Subject Index

<table>
<thead>
<tr>
<th>Subject</th>
<th>Page Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA, 277, 281, 285, 341</td>
<td></td>
</tr>
<tr>
<td>“Ableism,” 271</td>
<td></td>
</tr>
<tr>
<td>Abolitionism, 102</td>
<td></td>
</tr>
<tr>
<td>Acculturation, 51, 186, 189</td>
<td></td>
</tr>
<tr>
<td>ACORN (Association of Community Organizations for Reform Now), 371</td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Adjusting variables in, 207; in multifocal vision, 162; processes and skills to promote, 83–84</td>
<td></td>
</tr>
<tr>
<td>Adaptive potentialities, 49, 53, 54</td>
<td></td>
</tr>
<tr>
<td>Adaptive wariness, 150</td>
<td></td>
</tr>
<tr>
<td>Addiction, 278, 334; Dorothy case, 2, 79–80; Luke Amato gay male case, 282–85; women’s empowerment group, 340–42; see also Ciano case</td>
<td></td>
</tr>
<tr>
<td>Advocate (role), 63</td>
<td></td>
</tr>
<tr>
<td>Affective preparation, 189–90, 191</td>
<td></td>
</tr>
<tr>
<td>Affective strategies, 157</td>
<td></td>
</tr>
<tr>
<td>Affectivity, 149</td>
<td></td>
</tr>
<tr>
<td>Affirmative action policies, 129</td>
<td></td>
</tr>
</tbody>
</table>
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, 32, 143, 152, 153
Australia, 412, 417–18
Authentic word, xi–xii
Authority: of client/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, 165; 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 building (role), 61, 64, 69
Bridge of relationships, 191, 193, 197
British group work: self-directed model, 304–5
Brooklyn, New York, 353
Subject Index

Brooklyn Community Center, 348
Brown v. The Board of Education of Topeka, 122
Buffalo, New York, 0419
Bureau of Indian Affairs, 117, 126
Burlingame Treaty, 113

California, 12
CAN (Creative Access Network), 155
Capacity, 354
Capitalism, 41–42, 50, 100, 110, 115, 179–80
Caribbean, 412, 414–17
Caring, 3, 36; term, 4
Caring, conveying (skill), 196
Carmen Rivera case, 285–89
Case management, 359
Casework, 103, 104
Casework in the group, 299
Casework practice, psychoanalytically oriented, 118
Cash programs, 115, 127, 129
Catherine House, Adelaide, Australia, 417–18
Causal agents, 188, 201
Cause/function tension, 104
Celebration, 354
Challenging internalized oppression (skill), 76
Change, 87, 392–93; bottom-up, 183; personal/political levels of, 23
Charity, 103, 128, 413
Charity Organization Societies, 99, 103, 104, 106
Child Abuse Protection Act, 126
Child-Care Management Project, 366
Child care subsidies, 135
CHILDHOPE, 422, 429
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
Children’s Aid Society, 99
Children’s Defense Fund, 133
Children’s group, 326–29
Child therapy, 250, 251; see also Ciano case
Chinese elder case, 274–75
Chinese Exclusion Acts, 113–14
Chloropromazine (Thorazine), 260–61
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
Civil rights, 112, 121–23, 125–26
Civil Rights Act of 1964: Title VII, 125
Civil Rights Commission, 129
Civil rights legislation, 124
Civil rights movement, 59, 122, 123, 155, 178
Civil rights organizations, 135
Civil War, 100–1, 102
Clarifying (skill), 78, 79, 299, 335
Class, 2, 48, 54, 167, 354; African Americans, 358; in group composition, 297; issues of, 190;
open injuries of, 163–66; race and, 116, 167, 168
Class bias: in social work, 251
Classism, 46, 49, 51, 99, 379; organizations and, 182; in social workers, 329
Class structures, 49, 53, 379; six-level, 164
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
Client-worker relationship, xii, 60, 188
Clinical community practice, 2–3, 6–7
Clinical skills, 6, 322; incorporating in empowerment intervention, 81–86; see also skills
Clinical social justice practitioner, 6
Clinical social work, 30–31, 39, 306
Clinician (role), 63
Clinician-activist, 3, 6
Clozapine (Clozaril), 260
Coach (role), 63
Coalition building, 92, 393
Coalition for Lesbian and Gay Civil Rights, 380
Coalition for the Homeless, 319, 348
Coalition of Immokalee Workers (CIW), 351, 368–69
Coactivist (role), 61, 64
Cobuilder (role), 61, 63, 64
Cocaine/crack cocaine, 280
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
Code(s), using (skill), 74, 75, 77
Codependency/codependent, 33, 341
Codifications, 322–23
Coercive power, 183
Cognition: and helping procedures, 82
Cognitive-affective approach, 153
Cognitive approaches, 155
Cognitive behavioral ideas, 26; about coping, 153–57
Cognitive behavioral learning, 49, 53, 154
Cognitive behavioral theory: concepts regarding coping, 147–53
Cognitive preparation, 189–90, 191
Cognitive restructuring, 155, 159, 161; example, 239–40
Cognitive restructuring skills, 88
Cognitive skills, 82
Cognitive theory, 40–41
Coinvestigation, 378
Coinvestigator (role), 61, 63
Collaboration, 406; Guyana-U.S., 405–6, 407–12
Collaborator (role), 61
Collective action, 52, 142, 178, 182, 354; individual action and, 356
Collective-goals group, 295
Collectivity(ies), 27, 52, 60, 64, 104–7, 291–92; for mutual aid, 73; power of, 24
Collier County, Florida, 368, 369
Colonial period (U.S.), 96–99
Subject Index

