**INDEX**

*Note: Page numbers in *italics* indicate tables or figures.*

Abell, M. D., 46
Abortion, practice illustration of family coping with, 307–10
Abramson, M., 78, 79
Abuse: initial phase sensitivity to, 188–90; practice illustrations of families coping with, 330–37
Accountability: ending phase, 444–45; evidence-based practice, 41; social work organization, 475, 477–78, 480, 488
Actions, undertaking in community or neighborhood, 452–61, 462
Action stage of change, 177
Action tasks, 200
Activity level, temperament and, 64
Adaptation, 55, 55, 64
Adaptedness, 54–55, 55
Adaptive person, 54–55, 55
Addams, Jane, 9, 10
Addiction, life-modeled practice’s sensitivity to, 186–88
Administrators, history of training of, 26–27
Adolescence: helping with life transitions and traumatic events in, 202–10, 213–15; practice illustration of helping with pregnancy in, 316–20; as social status, 191
Adoption process, practice illustration in preparation for, 400–402
Adversarial action. *See Conflict*
Adversarial skills, environmental stressors and, 256–57, 257
Advice, offering, 199
Advocacy skills: environmental stressors and, 251–52; internal and external, 103–4, 105; practice illustrations, 275–78. *See also Policy advocacy*
Advocates for Recovery through Medicine (ARM), 456
Affirming, joining skills and, 304, 305
African Americans: consultation in community and neighborhood, 472–74; diversity sensitivity of social workers, 178–80; as early social workers, 14–15; helping with life transitions and traumatic events, 202–10, 213–15; living in poverty, 32; mortality rates of, 33; services for, 34; settlement movement and charitable organizations, 8, 12–14
Age/aging: client/worker relationships, 388; graying of society and, 38; life-modeled practice’s sensitivity to, 91; as life stressors, 191–92; poverty and, 32

Downloaded from cupola.columbia.edu
Agency authority, client/worker relationship, 379–83, 397
Agenda, building in social work lobbying, 510
Agreements, in life-modeled practice, 95–96, 251–52
AIDS, 224–27
Aid to Families with Dependent Children (AFDC), 35
Alcohol addiction: initial phase sensitivity to, 186–88; practice illustrations of family coping with, 330–37
Alms-giving. See Charities tradition
Altman, I., 54
Altman, L. K., 43
Ambivalence, exploring, 196
American Association for the Study of Group Work (AASGW), 22
American Association of Group Workers (AAGW), 22
American Charities: A Study in Philanthropy and Economics (Warner), 26
American Indians, 34
American Social Science Association (ASSA), 6, 7
Analysis skills, social workers’ influence on organization and, 484–87, 488–89, 490
Anger: handling in ending phase, 425–28; handling in groups, 365–69
Anticipatory empathy: in ending phase, 417–18; in initial phase, 167; with other staff members, 255; in preparatory phase, 139–42, 144
Anxiety, generating to break through avoidance, 202
Appraisal, of stress, 60–61, 63. See also Assessment
Arguing skills, 256
Arvay, M. J., 130
Assertiveness, 256
Assessment: of community needs, 452–56; of families, 117, 527–29; of groups, 117–18, 529–34; of individuals, 117, 523–26; in life-modeled practice, 96, 114–18; in ongoing phase, 251–52; tasks of, 112–14; visual and graphic representations of, 118–21, 119–21
Atlanta School of Social Work, 15
Atmosphere of service: empathy and, 143; physical setting and, 151
Attributions, temperament and, 64
Austin, D. M., 26
Authority, in client/worker relationships: agency authority and sanctions, 379–86, 397; struggle for control, 388–91, 397; worker authority and power, 383–85, 397
Authority structures, of social welfare organizations, 242
Autonomy, in Ethical Principles Screen, 76, 77–78
Avoidance: in ending phase, 111, 419–25; facilitating move away from, in ongoing phase, 201–2
Bandler, Bernard, 71
Becerra, R. M., 12–13, 16, 34
Behavioral change: communication skills, 304–5, 306, 307; dysfunctional families, 304, 305; evidence-based practice, 41; group focus, 146–47
Benway, C. B., 176
Bereavement: group assessment example, 529–34; helping with life transitions, 210–13; mutual aid in ongoing phase, 215–24
Biological rhythms, influence of, 249
Bisexuals. See Sexual orientation, life-modeled practice’s sensitivity to
Bishop Tuttle Memorial Training School of Social Work, 15
Blended families, life stressors and, 297
Boehm, Warner, 27
Boundaries, of social welfare organizations, 241–42
Boundary violations, ethical practice and, 79–80
Brager, G., 25, 457, 491
Breckinridge, Sophonisba, 27
Broader environment, as protective factor, 65, 66
Brogan, M. M., 414
Bronfenbrenner, U., 51, 64
Bush, George W., 36
Canada: consultations with Indians in, 474–75; immigrants in, 34; income transfers in, 35
Case consultation, 472
Case managers, community and neighborhood organization and, 471
Case study method, 98, 124
Casework method: cause-function issue, 29–30; development of, 18–21; methodology, 28

