<tr>
<td>Cash programs, 115, 127, 129</td>
</tr>
<tr>
<td>Catherine House, Adelaide, Australia, 417–18</td>
</tr>
<tr>
<td>Causal agents, 188, 201</td>
</tr>
<tr>
<td>Cause/function tension, 104</td>
</tr>
<tr>
<td>Celebration, 354</td>
</tr>
<tr>
<td>Challenging internalized oppression (skill), 76</td>
</tr>
<tr>
<td>Change, 87, 392–93; bottom-up, 183; personal/political levels of, 23</td>
</tr>
<tr>
<td>Charity, 103, 128, 413</td>
</tr>
<tr>
<td>Charity Organization Societies, 99, 103, 104, 106</td>
</tr>
<tr>
<td>Child Abuse Protection Act, 126</td>
</tr>
<tr>
<td>Child-Care Management Project, 366</td>
</tr>
<tr>
<td>Child care subsidies, 135</td>
</tr>
<tr>
<td>CHILDHOPE, 422, 429</td>
</tr>
<tr>
<td>Children, 127, 399; assessing, 208; competence, 144; dreams of, 16–19, 20–23; ego assessments of, 211; homeless, 428–29; Native American, 117; New Deal and, 115–18; parent with AIDS, 259, 288–89; poverty, 11, 12–14, 130–31, 134, 135, 402, 403; values of, 177; voices of, 8–11; see also Street children</td>
</tr>
<tr>
<td>Children's Aid Society, 99</td>
</tr>
<tr>
<td>Children's Defense Fund, 133</td>
</tr>
<tr>
<td>Children's group, 326–29</td>
</tr>
<tr>
<td>Child therapy, 250, 251; see also Ciano case</td>
</tr>
<tr>
<td>Chinese elder case, 274–75</td>
</tr>
<tr>
<td>Chinese Exclusion Acts, 113–14</td>
</tr>
<tr>
<td>Chloropromazine (Thorazine), 260–61</td>
</tr>
<tr>
<td>Ciano case, 14; assessment, 207, 208, 209–10; contracting, 70–72; ego assessment, 211–15; motivation, 84; relating skills to phases of empowerment development, 73–77; tuning-in, 68–69; work with children, 8–11, 53, 68–69, 70–73, 84, 87, 90, 143–45, 154, 190, 207, 208, 209–10, 211–15; work with great-grandmother, 8–9, 10, 52–53, 68, 73, 75–77, 83, 87, 90, 144–45, 190, 215</td>
</tr>
<tr>
<td>Civil rights, 112, 121–23, 125–26</td>
</tr>
<tr>
<td>Civil Rights Act of 1964: Title VII, 125</td>
</tr>
<tr>
<td>Civil Rights Commission, 129</td>
</tr>
<tr>
<td>Civil rights legislation, 124</td>
</tr>
<tr>
<td>Civil rights movement, 59, 122, 123, 155, 178</td>
</tr>
<tr>
<td>Civil rights organizations, 135</td>
</tr>
<tr>
<td>Civil War, 100–1, 102</td>
</tr>
<tr>
<td>Clarifying (skill), 78, 79, 299, 335</td>
</tr>
</tbody>
</table>
| Class, 2, 48, 54, 167, 354; African Americans, 358; in group composition, 297; issues of, 190;
<table>
<thead>
<tr>
<th>Subject Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>open injuries of, 163–66; race and,</td>
<td>116, 167, 168</td>
</tr>
<tr>
<td>Class bias: in social work, 251</td>
<td></td>
</tr>
<tr>
<td>Classism, 46, 49, 51, 99, 379; organizations and, 182; in social workers, 529</td>
<td></td>
</tr>
<tr>
<td>Class structures, 49, 53, 379; six-level, 164</td>
<td></td>
</tr>
<tr>
<td>Clients, 3, 26, 28, 60, 186, 393, 394; action by, 61; asking for story of, 193–94; in assessment, 207, 208; awareness of self, 35; community with, 34; in evaluation, 256, 257; in narrative therapy, 41; rights and responsibility, 60; say own word, 60, 65, 89; skills of working with, 59; supporting, 66; taking responsibility, 229, 230; uniqueness of, 60, 68</td>
<td></td>
</tr>
<tr>
<td>Client-worker relationship, xii, 60, 188</td>
<td></td>
</tr>
<tr>
<td>Clinical community practice, 2–3, 6–7</td>
<td></td>
</tr>
<tr>
<td>Clinical skills, 6, 322; incorporating in empowerment intervention, 81–86; see also skills</td>
<td></td>
</tr>
<tr>
<td>Clinical social justice practitioner, 6</td>
<td></td>
</tr>
<tr>
<td>Clinical social work, 30–31, 39, 306</td>
<td></td>
</tr>
<tr>
<td>Clinician (role), 63</td>
<td></td>
</tr>
<tr>
<td>Clinician-activist, 3, 6</td>
<td></td>
</tr>
<tr>
<td>Clozapine (Clozaril), 260</td>
<td></td>
</tr>
<tr>
<td>Coach (role), 63</td>
<td></td>
</tr>
<tr>
<td>Coalitioon building, 92, 393</td>
<td></td>
</tr>
<tr>
<td>Coalition for Lesbian and Gay Civil Rights, 580</td>
<td></td>
</tr>
<tr>
<td>Coalition for the Homeless, 319, 348</td>
<td></td>
</tr>
<tr>
<td>Coalition of Immokalee Workers (CIW), 351, 368–69</td>
<td></td>
</tr>
<tr>
<td>Coactivist (role), 61, 64</td>
<td></td>
</tr>
<tr>
<td>Cobuilder (role), 61, 63, 64</td>
<td></td>
</tr>
<tr>
<td>Cocaine/crack cocaine, 280</td>
<td></td>
</tr>
<tr>
<td>Code(s), 92, 235–36, 237, 409; in critical education method, 89–90; hands as, 410–12; names as, 91; Poor People’s Summit, 375; to stimulate thinking, feeling, acting, 322–26; totality in, 378; use of, 410–11</td>
<td></td>
</tr>
<tr>
<td>Code(s), using (skill), 74, 75, 77</td>
<td></td>
</tr>
<tr>
<td>Codependency/codependent, 33, 341</td>
<td></td>
</tr>
<tr>
<td>Codifications, 322–23</td>
<td></td>
</tr>
<tr>
<td>Coercive power, 183</td>
<td></td>
</tr>
<tr>
<td>Cognition: and helping procedures, 82</td>
<td></td>
</tr>
<tr>
<td>Cognitive-affective approach, 153</td>
<td></td>
</tr>
<tr>
<td>Cognitive approaches, 155</td>
<td></td>
</tr>
<tr>
<td>Cognitive behavioral ideas, 26; about coping, 153–57</td>
<td></td>
</tr>
<tr>
<td>Cognitive behavioral learning, 49, 53, 154</td>
<td></td>
</tr>
<tr>
<td>Cognitive behavioral theory: concepts regarding coping, 147–53</td>
<td></td>
</tr>
<tr>
<td>Cognitive preparation, 189–90, 191</td>
<td></td>
</tr>
<tr>
<td>Cognitive restructuring, 155, 159, 161; example, 239–40</td>
<td></td>
</tr>
<tr>
<td>Cognitive restructuring skills, 88</td>
<td></td>
</tr>
<tr>
<td>Cognitive skills, 82</td>
<td></td>
</tr>
<tr>
<td>Cognitive theory, 40–41</td>
<td></td>
</tr>
<tr>
<td>Coinvestigation, 378</td>
<td></td>
</tr>
<tr>
<td>Coinvestigator (role), 61, 63</td>
<td></td>
</tr>
<tr>
<td>Collaboration, 406; Guyana-U.S., 405–6, 407–12</td>
<td></td>
</tr>
<tr>
<td>Collaborator (role), 61</td>
<td></td>
</tr>
<tr>
<td>Collective action, 52, 142, 178, 182, 354; individual action and, 356</td>
<td></td>
</tr>
<tr>
<td>Collective-goals group, 295</td>
<td></td>
</tr>
<tr>
<td>Collectivity(ies), 27, 52, 60, 64, 104–7, 291–92; for mutual aid, 73; power of, 24</td>
<td></td>
</tr>
<tr>
<td>Collier County, Florida, 368, 369</td>
<td></td>
</tr>
<tr>
<td>Colonial period (U.S.), 96–99</td>
<td></td>
</tr>
</tbody>
</table>
“Coming out,” 159–61, 284, 301; Alma Pease, 202–3; Luke Amato, 282–85
Commonalities, 397; black Americans, 357; in empowerment groups, 309; groups based on, 296–97
Common Purpose (Schorr), 27–28
Communication: authentic, xii; in groups, 294–95, 299; rules of symmetry and parity in, 86
Communications technology, 25–26
Communication styles, 150
Community(ies), 46, 104–7, 147, 352–53; approaches to working with, 359–64; defining, 353–59; in ecological perspective, 146; empowering, 92; as mediating structure, 145; place of connection, 355; in poverty, 355–57; reunification with, 254; spatial and spiritual dimensions of, 354; term, 4
Community assessment, 207, 208
Community Block Grant Development Program, 126
Community building, 3, 398–99, 417–18
Community-centered skills, 92
Community Education and Training Administration (CETA), 126
Community empowerment, 6, 65, 281
Community empowerment practice, 351–95
Community groups, 292, 303
Community Helpers Group (Guyana), 90–91
Community liaison approach, 360
Community Mental Health Centers Act of 1963, 124
Community organizing/organization, 64, 73, 103, 292, 351, 353, 359–60, 412; example, 372–76; feminist perspectives, 376–78; models of, 376; nonplan, 380–81; social action in, 367–72; theory related to, 32–33
Community-oriented approach, 31, 37
Community practice, 2–3, 24; types of, 360; types of: example, 361–64
Community stratification and values, 326
Community structures, 51–52
Community work, 359, 394; approaches to, 377–78; culture circles as model of, 378–79; empowerment principles and skills and, 379–80
Competence, 84, 86, 88, 140, 142–43, 144, 145, 154, 255; in children’s group, 326; in community, 356; poverty and, 163; in power in professional empowerment, 183
Competence/mastery, 152
Competency-based assessment, 73
Computer literacy, 25–26
Conceptual framework, 27, 30–55, 55/Conceptual framework conferences, 43–44
Conflict, 181, 183, 207
Conflict group(s), 369
Conflict resolution practice, 304, 398
Confrontation (skill), 70, 148, 299
Congress, 125, 126, 127, 132
Connecticut, 12
Connecticut Coalition to End Homelessness, 383; Advocacy Committee, 387–88
Connecticut Political Action Committee, 380–81
Connections Group, 340–42
Conscientization, 20, 35, 155, 294, 305, 306–7, 359, 369, 398, 400, 405; in community work, 380; defined, 37; dominant approach to social work practice in Latin America, 403; empowerment group, 309, 321, 322; South Bronx People for Change, 370; tenets of, 304
Consciousness, raised, 254, 255; in mentally ill, 269, 270
Consciousness-raising, xi, 2, 4–5, 27, 34, 59, 83, 403; client/worker, 187; codes in, 410–11; in cognitive restructuring, 155; in community, 306; defined, 35; and ego functions, 150; empowerment group, 323; in feminist perspective, 377; group(s) and, 37, 38, 52; history of oppression and, 94; needed to problem solve, 86–87; through newspapers, 392; in problem definition, 198; renaming reality, 140; in substance abuse work, 281; together, 329–30; women, 174; worker promotes, 81; in working on problems, 238
Consciousness-raising groups, 298, 307
Consciousness-raising questions, 20
Conservative, 114, 121, 128, 129, 132
Constructivism, 3, 40
Consumer empowerment, 397
Contemporary trends, 11–23
Content, 199, 290; assessment for empowerment, 216–18; empowering group, 296
Contract(s), 67, 188, 196–97; renegotiating, 199, 218
Contracting, 67, 187, 194–97; for content on dealing with oppression, 202–5; for empowerment, 314–16; for empowerment skills, 69–73; for empowerment with a group, 77–81; examples, 70–72; mutual, 66
Contracting (skill), 335
Contracting process, 198–99, 218; empowering, 200–1; empowerment groups, 313–20
Coping, 26, 39, 53, 139–61; African American family, 171; anticipatory, 86; behavioral and cognitive behavioral ideas about, 153–57; concepts from ego psychology and cognitive behavioral theory, 147–53; cultural modes of, 170–71; in living with mental illness, 261; as power over environment, 301; processes and skills to promote, 83–84; with stigma, 357–61; street children, 425–27
Coping, encouraging (skill), 336
Coping abilities, 51
Coping behaviors, assessment of, 210, 211
Coping mechanisms, 344
Coping questions, 229–30, 252
Coping responses, 141
Coping skills, 155–56; in dealing with stigma, 161
Coping strategies, ethclass, 255
Coping tasks, 65
Corporate welfare, 136
Co-teacher/teaching role, 61, 63, 85, 87
Council of Economic Advisers, 125
Council on Social Work Education (CSWE), 44–45
Coworker (role), 61, 65
Creditng work (skill), 81, 252, 316, 317, 337
Crime: and substance abuse, 281
Crisis issues: in assessment: example, 219–20
Critical analysis (skill), 409
Critical awareness, 81, 306, 307; action as product of, 35; in community development practice, 362; developing, 73, 405; in example, 75; see also Conscientization
Critical consciousness, 34, 35, 37, 65, 87, 184, 292, 306; advanced phase of, 74; developing, 185; developing: example, 239–40
Critical constructivism, 40–41
Critical education, 3, 57, 59, 294, 304, 306–7, 400, 404–5; and empowerment group processes, 308; in groups, 52; needed to problem solve, 86, 88–89; term, 5
Critical education (skill), 76, 79, 83
Critical education approach/method, 36, 37, 39, 65, 82, 89–90, 321, 370, 378; example, 74–75; incorporating into empowerment approach, 86–89; steps in, 89
Critical educator (role), 64, 85
Critical perspective, 26, 53, 183–85; developing, 177–85; ego functions in, 147
Critical question poser (role), 61
Critical question posing (skill), 74, 75, 76, 77, 297, 298, 315
Critical questions, 88, 91, 92, 229, 239, 307, 321; and codifications, 323; considered in empowerment groups, 331–42; in empowerment development, 79
Critical reflection, 321, 345
Critical theory perspective, 53
Critical thinking, 20, 59, 183–84; codes in, 89; developing: examples, 331–42; empowerment practice requires, 36; explaining (skill), 91; in groups, 37
Cross-cultural work, 177
Cross-national group work, 406–7
Cross-national social work, 401; cultural competence in, 406; study of street children, 419–31
Cultural competence, 169, 406–7
Cultural differences, 88, 105
Cultural perspective, 49, 162, 169
Cultural sensitivity, 278, 301, 368; work with elderly: examples, 274–76; with substance abuse, 277
Cultural solutions, 145–46, 207
Cultural values, recognizing (skill), 233
Culture, 412; as coping mechanism, 142; and ethnicity, 169–73; in group composition, 297; as mediating structure, 145; and reality testing, 150
Culture circles, 67, 405, 421; in Guyana, 407–11; as model of community work, 378–79
"Culture of poverty," 165
Curricula, 6, 14, 44–45; international, 398
Dangerous classes, 99
Dawes Act of 1922, 117
Dealing with feelings and conflict (skill), 74
Decision making, facilitation of (skill), 299
Declaration of Independence, 96
Declaration of Sentiments, 102
Decoding, 321–22, 323, 324, 378
Defenses, 141, 149, 153
Delusions, 149–50, 262, 263, 264, 270
Democracy, 110, 119, 184, 303
Demonstration programs, 27–28
Denial, 149, 253
Depakote, 261
Department of Labor, 368
Department of Mental Health, 385
Depression, 18, 151, 259; with cocaine use, 282, 284; drugs in treatment of, 261; in example, 219–23; oppression and, 79; street children, 426, 428, 429
Description (skill), 81
Destructive power, 181
Deterministic thinking, 183–84
Developing countries, 14, 15
Developmental difficulties, 143
Developmentalism, 303, 402
Developmental issues, 216; in assessment: example, 219–20
Development/liberation practice, 402, 405
Developmentally disabled people, 122
Developmental process: in empowerment, 38
Developmental reflection (skill), 82
Dialectical process, 329
Dialogical encounter, xii; example, 74–75
Dialogical process, 36–37, 57, 313, 314
Dialogist (role), 61, 64
Dialogue, 27, 37, 57, 184, 185, 406; consciousness-raising, 190; to raise critical consciousness, 65
Differences, 48, 50, 397; affirming, 1–2
Direct influence (skill), 71, 76, 81, 82, 83
Direct social work practice, 63; research in, 257
Disabilities, persons with, 259, 413–14
Disability Equality Group, 414
Disability equality trainers, 413
Disability insurance, 121
Disadvantage: because of difference, 50
Discrimination, 4, 5, 40, 45, 88, 122–23, 186, 328; abuse of power in, 178; against Asians, 117; assessment of, 207; economic, 109; as ethnic reality, 170; in job market, 112; as stressor, 141
Distance education, 25
Distribution of goods, unfair, 36, 163
Divide-and-conquer strategy, 126–28
Divorce, 14, 249
Domestic violence, 249, 281, 408–9
Dominance, 142, 181
Dorothy case, 279–80
Dreams/dreaming, 16–23; beloved community, 1–29; of children, 16–19, 20–23; continuing: example, 241; realizing: example, 240–41
Dred Scott decision, 101
Drug and alcohol history, 277
Drug abuse, 8, 10, 18, 28
Drugs, cost of, 260–61
DSM IV, 212, 213–15, 259
DSM IV categories, 188
Dual perspective, 172
Dyadic relationships: drawbacks in, 295
Dying, stages of, 288
Earned income tax credits, 135
Earnings inequality, 130, 165; and child poverty, 12–13; gender-based, 13, 14
Ecological perspective, 24, 26, 27, 39, 49, 53, 139–61; in community work, 379; family in, 146–47; in recovery, 282
Ecology, science of, 139, 142
Ecopath, 217
Economic boycotts, 138
Economic development, 402
Economic exploitation, 400–1
Economic hardship/insecurity, 126, 403
Economic injustice, 180; resistance to, 375
Economic justice, 396–432
Economic power, 182, 255
Economic stressors, 277; working class: example, 249–53
Economy, 132, 133
Education: and child poverty, 12–13
Education (skill), 299
Educational approach: in empowerment group, 341, 343
Education for critical thinking, 73
Efficacy expectations, 155
Egalitarianism, 50, 377
Ego, 147
Ego assessment, 39, 210–15; example, 211–15, 221
Ego functioning, 39, 49, 53, 161
Ego functions, 83–84, 147, 148–53, 234; assessment of, 210–11, 217
Ego identity, 157
Ego-oriented approach, 39, 148
Ego psychology, 26; autonomy in, 144; concepts regarding coping, 147–53
Elaborating (skill), 284
Elaboration, asking for (skill), 242
Elderly (the), 399, 259; assessing, 208; culturally sensitive work with: examples, 274–76
Elizabeth Cady Stanton Agency, 340–42
Elsie Ridley advocacy case, 275–76
Emancipation Proclamation, 122
Empathizing (skill), 72, 76, 77, 78, 80, 82, 195, 196, 233, 237, 238, 242, 274, 283, 287, 315, 317, 332
Empathy, 66, 83, 167, 168, 191; anticipatory, 190; preliminary, 67, 189; responding with, 194; tuning-in, 67
Employment: leaving welfare for, 134–35; for the poor, 125
Empowering group, 296
Empowering group work: core knowledge and skills for, 294–96
Empowering information, giving (skill), 273, 274
Empowering relationship: ending, 254–55
Empowerment, xii, 3, 6, 30, 31, 137–58; assessment for, 206–28; begins at home, 346–48; concept, 4–5; contracting for, 314–16; defined, 32, 33–34, 38; discussing, 69; in global perspective, 396–432; levels of, 51–54; of minority groups, 5–6; personal/interpersonal/political, 19, 24; research as tool for, 418–19; substance abuse and, 276–82; universal concept, 401; working together toward, 321–50; see also Families, empowerment of; Individual empowerment
Empowerment approach/method, xi, xii-xiii, 1, 6, 14, 24, 55/56, 56–93,
119, 138, 170, 184, 307, 337, 338, 394, 396, 401–2, 404, 431–32; aim of, 4; applying to practice, 56–59; building blocks for, 106; conceptual framework, 27, 30–35; defined, 30–31; in Guyana, 405–6; kindred systems of thought, 38–43; language in, 5; necessity of, 95; as paradigm, 402–12, 418; personal/political blend in, 412; relatedness in, 153; revision of, 3; and self-in-community, 351–52; skills needed to problem solve in, 86–91; women predecessors of, 104–5
Empowerment concepts, 34
Empowerment development: relating skills to phases of, 73–77
Empowerment-Enterprise Zones, 133–34
Empowerment group(s), 19–20, 27, 52, 53, 92, 290, 302, 307–9; alumnae, 198; contracting process, 313–20; ending of, 348–50; group formation, 309–11; thematics, 311–12; working together toward empowerment, 321–50
Empowerment group approach, 290–320
Empowerment group processes: critical education and, 309; Empowerment group skills, 92
Empowerment group work: in psychosocial rehabilitation agency, 338–39
Empowerment intervention: incorporating clinical and political skills in, 81–86
Empowerment practice, 5, 7, 8, 11, 14–15, 20, 26, 30, 34, 94, 404; in anti-oppressive discourse, 412; areas of assessment for, 215, 216–18; ecological perspective to, 24; evaluating, 255–58; group work in, 37, 38; history of oppression and, 94; research in, 257; with special populations, 259–89; strategies for, 73–74
Empowerment principles and skills: and community work, 379–80
Empowerment theory, 24; M. Breton’s contribution to, 306; and groups, 300–2
Enabler (role), 33, 63, 293
Encouraging (skill), 81, 318, 336
Endings, 188, 230, 257, 289; with groups, 258; empowerment groups, 321, 348–50; key tasks at, 253–58
Energy: in power, 182
Engaging in the medium of the other, 66
Entering client’s world and joining forces (phase), 189, 191
Environment, 141, 142, 145–46; and adaptation, 83–84; assessment, 206, 207, 209, 217; assessment: example, 223–24; and competence, 144; and ego functions, 152; good enough, 147; groups in change in, 292; working with, 86; see also Person/environment transactions
Environmental change, 44, 46; measures for evaluating, 257
Environmental negotiations: assessment in, 206
Environmental resources, 400, 401
Environmental stressors, 208
Equal opportunity: myth of, 97
Equal Pay Act, 125
Equal rights amendment (proposed), 125–26
Ethclass, 341, 379
subject index

