THE DEVELOPMENT OF A WORKSHOP

FOR IDENTIFYING

PERSONAL PRACTICE MODELS

BY

JUDY MCLEAN SHELTON RAMSDEN

November, 1997

THE DEVELOPMENT OF A WORKSHOP

FOR IDENTIFYING

PERSONAL PRACTICE MODELS

BY

JUDY MCLEAN SHELTON RAMSDEN

Submitted in part fulfillment of the requirements for the

degree of

MASTER OF ARTS IN SOCIAL SCIENCE

(MENTAL HEALTH)

in the

DEPARTMENT OF SOCIAL WORK

at the

UNIVERSITY OF SOUTH AFRICA

Supervisor : Doctor K J Collins

Joint Supervisor : Professor W F van Delft

November, 1997

ACKNOWLEGEMENTS

1. I wish to express my thanks to my study leader, Dr K J Collins,
   for her guidance and never ending belief that I could do this,
   and to the joint study leader Professor W.F. van Delft.

2. I wish to thank Leonard Carr for his creative ideas.

3. I wish to thank the Director, Mrs E M Dooley, and staff at
   Family Life Centre for their ideas and support.

4. I wish to thank my husband, Dennis, and my family for their support
   and encouragement.
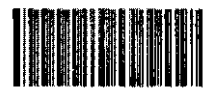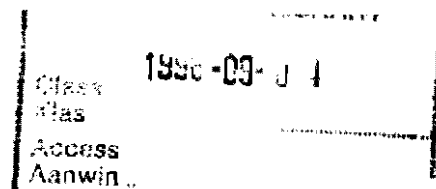
SUMMARY

After nine years of working in the field of social work, this including counselling, training and supervision, the researcher became aware of the need to develop a tool by which social workers could identify how they work.

This study is for the social workers. It will review theory and techniques and then will go one step further. It will offer a new product to the social worker, a product whereby he or she can internally reflect on, investigate, argue about, integrate and finally, within the relationship the social worker has with his or her own working self, developed a personal practice model.

Developmental research was selected as the research design. The tool to achieve the goal of developing a personal practice model was a workshop.

A pilot study was undertaken at Family Life Centre.

LIST OF CONTENT

Chapter 1.

The Research Problem

Chapter 2

Information Gathering

CHAPTER 1

THE RESEARCH PROBLEM

1. Introduction

   The focus of this study is on developing an experiential workshop at Family Life Centre, a registered welfare organization in Johannesburg, the commercial city of South Africa.

   The workshop will introduce techniques, tools and a reflective process whereby social workers will have the opportunity to reflect on their own very personal way of helping clients, within the context of a counselling agency.

   This chapter will identify the problem, give reasons for this study, identify the objectives of this research and describe the research methodology.

2. Problem analysis and identification

   "Daring as it is to investigate the unknown, even more so it is to question the known" (Kasper in Watzlawick, Weakland and Fish 1974:XI).

   This is the very basis of this study. To question what social workers in the helping profession already know. What social workers already know is theory and techniques. They know they help clients, they

<u>know</u> they can make a difference in the life of a client, they <u>know</u> they can empower clients, they <u>know</u> they can help couples stay together, they <u>know</u> they can help couples separate. The question then, as suggested by Kasper (1974) is, what exactly does the social worker do that makes the difference?

It is no longer enough to just say "I helped that client, but I don't know how or what I did that made the difference." There is, therefore, a relationship between the social workers puzzles and their solutions. This study offers an intense look at that relationship.

Guy, Edgely, Arafat and Allan (1987:11) state that while undertaking research, the practititioner/researcher makes an honest attempt to hold up a camera and not a mirror when we look at the world around us. The researcher states that as the social workers click the shutter, they see part of themselves in the picture. The observer is in the observation. The reflection, and therefore the self of that worker will have an impact on that study.

Preston-Shoot and Agass (1990:8) have stated that social workers ".... need more than common sense." That is, social workers enter into the helping profession after three or four years studying at a University, armed with a degree and some life experience, and, with luck, a sense of who they are in the world. This could be rounded off and declared as common sense and, as Preston-Shoot and Agass (1990) state, it might just not be enough.

They go on to say that social workers in the helping profession are, each day, involved with people in highly charged and complex situations. People that are disadvantaged economically, socially, politically and emotionally. Social workers are under a lot of pressure to make sense out of these experiences as well as to effectively intervene. There needs to be an understanding of what influences the client and the relationship, understanding of the conflict in the life of the client.

Social workers have theoretical frameworks to guide them, but they need more. Workers need to be given a critical edge. The edge that will enable them to rescue themselves and their clients in times of turmoil, as well as to make sense of their occupation.

Each year many numbers of social workers are lost to the profession, suffering from burn out, i.e. the emotional pressure becomes too great to bear. The worker has nothing in her personal or professional armoury to call on, no back up plan. She or he has no critical edge. This study aims at, through the experience of the workshop, to give each worker the opportunity to find their own personal critical edge.

"Social workers are human beings, and have right to be good enough" (Preston-Shoot and Agass 1990:128). That is, not only good enough to be of help to the clients they serve, but also to enhance their own growth process as well as that of the agency in which they practice their profession. The researcher believes that we dull therapy by the

way we conceive it. We have stopped imagining, stopped the fictional flair. There is no more mystery or beauty. If the helping profession is to survive, it needs to be able to practice creatively and effectively. Social workers will need to use this workshop to think about who they are and what their roles are in the profession. Through the workshop they can invite new ideas into their professional armoury. They can rekindle the mystery and the flair that was always meant to be in this profession.