“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
Consciousness-raising work (skill), 195
Conservatives, 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 of, 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
Crediting 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
Ecomap, 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 Riley 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, 55f, 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, 30–55; defined, 50–31; 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, 308; 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
<table>
<thead>
<tr>
<th>Subject Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethclass perspective, 26, 49, 53, 162–69; developing, 167–69; ego functions in, 147, 148, 150</td>
</tr>
<tr>
<td>Ethclass sensitivity, 190, 302</td>
</tr>
<tr>
<td>Ethics, 46–48</td>
</tr>
<tr>
<td>Ethnic background, 49</td>
</tr>
<tr>
<td>Ethnic consciousness, 302</td>
</tr>
<tr>
<td>Ethnic identity, 168</td>
</tr>
<tr>
<td>Ethnic identity groups, 37</td>
</tr>
<tr>
<td>Ethnicity, 54, 167; culture and, 169–73; defined, 170; in group composition, 297–98</td>
</tr>
<tr>
<td>Ethnic-oriented assessment, 207</td>
</tr>
<tr>
<td>Ethnic perspective, 255</td>
</tr>
<tr>
<td>Ethnic sensitivity, 18, 168–69, 302, 368</td>
</tr>
<tr>
<td>Ethnocentrism, 110, 329, 379, 398, 406</td>
</tr>
<tr>
<td>Ethnographic approach/studies, 189, 257, 423</td>
</tr>
<tr>
<td>Ethnosensitive research practice, 255</td>
</tr>
<tr>
<td>Ethnosystems, 357</td>
</tr>
<tr>
<td>Evaluation of empowerment practice, 255–58</td>
</tr>
<tr>
<td>Exchange power, 182</td>
</tr>
<tr>
<td>Exchange relationships, asymmetrical, 36</td>
</tr>
<tr>
<td>Executive Order 8802, 116</td>
</tr>
<tr>
<td>Expert power, 183</td>
</tr>
<tr>
<td>Expert role, 252, 366</td>
</tr>
<tr>
<td>Explanation, reaching for (skill), 274</td>
</tr>
<tr>
<td>Exploitation, 51, 186, 189</td>
</tr>
<tr>
<td>Exploration, 193–94, 196</td>
</tr>
<tr>
<td>Exploration (skill), 71, 72, 81, 82, 299</td>
</tr>
<tr>
<td>Facilitator (role), 63</td>
</tr>
<tr>
<td>Fair Deal, 121</td>
</tr>
<tr>
<td>False beliefs, 239, 240, 255, 266, 287</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Family Assistance Program (FAP) (proposed), 127</td>
</tr>
<tr>
<td>Family breakdown: and homelessness, 15; and substance abuse, 281</td>
</tr>
<tr>
<td>Family context: assessing, 147, 208–10; working on problems: example, 232–34</td>
</tr>
<tr>
<td>Family-planning methods, 400</td>
</tr>
<tr>
<td>Family problems: street children, 424–25, 428, 429</td>
</tr>
<tr>
<td>Family skills, 85</td>
</tr>
<tr>
<td>Family structures, 51–52, 209</td>
</tr>
<tr>
<td>Family values argument, 132</td>
</tr>
<tr>
<td>Family Wage, 102</td>
</tr>
<tr>
<td>Farm workers, 368–69</td>
</tr>
<tr>
<td>“Fear In Our Culture” (Reynolds), 118–19</td>
</tr>
<tr>
<td>Federal Economy Act, 116</td>
</tr>
<tr>
<td>Federal government: role of, 117, 129; social obligation, 127, 131</td>
</tr>
<tr>
<td>Federal Housing Act of 1949, 121</td>
</tr>
<tr>
<td>Federation of European States, 137</td>
</tr>
<tr>
<td>Feeling: thinking and, 36</td>
</tr>
<tr>
<td>Feeling own feelings: example, 232–34, 237</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Feelings, reaching for (skill), 238, 240, 242, 315, 328, 384</td>
</tr>
<tr>
<td>Feelings, recognizing (skill), 236</td>
</tr>
<tr>
<td>Feelings, staying with (skill), 283</td>
</tr>
</tbody>
</table>
Subject Index