Downloaded from cupola.columbia.edu
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive-behavioral therapy</td>
<td>40, 44</td>
</tr>
<tr>
<td>Cohorts: anticipatory empathy and, family processes and</td>
<td>141–42, 300</td>
</tr>
<tr>
<td>Co-leadership, of group</td>
<td>152</td>
</tr>
<tr>
<td>Collaborating skills, for social welfare organization change</td>
<td>497–98, 503</td>
</tr>
<tr>
<td>See also Mediation skills</td>
<td></td>
</tr>
<tr>
<td>Colored Woman in a White World, A (Terrell)</td>
<td>14</td>
</tr>
<tr>
<td>Colored Women's League of Washington, D.C.</td>
<td>14</td>
</tr>
<tr>
<td>Columbia University School of Social Work</td>
<td>11</td>
</tr>
<tr>
<td>Comments, reflective, to help dysfunctional family</td>
<td>306, 307</td>
</tr>
<tr>
<td>Common stressor–solving focus for group</td>
<td>146</td>
</tr>
<tr>
<td>Communication and behavioral change, skills of inducing</td>
<td>304–5, 306, 307</td>
</tr>
<tr>
<td>Community and neighborhood life, consultation skills</td>
<td>471–75, 475</td>
</tr>
<tr>
<td>Community organization society movement, origins of</td>
<td>5–9</td>
</tr>
<tr>
<td>Community or ga ni za tion method</td>
<td>24–26</td>
</tr>
<tr>
<td>Community services, coordinating of</td>
<td>470–71</td>
</tr>
<tr>
<td>Competence, demonstrating professional</td>
<td>254, 256</td>
</tr>
<tr>
<td>Composition, of group</td>
<td>344–46</td>
</tr>
<tr>
<td>Concerns, specifying about life transition</td>
<td>195</td>
</tr>
<tr>
<td>Conference of Charities (CC)</td>
<td>6</td>
</tr>
<tr>
<td>Confidentiality: in Ethical Principles Screen, legal issues of,</td>
<td>81–83, 244</td>
</tr>
<tr>
<td>Conflict: managing in community organizations</td>
<td>459</td>
</tr>
<tr>
<td>Conflict: managing in groups</td>
<td>368–74, 503</td>
</tr>
<tr>
<td>Conflict: managing in community organizations, managing in groups</td>
<td>121</td>
</tr>
<tr>
<td>Connecting skills. See Coordinating skills, in ongoing phase</td>
<td></td>
</tr>
<tr>
<td>Consequences, ecological perspective and</td>
<td>53–54</td>
</tr>
<tr>
<td>Constructivist research</td>
<td>129–30</td>
</tr>
<tr>
<td>Consultation services, offering to community and neighborhood</td>
<td>471–75, 475</td>
</tr>
<tr>
<td>Contacts, developing and using informal system of</td>
<td>254, 256</td>
</tr>
<tr>
<td>Contemplation stage of change</td>
<td>176–77</td>
</tr>
</tbody>
</table>
Contexts, creating therapeutic, with joining skills, 304, 305
Cooper, L. B., 69
Coordinating skills, in ongoing phase, 103, 105; environmental stressors, 251–55, 253, 256; practice illustrations, 278–85
Coping skills, 61–63, 63, 64
Corcoran, J., 40
Corrections tradition, origins of, 5–9. See also Settlement movement
Cotler, I., 519
Council on Social Work Education, 27, 47
Court-mandated services. See Mandated services
Critical incident, practice monitoring and, 123–24; examples, 540–52
Cultagrams, 121
Culture: consultation in community and neighborhood, 473–75; culturally sensitive assessment, 113–14; current societal context and changes in, 37–38; ecological perspective, 52; family coping, 324–30; family structure, 298–99; groups, 348; phases of identity, 86
Curriculum-driven groups, 346–47; practice illustration, 361–63
Darwin, Charles, 52
Data, clinical mining of, 130–31
Deductive reasoning, assessment and, 114
Deep ecology, 66–68, 68
Defenses, client/worker relationships and, 394–97, 397
Degree of choice, in initial phase, 100–102, 160; mandated services, 100–101, 101, 174–76, 176; services offered, 100, 101, 165–73, 168, 174; services sought, 100, 101, 160–65, 165
Deinstitutionalization, cultural change and, 38
Democratic participation, in community action, 458
Demonstrating, for social welfare organization change, 495–97, 503
Denial: as client defense, 394–97; in ending phase, 111
Dependency, practice illustration of family coping with, 320–24
Depressed clients, in initial phase, 161–65, 186
Detachment, in anticipatory empathy, 140
Dewey, John, 10, 21
Diagnostic and Statistical Manual of Mental Disorders, 4th edition (DSM-IV), 116–17, 255
Diagnostic school of casework thought, 19
DiClemente, C. C., 176
Differences, between client and worker, 386–88, 397
Direction. See Focus
Disabilities. See Mental challenges; Physical challenges
Discrepant messages: identifying of, 196; responding to with directness, 202
Discrimination, as community stressor, 450–51
Discussion, for guiding, 199
Disempowerment, 56–57, 92–93, 468
Distributive justice, 93
Diversity: deep ecology and, 67; group composition and, 147–49
Diversity-sensitive practice, in life-modeled practice, 83–92; to addiction, 186–88; to age, 91; to gender, 88–89; to mental and physical challenges, 91–92, 186; to race, ethnicity, religion, and spirituality, 83–88, 178–82; to sexual orientation, 89–91, 182–86
Dolgoff, R., Ethical Principles Screen of, 76, 76–78
Dual-relationship situations, ethical practice and, 80
Dubos, R., 464
Duncan, B., 42
Dynamic Administration (Follett), 26–27
Dysfunctional families. See Families, dysfunctional
Dysfunctional groups. See Groups, dysfunctional
Ecofeminism, 68–70
Ecological perspectives: deep ecology, 66–68, 68; ecofeminism, 68–70; habitat and niche, 51, 55–56, 59; life course, 51, 57–59, 59; life stressor, stress, coping, and challenge, 51, 60–63, 63; person/environment fit, 51, 54–55, 55; power, powerlessness,
and pollution, 51, 56–57, 59; protective factors and resilience, 51, 63–66, 66; theory, concepts, and thinking, 51–54