3. <u>Motivation for this study</u>

The researcher is currently employed at Family Life Centre in the capacity of a social worker, specifically involved in individual and couple counselling, adolescent counselling, group work, family therapy, trauma debriefing, training and supervision of students.

Family Life Centre is a registered welfare organization and is affiliated to the Family and Marriage Society of South Africa. The organization has its head office in Parkwood, Johannesburg, the prime commercial city of South Africa. A second major office is situated in the Johannesburg city centre. There are satellite offices in Lenasia, Soweto and Mondeor. These are suburbs and townships of Johannesburg.

Clients contact Family Life Centre and are put through to an intake officer, on duty each day. A brief assessment is done, on the

telephone, and then clients are placed onto a waiting list, with the exception of adolescents and clients requesting trauma debriefing. These are seen by the social worker within 24 hours.

Family Life Centre is made up of four sections. The Counselling Section, the Community Section, the Business Section and a Training Section.

1. **The Counselling Section**

    1. A daily and After Hours Service.
        Counsellors are then available for individual, couple adolescent, trauma debriefing (to name but a few areas of counselling) from 8.00 a.m. to 8.00 p.m., 5 days a week.

    2. Case consultant groups. All social workers, volunteers and students are expected to attend these groups, facilitated by a psychologist who works outside of the agency.

    3. Supervision. All social workers, volunteers and students are expected to attend individual supervision with a senior social worker employed within the agency. The researcher has, for the last 5 years, supervised social work students from the University of South Africa. The students do their practical work for 3rd and 4th years at Family Life Centre. They do individual counselling, run

a counselling or educative group and conduct a community work project.

4. Divorce Mediation. This service offers mediation to couples who are getting divorced. Family Life Centre also offers training modules for mediators involved in divorce and family mediation.

5. Family Therapy. This counselling is based on a systemic and constructive team approach. A one-way mirror is used. There are 3 Family Therapy teams.

6. Trauma debriefing. Counselling is offered for individuals, couples and families who have been involved in car hi-jackings, robberies and motor vehicle accidents.

7. Group work. Family Life Centre offers the following groups :
    - divorce support groups.
    - support groups for non-custodial parents.
    - groups for children of divorced parents.
    - groups for step children.
    - personal growth groups for adolescents.
    - personal growth groups for adults.

- single parent support groups.

8.   In-service training. Three times a year outside speakers are invited to talk to staff and volunteers.

2.   The Community Section

The Community Section aims to build resources in individuals and communities by enhancing existing strengths and promoting the acquisition of information and life skills. Some current community work projects are :

1.   Education for Living in Eldorado Park and Klipspruit West.

2.   The development of a primary school at the Zandspruit Squatter Camp.

3.   A student project in Coronationville, where pupils were trained as peer counsellors.

4.   The Westbury women's self help project.

5.   Riverlea Baby and Toddler day care centre.

6.   Unemployed women's group in Westbury.

3.   **The Training Section**

The Training Section offers various training courses throughout the year. Some of the courses are, basic counselling skills and marriage counselling courses.

4.   **The Business Section**

The Business Section encompasses the Centre for Occupational Social Work Services, which provides counselling and education in industry.

Services are available in the City, Parkwood, Randburg, Mondeor, Alexandra, Bosmont, Lenasia, Kliptown, Eldorado Park, Riverlea, Dobsonville, Tembisa and Soweto.

The community served by Family Life Centre is made up from the rich spectrum of people living in these areas. Family Life Centre serves all people and has developed its policy in keeping with the different cultures, values and beliefs of people in those areas.

This study has its focus in the Counselling Section of Family Life Centre. The mission statement of this section : aims to build mutually satisfying and fulfilling family and peer relationships through counselling in the areas of marriage, families, adolescence, parenting and trauma debriefing.

Family Life Centre, in offering services to the community also looks inward to its social workers. There are 30 social workers currently employed at Family Life Centre. There are also 10 sessional workers, 8 after hour clinicians, 3 psychology interns, 4 students, 20 volunteer marriage counsellors, and 20 education counsellors. Focus has always been on the needs, personal and professional of those working at this agency.

One of the responsibilities of this researcher was to organize the in-service training, for the staff and volunteers at Family Life Centre. It became clear over the last 9 years, that although most of the training met the theoretical needs of the social workers, nothing addressed their experiential needs, i.e. what actually happened in the counselling relationship, what was their own personal critical edge? No documented programme exists whereby workers can identify and/or develop their own personal practice models.

A personal practice model is defined as the techniques, skills and values that the worker develops and internalizes into his or her own personal make-up. Discussion on the personal practice model continues in
Chapter 2.

Family Life Centre has always encouraged individual choice of theory and models. Nevertheless each worker is expected to be accountable to the client and the agency, and to be ethically aware of the reasons for their choices.

3.1. Accountability

Accountability means that the agency and the social workers are responsible to the consumer, to offer the best possible service and if required, to answer to the public if the best service is not provided. Duehn in Grinnell (1981:11) states that as workers in a responsible, knowledge based profession it is their duty to investigate and continuously evaluate their practice activities. Research is a publicly accountable activity. Staff and volunteers, at Family Life Centre, are encouraged to do research with all their work. Research designs are put into practice in the Counselling Section, whereby statistically, the social workers can evaluate changes in the client over a certain number of counselling sessions.