Female-headed families, 130, 172–73
Female-headed families, 130, 172–73
Feminist agency, empowerment group in, 340–42
Feminist agency: empowerment group in, 340–42
Feminist movement, 125–26
Feminist 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
Feminist 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

Downloaded from cupola.columbia.edu
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, 559
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
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
Justice, 30; 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
KKK, 5
Knowledge, 255; access to, 25; construction of, 34; core, for empowering group work, 294–96; in critical perspective, 185, 185; is power, 87, 182; is power: example, 342–45; social construction of, 405; in social work practice, 56
Knowlege 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
<table>
<thead>
<tr>
<th>Subject Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life model approach, 3, 39–40, 139; empowerment in, 302</td>
</tr>
<tr>
<td>Life stressors, 140–41; coping with, 142</td>
</tr>
<tr>
<td>Life transitions/developmental status, 39; assessment, 206, 216; assessment: example, 219–20; help with: example, 241–44</td>
</tr>
<tr>
<td>Lisa and Greg case, working-class marriage and parenting, 250–53, 261</td>
</tr>
<tr>
<td>Listening (skill), 287</td>
</tr>
<tr>
<td>Literacy, 35, 57, 306, 400</td>
</tr>
<tr>
<td>Literacy test(s), 113, 124</td>
</tr>
<tr>
<td>Lithium, 261</td>
</tr>
<tr>
<td>Lobbying, 73, 92, 373, 382, 383, 384, 387, 388, 389–90, 391</td>
</tr>
<tr>
<td>Locality development (model), 376</td>
</tr>
<tr>
<td>Locust Street Social Settlement, 107</td>
</tr>
<tr>
<td>Lorna Rabinowitz empowerment case, 152, 153–54, 262, 265–70</td>
</tr>
<tr>
<td>Loss: in endings, 253, 254</td>
</tr>
<tr>
<td>Louisiana, 12</td>
</tr>
<tr>
<td>Lower class, 165</td>
</tr>
<tr>
<td>Lower middle class, 165</td>
</tr>
<tr>
<td>Luke Amato case, 282–85</td>
</tr>
<tr>
<td>Luxembourg Income Study, 13</td>
</tr>
<tr>
<td>Manifestations of oppression: assessment, 207, 217; assessment: example, 224</td>
</tr>
<tr>
<td>Manpower Development and Training Act of 1962, 124</td>
</tr>
<tr>
<td>March for Our Lives, 373, 374</td>
</tr>
<tr>
<td>March of the Americas, 372, 375–76</td>
</tr>
<tr>
<td>Marginality/marginalization, 49</td>
</tr>
<tr>
<td>Marijuana, 280, 281</td>
</tr>
<tr>
<td>Marital stress: working on (example), 250, 251</td>
</tr>
<tr>
<td>Mary O’Shea case, homeless and mentally ill, strengths, 262–65</td>
</tr>
<tr>
<td>Marxists, 179–80</td>
</tr>
<tr>
<td>“Maypole,” 294</td>
</tr>
<tr>
<td>Mechanical cotton picker, 122</td>
</tr>
<tr>
<td>Media, 391–94</td>
</tr>
<tr>