Ecomaps, 118, 119, 121, 200

Education, of professionals: for administration, 26–27; African Americans and social work, 14–15; charity organizations, 11–12; group work method, 22; methodology, 28; policy-practice and group work practice, 47–50; settlement movement, 10

Education, of public: progressive education movement, 21–22; social welfare organization change and, 500–501

Educational focus, for group, 146

Electoral process, social workers in, 507, 520–21

Emergency services, temporal arrangements, 156, 158

Emotional illness: life transitions and traumatic events and, 210–13; practice illustration of coping with, 320–24. See also Mental health; Mental illness

Empathy: in client/worker relationship, 94–95; demonstrating of, 142–43, 144; in preparatory phase, 99. See also Anticipatory empathy

Employment: global economy, 32; immigrants, 35; people of color, 32, 36; women, 37

Empowerment, in life-modeled practice, 92–94

Enabling skills, in ongoing phase, 102, 105; environmental stressors and, 252–53, 253; life transitions and, 194–95, 195

Enactive listeners, 199


Engagement, challenging illusion of, 201

Engagement skills, for social welfare organization change, 494–502, 503

Entry phase, skills for social worker influence and, 487, 490–94, 495

Environment, significance in life-modeled practice, 97

Environmental forces, social worker influence on organization, 484–85, 488

Environmental issues: casework method and, 19–20; charity organizations and, 11; group work method and, 23; in ongoing phase, 103–4, 105; settlement movement and, 9, 10

Environmental resources, for coping, 62


Episodic services, temporal arrangements, 156, 158

Epstein, I., 128

Equality and inequality, in Ethical Principles Screen, 76, 77–78

Ethical issues: professional use of technology, 46–47; of technological changes, 39

Ethical practice, in life-modeled practice, 74–83; boundary issues, 79–80; confidentiality issues, 76–79; Ethical Practices Screen, 76, 76–78; legal issues, 81–83