Staff and volunteers, at Family Life Centre, are expected to attend weekly supervision. This is one of the processes built into the agency to assure accountability of all the counsellors. Kadushin (1985:24) defines supervision as a process whereby a senior social worker has the authority to direct, co-ordinate, enhance and evaluate the on the job performance of the supervisees for whose work she is held accountable. This includes administrative supervision, i.e. writing of reports, keeping a record of monthly statistics for the agency and attendance at meetings. Another function is educational, whereby the supervisor, motivates and encourages the supervisee to include a theoretical base in his or her work and introduces relevant literature to read. Another function of supervision is support. A major component of a social worker's role is to develop a warm, genuine relationship with her client; it follows then, that this same social

worker will look for and expect this same relationship with her supervisor.

Supervision then is an integral component of accountability at Family Life Centre.

It is this researcher's opinion that accountability is influenced by the relationship between the social worker's inherent belief and value of herself and the value she has for other people. The social worker needs to respect herself, then there can be respect for others.

When a social worker can risk transparency he or she is accountable to that client and the social work profession. This is the approach taken in the orientation toward a practice model.

Fischer (1978:XV) states that accountability is more than just statistics, it is how to select the knowledge and techniques used, it is keeping up with changes in theory and practice, but also it has to do with the relationship between all of these.

Compton and Galaway (1989:184-185) state that dignity is enhanced through accountability. In the partnership between client and social worker, both parties have legitimate expectations of the other. The client expects that the social worker has the knowledge, skills, values and ethics inherent in the social work profession.

Accountability means availability, being on time for appointments, providing accurate information, acting respectfully, referring if necessary, and most of all, it means knowing what you do in counselling.

This derives from a solid learning base, a supportive agency and a sense of professional self.

3.2   Ethics

"Ethics refers to standards of conduct to ensure moral behaviour" (Mark 1996:36). At the end of World War II, the Allied Countries tried Nazi war criminals for crimes against humanity at the Nuremberg Trials. A set of standards for ethical behaviour was drafted, known as the Nuremberg Code. This was the first of its kind and has set the standard for later research ethics codes (Mark 1996:38-39). The Nuremberg Code and the Belmont Report (drafted in 1987 by the National Commission for the Protection of Human Subjects in Biomedical and Behavioural Research) established a basis for codes of ethics used today by social work researchers. Compton and Galaway (1989:196) state that professional ethics are a set of obligations, of that professional person in his or her relationship with others. This includes clients, other professionals and the general public.

The social worker profession has defined for itself some very basic values and assumptions; self-determination, accepting the differences in people, respecting the dignity of all.

The Council for Social and Associated Workers have set down rules relating to the course of conduct to be followed by social workers in the practising of their profession. (Social and Associated Workers Act, 1978)

The researcher, for the purpose of this study, will highlight some of these rules:

1.   Every human being has a unique value and potential irrespective of origin, ethnicity, sex, age, beliefs, socio-economic and legal status.

2.   The social worker has the responsibility to devote his professional knowledge and skills scientifically for the benefit of each individual, group, community and mankind.

3.   The social worker has a primary obligation to render service professionally.

4.   Scientifically evaluate and support the profession in order to enhance and raise the dignity and integrity of the profession.

5. The social worker shall recognise and take into account his personal and professional limitations.

6. Base social work practices on scientific knowledge, keep abreast of relevant developments and participate in research.

7. Maintain a professional relationship with the client.

8. Promote opportunities for the exchange of knowledge and experience between colleagues and other professional persons.

9. Respect and honour the training and service-rendering of colleagues and other professional persons.

Schenke in Grinnell (1981:57) have also stated that clearly defined ethical principles should be used as guidelines in our research and in dealing with people. These principles will help prevent abuse to all involved in the study.

Social workers committed to ethical research, search for answers without deceiving others, causing harm, or being dishonest in any way.

At Family Life Centre, a Professional Affairs Committee meeting is held bi-monthly, to oversee professional matters in this agency. The Chairman and Vice-Chairman are clinical psychologists with social

workers and volunteer counsellors on the committee. The primary value of the agency is respect for persons and is upheld both internally with the agency and in the service it provides. Professionalism in practice is strongly emphasised, underscored by the principles underlying social work practice, in particular acceptance, a non-judgmental attitude and confidentiality. In relation to staff and counsellors, open communication is stressed. A balance between the needs of the client and the counsellor should be reached. The ethical base upon which Family Life Centre operates is then formulated according to standards set by the Professional Affairs Committee.

This study is based on the ethical principles of the social work profession. There will be respect, at all times. Respect, not only for the professional status of the participant, but also for their different personal experiences. Research will be conducted in an honest and transparent way. All different ideas, values and beliefs will be respectfully heard. Confidentiality will be respected.

This researcher believes deeply in the values of respect, warmth and congruence, and a genuine attempt will be made to include these in all the stages of this research.

4.   Objectives of the study

The aim of this study is to develop a workshop programme, to implement this programme with a pilot study at Family Life Centre, and to evaluate this programme.

The objectives of the study are :

- to identify and describe from literature aspects central to this workshop, i.e. social work theory and techniques and a personal practice model.

- to develop a workshop programme which others can use to identify and develop personal practice models.

- to conduct a pilot study and evaluate this programme.

5.   Research Methodology

The research design provides the overall plan and strategy of the investigation. The design structure encompasses the problem identification and analysis, definition, evaluation and dissemination of findings (Tripodi in Grinnell, 1981:198).

In this section the researcher will focus on the research design selected for this study and the steps taken in that design.

5.1   Research Design

This study will grow out of developmental research, "a model
of research for the generation of new social work intervention
technology" (Thomas in Grinnell 1981:590). This research is
not meant to replace conventional research, but to complement
it. Its focus is toward innovation. It is also important to keep
up with new social technology, changes in resources, new
attitudes, new social objectives. All the above have bearing on
social work. Developmental research is concerned with
knowledge development and the study of practical arts.