<td>Mediating function, 42, 54, 119</td>
</tr>
<tr>
<td>Mediating structures, 145; community as, 352</td>
</tr>
<tr>
<td>Mediator (role), 63, 293</td>
</tr>
<tr>
<td>Medicaid, 124</td>
</tr>
<tr>
<td>Medicare, 124</td>
</tr>
<tr>
<td>Medications: with mental illness, 260–61</td>
</tr>
<tr>
<td>Men, 174, 249</td>
</tr>
<tr>
<td>Men’s shelter empowerment group, 323–24, 343, 346–48</td>
</tr>
<tr>
<td>Mental health: assessment, 216; assessment: example, 220–22</td>
</tr>
<tr>
<td>Mental health professionals, 215</td>
</tr>
<tr>
<td>Mental health services: accepting, 262, 263–65, 270; refusing, 272</td>
</tr>
<tr>
<td>Mental hospitals, 102–3</td>
</tr>
<tr>
<td>Mental illness, 15; empowerment of people with, 259–68; examples, 262–68, 272–74</td>
</tr>
<tr>
<td>Mentally challenged (the): empowering families of, 271–74</td>
</tr>
<tr>
<td>Mentally ill (the), 88, 122, 124, 259; in Australia, 417–18; empowerment</td>
</tr>
</tbody>
</table>
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, 83, 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
Subject Index

National Center for Policy Analysis, 135–36
National Conference of State Legislatures, 134
National Conference on Social Welfare (NCSW), 104
National Congress of American Indians, 117
National Council on Alcoholism and Drug Dependence, 278
National health insurance (proposed), 121, 127
National Lesbian and Gay Health Foundation, 281
National Organization for Women (NOW), 125–26
National Research Council (NRC), 12
National Urban League, 116
National Welfare Rights Movement, 391
National Welfare Rights Organization (NWRO), 127
National Welfare Rights Union, 351
Nation building, 304, 362, 399
Native Americans, 96, 99, 103, 117; substance abuse, 277, 281
Natural groups, 296
Negative valuations, 34, 51; internalized, 32
Negro Fellowship League, 108
Neighborhood, 355
Neurobiological research, 208
Newcomer syndromes, 207
New Deal, 95, 114–18, 121, 126
New Freedom Bus, 372–75
New Freedom Bus campaign, 351
New Right, 114–18
Newspapers, 391–94
New York (state), 12
1960s, 123–26
Nineteenth Amendment, 112

“Noah’s Ark” principle, 297
Nobel Peace Prize, 104
Nonviolence, 125, 180
Normalizing (skill), 284, 298
North (the), 396–97, 398, 401
North America: social action groups in, 302–3
North-South Dialogue, 375
Not fully industrialized countries, 402
Nuclear family, 172–73

Occupational Safety and Health Administration (OSHA), 126, 202
Old-age and unemployment insurance, 115–16
Open-door policy, 243, 254
Operationalizing variables (skill), 257
Operation Bootstrap, 117
Operation Desert Storm, 132
Oppressed groups, social work with, 24

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,
305, 404; 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