Ethical Principles Screen, of Loewenberg and Dolgoff, 76, 76–78

Ethnicity, life-modeled practice’s sensitivity to, 83–88, 180–82, 193

Evaluation of practice. See Practice evaluation, in life-modeled practice

Evidence-based practice, 41–45

Exchanges, defined, 55

Experiences, recreating, 196

Exploitative power, 59

Exploring and clarifying skills, in ongoing phase, 102, 105; environmental stressors, 251–53, 255; life transitions, 195–97, 198
Extended families, life stressors and, 296–97
External advocacy skills, in ongoing phase, 103, 105
External mediation skills, 103, 105. See also Mediation skills, in ongoing phase
External supports, as protective factor, 64–65, 66
Facilitating skills: environmental stressors and, 252–53, 253; in ongoing phase, 103, 105, 201–2
 Factionalism, in groups, 339
Faith-based initiatives, 36–37
Families: as appropriate modality, 154, 155; assessment of, 117; assessment of, example, 527–29; feminist movement and gendered roles in, 37; protective patterns, 64, 66 Families, dysfunctional, 294–337; development, paradigm, and transformation, 301–3; development, paradigm, and transformation, practice illustrations, 330–37; functions and forms, 295–97; methods and skills of helping, 303–7; processes, 299–301; processes, practice illustrations, 324–30; structure, 297–99; structure, practice illustrations, 307–24
Family agencies, 18–19
Federal government’s role, within current societal context, 35
Federal Register, 517
Federation of Colored Women’s Clubs, 14
Feedback: deep ecology and, 67; inviting and providing for exploring and clarifying, 197; stress and, 63
Feelings of client: expressed in initial phase, 162–65; shared sadness in ending phase, 428–31
Feminist movement: ecofeminism, 68–70; employment issues, 37; gendered family roles, 37; gender sensitivity in life-modeled practice, 88–89
Figures of speech, used in initial phase, 164
Finland, 35
Fisk University, 15
Fixed space, 248
Flexibility: as ecological principle, 67; importance in group formation, 147
Flexner, Abraham, 18
Focus: developing, for exploring and clarifying, 195; developing common, in group, 172–74, 174
Follett, Mary Parker, 26–27
Fong, M. L., 87
Force-field analysis, 121, 484
Formational elements, of group, 342–47
France, 35
Frazier, E. Franklin, 15
Freedom, in Ethical Principles Screen, 76, 77–78
“Friendly visitors,” 11, 13
“Friendly volunteers,” 26
Full disclosure, in Ethical Practices Screen, 76, 77
Function, of social welfare organizations, 241
Functional school of casework thought, 19
Galinsky, M. J., 46
Gambrill, E., 42
Gardening activities, benefits of, 249–50
Gays: cultural change and, 38; family life stressors and ongoing process, 296; helping with life transitions and traumatic events, 227–30; life-modeled practice’s sensitivity to, 89–91
Gelman, S. R., 46
Gender, life-modeled practice’s sensitivity to, 88–89
Genograms, 119–20, 120, 121, 200
Germany, 35
Gibbs, L., 42
Gibbs. J. T., 473
Gifts, at end of service, 440
Gilligan, C., 88
Gitterman, A., 24
Global economy, in current societal context, 32–33
Goal attainment scaling methods, 98, 131, 132–35, 136
Good fortune (God’s will), as protective factor, 65, 66
Grandparents, family life stressors and, 297–98
Group assessment, 117–18; bereavement example, 529–34
Group comparison method, of practice evaluation, 98, 124–25
Groups: as appropriate modality, 154–55, 155; benefits of, 338–39; composition, 147–49; empathy and, 143, 144; environmental pressures