Varied approaches have been employed to address the practice
application of research. (Rothman and Thomas 1994:3-4)
suggest that there are three types that reflect that intent:

(a)   Emprical research to extend knowledge of human
       behaviour, referred to as Intervention Knowledge
       Development.

(b)   Intervention Knowledge Utilization, which is the
       utilization of research findings.

(c)   Research directed toward developing innovative
       interventions, referred to as Intervention Design and
       Development.

The three types of research are called intervention research and though there are some differences between them, they share three common factors :

1.   They are types of applied research.

2.   They have an intervention mission.

3.   They are directed toward shedding light on, and providing solutions to practical problems.

For the purpose of this study the research design, (developed out of developmental research), to be used will be Intervention Design and Development.

The operational steps of this design are practical, and will guide this study. They are also applicable to the basic premise of this study, which assumes that participation of workers develops innovations, upon which the social work profession depends.

5.2   Design and Development

The facets of Intervention Design and Development, as set out by Rothman and Thomas (1994:7) are :

1.   Objectives

To develop new human service technology, for example, new service programmes.

2.   Methods

These include problem analysis, intervention design, development, evaluation and dissemination of related techniques.

3.   Outcomes

A technical means of achieving human service objectives, such as a service programme.

5.3   Research steps

The phases of this intervention research are :

problem analysis and project planning, information, information gathering, design, development and pilot testing, evaluation and dissemination.

The above phases and the following operational steps of intervention research are described by Fawcett, Surez-Balcazar, Balcazar, White, Paine, Blanchard and Embree in Rothman and Thomas (1994:28).

Problem analysis and project planning

This step involves identifying and involving the participants, gaining entry to the setting, setting goals and objectives and analysis of the problem.

Problem analysis and identification, and the motivation for this study have already been described in this chapter. The demarcation of the study i.e. gaining entry, describing of respondents will follow in this section.

Information gathering

This step involves using of existing information and identifying functional elements of successful models. In this study these are described by identifying social work theory and models, a review of existing social work theory, integration of the self with social work theory and a review of the personal practice model.

Design development and pilot testing

This step includes the designing of an observational system, specifying of the elements of the intervention, developing a prototype and conducting a pilot test.

In this study these steps are described under the headings of planning for the design, workshop theory and model, planning for the workshop and implementing the workshop.

Evaluation and dissemination

This step includes collecting and evaluating the data.

Collection and evaluation will be part of the workshop.

Recommendations will be made for further use of the product.

6. Demarcation of Study

6.1 Theoretical

For the purpose of this study the researcher consulted literature relating to existing social work theories and models. It is acknowledged that a social worker cannot develop a personal practice model without some knowledge of what theories and models already exist.

Gregory Bateson (Keeney 1983:187) states that if action has to be planned at all, it must planned upon an aesthetic base. This study is then theoretically grounded in an aesthetic epistemology. This means that the observer is included into her observations, i.e. the researcher does not only observe, but is also part of that which she is observing. The researcher is not a manipulator or power broker, but will be an artist, becoming part of the ecology and using many levels of mind - unconscious, conscious and external, and the relationship between them.

6.2 Geographical

The researcher is employed at Family Life Centre. The research will be conducted at this agency, which is geographically based in Johannesburg, South Africa.

6.3 Respondents

Family Life Centre currently employs 30 social workers. There are also 40 volunteers at the agency, along with 10 sessional workers, 8 after hour clinicians, 3 psychology interns and 4 social work students. The sessional workers are social workers, not permanently employed at the agency, but who work a specific number of hours per week and are paid according to the sessions that they work. All the above workers will be invited to take part in this study.

CHAPTER 2

INFORMATION GATHERING

1. Introduction

This chapter focuses on, using existing information sources, studying material examples and identifying functional elements of successful models (Fawcett et al in Rothman and Thomas 1994: 28).

The operational steps outlined in this chapter follow the design and development process and include clarification of social work theories and models, reviewing existing social work theory, integrating the self with theory, and introducing the personal practice model.

2. Social work theory

"A theory is a value based philosophy used to explain human behaviour. The choice of the theory that a helper uses to explain realities will be determined chiefly by his or her value system" (Schenck 1992:11). Theory, based in the practice of social work, is what guides, directs and leads the social worker.

"Theory provides a framework for making scientific observations about counselling. Theorizing encourages the coherence of ideas

about counselling and the production of new ideas" (Brammer and Shostrum in Boy and Pine 1982:32).

Le Croy (in Schenck, Collins and Spies 1994:2) state that theory provides a lens through which the social worker can view a particular situation.

The professional skill is to apply that theory in practice, and to be aware that it is the theoretical framework that determines the lens through which the worker will make his or her observations. It is the theory that distinguishes the professional worker from the informal helper.

In this study the theoretical base used by the researcher is that of systems theory. The theoretical roots of systems theory lie in the work of Ludwig von Bertalanffy (Nicolas and Schwartz 1995:88). The concepts that are important for this study are :

1.   The system is more than just the sum of its parts, i.e. the system that would be represented, in this study, is that of the respondents, and the researcher, at the workshop.

      This system is greater than the sum of its parts in that each part of that system carries with it something greater, i.e. experiences and knowledge from interactions outside of that system.

2.   The emphasis is on interaction within and among systems.

3.   The observer is in the observation.

4.   The self of the researcher cannot be edited out.

5.   The importance of ecological beliefs and values.

3.   <u>Social Work Models</u>

Schenck (1992:11) states that a model is based on a specific theory, of which it is the operationalization. The theory is then the written recipe. The model is the "how" that recipe eventually turns out. A novice follows the recipe to the letter, the more experienced baker will make changes, allowing the recipe to fit the baker, adding a bit, subtracting a bit, but basically staying true to very basis of that recipe (or theory). When making changes to that recipe, the baker must be able to justify those changes. Models should be based on the operational guidelines that the theory has set aside, along with the social workers inherent knowledge of him or herself.