Oppression, naming (skill), 336
Oppressive systems: hope of changing, 85
Oral history, 194, 257
Organizations: and power, 182–83
Organizer (role), 63, 64
Outcome expectations, 155
Outreach: with street children, 429–31

Panic disorder: example, 265–70
Paradigm: empowerment approach as, 402–12, 418
Paranoia: in cocaine use, 282, 284
Paranoid schizophrenia, 262; example, 270–71
Parenting: working on (example), 250, 251–52
Parity, 170, 239
Participant observation/observer, 67, 256, 357, 423
Partner (role), 61
Passive avoidance, 140, 153
Patriarchy, 50, 91, 410–11; and powerlessness, 180, 181
Pattern dynamic reflection (skill), 82
Patwah Community, Greater Georgetown, Guyana, 257, 362–66
Patwah Project, 412
PCP (pneumocystis carinii pneumonia), 285, 286, 415
Peacemovement, 105, 106
Pedagogy of the Oppressed, The (Freire), 35
People-changing solutions, 123, 125
People/environment concept, 24, 27, 39, 44, 45; see also Person/environment transactions
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
People power approach, 370
People’s organization(s), 368, 369, 371, 373
People with disabilities: practice approaches to, 42
Persian Gulf War, 131, 132
Person (the): problem in/and 38–39
Personal empowerment, 43
Personal empowerment practice, 304
Personal experiences: sharing, in lobbying or testifying, 382
Personal identity, 157
“Personal is political,” 50, 160, 380
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
Subject Index

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, 383–91
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,
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
Prisons, 99
Problem area, focusing on (skill), 237
Problem definition, 194–97, 198–99
Problems: are transactional, 193–94, 199; working on, together, 229–58
Problem solve: skills needed to, in empowerment approach, 86–91
Problem solving, 87, 89, 147; active, 141; block to, 33; empowering skills to enhance, 86; in face of oppression, 53; steps in, 156–57
Problem-solving concepts, 156–57
Problem-solving process, 82; in community organizing, 360; in social planning, 366–67
Problem-solving skills, 82, 83, 155, 238, 385; in dealing with stigma, 161
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
Process-stage approach: with ethnic minority clients, 170
Productive power, 181–82
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
Program for Economic Recovery, 128
Project COME, 362–66, 367
Progressive Era, 104–7; policy in, 114; racism in, 112–14; reform in, 110–11
Progressivism: women and, 111–12
Progressive party, 111
Prolixin, 261
Promoting critical consciousness/reflection (skill), 74, 76
Promoting reflective consideration (skill), 76, 386–87
Prozac, 261
Pseudo-communities, 355
Psychiatric caseworker, Reynolds as, 118–21
Psychiatric evaluation, 260
Psychiatry, 104
Psychic comfort, 87, 89; empowering skills to maintain, 85–86; maintenance of, 83
Psychodynamic approach, 39
Psychoeducation, 251, 267
Psychological state: in empowerment, 38
Psychopathology, 260
Psychosocial approach, 39
Psychosocial Rehabilitation (PSR), 338–39
Psychotropic drugs, 261, 270
Public policy, 11, 121; see also Social policy(ies)
Public welfare, 115
Puerto Rican Development Corporation, 117
Puerto Rican families, 172, 289
Puerto Ricans, 117, 131; substance abuse, 277–78
Puerto Rico, 113
Purpose, 56; empowerment group, 313–16, 321
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
Reciprocit, 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;
Resources (continued)
finding, 241, 242; and motivation, 84; power of obtaining, 31; uneven distribution of, 40, 403; withdrawal of power inform of, 178
Responsibility: accepting, 156; community, 360; in group members, 321; mutual, 377; personal, 37; social, 52, 144, 303
Revelle for Radicals (Alinsky), 367–68
Rich/poor gap, 15, 397
Right-to-a-Job Act, 16, 127
Risperidone (Risperdal), 260
Role definition, mutual, 197–98
Role issues: in assessment (example), 219–20
Role-play, 408; in political work, 385, 387
Role-play (skill), 233
Roles, 43, 54, 59, 86, 92–93; empowering, 61–65; example, 63–65; in group empowerment, 301
Role sharing, 171–72
Roots to Power (Staples), 371
“Round Robin,” 394
Rules for Radicals (Alinsky), 369
Rural-to-urban migration, 15, 112, 122
Safety, determining (skill), 196, 236, 239
Salience and relevance (principles), 193
Sanitation, 400
Saying their own word, 60, 65, 89, 329–30; example, 232–34, 237, 240
Schizophrenias, 149–50, 260, 262, 263, 284
School enrollment ratio, 400
Scientism, 103–4
Scotland, 305
Section 8 subsidies, 317–18, 329, 330, 383, 390–91
Security Deposit Program, 383, 388, 389, 390
Segregation, 106, 112, 122, 124
Self: authentic presentation of, 406; mature, 351–52
Self-blame, 37, 85, 156, 238, 344
Self-concept, 51, 140, 157
Self-determination, 60, 61
Self-directed groups, 296
Self-directed model, 304–5
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
Self-disclosure, appropriate (skill), 76, 77, 78, 85, 91, 300, 320
Self-efficacy, 37, 155
Self-empowerment, 60, 65; phases in, 73–77
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
Self-help groups, 158, 242, 281, 296, 344–45, 359
Self-help networks: substance abuse, 277
Self-in-community, 351–52
Self-reflection: as evaluation, 256
Seneca Falls, New York, 102
Sense of self, 34
Separation: in endings, 253, 254, 348; work of, 349
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), 355
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
Subject Index