Downloaded from cupola.columbia.edu
and, 145–46; mutual aid and bereavement in ongoing phase, 215–24; purpose of, 144–46; responsive organizational climate, 152–53; service choices in initial phase, 168–74, 174; staffing, 151–52; tasks in, 153; temporal arrangements, group size, and physical setting, 149–51; types of, 146–47
Group work method, 21–24; graduate education in, 47–50
Guiding skills: environmental stressors and, 252–53, 253; life transitions and, 198–201, 201; in ongoing phase, 103, 105
Gutierrez, L. M., 93
Habitat, 51, 55–56, 59
Haggard, L., 54
Haitians, 34
Hamilton, G., 19
Hamrin, V., 176
Harrington, D., 76
Hartman, A., 119
Hawthorne experiments, 43
Haynes, Birdye Henrietta, 14
Haynes, George, 14–15
Haynes, R. B., 42
Health, promoting in community and neighborhood, 464–66, 466
Health insurance, lack of, 33
Hearings: lobbying and, 513–14; regulatory process and, 518–19
Helping others, as protective factor, 66, 66
Heterogeneity, group composition and, 147–49
Hierarchical structures, ecofeminism and, 69–70
Hispanics: living in poverty, 32; services for, 34
Historical time, 58, 59
Historical traditions, of social work practice: cause-function issue, 20–20; methodological divisions, 28–29; professional developments, 39–50; professional methods, 18–27; societal and professional themes, 5–18; societal context, 30–39
Hodge, D. R., 113, 121
Hollis, E. V., 27
Hollis, F., 20
Homeless shelter group, in initial phase, 168–70
Homework, assigning to help dysfunctional family, 305, 306; practice illustrations, 315–16, 324–30
Homogeneity, group composition and, 147–49
Homophobia. See Sexual orientation, life-modeled practice’s sensitivity to
Hope, offering, 198
Humor: in life-modeled practice, 94; as protective factor, 65–66, 66; social welfare organization change and, 499; used in initial phase, 164
Hutchison, E., 174
Hypothesis, offering of, 196–97
Iconic listeners, 199
Identification, in anticipatory empathy, 140
Iglehart, A. P., 12–13, 16, 34
Illegal Immigration Reform and Immigrant Responsibility Act (IIRIRA), 36
Immigrants: assessment and, 113, 114; current societal context and, 33–36
Implementation skills, social welfare organization change and, 502–5
Income transfers, 35
Incorporation, in anticipatory empathy, 140
Independent living, cultural change and, 38
Individual assessment, 117; example, 523–26
Individuality, in group, 353,
354
Individual modality, 153–54, 155
Individual time, 58, 59
Inductive reasoning, assessment and, 113–14
Industrial Association, 13
Industrialization, social disorganization and, 6
Inequality and equality, in Ethical Principles Screen, 76, 77–78
Influencing skills: environmental stressors and, 251–52; in ongoing phase, 104, 105
Informal contacts, developing and using, 254, 256
Information: gathering, for social work lobbying, 508–10, 515, 516; providing relevant, for guiding, 199
Informed consent: obtaining, 253, 256; standards, 81
Innovation skills: environmental stressors and, 251–52; in ongoing phase, 104, 105; social welfare organization change and, 504–5
Institutional sanctions and supports: client/worker relationships, 379–83, 397; group formation, 152–53, 174; social welfare organizations, 242–43
Integrative modalities, in life-modeled practice, 94
Integrating skills, for groups, 352–53, 353, 354
Interactionist conception of group work, 23
Internal advocacy skills, 104, 105
Internalized oppression, 61
Internal mediation skills: dysfunctional families and, 304–7, 305, 306; in ongoing phase, 104, 105
Interpersonal control, client/worker relationships and, 388–91, 397
Interpersonal forces, social worker influence on organization and, 486, 489
Interpersonal obstacles, in client/worker relationship, 378–97, 397, 413
Interpretive rules, of administrative agencies, 517
Intraorganizational boundaries, 241–42
Iris, V-Y., 246

\textit{Jaffee v. Redmond}, 82
Jansson, B. S., 47, 509, 510
Japanese Americans, 17–18
Joining skills, for helping dysfunctional families, 304, 305
Jordon, J. V., 95
Joseph, V., 78–79
Justice. See Policy advocacy
Kelley, M. L., 474
Kin networks, 182, 245, 280
Knowledge, in life-modeled practice: contributions to, 98, 124–36; uses of, 121–24
Kübler-Ross, E., 419
Kutchins, H., 81

Labeling, discouraged, 177
Labor, defining division of, 253, 256
Larder, J., 31
Latino culture, sensitivity to, 180–82
Lazarus, R., 60
Learning styles, 103
Lease, S. H., 87