Mullen in Grinnell (1981:606) states that the model is a problem solving device, i.e. it is a representation of what the worker expects to do in practice. The model is the bridge between theory and practice.

The model used by this researcher, for this study, is the person-centred educational model (Boy and Pine 1990: 189-203). The concepts of this model, as it relates to this study is discussed later, under the heading of workshop model.

4. <u>Review of existing theories and techniques used in social work</u>

Hjelle and Ziegler (1976: Xiii - XV) give a clear list of what they describe as the primary personality theories. They are listed here, with a brief description of each. It is on these personality theories that some social workers base their theories and models. The researcher will present the most common of these theories and therapeutic techniques.

With the selection of a theory, added to the experience of the counselling, the social worker will develop a personal practice model.

- Sigmund Freud - <u>Psychoanalytic theory</u>

This theory has been applied to almost all areas of human behaviour. Art, criminology, education, philosophy, sociology, religion and social work have felt its influence. It is the basis of psychoanalysis and uses well developed methods such as free association, dream analysis, analysis of defense mechanisms, transference and counter-transference. The focus of this theory is a deeper understanding of the self.

The techniques of psychoanalytic theory are used in counselling to enable the client, by working through unconscious material, to gain insight into their behaviour which will lead to personality change.

- Erik Erikson - <u>Psychosocial theory</u>

This theory stresses the importance of psychosocial aspects of development beyond early childhood, through the entire life span. Development proceeds through a series of eight stages.

Each stage is depicted in terms of a psychosocial conflict and the personality determined by the resolution of these conflicts.

The stages are :

1. Infancy-basic trust versus mistrust.
2. Early childhood - autonomy versus shame and doubt.
3. Pre-school - initiative versus guilt.
4. School age - industry versus inferiority.
5. Adolescence - ego identity versus role confusion.
6. Young adulthood - intimacy versus isolation.
7. Middle Age - generativity versus stagnation.
8. Later life - ego integrity versus despair.

Knowledge of the above stages are essential when counselling children, working with parents, and even in marriage counselling, as couples may be in different stages of development.

- Henry Murray - <u>Need theory</u>

This theory has motivation as the dynamic and energizing force within the individual. Need is the central contract and continually interacts with environmental forces to produce behaviour. This

theory has had influence on assessment, clinical diagnosis and research. However there is an absence of emprical studies directly designed to test aspects of this theory in counselling.

- B F Skinner - Behaviouristic - learning theory

Skinner contended that behaviour is determined, predictable and environmentally controlled. He rejected internal sources of behaviour. Behavioural therapy, with its focus on reinforcement and modelling is based on this theory.

Behavioural techniques, in counselling, can be used when working with children in family therapy who have presented with behavioural problems. Focus is on reinforcing positive behaviour, rather than focus on the negative aspects. Children can also be counselled separate from their families with behavioural techniques.

- Gordon Allport - Trait theory

This theory states that behaviour is determined by a personal trait, i.e. a predisposition to respond in a consistent manner to various kinds of stimuli. No two people react identically to the same situation or stimulus. The basis of Allport's theory is that a person is healthy and rejected the premise that the personality was built around psychopathology.

There is no research, to date, to support the core constructs of this theory. However, with a view to this study, the focus of health, rather than pathology is of value here, and in counselling.

- George Kelly - Cognitive theory

This theory is based on the position of constructive alternativism, which holds that reality is what one construes as reality. Emphasis is on the cognitive or knowing aspects as dominant features of personality. Each individual has a uniquely construed system, which he or she uses to interpret experiences.

The importance of this theory for counselling is that the social worker needs to be aware of the influence, her own subjectivity, has on the therapeutic process.

Therapy is not about some objective condition. The social worker and the client work together in co-creating a new reality.

- Abraham Maslow - Humanistic theory

This theory became known as the third force movement. The first was psychoanalysis which presented an image of man as a creature of instinct and conflict. The second was behaviourism, which depicted man as a victim of external stimuli. The humanistic theory focuses on growth, self-actualization, and the striving for health. The belief is that a person is never static, striving toward a process of becoming.

A central focus of the humanistic theory is the capacity of the human being to love, make choices, relate, be creative, possess meaning and have values. The counsellor needs to emphasize subjective reality and respect the uniqueness of each client's experience.

- Carl Rogers -Phenomenological theory

Phenomenology is the study of subjective experience, feelings of the world and of the self. Rogers believed that the innermost core of human nature is good, purposive and trustworthy. This formed the basis for his client - centred therapy. Rogers believed that the relationship between the client and the counsellor is the most important factor responsible for therapeutic change.

Techniques, based on Rogers client-centred therapy, play a major role in counselling. Warmth, empathy and congruence are values that help form the counselling relationship, but will also play a major part in this study.

Further theories and therapies are listed below as described in Corey (1982).

These are again the most common, on which social workers may select from as a base for their personal practice models.

- Carl Jung - Analytic theory

Carl Jung was originally a colleague of Freud, but because of some serious differences broke away and developed his own analytic

theory. One major aim of this theory, in therapy, is helping clients become aware of material in their personal and collective unconscious. The process utilizes dreams as a central part of the therapeutic process, but unlike the Freudians, Jung did not interpret single dreams, but had his clients keep a log book of their dreams, to interpret, much like the chapters of a book.