Ethclass perspective, 26, 49, 53, 162–69; developing, 167–69; ego functions in, 147, 148, 150
Ethclass sensitivity, 190, 302
Ethics, 46–48
Ethnic background, 49
Ethnic consciousness, 302
Ethnic identity, 168
Ethnic identity groups, 37
Ethnicity, 54, 167; culture and, 169–73; defined, 170; in group composition, 297–98
Ethnic-oriented assessment, 207
Ethnic perspective, 255
Ethnic sensitivity, 18, 168–69, 302, 308
Ethno-centrism, 110, 329, 379, 398, 406
Ethnographic approach/studies, 189, 257, 423
Ethnosensitive research practice, 255
Ethnosystems, 357
Evaluation of empowerment practice, 255–58
Exchange power, 182
Exchange relationships, asymmetrical, 36
Executive Order 8802, 116
Expert power, 183
Expert role, 252, 366
Explanation, reaching for (skill), 274
Exploitation, 51, 186, 189
Exploration, 193–94, 196
Exploration (skill), 71, 72, 81, 82, 299
Facilitator (role), 63
Fair Deal, 121
False beliefs, 239, 240, 255, 266, 287
Family(ies), 46, 170–71, 208–9, 400; African American, 171–72; in ecological perspective, 146–47; empowerment of, 229–58; empowerment of: beginnings, 186–205; female-headed, 172–73; as mediating structure, 145; of mentally challenged, 271–74; poverty, 11, 12–13
Family Assistance Program (FAP) (proposed), 127
Family breakdown: and homelessness, 15; and substance abuse, 281
Family context: assessing, 147, 208–10; working on problems: example, 232–34
Family-planning methods, 400
Family problems: street children, 424–25, 428, 429
Family skills, 85
Family structures, 51–52, 209
Family values argument, 132
Family Wage, 102
Farm workers, 368–69
“Fear In Our Culture” (Reynolds), 118–19
Federal Economy Act, 116
Federal government: role of, 117, 129; social obligation, 127, 131
Federal Housing Act of 1949, 121
Federation of European States, 137
Feeling: thinking and, 36
Feeling own feelings: example, 232–34, 237
Feelings: dealing with, 284; dealing with, in endings, 253–54; and helping procedures, 82; managing, 84, 85, 141, 147, 187, 255; negative, 141; about separation, 348; sharing, 252
Feelings, reaching for (skill), 238, 240, 242, 315, 328, 384
Feelings, recognizing (skill), 236
Feelings, staying with (skill), 283