“Least harm,” in Ethical Principles Screen, 76, 77–78
Lee, Porter, 29–30, 447
Legal issues, of ethical practice, 81–83
Legislation, social workers’ influence on: current societal context, 35–36; illustration of, 514–15; legislative process, 507–8; lobbying, 508–14, 516
Lesbians: cultural change and, 38; family life stressors and ongoing process, 296; life-modeled practice’s sensitivity to sexual orientation, 89–91, 182–86
Leszcz, M., 149
Lewin, K., 484
Life, in Ethical Principles Screen: protection of, 76, 76–77; quality of, 76, 77–78
Life course, 51, 57–59, 59
Life-modeled practice: features of, 72–98; origins of, 71; phases of, in general, 98–111; purpose of, 72; social justice and, 522. See also Ending phase, in life-modeled practice; Initial phase, in life-modeled practice; Ongoing phase, in life-modeled practice; Preparatory phase, in life-modeled practice
Life stories, in life-modeled practice, 96, 163–65
Life stressors, 60, 63; choice of modality, 154, 155; client/worker relationships, 378–97, 397; communities and neighborhoods, 450–51, 465, 466; dysfunctional families, 294–303; dysfunctional groups, 338–50; environmental processes, 240–50; initial phase, 99–100; life transitional processes as, 191–94; ongoing phase, 105; professional function in life-modeled practice, 72–74, 74
Limited Medically Needy Bill (Missouri), as illustration of policy advocacy, 514–15
Linear thinking, contrasted to ecological thinking, 53–54
Listening styles, 199
Lobbying, by social workers, 508–14, 516
Locality development, applied to community interventions, 25
Loewenberg, F., Ethical Principles Screen of, 76, 76–78
Long-term, open-ended services, 157, 158

MacDonald v. Clinger, 81
Maintenance stage of change, 177
Malgady, R. G., 114
Managed mental health care, 40–41
Manner of speaking, empathy and, 143
Manuals, treatment and, 44–45
Marcos, L. R., 114
Marital conflict, practice illustration of family coping with, 310–15
Mattaini, M., 118
Matthews, Victoria Earle, 13
Mbti, J., 85
McCoy, J. M., 246
McKay, S., 474
McMahon, T. J., 176
Meaning of experience, reaching for, 196
Mechanical skills, of practitioner, 122
Medical metaphor, in casework method, 19–20
Mental challenges, life-modeled practice’s sensitivity to, 91–92
Mental health: managed care, 40–41; promoting in community and neighborhood, 464–66, 466
Mental illness, helping with life transitions, 230–32. See also Emotional illness
Metaphors, used in initial phase, 164
Methadone maintenance clinic, needs assessment example, 453–56
Mexican Americans, 16–17
Meyer, C. H., 45
Milford Conference, 28
Miller, W., 188
Miller, W. R., 177
Minority Development Model, 86
Misinformation, correcting, 199
Mobilizing skills, in ongoing phase, 102, 105; environmental stressors, 252–54, 253, 256; life transitions, 197–98
Modalities: ending phase, 416–17; integrated in life-modeled practice, 94; selecting in preparatory stage, 153–55, 155; temporal arrangements, 155–57, 158–59, 159. See also Methods and skills
Molidor, C. E., 42
Moment-to-moment assessment, 116
Mondros, J., 456
Monopolism, in group, 339–41
Morehouse University, 15
Mourning. See Bereavement
Muir Gray, J. A., 42
Mutual aid, developing in group, 170–72; bereavement and, 215–24; in community and neighborhood, 467–68; skills for, 352–53, 353
Mutual aid conception of group work, 23

Downloaded from cupola.columbia.edu
Narratives, in constructivist research, 129–30
National Alliance of Methadone Advocates (NAMA), 455, 456
National Association for the Advancement of Colored People (NAACP), 13, 14
National Association of Colored Women (NACW), 13, 14
National Association of Social Workers (NASW), 22; Code of Ethics of, 74–80, 415; Person-In-Environment Manual, 116–17
National Conference of Charities and Corrections (NCCC), 6, 18
National Conference on Social Welfare (NCSW), 7, 10
National Urban League (NUL), 13, 15
Native Americans, 15–16
Natural helpers, in community and neighborhood, 467, 470
Naturalistic qualitative research methods, 98, 128–36
Natural life process, in ongoing phase, 104, 106–10
Natural networks, community action and, 456
Natural world, life stressors and, 246, 248–50; practice illustrations, 291–93
Needs assessment, for community, 452–56
Negation and avoidance: in client/worker relationship, 394–95, 405–6; in ending phase, 419–25, 431
Negative feelings, in ending phase, 417–18, 425–28, 431
Negro Family in the United States, The (Frazier), 15
Negro in the United States, The (Frazier), 15
Neighborhood Guild, 8
Neighborhoods. See Community and neighborhood life
Nelsen, J., 126
Nelson, C. H., 474
Netherlands, 35
Networking, in social work lobbying, 511–12, 515, 516
Network (social) maps, 120–21, 121
Networks: building interorganizational, 254, 256; deep ecology and, 66–67, 68
Neugarten, B., 58
New York School of Social Work, 11
Niche, 51, 56, 59
“Noah’s Ark Principle,” 149
Norm of reciprocity, 254
Norway, 35
Nuclear family, life stressors and, 295
Offered services, in initial phase, 100, 101, 165–73, 168, 174
Offices, welcoming atmosphere in, 151
Officials, social workers’ lobbying of, 510–11, 516
Oncology caregiver group, in initial phase, 172–74
One-parent households: cultural change, 37; life stressors and ongoing process, 295–96; poverty, 33
Open-ended groups: practice illustration, 356–59; problems associated with, 150, 346
Open-ended questions, 162–63
Oppression, ecofeminism and, 69–70
Organizational boundaries, social welfare organizations and, 241–42
Organizational environment, practice illustrations, 259–78
Organizational factors, of ending phase, 415–17, 419
Organizational forces, social worker influence on organization and, 485, 485–86, 488
Organizational policies, knowing and using, 255, 256
Organizing skills, for groups, 350–51, 351
Oxley, D., 54
Oxley, Lawrence A., 15
Parent–child conflict, practice illustration of coping with, 316–20
Participation: in community action, 457–58; for guiding, 200
Passell, P., 32–33
Patterning of concerns, 196
Peer networks, 245
Pennsylvania, University of, School of Social Work, 19