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, 145
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, 54 (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;
empowered, 28; in empowering helping process, 187; and empowerment, xi, 30; in empowerment groups, 294, 295, 299–300, 306, 307, 310, 311, 313, 319–20, 321–22, 323, 327–29, 350, 333–34, 336–37, 340, 341, 342, 345, 348, 349; empowerment-oriented, 138, 247, 431–32; and global beloved community, 398; and history of oppression, 95; holistic vision, 60; home visits, 287; international collaboration, 401; job of, 11; learning from clients, 286–87; learning from group members, 330; and levels of empowerment, 54; and media, 392; mediating function of, 38, 182; multifocal vision, 185; person: environment territory of, 31; political work, 387; role in empowerment process, 199; role in interactionist approach, 293; role in social action, 367; as role model, 176; role of, 6, 54, 61, 67, 73; roles in community development practice, 361–62; sharing own experiences, xi, 88, 379; and social change, 61; with street children, 450, 431; and substance abuse, 277, 278; tasks of, 7, 67–69; in thought of Freire, 35, 36; use of force field analysis, 393; using power coercively, 181; in work phase, 229–30
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
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
Subject Index

Status issues: in assessment: example, 219–20
Stereotypes/stereotyping, 51, 186, 189; assessment of, 207; in children’s group, 327, 328, 329; gender, 376; of women and blacks, 173
Stigma, 48, 49, 50, 145, 165; coping with, 157–61; mentally ill, 272; types of, 157–58
Stigmatized groups, 33
Stonewall Riot, 126
Story(ies), 354; asking for, 193–94; importance of, 3–4; telling, 194–96, 198
Story, asking for (skill), 77, 283
Strategic Defense Initiative (Star Wars), 131
Strategies, 44, 59, 65; collaboration on, 64; in community organizing, 371; in feminist perspective, 377; in struggle for lesbian and gay civil rights, 380
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
Street News, 391–92
Strengths: focus on, 217–18, 225; working with: example, 247–49
Strengths perspective, 360
Stress: and coping, 140
Stress-coping paradigm, 26, 39, 49, 156
Strikes, 114, 138
Structural approach, 42
Structural change, 53, 61
Structural inequities, 34, 49
Structural unemployment, 142
Structure, use of (skill), 299
Subjective stress, 140–41
Sub-Saharan Africa, 400
Substance abuse, 140, 418; and empowerment, 276–82; and homelessness, 15, 334–36; impulse control and, 151; street children, 426, 429
Substance abusers, working with, 359; example, 282–85
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
Sudeka case, 140–42, 145–46, 151, 158, 172
 Suffragist movement, 105–6
“Sugarcane” (Blackman), 400–1
Suicide, 18, 151, 158, 163, 404, 428; substance abuse and, 281
Summarizing (skill), 237
Support (skill), 299
Surveys, 257; Patwah Community, 364–65
Survival needs, meeting: example, 230–32
Survival News, 391–92
Survival sex, 425, 429
Surviving: street children, 425–27
Sustainment (skill), 70, 71, 81, 82, 299
Symbolic power, 182
Synthetic/integrative function, 152
Systematic desensitization, 38, 153–54
Systems, 53; familiarity with, 86; not helping, 53; theory related to, 42–43
Systems’ negotiation (skill), 85
<table>
<thead>
<tr>
<th>Subject Index</th>