- Alfred Adler - Individual psychology

Adler was also a colleague of Freud. Counselling focuses on the relationship, helping clients develop insight and to consider options and alternatives.

Consciousness is the centre of personality and humans are motivated primarily by social urges.

Counsellors assist clients to become aware of their assets and strengths, making use of encouragement and support.

- Karen Horney - Psychoanalytic theory

This theory is more optimistic than the psychoanalytic theory of Freud. The primary concert is basic anxiety, feelings of isolation and helplessness. Counsellors need to challenge clients to look at their motivations for certain styles of behaviour, within a framework of three neurotic trends.

1. The compliant type. These individuals demonstrate a need for affection and approval and become subordinate to others to seek out that approval at a cost of their own self esteem.

2. The aggressive type. The individual's world is dominated by hostility, and to survive they need to become dominant over others. Life becomes a competition and a battle to cover up feelings of insecurity with aggression.

3. The detached type. The individual presents a front of self-sufficiency, and creates barriers to maintain emotional distance from others.

- Erick Fromm - Psychoanalytic theory

Fromm contended that humans are influenced by social and cultural forces and argued against the Freudian deterministic view. His theory states that people have five needs that arrive from the human condition.

1. The need for relatedness. The need to actively care, respect and show understanding to others.
2. The need for transcendence. This is to rise above animal nature and become a creative being.
3. The need for rootedness. The need to feel connectedness with the world and others.

4.   The need for identity. This is a striving for a sense of self and an awareness of personal uniqueness.

5.   The need for a frame of orientation. A striving for a sense of place and value in the outside world.

The above needs give counsellors a focus for the therapy sessions, and will help them gain understanding into the lives of their clients.

- Harry Stack Sullivan - Interpersonal theory

Sullivan viewed the therapeutic process as a unique interpersonal relationship. He saw the counsellor as a participant/ observer, and stressed the importance of the impact of the personality of the counsellor on the therapeutic process.

The focus here is on the relationship between the counsellor and the client. Sullivan stresses that the counsellor needs to be aware of her own personality, for it is this that is the principal instrument of observation.

- Wilhelm Reich - Body-oriented therapy

The central focus of this theory is that emotions are an expression of the movement of body energy. Focus is on blockages to feelings, and ways, in therapy, to open up those feelings. Emphasis is on assisting clients to develop free expression of their sexual and emotional feelings, within a mature relationship.

34

A technique used in counselling, is to work on the client's body through deep breathing exercises. Clients' feelings are expressed through the body, eyes can express aliveness or emptiness, the mouth can be tight or loose.

- Existential therapy

This therapy is considered as an approach or philosophy in therapeutic practice. The approach is grounded on the assumption that people are free, i.e. not restricted by unconscious forces, irrational drives or past events.

Existential therapy seeks to expand self-awareness and increase the potential for choice, helping clients face the anxiety of choosing for themselves and accepting reality. Emphasis is on the therapeutic relationship where the counsellor helps the client realize they are not a passive victim, and can make choices to change their lives.

- Frederick Perls - Gestalt therapy

The basic assumption of Gestalt Therapy is that people themselves can deal effectively with their life problems and the therapy provides intervention and challenges, to help them gain knowledge and awareness as how to proceed toward integration and growth. It is an action approach, focusing on the here and now, unfinished business and unexpressed feelings.

In counselling the empty-chair technique can be used to encourage the client to converse with parts of themselves, a role-play where the client plays all the parts.

- Eric Berne - Transactional analysis

This approach supplies a framework for the analysis of three separate ego states - parent, adult and child.

The goal of analysis is to assist clients in making new decisions regarding their present behaviour, and in the direction of their life. The focus is on rational aspects, with attention to cognitive issues.

In counselling couples can be encouraged to make diagrams of their parent, adult and child, and with guidance from the counsellor compare them with a view of understanding their relationship.

- Albert Ellis - Rational-emotive therapy

This therapy is based on the assumption that people are born with the potential for both rational, straight thinking and irrational, crooked thinking.

The theory is designed to induce people to examine their self-defeating and irrational beliefs and to substitute logical ideas in their place.

Rational-emotive therapy stresses the counsellors full tolerance and unconditional positive regard for the client. The RET counsellor relies heavily on thinking, disputing, debating, challenging and teaching.

- William Glasser - Reality therapy

The heart of this therapy is the acceptance of personal responsibility, which is equated with mental health. The basic premise is to consider identity in terms of a success identity versus a failure identity.

Therapy helps clients fulfill the basic need of love and to be loved, and the need to feel worthwhile, to themselves and others.

Other theories that social workers can select from are :

- General systems theory

This theory redefined therapy, moving from intervention focused on the individual, to participation of all those who held a similar definition of the problem. A system is defined as a "set of elements standing in interrelation among themselves and with the environment." (von Bertalanffy in Lewis 1989:66). One of the major implications of the general systems theory is the field of family therapy.

- <u>Family Therapy</u>

The foundations of family therapy are based on three distinct approaches :

1. <u>Minuchens's structural family therapy.</u>

    This therapy is based on the concept that family members relate according to a certain set of arrangements. The counsellor needs to join with the family, forming a therapeutic system, and then is able to restructure the family. Structural is a way of describing the family.

    Three constructs that are essential components of structural family therapy are :

    1. Family structure, which describes the pattern and sequences of interaction of family members.
    2. Subsystems, which are the obvious groupings of the family.
    3. Boundaries, which are the invisible barriers that surround family members and subsystems (Nichols and Schwartz 1995: 213-214).

2. <u>Haley's strategic family therapy</u>

    "The term strategic defines a way of doing therapy, in which you plan what you do, in contrast with other therapies where you just respond to what happens" (Haley in Simon 1992:12).