Downloaded from cupola.columbia.edu
INDEX

People of color, early social work and, 12–18. See also African Americans; Diversity-sensitive practice, in life-modeled practice; Immigrants
Perlman, Helen, 19
Perseverance, demonstrating, 255, 256
Personal positioning, social worker influence on organization and, 491, 495
Personal resources, for coping, 62
Personal Responsibility and Work Opportunity Reconciliation Act (PRWORA), 35, 36
Personal space, 246
Person-environment fit, 51, 54–55, 55; assessment, 115, 115–16, 117; protective factors and resilience, 51, 63–66, 66
Person-In-Environment (P.I.E.) Manual, 116–17
Persuasion, for social welfare organization change, 498–501, 503
Pets, benefits of, 250, 259, 291–93
Physical challenges: in initial phase, 186; life-modeled practice’s sensitivity to, 91–92; in ongoing phase, 106–10
Physical environments: ecological perspective and, 52; groups and, 349; life stressors and ongoing process, 245–48; as protective factors, 65, 66; skills of influencing, 258–59, 259. See also Natural world
Physical health, promoting in community and neighborhood, 464–66, 466
Physical setting, group formation and, 151
Planned short-term services, temporal arrangements, 156, 158
Planning and turning points, as protective factor, 65, 66
Policies and procedures, of social welfare organizations, 242
Policy advocacy, 506–7; through electoral process, 507, 520–21; through legislative influence, 507–15, 516; through regulatory process, 507, 515–20; study of social work influence, 521–22
Policy-practice, in graduate education, 47–48
Political Action for Candidate Election (PACE), 520
Pollack, D., 46
Pollution, life stressors and, 249
Poor Law philosophy, 7
Position statements, for social work lobbying, 509, 511
Poverty: as community stressor, 450–51; current societal context, 31–32; immigrants and, 35
Power: community organization method and, 25; pollution, powerlessness, and, 51, 56–57, 59
Practice-based research, 128
Practice modality. See Modalities
Practice monitoring, in life-modeled practice, 121–24; critical incident example, 540–52; record of service example, 535–52
Practice outcomes, 41–45
Pragmatism, 10
Precontemplation stage of change, 176–77, 180
Pregnancy, teen, practice illustration of family coping with, 316–20
Preparation, for ending phase, 415–19, 419, 431
Preparation skills, for social worker influence on organization, 481–84, 484
Preparation stage, of change, 176–77
Preparatory phase, in life-modeled practice, 99; group formation, 143–53, 153; practice modality, 153–55, 155; supportive service environment, 139–43, 144; temporal arrangements, 155–57, 158–59, 159
Presenting, for guiding, 199–200
Primary appraisal, 61, 63
Privacy. See Confidentiality
Privileged communication, 81–82
Procedural justice, 93
Procedural rules, of administrative agencies, 517
Prochaska, J. M., 414
Prochaska, J. O., 176, 414
Professional developments, in current practice, 39–40; managed mental health care, 40–41; policy-practice in education, 47–50; practice outcomes and evidence-based practice, 41–45; use of technology, 45–47
Professional function, in life-modeled practice, 72–74, 74
Professionalism, historical development of, 18–27; casework method, 18–21; community organization method, 24–26; group work method, 21–24; methodological divisions, 28–29; social administration method, 26–27
Professionals, consulting with, 473
Professional socialization, client/worker relationships and, 385–86, 397
Professional status, lending to client, 254, 256
Program consultation, 472
Programs and services, skills for developing community and neighborhood, 461–66
Progressive education movement, 21–22
Protection of life, in Ethical Principles Screen, 76, 76–77
Protective factors and resilience, 51, 63–66, 66