Downloaded from cupola.columbia.edu
Female-headed families, 130, 172–73
Female agency: empowerment group in, 340–42
Female movement, 125–26
Female perspective, 26, 50, 53, 162, 173–76; community organizing, 376–78, 379–80; community organizing: example, 372–76; ego functions in, 147; power in, 180–81
Female theory, 38, 42; frame for community social work practice, 354
Fifteenth Amendment, 101, 102
Focus, holding (skill), 298
Focus groups, 67, 365
Food stamps, 124, 126, 127, 135, 136
Foraker Act, 113
Force field analysis, 392–93
For Colored Girls Who Have Considered Suicide When the Rainbow Is Enuf (Shange), 325
Foster care, 144, 430
Fourteenth Amendment, 101, 102
Freedmen’s Bureau, 101
Freedom Bus Ride, 372
Freedom House meeting, 339–40
“Free Form,” communication in groups, 295, 296
Free Speech and Headlight (newspaper), 108
French approach: to social action groups, 305–6
French Canadians, 277
Full employment, 120, 121, 135
Gains, consolidating, 253–54
Gathering thematics, 67
Gay men/clients, 45, 48, 158–61; civil rights groups/organizations, 126, 380–81; discrimination against, 122–23; empowerment work with, 259; group work, 301–2; Luke Amato case, 282–85; practice approaches to, 42; substance abuse, 281–82
Gay Men’s Health Crisis, 381
Gender, 48, 54, 89, 341, 376, 406; awareness, 281; discrimination, 125; in group composition, 297–98; inequities, 174; issues of, 190; and research methodology, 255–56
Generalist-specialist, 6
Generative themes, 67, 89, 405
Generic skills: with groups, 299–300
Genesis Home and Complex, 408, 409
Genogram, 217
Geocentricism, 406
Georgetown, Guyana: street children, 403–404, 406, 419–31
Ghetto: meanings of, 329–30
Gilded Age, 100–3
Giving/sharing information (skill), 74
Global economy, 7, 14, 136–37, 396, 397
Global interdependence, 7, 136–37
Global perspective, 26, 50, 176–77, 215; empowerment in, 396–432; on social work and social problems, 14–16
Goal attainment scaling, 256–57
“Goodness of fit,” 24, 51, 140, 152
Government: accountability of, 133; responsibility of, 137–38; see also Federal government
Grassroots organizing, 292, 351, 353, 360, 361, 362, 367, 371, 377–78; example, 372–76
Great Depression, 114–15, 118
Great Migration, 112
Great Society, 126
Subject Index

Grieving, 159–60
Grounded theory approach, 257, 424
Group approaches, relevant, 302–3
Group composition: issues of, 296–97; personal characteristics in, 297–98
Group development: maintenance or work phase of, 81
Group empowerment, 398
Group empowerment practice, 304
Group-focused skills, 92, 299–300
Group forms, 295–96
Groupness, 294; properties of, 291
Group process: as change dynamic, 294; empowering, 403
Group psychotherapy, 294
Groups, 27, 73, 404, 413–14; building, 294; building blocks of community, 3; central importance of, 37–38; contracting for empowerment with, 77–81; disempowerment of, 44; distinct from community, 354; empowering properties of, 290–92; empowerment theory and, 300–2; interacting variables, 67; oppressed, 30, 34, 41, 48; recognition of, 120; small task-oriented, 361; stigmatized, 33; supportive, 158; theory related to, 42; types of, 292
Group skills, 85
Group structures, 51–52, 296
Group structures and processes, measures of, 256–57
Groups That Work, Inc., 338
Group work, 39, 64, 302, 313; goals of, 31
Group work method, 105
Group work with the Poor and Oppressed (Lee), 302
Growth promotion, 359
Guide (role), 61
Guiding praxis (skill), 386–87
Guyana, South America, 14, 260, 322, 399, 403–406; Community Helpers Group, 90–91; Ministry of Human Services, 431; poverty, 403–4; street children in, 177, 419–31; women's group in, 90
Guyana Association of Professional Social Workers (GAPSW), 366, 399, 405, 408
Guyana-U.S. collaboration, 405–6, 406–12
Habitat Agenda, 15
Haldol, 261
Hallucinations, 262, 264
Hartford, Connecticut, 9, 68, 353
Hartford Courant, 386
Hate crimes, 5–6, 142
Health: assessment, 216–17; assessment: example 220–22
Health care, 124–25, 400; right to, 261
Health issues, 163, 282
Helping networks, natural, 359
Helping process, 27; assessment in, 206; client's story in, 194; phases of, 187–93; tasks of worker in, 67–69; work phase of, 229–58
Helping procedures: metacategories of, 81–82
Helping professionals: class bias in, 251; “expert role” of, 252
Helping relationship, 66–67; duration of, 187–88; ending, 254–55
Helping systems, 86, 120
Helping technologies, 44
Henry Street Settlement, 106
Highland Center for Research and Education, 375
Hispanics, 103, 281; child poverty, 12; community organizing, 369;
earnings, 165; and poverty, 129–30, 131; racism against, 113; women with AIDS, 285

Historic perspective, 26, 49

HIV, 282, 285, 381, 414, 415, 417, 429

Holocaust, 352

Home: dealing with oppression at: example, 234–37

Homelessness, 14, 15–16, 324, 403; empowerment group discussing: example, 331–34; global phenomenon, 402, 421; in Guyana, 407–11, 420, 421; increase in, 129; and mental illness, 263–64, 265; political empowerment, 383–91; reasons for: street children, 424–25; substance abuse and, 277; successful programs, 28