<th>515</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taboo area(s), 71, 73, 79, 202-3, 205, 323; naming (skill), 242; opening (skill), 283; picking up on (skill), 297</td>
<td></td>
</tr>
<tr>
<td>Tactics in community organizing, 571</td>
<td></td>
</tr>
<tr>
<td>Taking control of one’s life: example, 230–53</td>
<td></td>
</tr>
<tr>
<td>Tardive dyskinesia, 261</td>
<td></td>
</tr>
<tr>
<td>Tax reforms, 124, 129</td>
<td></td>
</tr>
<tr>
<td>Teachers as Cultural Workers (Freire), 57</td>
<td></td>
</tr>
<tr>
<td>Tegretol, 261</td>
<td></td>
</tr>
<tr>
<td>Telephone- and computer-based groups, 299</td>
<td></td>
</tr>
<tr>
<td>Temple University School of Social Administration, 375</td>
<td></td>
</tr>
<tr>
<td>Temple University Underground Railroad (URR), 2; see also Kensington Welfare Rights Union</td>
<td></td>
</tr>
<tr>
<td>Temporary Assistance to Needy Families (TANF), 134, 241, 391</td>
<td></td>
</tr>
<tr>
<td>Tenants’ organization (example), 356–57</td>
<td></td>
</tr>
<tr>
<td>Testifying, 92, 271, 373, 382, 383, 387, 388, 389, 391; preparation for, 385–86</td>
<td></td>
</tr>
<tr>
<td>Texas, 12</td>
<td></td>
</tr>
<tr>
<td>Themes/thematics: in culture circles, 378; empowerment groups, 311–13, 321, 351; generative, 67, 89, 404–5; sharing, 323; in Successful Women’s Group, 324–25</td>
<td></td>
</tr>
<tr>
<td>Themes, classifying (skill), 332</td>
<td></td>
</tr>
<tr>
<td>Theoretical foundations, 49–50, 53–54, 56</td>
<td></td>
</tr>
<tr>
<td>Theory(ies), 3, 31, 103, 303; global perspective on, 176–77; and feeling, 36; skills promoting, 82–83; see also Empowerment theory</td>
<td></td>
</tr>
<tr>
<td>Thinking patterns, 239</td>
<td></td>
</tr>
<tr>
<td>Third world, 402</td>
<td></td>
</tr>
<tr>
<td>Thorazine, 260–61</td>
<td></td>
</tr>
<tr>
<td>“Thousand Points of Light,” 131</td>
<td></td>
</tr>
<tr>
<td>Threat power, 183</td>
<td></td>
</tr>
<tr>
<td>Time, 187–88; in endings, 254</td>
<td></td>
</tr>
<tr>
<td>Time, 136</td>
<td></td>
</tr>
<tr>
<td>Tracey case, 247–49</td>
<td></td>
</tr>
<tr>
<td>Tragedy, 354</td>
<td></td>
</tr>
<tr>
<td>Training for Transformation (Hope and Timmel), 405</td>
<td></td>
</tr>
<tr>
<td>Transactional process, 234</td>
<td></td>
</tr>
<tr>
<td>Transactional view of political and personal change, 46, 47/Transactions, 139; see also Person/environment transactions</td>
<td></td>
</tr>
<tr>
<td>Transformation, 34</td>
<td></td>
</tr>
<tr>
<td>Treatment, length of, 187–88</td>
<td></td>
</tr>
<tr>
<td>Trickle-down economic philosophy, 114–18, 128</td>
<td></td>
</tr>
<tr>
<td>Trust, 67, 69, 82, 321</td>
<td></td>
</tr>
<tr>
<td>“Tuning-in,” 67, 189–90, 191, 206, 254, 279; example, 68–69; to shelter alumnae empowerment group, 311</td>
<td></td>
</tr>
<tr>
<td>Twelve-Step programs, 280, 282, 285</td>
<td></td>
</tr>
<tr>
<td>Two-parent families, 172–73</td>
<td></td>
</tr>
<tr>
<td>Uganda, 405</td>
<td></td>
</tr>
<tr>
<td>Underclass, 97, 129, 164, 165, 358</td>
<td></td>
</tr>
<tr>
<td>Underemployment, 15, 129</td>
<td></td>
</tr>
<tr>
<td>Understanding, conveying (skill), 196, 298</td>
<td></td>
</tr>
<tr>
<td>Underweight, 400</td>
<td></td>
</tr>
<tr>
<td>Unemployment, 115, 129, 163, 164; blacks, 130–31; and substance abuse, 281</td>
<td></td>
</tr>
<tr>
<td>UNICEF, 15, 419, 420, 422, 431</td>
<td></td>
</tr>
<tr>
<td>Unique personhood, 41, 53, 60, 170</td>
<td></td>
</tr>
<tr>
<td>United Farm Workers, 126</td>
<td></td>
</tr>
</tbody>
</table>
## Subject Index