Protective norms, for group, 369–71
Puberty, 191
Public attention, policy advocacy and, 511, 513–15
Public Welfare Administration (Breckinridge), 27
Puritan ethic, 7
Puzzlement, sharing of, 196
Quality-of-life issues: in Ethical Principles Screen, 76, 77–78; technological changes and, 39
Questions, open- and closed-ended, 162–63
Race, life-modeled practice’s sensitivity to, 83–88
Racism. See Diversity-sensitive practice, in life-modeled practice; People of color
Rafaeli, A., 246
Rank, M. R., 35
Rank, Otto, 19
Rape victim, helping in ongoing phase, 232–39
Reag, R. E., 128
Ream, F., 81, 82
Reassurance, offering, 198
Reception areas, life stressors and, 246–47
Reciprocal conception of group work, 23, 254
Record of service, practice monitoring and, 123; example, 535–39
Recreational movement, 21–22
Reframing, to help dysfunctional family, 304–5, 306
Regulatory process, social workers and policy advocacy, 507, 515–20
Relational factors, of ending phase, 417–19, 419
Release, in ending phase, 431–44
Religion: African American churches, 13; charity organizations and settlements, 8–9; current societal context, 36–37; life-modeled practice’s sensitivity to, 83–88. See also Spirituality
Rephrasing and paraphrasing, 163
Reproductive technology, 39
Research: professional practices guided by, 41–45, 128; social work lobbying and, 508–10, 516
Research protocols, helping patients recruited for, 374–76
Resilience. See Protective factors and resilience
Retributive justice, 93
Reverberation, in anticipatory empathy, 140
Reynolds, Bertha, 20–21, 30, 92
Richardson, W. S., 42
Richmond, Mary, 9, 18, 26
Rivas, R. F., 152
Robinson, Virginia, 19
Role-play: group, 376–77; individual, 200; social welfare organization change and, 499
Role-related volunteers, in community and neighborhood, 468–69, 470
Rollnick, S., 188
Rosenberg, W. M. C., 42
Rothman, J., 25
Sackett, D. L., 42
Sadness, in ending phase, 428–31, 431
Same-sex families, 296
Silence, waiting out client’s, 161–62, 163, 165, 195
Single-case method, 98, 125–28
Single-parent households: cultural change and, 37; life stressors and ongoing process, 295–96; poverty and, 33
Size, of group, 346
Skills. See Methods and skills
Social action, applied to community interventions, 25–26
Social administration method, 26–27
Social conditions, improving in community and neighborhood, 462–64
Social Darwinism, 7–8
Social development focus, for group, 147
Social Diagnosis (Richmond), 18
Social environments: ecological perspective and, 52; life stressors and ongoing process, 240–50; as protective factors, 65, 66
Social goals model, of group work, 22
Social gospel, 8
Social justice. See Policy advocacy
Social justice practice, in life-modeled practice, 92–94
Social network maps, 120–21, 470
Social networks: building in community and neighborhood, 466–71, 470; environmental stressors, practice illustrations, 278–85; life stressors and ongoing process, 243–45; social network map, 120–21, 121
Social planning, applied to community interventions, 25
Social Security Act of 1935, 27
Social support. See Groups
Social time, 58–59, 59
Social welfare organizations, strengths and weaknesses of, 240–43
Social Welfare Policy and Policy Practice Group (SWPPPG), 48
Washington, Margaret Murray, 14
Webb, S. A., 45
Weiner, A., 46
Wells-Barnett, Ida B., 13, 14
Werner, C., 54
Western Reserve University, 22
White Rose Mission, 13
Wiesel, Eli, 65
Wilson, S., 456
Women. See Feminist movement;
Lesbians
Women's Trade Union League, 9
Workers. See Client/worker relation-
ship; Social welfare organizations,
workers' influence on
Worldviews: joining skills and dysfunc-
tional family's, 304, 305; life-modeled
practice's sensitivity to, 83–88
Wyers, N. L., 48
Yaacov, C. S., 246
Yalom, I., 149
Zayas, L. H., 114