Homeless shelters: negotiating empowerment contract in, 316–20

Homeless women: feminist community work with, 377; transitional living program for, 79–81

Homeless women and children shelter, 194–95; empowerment group, 291, 310–12, 329–30; empowerment group: contracting process, 313–16; empowerment group: meeting, 334–38; group empowerment, 77–79

Home visits, 287

Homogeneity (group), 297, 298

Homophobia, 284

Hope, 3, 27–29, 36, 84–85, 141; term, 4

Hope, offering (skill), 195

Hopelessness: street children, 423, 426

Hopes: of street children, 427

“Hot Seat,” 294–95

House meetings, 339, 340

House of Representatives, 385–86

Housing, 13, 15, 129, 420–21

Housing programs, cuts in, 383, 387–88

How-to, 56–93

HSC (Hopelessness Scale for Children), 422, 423, 424, 426, 428, 429

Hull House, 104, 105, 107, 109, 111

Human development, 400

Human diversity, 45, 169

Humanistic psychology, 179

Human rights, 121–23, 261, 397

Human rights violations, 404

Humor, 71, 141, 325

Humphrey and Hawkins Full Employment and Balanced Growth Act, 127

“I Am Woman” (song), 155

Identity: in children’s group, 326; in community, 355, 356; stigmatized, 158–61; types of, 157

Identity formation, 157, 158

Identity integration, 160

Imagery, 155

Immigration, 99, 101, 110, 113

Immigration Act of 1917, 113

Immigration Act of 1924, 110, 113

Immigration laws, 113–14

Impartiality, principle of, 48

Impulse control, 84, 151

Income: advocacy for basic, 36; inequalities in, 88–89; minimal guaranteed, 247

Income security, 127, 128
Subject Index

Income transfers, 125
Indenture system, 96, 97–99
Independent Commission on
    International Humanitarian Issues, 430–31
Indian Child Welfare Act of 1978, 117
Indigenous leadership, 64–65, 367, 373, 406
Individual empowerment, 229–58,
    398; making beginnings in, 186–205
Individual-goals group, 295
Individuality/individualism, 41, 352, 406
Industrialization, 100, 101
Industrialized countries, 396–97, 402, 418, 431; child poverty in, 13, 14; homelessness in, 15, 420; poverty in, 396, 403; socioeconomic themes in, 14; street children in, 428
Inequality, assessment of, 207
Inequity, 86, 124; systemic, 86
Infant development, 39
Infant relatedness, 143
Informality, 354
Information: is power, 182; is power: example, 342–45
Information, providing (skill), 85–86, 88, 335
In-kind programs, 127, 128, 129, 130
Innovator (role), 63, 64
Inquiry: critical perspective is process of, 184, 185
Inquiry, The, 302–3
Institution building practice, 304, 362, 399
Institutions: for blacks, 106; social, 394, 399; specialized, 99
Insurance, 187–88
Integrated approach, 42
Integrative power, 181, 182, 183
Intellectual capacities, basic, 148
Intelligence: definitions of, vary, 177
Interactional skills, 59
Interactionist approach, 42, 293–94
Interactive software, 25
Interlocking Theoretical Approaches, 31
International Bill of Human Rights, 374
International Classification of Disease (ICD), 215
International Federation of Social Workers, 35
International League for Peace and Freedom, 107–8
International social work, 36; examples of empowerment-oriented, 412–18
International social work practice, 7, 24, 402, 418–19; language in, 402
International Working Men’s Association, 110
Internet, 25, 26
Inter-NGO Programme on Street Children, 422
Interpersonal empowerment, 43, 292
Interpersonal level, 49, 51–52, 53, 54, 255, 302
Interpersonal relationships, 39; assessment, 206, 217; assessment: example, 222–23
Intervention(s), 9–10, 34, 39, 53, 58, 79; in alcoholism, 278, 279; assessment and, 206, 207; behavioral, 154; biopsychosocial, 208; in children, 211; children’s group, 327, 328; on community and political level, 43; in contracting, 72; ego-strengthening, 148; in family, 147; groups as, 291;
incorporating clinical and political skills in, 81–86; levels of, by community organizers, 368; planning of, 306; with street children, 430–31
Interventive strategies, 170; example, 226–28
Investor's Business Daily, 136
Ireland, 412–14
Irish Americans, 277
Jews, 110, 352
Jim Crow laws, 101, 112
Job training program, 124, 125
Journal of Social Work Research and Education, 419
Judgment, 150–51, 161
"Jug and mug" approach, 184, 294
Justice, 50; dreaming, 1–29; see also Social justice
Justice Department, 129
Kapital, Das (Marx), 110
Kensington Welfare Rights Union (KWRU), 2, 26, 351, 360, 367, 369, 372–76, 391
Kenya, 405
Knowledge, 255; access to, 25; construction of, 34; core, for empowering group work, 294–96; in critical perspective, 183, 185; is power, 87, 182; is power: example, 342–45; social construction of, 405; in social work practice, 56
Knowledge base/theoretical foundation, 27, 43, 49–50, 53–54, 46, 93; for interactionist practitioner, 293
Labeling/labels, 157–61, 165, 214
Labor, interchangeability of, 137
Labor force: women in, 111, 116
Labor movement/unions, 102, 105, 109, 110, 138
Language, 4–5, 141; ethnic, 255; in social work practice, 402, 406
Latin America, 403
Latinos/as Contra Sida, 287, 289
Lawrence, Massachusetts, 111
Lawrence Woolen Mills strike, 120
Leaving and evaluation (phase), 189
Legislative action/advocacy, 73, 271, 381–82, 383, 391, 392; example, 345–46; preparation for, 383–91; by women's shelter empowerment group, 387–88
Legislators, getting to know, 382, 383
Legitimate power, 183
Lending a vision (skill), 298, 335, 336, 337
Lesbians, 45, 48, 158–61; Alma P. case example, 202–3; civil rights groups, 380; group work, 301–2; practice approaches to, 42; substance abuse, 281–82
Less industrialized countries, 397, 403, 417; street children, 428
Letter writing, 382, 383, 390–91
Liberation, 61, 303–4; defined, 32; in empowerment, 38; sociology of, 164; term, 402
Liberation (strategy), 170
Liberation theology, 37, 59, 74, 304, 370, 405; frame for community social work practice, 354; powerlessness in, 179
Liberation theory, 402
Life chances, 164–65; poverty and, 13
Life conditions, 164–65
Life expectancy at birth, 400
Life histories/scripts, 139, 257
Subject Index