The focus is on generating changes in behaviour rather than changes in understanding.

Strategic family therapy has three stages :

1. Social stage where the counsellor acts as a host and gets to know the family.
2. Problem stage where each member of the family gives their perspective of the problem.
3. Interactional stage where the counsellor listens and observes the sequences around the problem. (Nichols and Schwartz 1995:427)

3. <u>Systemic family therapy</u>

This therapy was developed by the Milan Associates (Italy). Three important concepts are, hypothesizing, circularity and neutrality. This was the first truly circular epistemology, involving the recognition of the interrelationships inherent in all interactions among people.

1. Hypothesis, a tentative series of statements, attempting to summarize a pattern of interaction.
2. Circularity, interconnectedness.
3. Neutrality, unbiasedness, where the counsellor accepts as worthy, all individual viewpoints of the family. (Gelcer, McCabe and Smith-Resnick 1990:247-249)

5.   Integrating the self with theory

The researcher adapts the view of Turner (1986:657) that a single theory of social work practice will never exist. There will always be a range of understandings about effective and planned change. The selection of which theory to apply, in practice, is influenced by the social worker's personal life style, values and belief systems. Boy and Pine (1990:58) state that even if a counsellor follows the general framework of a particular theory and operates within it, the theory should allow the counsellor to individualize the approach according to his or her own needs, and the specialized needs of the client.

Friedman and Fanger (1991:14) state that because of the variety of clients that are counselled, it is imperative that the worker has an evolving and flexible choice of theory. It is respectful to greet the client with a theoretical package appropriate to that client's age, culture and belief system.

There can be little chance of integration of all the various theoretical viewpoints, each have such different goals. It is the belief of this researcher that the selection of a theory is a reflection of who the counsellor is as a person. It is a counsellor's personal qualities, respect for clients, compassion, sensitivity, understanding and a reverence for life that really make the difference. Bateson (1979:31)

states that all experience is subjective, all conscious perceptions have a beginning, end, a location and stand out against a background.

6.   Personal Practice Model

These models are not found in the literature. They develop out of subjective experience. The beginning is the theoretical base, the background they stand out against, is the values and ethical beliefs of the social worker, the location is the counselling relationship, and the end is the personal practice model. Mullen (in Grinnell 1981:607) states that the term personal reflects the very characteristics of the social worker. It is about the learnings of the worker, education, language, culture and personal experiences of that worker. It is more than just cognitive understanding. It is about articulated understanding of practical applications to specific problem situations.

If the model is the bridge between theory and practice, the personal practice model is the architecture of that bridge. Bridgemaking begins with the person.

Strong (in Egan 1986:22) has stated that the primary source of competence, in the confident counsellor, is that they have invested hard work in building their own attitudes and behaviours and into building a model that they can use to help others. They speak and act enthusiastically and confidently and know how to work hard with their clients.

Egan (1986:28-30) draws a picture of the ideal helper. These points, listed below, provide indicators towards the desirable personal practice model:

1.   The helper needs to strive for physical fitness. A high level of energy is required in the helping process.

2.   Helpers need a basic level of intelligence and have a respect for the world of ideas.

3.   Helpers need to be well read. Respect for the world view of other dimensions of human life, symbols, myths and metaphors.

4.   Helpers need good common sense and social intelligence.

5.   Helpers should not be afraid of deep human emotions, their own or others.

6.   Helpers need to develop listening as an art, working hard at understanding verbal and non-verbal messages.

7.   Helpers need to respect their clients and more importantly be able to express that value to the client.

8.   Helpers are integrators, i.e. helping the client explore their own world.

9. Helpers are people of imagination. They need to be creative in their own thought processes to enable clients to do the same.

10. Helpers need to be action oriented. They need to seize life rather than submit to it, and be able to do this from many different vantage points.

11. Helpers follow a comprehensive helping model. The model is not rigid but an instrument of helping.

12. Helpers are not afraid to enter the world of others. They are able to mobilize their own energy level to face all crises.

13. Helpers have their own human problems, from which they do not retreat. They need to be aware of their own values and behaviours.

14. Helpers need to have a deep respect for the helping process, for others are depending on them.

The personal practice model emerges out of the elements described in this chapter. It emerges out of existing social work theory and models. It emerges out of the social worker's ability to integrate theory and practice. The above fourteen points are the ideal and many workers fall short of these at different times. But the very striving for these ideals, is part of the personal practice model. The

list also enables the worker to identify their shortcomings and what could trigger the appearance of them in the counselling process.

This chapter has reviewed existing social work theory, has highlighted the importance of integrating the self with theory and has introduced, to the reader, the personal practice model. Once a social worker has adopted a theory and a personal practice model, it is this researcher's opinion that it is difficult to maintain an awareness of one's own personal style. As time goes by there is a need to renew and renegotiate our learning. It is the intention, of this researcher, through the workshop, to reinitiate the learning process.

Simon (1992:VII) states that workers in the helping profession still have a lot to learn about the wedding between the individual's personality and his or her therapeutic theory and method. Many lessons still have to be learnt about how to remain creative through the full course of a professional lifetime.
This study suggests one way.

The following chapter describes the process of that way, developing a personal practice model.

CHAPTER 3

THE NEW PRODUCT

1.   Introduction

The phase, design and early development and pilot testing of

intervention research (Fawcett et al in Rothman and Thomas 1994:28)

are described in this chapter.

The operational steps are :

1.   Designing an observational system. In this section the

researcher will discuss the reasons for selecting the workshop

format and its design.

2.   Specifying the elements of the intervention. This section

covers the workshop theory and model.