United Nations, 261, 417, 428; Task Force on Basic Social Services for All, 399–400; Declaration of Human Rights, Economic Human Rights, 374–75

United Nations Conference on Human Settlements (Habitat II), 15

*United Nations Habitat Agenda*, 420

United Seamen’s Service, 119

United States: child poverty rates, 13–14; homelessness, 420, 428

Universal Declaration of Human Rights, 374

University College Cork: Adult Education Department, 413–14

University of Guyana (UG), 421; Department of Social Work, 412; Social Work Degree Program, 362–63, 365

Upper class, 164–65; African American, 358

Upper middle class, 165

Urban Institute, 134

“Urged to Deny the Secrets” (Weisen-Cook), 161

U.S. Conference of Mayors, 420

U.S. Council on Social Work Education, 14

U.S. Supreme Court, 112, 113–14, 122

Validating/validation, 83, 238; in example, 63, 64; skill, 75, 76, 79, 233, 242, 284, 315

Value base, 43, 45, 46–48

Value power, 183

Values/value systems, 56, 177, 417

Ventilation (skill), 81, 83

Victimization, 49, 404, 421; street children, 426, 428, 429

Victim role, discarding, 60

Vietnam War, 125, 126

Violence, 138, 151, 326, 372, 404

Virginia State Federation of Colored Women’s Clubs, 107

Visiting Nurses Association (VNA), 286

Voluntarism, 128, 131

Voting rights, 124

Wage-earning people: unjust treatment of, 96–99

War Bride Act, 114

War on Poverty, 124–25, 126

Water, safe, 400

Wealth differentials, 99–100

Weighing/assessing process, 218, 225–26

Welfare, 124; corporate, 136; “getting off,” 247; responsibility of states, 128, 134

Welfare reform, 127, 134–36, 391; proposed, 127

Welfare rights organizations, 247; see also Kensington Welfare Rights Union (KWRU)

Welfare state, 94, 121, 126, 132; fragility of, 129; need for expanded, 135

Western Africa, 404–5

West Virginia, 12

“Where Do We Go from Here: Chaos or Community?” (King), 125

White children: poverty rates, 12

White flight, 353, 356

White privilege, 2

WIN program, 124

Woman’s Peace Party, 106

Women, 45, 48, 94, 95, 400; African American, 106–9; and AIDS, 285; discrimination against, 122; drug
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