Life model approach, 3, 39–40, 139; empowerment in, 302
Life stressors, 140–41; coping with, 142
Life transitions/developmental status, 39; assessment, 206, 216; assessment: example, 219–20; help with: example, 241–44
Lisa and Greg case, working-class marriage and parenting, 250–53, 261
Listening (skill), 287
Literacy, 35, 57, 306, 400
Literacy test(s), 113, 124
Lithium, 261
Lobbying, 73, 92, 373, 382, 383, 384, 387, 388, 389–90, 391
Locality development (model), 376
Locust Street Social Settlement, 107
Lorna Rabinowitz empowerment case, 152, 153–54, 262, 265–70
Loss: in endings, 253, 254
Louisiana, 12
Lower class, 165
Lower middle class, 165
Luke Amato case, 282–85
Luxembourg Income Study, 13
McCarthyism, 118
Macedonia Baptist Church, Bloomville, South Carolina, 5
Mainstream model: of social work with groups, 293, 294
Maintaining equality skills: needed to problem solve, 89
Maintenance of culture (strategy), 170
Maintenance phase, 81
Male privilege, 2
Managed care guidelines, 187–88
Manic depression, 151
Manifestations of oppression:
   assessment, 207, 217; assessment: example, 224
Manpower Development and Training Act of 1962, 124
March for Our Lives, 373, 374
March of the Americas, 372, 375–76
Marginality/marginalization, 49
Marijuana, 280, 281
Marital stress: working on (example), 250, 251
Mary O’Shea case, homeless and mentally ill, strengths, 262–65
Marxists, 179–80
“Maypole,” 294
Mechanical cotton picker, 122
Media, 391–94
Mediating function, 42, 54, 119
Mediating structures, 145; community as, 352
Mediator (role), 63, 293
Medicaid, 124
Medicare, 124
Medications: with mental illness, 260–61
Men, 174, 249
Men’s shelter empowerment group, 323–24, 343, 346–48
Mental health: assessment, 216; assessment: example, 220–22
Mental health professionals, 215
Mental health services: accepting, 262, 263–65, 270; refusing, 272
Mental hospitals, 102–3
Mental illness, 15; empowerment of people with, 259–68; examples, 262–68, 272–74
Mentally challenged (the)
   empowering families of, 271–74
Mentally ill (the), 88, 122, 124, 259;
   in Australia, 417–18; empowerment
group, 339–40, 343–45; in Guyana, 421
Mental retardation, 148, 151, 259
Method/methodology, 43, 54, 118, 303; empowerment, 65; Freire's distrust of, 57–58; preoccupation with, 104; research, 255–56; study of street children in Guyana, 423
Mexican-Americans, 107, 113, 277
Middle class, 164; African American/black, 130, 358; and social spending cuts, 128–29
Middle phase, 188, 205, 257; example, 250–51
Milford Conference, 104
Military spending, 128, 129, 131–32
Minorities, 48; and community, 352; group work with, 301; poverty, 163; self-esteem, 145; see also People of color
Minority communities, 357–59; tuning-in to, 190
Minority groups: civil rights, 125–26; discrimination against, 123; empowerment of, 5–6; and power, 168, 169; powerlessness, 177–78; social workers and, 167–68
Miriam Torres example, 356–57
Miss Lettie (Leticia Smyth) case, 272–74
Mixed-goals group, 295, 296
Mr. Hom case, 274–75
Mobilizer (role), 63
Models/modeling, 31, 86
Montgomery bus boycott, 122, 123–24
Mortality rates, 400
Mothers’ pensions, 111
Motility, 151–52, 154
Motivation, 85, 87, 89; empowering skills to bolster, 84–85; sources of, 141
Movement building, 367; example
372–76
Mozambique, 421
Multicultural perspective, 26, 49, 169, 397
Multifocal vision, 26–27, 39, 49–50, 53, 59, 60, 66, 68, 138, 311, 357; in assessment of family, 208–9; in community work, 379; ego functions in, 147; establishing, 94–138, 139–61, 162–85
Mutual aid, 53, 96, 292
Mutual aid, encouraging (skill), 335
Mutual aid group, 266, 293–94, 321, 359
Mutual aid system, 294; empowerment group as, 316, 322; group-centered, 299–300
Mutual assessment, problem definition, and contracting (phase), 189, 193–97
NAACP, 108, 112, 116, 122
Naltrexone, 280
Names/naming, 20, 90–91, 140, 238
Naming (skill), 78, 88, 237, 315, 318; feelings, in political work, 385; oppression, 336
Narcotics Anonymous (NA), 277, 281, 285, 288, 341
Narrative approach, 3
Narrative therapy, 40, 41
National Academy of Sciences, 12
“National Agenda for the Eighties,” 127
National American Women’s Suffrage Association, 108
National Association of Social Workers (NASW), 44–45, 173, 215; code of ethics, 45, 46–48
<table>
<thead>
<tr>
<th>Subject Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Center for Policy Analysis, 135–36</td>
</tr>
<tr>
<td>National Conference of State Legislatures, 134</td>
</tr>
<tr>
<td>National Conference on Social Welfare (NCSW), 104</td>
</tr>
<tr>
<td>National Congress of American Indians, 117</td>
</tr>
<tr>
<td>National Council on Alcoholism and Drug Dependence, 278</td>
</tr>
<tr>
<td>National health insurance (proposed), 121, 127</td>
</tr>
<tr>
<td>National Lesbian and Gay Health Foundation, 281</td>
</tr>
<tr>
<td>National Organization for Women (NOW), 125–26</td>
</tr>
<tr>
<td>National Research Council (NRC), 12</td>
</tr>
<tr>
<td>National Urban League, 116</td>
</tr>
<tr>
<td>National Welfare Rights Movement, 391</td>
</tr>
<tr>
<td>National Welfare Rights Organization (NWRO), 127</td>
</tr>
<tr>
<td>National Welfare Rights Union, 351</td>
</tr>
<tr>
<td>Nation building, 304, 362, 399</td>
</tr>
<tr>
<td>Native Americans, 96, 99, 103, 117; substance abuse, 277, 281</td>
</tr>
<tr>
<td>Natural groups, 296</td>
</tr>
<tr>
<td>Negative valuations, 34, 51; internalized, 32</td>
</tr>
<tr>
<td>Negro Fellowship League, 108</td>
</tr>
<tr>
<td>Neighborhood, 355</td>
</tr>
<tr>
<td>Neurobiological research, 208</td>
</tr>
<tr>
<td>Newcomer syndromes, 207</td>
</tr>
<tr>
<td>New Deal, 95, 114–18, 121, 126</td>
</tr>
<tr>
<td>New Freedom Bus, 372–75</td>
</tr>
<tr>
<td>New Freedom Bus campaign, 351</td>
</tr>
<tr>
<td>New Right, 114–18</td>
</tr>
<tr>
<td>Newspapers, 391–94</td>
</tr>
<tr>
<td>New York (state), 12</td>
</tr>
<tr>
<td>1960s, 123–26</td>
</tr>
<tr>
<td>Nineteenth Amendment, 112</td>
</tr>
<tr>
<td>“Noah’s Ark” principle, 297</td>
</tr>
<tr>
<td>Nobel Peace Prize, 104</td>
</tr>
<tr>
<td>Nonviolence, 125, 180</td>
</tr>
<tr>
<td>Normalizing (skill), 284, 298</td>
</tr>
<tr>
<td>North (the), 396–97, 398, 401</td>
</tr>
<tr>
<td>North America: social action groups in, 302–3</td>
</tr>
<tr>
<td>North-South Dialogue, 375</td>
</tr>
<tr>
<td>Not fully industrialized countries, 402</td>
</tr>
<tr>
<td>Nuclear family, 172–73</td>
</tr>
<tr>
<td>Occupational Safety and Health Administration (OSHA), 126, 202</td>
</tr>
<tr>
<td>Old-age and unemployment insurance, 115–16</td>
</tr>
<tr>
<td>Open-door policy, 243, 254</td>
</tr>
<tr>
<td>Operationalizing variables (skill), 257</td>
</tr>
<tr>
<td>Operation Bootstrap, 117</td>
</tr>
<tr>
<td>Operation Desert Storm, 132</td>
</tr>
<tr>
<td>Oppressed groups, social work with, 24</td>
</tr>
<tr>
<td>Oppression, xi, 1, 4, 23, 26, 45, 49, 142, 186, 189; assessing manifestations of, 299; awareness and knowledge base about, 86; battered women in context of, 341, 342; challenging, 60, 379; contracting for content on dealing with, 202–5; dealing with, 51; dealing with, at home: example, 234–37; dealing with, in empowerment groups, 331; dealing with, in workplace: example, 237–39; and depression, 79; developing critical perspective on, 177–85; external causes of, 84; externalizing sources of, 85; and family, 146; global perspective on, 176–77; historical view of, 49; history of, 53, 94–138; impact of, 257; impulses/feelings and, 151; internalized, 33, 40–41, 51, 65,</td>
</tr>
</tbody>
</table>
### Subject Index

<table>
<thead>
<tr>
<th>Page</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>305, 404</td>
<td>issues of, 61, 290; issues of, in empowerment groups, 296, 309; manifestations of, 207, 217, 224; in multifocal vision, 162; multiple, 259; as political problem, 52; practice with people who face, 48; questioning, 183; raised consciousness regarding, 92; reflecting on experience of, 67; and self-esteem, 145; of women, 50, 174</td>
</tr>
<tr>
<td>Peace movement, 105, 106</td>
<td></td>
</tr>
<tr>
<td>Pedagogy of the Oppressed, The (Freire), 35</td>
<td></td>
</tr>
<tr>
<td>People-changing solutions, 123, 125</td>
<td></td>
</tr>
<tr>
<td>People/environment concept, 24, 27, 39, 44, 45; see also Person/environment transactions</td>
<td></td>
</tr>
<tr>
<td>People of color, 45, 94; adaptive mechanisms of, 49; civil rights, 122; community organizing, 368; coping with oppression, 51; empowerment, 137–38; ethclass membership, 162–63; multiple oppressions, 259; New Deal and, 115–18; and poverty, 129–31; practice approaches to, 42; reunification with community, 254; treatment of, 125; see also Minorities; and under specific groups, e.g., African Americans</td>
<td></td>
</tr>
<tr>
<td>People power approach, 370</td>
<td></td>
</tr>
<tr>
<td>People’s organization(s), 368, 369, 371, 373</td>
<td></td>
</tr>
<tr>
<td>People with disabilities: practice approaches to, 42</td>
<td></td>
</tr>
<tr>
<td>Persian Gulf War, 131, 132</td>
<td></td>
</tr>
<tr>
<td>Person (the): problem in/and 38–39</td>
<td></td>
</tr>
<tr>
<td>Personal empowerment, 43</td>
<td></td>
</tr>
<tr>
<td>Personal empowerment practice, 304</td>
<td></td>
</tr>
<tr>
<td>Personal experiences: sharing, in lobbying or testifying, 382</td>
<td></td>
</tr>
<tr>
<td>Personal identity, 157</td>
<td></td>
</tr>
<tr>
<td>“Personal is political,” 50, 160, 380</td>
<td></td>
</tr>
<tr>
<td>Personal level, 27, 49, 51, 53, 54, 139, 255, 292, 302, 380; consciousness raising at, 140; empowerment group, 316, 318, 319; group work and, 303; interventions on, 79; moving from, to political, 187, 336, 413; of self-direction, 144; and political level, 32, 306; problems of</td>
<td></td>
</tr>
</tbody>
</table>

Note: The page number 505 is not used in the table and is likely an error.
Personal level (continued)
oppression on, 86; in self-directed
model, 305; themes in, 311–12;
working on: example, 75–77
Personal/political construct, 30
Personal power/authority, 182
Personal stories, sharing, 333–34
Person/environment fit: good enough, 152
Person/environment transactions, 82–83, 142–43, 162, 229, 299, 305;
force field analysis, 393; good
enough, 83; information exchange
in, 156; knowledge about, 53; in
oppression, 51
“Person in Environment” (P.I.E.)
framework, 215
Person/situation reflection (skill), 81–82
Philadelphia, 101, 375
Philadelphia Negro, The (Du Bois), 109
Philanthropy, 99, 413
Phobias, 151
P.L. 280, 117
Planning: in community organizing, 360; feminist perspective in, 377
Plessy v. Ferguson, 112
Political action, 345–46, 389–90
Political empowerment, 43, 381–82;
examples, 385–91
Political empowerment practice, 351–95
Political intervention, 79; theory
related to, 42–43
Political level, 27, 49, 52–53, 54, 139,
255, 292, 302, 380; empowerment
group, 316, 318, 319; in example, 268–70; group work and, 303;
moving from personal to, 187, 336, 413; personal level and, 32, 306;
problems of oppression on, 86; in
self-directed model, 144, 305;
themes in, 312; working on:
example, 75–77
Political skills, 92; incorporation of, in
empowerment intervention, 81–86
Pollution: societal/socioeconomic, 46, 49, 95, 140, 142, 145
Poor (the)/poor people, 31, 48, 94, 95, 114; African American, 358–59; in
Brazil, 306; empowerment,
137–38; joining together, 125;
narratives of, 42; number of, 124, 133; policies affecting, 133; and
powerlessness, 180; substance
abuse, 277, 280; treatment of, 125;
“undeserving,” 103; unjust
treatment of, 96–99; and welfare
reform, 134–36
Poor laws, 96, 97, 102
Poor Peoples Economic Human
Rights Campaign (PPEHRC), 373, 374–76
Poor People’s March, 125
Poor People’s Movement, 125, 361, 367, 373–74
Poor People’s Summit (PPS), 6, 372, 374, 375–76, 391
Positioning (skill), 195
Positive attachment, 3
Positive reinforcement, 38
Potentialities, 24, 139; adaptive, 49, 53, 54; developing, 65; releasing, 30, 140
Poverty, 1, 4, 5, 34, 50, 54, 101, 123, 124, 354, 403; as cause of
powerlessness, 179; causes and
cures of, 103–4; challenging, 373;
of children, 11, 12–14, 130–31, 134, 135, 402, 403; and class, 163,
165–66; communities in, 355–57; elimination of, 125; and feminism, 174; feminization of, 130; in Guyana, 403; as human rights violation, 374; leaving welfare and, 134, 135; post-transfer rates of, 129–30; reduction of, 127, 128; research on, 256; and self-esteem, 166–67; as social policy responsibility of federal government, 127; street children, 424, 428, 430; as stressor, 141; and substance abuse, 281; as violation of work ethic, 102; of women and people of color, 129–31

Poverty measures, 12, 127

Power, 3, 49, 50; communications technology source of, 25–26; corrupts, 393; defined, 182; developing critical perspective on, 177–85; in ethclass perspective, 167, 168; in feminist perspective, 377; information/knowledge is: example 342–45; in interpersonal terms, 52; issues of, 306; issues of, in group composition, 298, 299; in multifocal vision, 162; organization and, 182–83; political, 144, 235, 381; sense of, 147–48; speaking about, 36; withheld and abused, 140, 142, 178; term, 4; types of, 181–82; between worker and client, 176

“Power and Control Wheel,” 235, 237

Power bases, 36

Power blocks, 32, 40, 44, 46, 51, 92, 255, 299, 309; assessing, 187; direct/indirect, 93, 178, 217, 305; identification of, 34

Power disparities: in community development practice, 362; minority groups, 169

Power equalizer (role), 145, 418

Power gains, identifying, 254–55

Powerlessness, 50, 51, 177–78, 186, 189; and alcoholism, 277; assessment, 207, 217; assessment: example, 224–25; defined, 33, 36; membership organizations and, 371

Power orientation: win/win, 376

Power relations: asymmetrical, 398; changing, 392; researching changes in, 256

Power sharing, 73, 74, 377

Praxis (action/reflection/action), xi, 35, 59, 65, 89, 185, 229, 307, 320, 369, 379, 398, 403; in community work, 380; in empowerment group, 321, 322, 341, 413; in feminist perspective, 377; guiding, 345–46, 386–87; including feelings, 385; needed to problem solve, 86, 88; in political work, 387; process of, 238–39; research processes and, 365; term, 5

PRAXIS (website), 26

Prejudice: in children's group, 327, 328, 329

Preparing to enter client's world (phase), 189–91

Preparatory work, 187, 197–99

“President’s Commission for a National Agenda for the Eighties” report, 127

Primary group, 52

Primary prevention, 359

Principles, 54, 59–61, 62f, 92–93; for practice strategies and use of skills, 73
<table>
<thead>
<tr>
<th>Subject Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prisons, 99</td>
</tr>
<tr>
<td>Problem area, focusing on (skill), 237</td>
</tr>
<tr>
<td>Problem definition, 194–97, 198–99</td>
</tr>
<tr>
<td>Problems: are transactional, 193–94, 199; working on, together, 229–58</td>
</tr>
<tr>
<td>Problem solve: skills needed to, in empowerment approach, 86–91</td>
</tr>
<tr>
<td>Problem solving, 87, 89, 147; active, 141; block to, 33; empowering skills to enhance, 86; in face of oppression, 53; steps in, 156–57</td>
</tr>
<tr>
<td>Problem-solving concepts, 156–57</td>
</tr>
<tr>
<td>Problem-solving process, 82; in community organizing, 360; in social planning, 366–67</td>
</tr>
<tr>
<td>Problem-solving skills, 82, 83, 155, 238, 385; in dealing with stigma, 161</td>
</tr>
<tr>
<td>Process(es), 43, 54, 59, 92–93, 290; assessment for empowerment, 216–18; in community development practice, 362; empowering, 61, 65–66; empowerment group, 313–16; to promote coping and adaptation/social change, 83–84</td>
</tr>
<tr>
<td>Process-stage approach: with ethnic minority clients, 170</td>
</tr>
<tr>
<td>Productive power, 181–82</td>
</tr>
<tr>
<td>Professional purpose, 43–46, 56; unity of, 46, 47/Program activities/programs, 322, 360; children’s group: example, 326–27, 328; empowerment group, 349; media, 89–90; for street children, 450; successful, 77–78</td>
</tr>
<tr>
<td>Program for Economic Recovery, 128</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Qualitative research, 256, 257, 419
Quantitative research, 255, 256, 419
Questioning, 35, 36

Race: and child poverty, 12–13; and class, 116, 167, 168; in client-worker relationship, 197; and employment, 131; in group composition, 297–98; and group work, 301; issues of, 190; as stigma, 158

Race and Group Work (Mistry and Brown), 406–7
Race relations, 109
Racism, 46, 49, 50, 51, 54, 88, 99, 106, 109, 117, 123, 124, 168, 281, 328, 379; abuse of power in, 178; and community(ies), 356; in contract, 204–5; dealing with, in empowerment groups, 331, 336–37; as ethnic reality, 170; and feminism, 174, 176; institutional, 165, 166, 182, 240, 249; and mental illness, 274; in Progressive era, 112–14; Shandra Loyal case, 237–38, 240, 241–42, 243–44; in social workers, 329
Radical pedagogy: of Freire, 36–37
Radicals, 184
Reagan-Bush era, 114
Reagonomics, 129, 131
Reality: defining own, 330; questioning, 184; renaming/redefining, 158–59
Reality testing, 84, 149, 150, 155
Reality testing (skill), 72, 236
Recession, 129, 131
Reciprocity, 120, 139, 293
Redl’s law of optimum distance, 297

Red Record, A (Wells-Barnett), 108
Referent power, 183
Reflection, 35, 185, 232, 238; on action taken, 345–46; in culture circles, 409–10; in empowerment group, 320, 341; on legislative action, 386, 387–91
Reflection, asking for (skill), 332, 336
Reflective thinking (skill), 82, 83
Reform, 104–7, 126; 1960s, 123–26; in Progressive era, 110–11; see also Social reform
Region building, 399
Rehearsal: in political work, 385, 387, 388
Rehearsal (skill), 233
Relatedness, 52, 140, 142–43, 145, 146, 147, 152–53, 154, 255; in community, 356; poverty and, 163
Relationship building, 66–67; in beginnings, 205
Relationships, 367; power in, 292; web of, 376
Religion, 2, 158, 179, 358–59, 410
Rental Assistance Program (RAP), 383, 388, 389–390
Research, 255–57, 258, 365; cross-national 176–77; example of international street children, 418–31; tool for empowerment, 418–19
Residential support program for formerly homeless women, 343–45
Resistance, 190–91
Resource broker (role), 63, 64
Resource power, 182
Resources, 14, 18, 28, 36; ability to use, 33; access to, 13, 86, 156, 169, 170, 180–81, 359; assessing, 207; blocks to obtaining, 313; client stories and, 194; cultivation of, 34;
<table>
<thead>
<tr>
<th>Subject Index</th>
<th>Scotland, 305</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources (continued)</td>
<td>Section 8 subsidies, 317–18, 329, 330, 338, 390–91</td>
</tr>
<tr>
<td>finding, 241, 242; and motivation, 84; power of obtaining, 31; uneven</td>
<td>Security Deposit Program, 383, 388, 389, 390</td>
</tr>
<tr>
<td>distribution of, 40, 403; withdrawal of power inform of, 178</td>
<td>Segregation, 106, 112, 122, 124</td>
</tr>
<tr>
<td>Responsibility: accepting, 156; community, 360; in group members, 321;</td>
<td>Self: authentic presentation of, 406; mature, 351–52</td>
</tr>
<tr>
<td>mutual, 377; personal, 37; social, 52, 144, 303</td>
<td>Self-blame, 37, 85, 156, 238, 344</td>
</tr>
<tr>
<td>Reveille for Radicals (Alinsky), 367–68</td>
<td>Self-concept, 51, 140, 157</td>
</tr>
<tr>
<td>Rich/poor gap, 15, 397</td>
<td>Self-determination, 60, 61</td>
</tr>
<tr>
<td>Right-to-a-Job Act, 16, 127</td>
<td>Self-directed groups, 296</td>
</tr>
<tr>
<td>Risperidone (Risperdal), 260</td>
<td>Self-directed model, 304–5</td>
</tr>
<tr>
<td>Role definition, mutual, 197–98</td>
<td>Self-direction, 83, 87, 89, 140, 142–43, 144–45, 146, 147, 154, 255; in community, 356; empowering skills to promote, 86; empowerment groups, 310; motility and, 151; poverty and, 163</td>
</tr>
<tr>
<td>Role issues: in assessment (example), 219–20</td>
<td>Self-disclosure, appropriate (skill), 76, 77, 78, 85, 91, 300, 320</td>
</tr>
<tr>
<td>Role-play, 408; in political work, 385, 387</td>
<td>Self-efficacy, 37, 155</td>
</tr>
<tr>
<td>Role-play (skill), 233</td>
<td>Self-empowerment, 60, 65; phases in, 73–77</td>
</tr>
<tr>
<td>Roles, 43, 54, 59, 86, 92–93; empowering, 61–65; example, 63–65; in group</td>
<td>Self-esteem, 33, 140, 142–43, 145, 146, 147, 154, 161, 255; in children’s group, 326; empowering skills to maintain, 85–86; favorable level of, 83; poverty and, 163, 166–67; restoring, 141; social labeling and, 157</td>
</tr>
<tr>
<td>empowerment, 301</td>
<td>Self-help groups, 158, 242, 281, 296, 344–45, 359</td>
</tr>
<tr>
<td>Role sharing, 171–72</td>
<td>Self-help networks: substance abuse, 277</td>
</tr>
<tr>
<td>Roots to Power (Staples), 371</td>
<td>Self-in-community, 351–52</td>
</tr>
<tr>
<td>“Round Robin,” 394</td>
<td>Self-reflection: as evaluation, 256</td>
</tr>
<tr>
<td>Rules for Radicals (Alinsky), 369</td>
<td>Seneca Falls, New York, 102</td>
</tr>
<tr>
<td>Rural-to-urban migration, 15, 112, 122</td>
<td>Sense of self, 34</td>
</tr>
<tr>
<td>Safety, determining (skill), 196, 236, 239</td>
<td>Separation: in endings, 253, 254, 348; work of, 349</td>
</tr>
<tr>
<td>Salience and relevance (principles), 193</td>
<td>Sane, 284</td>
</tr>
<tr>
<td>Sanitation, 400</td>
<td>Sane, 284</td>
</tr>
<tr>
<td>Saying their own word, 60, 65, 89, 329–30; example, 232–34, 237, 240</td>
<td>Sane, 284</td>
</tr>
<tr>
<td>Schizophrenias, 149–50, 260, 262, 263, 284</td>
<td>Sane, 284</td>
</tr>
<tr>
<td>School enrollment ratio, 400</td>
<td>Sane, 284</td>
</tr>
<tr>
<td>Scientism, 103–4</td>
<td>Sane, 284</td>
</tr>
</tbody>
</table>

Downloaded from cupola.columbia.edu
Service delivery systems, 190; and minority communities, 357; separate and unequal, 106–7
Services: consolidation of, 126; offering, 68, 69, 73
Settlement house movement/settlement houses, 97, 103, 104, 105, 107, 108, 111, 361, 376; allied with labor unions, 109; legacy of, 302
Sexism, 54, 99, 176, 379; organizations and, 182
Sexual orientation: in contract, 202–3; issues of, 190; see also Luke Amato case
Shared-goals group, 295
Sharing experiences (skill), 284, 298, 315
Sharing information (skill), 87–88, 384
Shelter, 400
Shelter empowerment groups, 316–20; see also Homeless women and children shelter
Silent members, reaching for (skill), 335
Single-parent families, 135, 173; and child poverty, 12–13, 14
Single-system studies, 256–57
Skill(s), 1, 24, 27, 42, 43, 54, 56, 57, 58–59, 61, 65, 66, 82, 92–93, 403, 413; in assessment, 207; in beginnings, 67, 69; to bolster motivation, 84–85; in building relationships, 66–67; in client’s story telling (example), 195–96; with clients with AIDS, 287, 288–89; in community development practice, 362; in community organizing, 360; of contracting for empowerment, 69–73; in culture circles, 408–10; for empowering group work, 291, 294–96; in empowerment intervention, 81–86; to enhance problem solving and promote self-direction, 86; example, 63–65; generic, with groups, 299–300; group-focused, 299–300; in interactionist approach, 293; levels of, 59; to maintain psychic comfort and self-esteem, 85–86; needed to problem solve in empowerment approach, 86–91; in political work, 385; to promote coping and adaptation/social change, 83–84, 92; relating to phases of empowerment development, 73–77; roles and, 64; in workers’ tasks, 68; work phase, 322
Slaves/slavery, 97, 98–99, 100, 171; freed, 103; substance abuse and, 281
Smith College School of Social Work, 118
Social action, 309, 359; in community organizing, 367–72; confrontational quality of, 372
Social action groups, 296; French approach to, 305–6; in North America, 302–3
Social action group work: distinct from social action community organizing, 372
Social action model/approach, 360, 376, 377, 392
Social capital, 183
Social change, 44, 61, 89, 94, 309, 378, 379, 381; church and, 359; community and, 355; group processes in, 303; processes and skills to promote, 83–84, 92
Social change focus, 60–61
Social Darwinism, 100
Social development, 397, 400, 402; and social work with groups internationally, 303–6
Social development approach/practice, 362, 402, 403; international, 398–99
Social development groups, 292
Social exclusion, 50
Social identity, 157
Social indicators, 257
Social institutions, 394, 399
Social insurance, 95, 115–16, 120
Socialism, 110, 119; scientific, 180
Socialists: on powerlessness, 179–80
Social investment approach, 398
Social justice, 2, 3, 45, 105, 127, 133, 396–432
Social learning, 49, 155, 157–61
“Social membership perspective,” 94, 120
Social movements, 307, 360
Social obligation, 96, 114; of federal government, 131
Social planning model/approach, 359, 360, 366–67, 376, 377, 392
Social policy(ies), 26, 95, 96, 393; demographic trends in, 14; in oppression, 379; Republican, 133; retreats, 134–36
Social pollution, 46, 49, 95, 140, 142, 143
Social power, 182, 183
Social problems: global perspectives on, 14–16
Social programs, 140; cuts in, 127, 128, 129; redesigning, 137
Social reform, 104, 105; Addams and, 109; African American women led in, 107–9; and racism, 112
Social research, 103
Social responsibility, 52, 303; in self-direction, 144
Social safety net, 128, 134
Social Security, 121, 124, 134
Social Security Act of 1935, 115, 116, 121; Title XX, 126
Social Security Insurance (SSI), 126, 264
Social security programs, 121
Social solutions, inadequacy of, 178
Social stratification, 36, 163–64
Social structure, 173–74
Social welfare: Colonial period, 96–99; nineteenth century, 99–100
Social welfare leaders, black, 108–9
Social work, 393; empowerment keystone of, 34 (see also Empowerment approach; Empowerment practice); Freire’s definition of, 35; global perspectives on, 14–16; with groups, 300, 301, 302; mediating role of, 42, 54, 119; nineteenth century, 99–100; radical, 50; role and function, 404
Social work education, 44–45
Social workers, 1, 24, 58, 394; and basic services for all, 400; biases of, 167–68; community-centered, 352; and community groups, 354, 355; community work, 379–80; and computer technology, 25, 26; in critical constructivism, 41; and diagnosis of mental illness, 260; and dreams of children, 18–19;
Social Work Practice, 2, 4, 7–8, 23, 43, 394; applying empowerment approach to, 56–59; approaches to, 38–43; both-and conceptualization of, 44; and community, 352, 353–54; direct practice approach to, xi; empowering, 30–55, 399; empowerment approach to, 1, 5, 6, 24, 28, 55f, 95, 184, 396 (see also Empowerment approach; Empowerment practice); feminist, 174; global perspective on, 397–98; with groups, 294; integrated perspective on, 118; integrative framework for, 139; with particular vulnerable groups, 258, 259–89; principles, 43; promoting competence, 144; restoring relatedness, 143; revisioning, 3; see also Skills

Social Work Profession, 43–44, 103–4, 105, 112, 118; Reynolds and, 119–21

Social Work with Groups: internationally, 303–6; in South America, 304

Social Work with Groups, 301

Socioeconomic Class: African Americans, 358, 359

Socioeconomic Justice/Injustice, 19, 99, 104

Sociology of Liberation, 164

Somatic Perception, 148

Souls of Black Folk, The (Du Bois), 109

South (the), 396–97, 398, 401

South America, 304

South Bronx People for Change, 370–71

Spanish-American War, 113

Special Populations: empowering, 259–89

Spheres of Living: Assessment in, 206–7

SSDI, 247, 264

Stage of Development: Empowerment Group, 322, 328

Standard Measures, 256–57
<table>
<thead>
<tr>
<th>Subject Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status issues: in assessment: example, 219–20</td>
</tr>
<tr>
<td>Stereotypes/stereotyping, 51, 186, 189; assessment of, 207; in children’s group, 327, 328, 329; gender, 376; of women and blacks, 173</td>
</tr>
<tr>
<td>Stigma, 48, 49, 50, 143, 165; coping with, 157–61; mentally ill, 272; types of, 157–58</td>
</tr>
<tr>
<td>Stimatized groups, 33</td>
</tr>
<tr>
<td>Stonewall Riot, 126</td>
</tr>
<tr>
<td>Story(ies), 354; asking for, 193–94; importance of, 3–4; telling, 194–96, 198</td>
</tr>
<tr>
<td>Story, asking for (skill), 77, 283</td>
</tr>
<tr>
<td>Strategic Defense Initiative (Star Wars), 131</td>
</tr>
<tr>
<td>Strategies, 44, 59, 65; collaboration on, 64; in community organizing, 371; in feminist perspective, 377; in struggle for lesbian and gay civil rights, 380</td>
</tr>
<tr>
<td>Street children, 14, 15, 177; collaborative study on, 403, 406, 419–31; demographic picture, 424; getting off the streets, 427; life on the streets, 426–27; reasons for homelessness, 424–25; typology of, 422</td>
</tr>
<tr>
<td>Street News, 391–92</td>
</tr>
<tr>
<td>Strengths: focus on, 217–18, 225; working with: example, 247–49</td>
</tr>
<tr>
<td>Strengths perspective, 360</td>
</tr>
<tr>
<td>Stress: and coping, 140</td>
</tr>
<tr>
<td>Stress-coping paradigm, 26, 39, 49, 156</td>
</tr>
<tr>
<td>Strikes, 114, 138</td>
</tr>
<tr>
<td>Structural approach, 42</td>
</tr>
<tr>
<td>Structural change, 53, 61</td>
</tr>
<tr>
<td>Structural inequities, 34, 49</td>
</tr>
<tr>
<td>Structural unemployment, 142</td>
</tr>
<tr>
<td>Structure, use of (skill), 299</td>
</tr>
<tr>
<td>Subjective stress, 140–41</td>
</tr>
<tr>
<td>Sub-Saharan Africa, 400</td>
</tr>
<tr>
<td>Substance abuse, 140, 418; and empowerment, 276–82; and homelessness, 15, 334–36; impulse control and, 151; street children, 426, 429</td>
</tr>
<tr>
<td>Substance abusers, working with, 359; example, 282–85</td>
</tr>
<tr>
<td>Successful Women’s Group, 19–20, 89, 243, 248, 310, 313–16, 324–26; discussing homelessness, 331–34; ending, 350; see also Shandra Loyal case; Tracey case</td>
</tr>
<tr>
<td>Sudeka case, 140–42, 145–46, 151, 158, 172</td>
</tr>
<tr>
<td>Suffragist movement, 105–6</td>
</tr>
<tr>
<td>“Sugarcane” (Blackman), 400–1</td>
</tr>
<tr>
<td>Suicide, 18, 151, 158, 163, 404, 428; substance abuse and, 281</td>
</tr>
<tr>
<td>Summarizing (skill), 237</td>
</tr>
<tr>
<td>Support (skill), 299</td>
</tr>
<tr>
<td>Surveys, 257; Patwah Community, 364–65</td>
</tr>
<tr>
<td>Survival needs, meeting: example, 230–32</td>
</tr>
<tr>
<td>Survival News, 391–92</td>
</tr>
<tr>
<td>Survival sex, 425, 429</td>
</tr>
<tr>
<td>Surviving: street children, 425–27</td>
</tr>
<tr>
<td>Sustainment (skill), 70, 71, 81, 82, 299</td>
</tr>
<tr>
<td>Symbolic power, 182</td>
</tr>
<tr>
<td>Synthetic/integrative function, 152</td>
</tr>
<tr>
<td>Systematic desensitization, 38, 153–54</td>
</tr>
<tr>
<td>Systems, 53; familiarity with, 86; not helping, 53; theory related to, 42–43</td>
</tr>
<tr>
<td>Systems' negotiation (skill), 85</td>
</tr>
</tbody>
</table>
Taboo area(s), 71, 73, 79, 202–3, 205, 323; naming (skill), 242; opening (skill), 283; picking up on (skill), 297
Tactics in community organizing, 571
Taking control of one’s life: example, 230–53
Tardive dyskinesia, 261
Tax reforms, 124, 129
Teachers as Cultural Workers (Freire), 57
Tegretol, 261
Telephone- and computer-based groups, 299
Temple University School of Social Administration, 375
Temple University Underground Railroad (URR), 2; see also Kensington Welfare Rights Union
Temporary Assistance to Needy Families (TANF), 134, 241, 391
Tenants’ organization (example), 356–57
Testifying, 92, 271, 373, 382, 383, 387, 388, 389, 391; preparation for, 385–86
Texas, 12
Themes/thematics: in culture circles, 378; empowerment groups, 311–13, 321, 331; generative, 67, 89, 404–5; sharing, 323; in Successful Women’s Group, 324–25
Themes, classifying (skill), 332
Theoretical foundations, 49–50, 53–54, 56
Theory(ies), 3, 31, 103, 303; global perspective on, 176–77; and feeling, 36; skills promoting, 82–83; see also Empowerment theory
Thinking patterns, 239
Third world, 402
Thorazine, 260–61
“Thousand Points of Light,” 131
Threat power, 183
Time, 187–88; in endings, 254
Time, 136
Tracey case, 247–49
Tragedy, 354
Training for Transformation (Hope and Timmel), 405
Transaction, 234
Transaction view of political and personal change, 46, 47/Transactions, 139; see also Person/environment transactions
Transformation, 34
Treatment, length of, 187–88
Trickle-down economic philosophy, 114–18, 128
Trust, 67, 69, 82, 321
“Tuning-in,” 67, 189–90, 191, 206, 254, 279; example, 68–69; to shelter alumnae empowerment group, 311
Twelve-Step programs, 280, 282, 285
Two-parent families, 172–73
Uganda, 405
Underclass, 97, 129, 164, 165, 358
Underemployment, 15, 129
Understanding, conveying (skill), 196, 298
Underweight, 400
Unemployment, 115, 129, 163, 164; blacks, 130–31; and substance abuse, 281
UNICEF, 15, 419, 420, 422, 431
Unique personhood, 41, 53, 60, 170
United Farm Workers, 126
<table>
<thead>
<tr>
<th>Subject Index</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>United Nations</strong>, 261, 417, 428; Task Force on Basic Social Services for All, 399–400; Declaration of Human Rights, Economic Human Rights, 374–75</td>
</tr>
<tr>
<td><strong>United Nations Conference on Human Settlements (Habitat II)</strong>, 15</td>
</tr>
<tr>
<td><strong>United Nations Habitat Agenda</strong>, 420</td>
</tr>
<tr>
<td><strong>United Seamen’s Service</strong>, 119</td>
</tr>
<tr>
<td><strong>United States</strong>: child poverty rates, 13–14; homelessness, 420, 428</td>
</tr>
<tr>
<td><strong>Universal Declaration of Human Rights</strong>, 374</td>
</tr>
<tr>
<td><strong>University College Cork</strong>: Adult Education Department, 413–14</td>
</tr>
<tr>
<td><strong>University of Guyana (UG)</strong>, 421; Department of Social Work, 412; Social Work Degree Program, 362–63, 365</td>
</tr>
<tr>
<td><strong>Upper class</strong>, 164–65; <strong>African American</strong>, 358</td>
</tr>
<tr>
<td><strong>Upper middle class</strong>, 165</td>
</tr>
<tr>
<td><strong>Urban Institute</strong>, 134</td>
</tr>
<tr>
<td>“<strong>Urged to Deny the Secrets</strong>” (Weisen-Cook), 161</td>
</tr>
<tr>
<td><strong>U.S. Conference of Mayors</strong>, 420</td>
</tr>
<tr>
<td><strong>U.S. Council on Social Work Education</strong>, 14</td>
</tr>
<tr>
<td><strong>U.S. Supreme Court</strong>, 112, 113–14, 122</td>
</tr>
<tr>
<td><strong>Validating/validation</strong>, 83, 238; in example, 63, 64; skill, 75, 76, 79, 233, 242, 284, 315</td>
</tr>
<tr>
<td><strong>Value base</strong>, 43, 45, 46–48</td>
</tr>
<tr>
<td><strong>Value power</strong>, 183</td>
</tr>
<tr>
<td><strong>Values/value systems</strong>, 56, 177, 417</td>
</tr>
<tr>
<td><strong>Ventilation (skill)</strong>, 81, 83</td>
</tr>
<tr>
<td><strong>Victimization</strong>, 49, 404, 421; <strong>street children</strong>, 426, 428, 429</td>
</tr>
<tr>
<td><strong>Victim role, discarding</strong>, 60</td>
</tr>
<tr>
<td><strong>Vietnam War</strong>, 125, 126</td>
</tr>
<tr>
<td><strong>Violence</strong>, 138, 151, 326, 372, 404</td>
</tr>
<tr>
<td><strong>Virginia State Federation of Colored Women’s Clubs</strong>, 107</td>
</tr>
<tr>
<td><strong>Visiting Nurses Association (VNA)</strong>, 286</td>
</tr>
<tr>
<td><strong>Voluntarism</strong>, 128, 131</td>
</tr>
<tr>
<td><strong>Voting rights</strong>, 124</td>
</tr>
<tr>
<td><strong>Wage-earning people</strong>: unjust treatment of, 96–99</td>
</tr>
<tr>
<td><strong>War Bride Act</strong>, 114</td>
</tr>
<tr>
<td><strong>War on Poverty</strong>, 124–25, 126</td>
</tr>
<tr>
<td><strong>Water</strong>, safe, 400</td>
</tr>
<tr>
<td><strong>Wealth differentials</strong>, 99–100</td>
</tr>
<tr>
<td><strong>Weighing/assessing process</strong>, 218, 225–26</td>
</tr>
<tr>
<td><strong>Welfare</strong>, 124; <strong>corporate</strong>, 136; “getting off,” 247; responsibility of states, 128, 134</td>
</tr>
<tr>
<td><strong>Welfare reform</strong>, 127, 134–36, 391; proposed, 127</td>
</tr>
<tr>
<td><strong>Welfare rights organizations</strong>, 247; see also Kensington Welfare Rights Union (KWRU)</td>
</tr>
<tr>
<td><strong>Welfare state</strong>, 94, 121, 126, 132; fragility of, 129; need for expanded, 135</td>
</tr>
<tr>
<td><strong>Western Africa</strong>, 404–5</td>
</tr>
<tr>
<td><strong>West Virginia</strong>, 12</td>
</tr>
<tr>
<td>“<strong>Where Do We Go from Here: Chaos or Community?</strong>” (King), 125</td>
</tr>
<tr>
<td><strong>White children</strong>: poverty rates, 12</td>
</tr>
<tr>
<td><strong>White flight</strong>, 353, 356</td>
</tr>
<tr>
<td><strong>White privilege</strong>, 2</td>
</tr>
<tr>
<td><strong>WIN program</strong>, 124</td>
</tr>
<tr>
<td><strong>Woman’s Peace Party</strong>, 106</td>
</tr>
<tr>
<td><strong>Women</strong>, 45, 48, 94, 95, 400; <strong>African American</strong>, 106–9; and AIDS, 285; discrimination against, 122; drug</td>
</tr>
</tbody>
</table>
and alcohol problems, 277; empowered, 19–20; empowerment of, 138, 376–77; in Guyana, 405–8; helping women, 337, 338; inequality of, 174; labor of, 97; multiple oppressions, 259; New Deal and, 115–18; nineteenth-century, 101–3; oppression of, 50, 174; and poverty, 127, 129–31, 163; and powerlessness, 180, 181; predecessors of empowerment approach, 104–5; and progressivism, 111–12; status of, in Colonial America, 97–98; substance abuse, 280, 282; violence against, 404; working, 111, 116
Women of color: feminism among, 175–76
Women’s club movement, 106, 107, 108
Women’s Cooperative Civic League, 107
Women’s groups, 90, 301
Women’s International League for Peace and Freedom, 106
Women’s issues: in community development, 377
Women’s liberation movement, 59, 307
Women’s movement, 105, 111
Women’s Outreach Project, 366
Women’s shelter empowerment group: legislative action, 387–91
Women’s suffrage, 102, 111–12
Work: phases of, 67–69
Work, asking for, (skill), 298, 315, 335
Workers: taking control of lives, 41–42
Work ethic, 125
Workforce, 127, 263, 264
Working agreement, 218; example, 226–28, 230
Working class, 100, 102, 114, 129;
African American, 358; economic stressors: example, 249–53;
substance abuse, 280
Working on problems (phase), 189
Working people: empowerment, 138;
powerlessness of, 180
Working poor, 95, 115, 127, 128, 131;
education and social services for, 136; narratives of, 42; number of, 133; policies affecting, 133; and powerlessness, 180
Working with feelings (skill), 87
Work phase, 81, 229–58, 321–26; examples, 324–26; meeting in: example, 326–29; with mentally ill persons, 261–68
Workplace: dealing with oppression in (example), 237–39
World building, 304, 399
World Vision International, 420
World War I, 112, 114
World War II, 116, 117, 121
World Watch Institute, 404
Wounded Knee, South Dakota, 117, 126
WPA, 115n–16
YMCA, 99
Youth culture, 69, 70