3.   Developing the prototype. This section discusses the planning

of the workshop theory and model.

4.   Pilot testing. This is the implementation of the workshop.

2.   Designing an observational system

The observational system is linked to the process of designing an

intervention, it serves as a feedback system. (Fawcett et al in

Rothman and Thomas 1994:34). The observational system selected for this study is a workshop.

The essence of this study has been one of self-awareness, participation and experience. The participants are social workers already involved in the practice of social work. Adults who already have knowledge, personal beliefs and views as to the helping profession.

The researcher's own personal practice model is one that has been formulated from a systemic theory (as described on pages 35-37). The theoretical groundwork belongs "to the science of pattern and organization --- in cybernetics anything, or rather any idea is real" (Keeney 1983:61). What has developed as real, for this researcher, is the use of her creative energy, a counselling style that utilizes the non-verbal and para-verbal skills more than verbal skills, humour (which has been developed as a creative skill) and a deep respect for people, their ideas, values and beliefs. The selection of the workshop, as the observational system, is then consistent with the researcher's personal practice model and style. It is the researcher's belief, that it is because of her creative humour and energy that participants were encouraged and motivated to attend the workshop.

This researcher, over a period of three months, organized interviews with six staff members and two psychologists (who are consultants for Family Life Centre). The reason for these interviews was to

gather information and, to adapt a community work term, making contact (Swanepoel 1992:31). The contact making phase allowed the researcher to become aware of the needs of those at the agency, to identify resources, to share initial thoughts and ideas for the workshop and discuss their ideas and expectations for this programme.

From the needs assessment, it was decided, by the researcher, that the best way to achieve the desired goals was to present a workshop for the purpose of developing a personal practice model. A workshop may be defined as "a training method that permits extensive study on a specific topic, usually gathers fifteen to thirty people together to improve proficiency in some area or to collectively develop new operating procedures while solving problems" (Shenson 1990:252).

In a discussion with the Director of Family Life Centre, a date was set for the workshop, the training time was to be four hours. Permission was given for notices, to be placed on the notice boards, at all Family Life Centre offices. The notice stated that a workshop had been developed to enable workers to identify a personal practice model. The researcher's name was given, stating that this was to be submitted for a Master's Degree in Social Work. The date, times and venue were set out in the notice.

3.   Elements of the intervention

3.1.   Workshop theory

The theory that forms the basis for this workshop is the adult learning theory.

The basic principles, as stated by Davis (1974:19-26) were adapted, for use, by the researcher for the workshop.

1.   Learning comes from experience. From the needs assessment and this researcher's experience, from eight years of inservice training done at Family Life Centre, that workers prefer to be involved experientially in training, rather than a didactic learning process.

2.   Learning needs to be open-ended, i.e. leave time afterwards for thoughts and questions to develop.

3.   Learning needs to account for flexibility of learning styles.

4.   Adults are people who have first hand experiences.

5.   Adults already have set habits.

6.   Adults have a great many preoccupations outside of the learning situation. It is therefore important to acknowledge that all the participants are giving up valuable time to take part in this workshop.

7.   Adults have already developed behaviours consistent with their needs.

8.   Adults have valuable ideas to contribute to the learning process.

9.   Adults have established emotional frameworks.

10.   Adults are invariably in need of a holiday.

3.2.   The workshop model

The person-centred counsellor educational model (Boy and Pine 1990:189-203) was chosen to guide and direct the researcher in the design and implementation of the workshop.

The very principles of this model form the design of the new product. The workshop will therefore;

-     show basic respect for all those involved.
-     encourage all voices to speak out and be heard.

- encourage the discovery of personal meanings.
- understand that learning is the consequence of experience.
- adapt its processes to those of collaboration and co-operation.
- allow learning to be an evolutionary process.
- understand that learning is sometimes a painful process.
- accept that the richest source of learning, is the learner himself or herself.
- accept that learning is affective as well as cognitive.
- allow learning to be fun.
- must acknowledge that teaching itself is also a learning process.

The above points, of the person-centred model and the points on the previous page from the adult learning theory are the researcher's own theory and model for this workshop. The very basis for this study is that social workers need to know what they are doing. That applies to this workshop.

The researcher uses, as a knowledge base, social work theory and model to develop this workshop. Along with this knowledge base comes a challenge to the researcher. The process of training needed to be respectful as well as fun. It needed to stretch feelings and the imagination. Consequently

the workshop format was seen as the only choice for a training vehicle to encompass all these premises.

Cooper and Heeman (1980:XI) describe a successful workshop as a delicious meal. It needed to be carefully planned, meticulously cooked and elegantly served. A meal that would appeal to all the senses, the intellect, the emotional, physical and the spiritual.

The researcher has planned that this workshop would be just that, a delicious learning experience to fill all the senses, while developing a personal practice model.

4. Developing the prototype

This section describes the practical planning and working out of what tools would be prepared for the workshop.

4.1 Planning of the workshop

Davis (1974:201) had a message which was valuable to this researcher. Be careful, in-house workshops are not as simple as they seem. There could be a tendency to plan casually. This would spell disaster. This warning was taken very seriously. A meeting was set up with the Director of Family Life Centre to discuss all the practicalities with her. This meeting, as stated earlier in this chapter, was part of the needs assessment. However, it was also to share with, the Director, the

researcher's goals, values and motivation for this study. As they were all in line with the agency's goals and values, permission was granted for the researcher to present the workshop to staff and volunteers. The Director further expressed her belief and trust in the researcher personally. Ideas and the tools to be used in the workshop were discussed. It needs to be stated, here, that the support and encouragement from the Director of Family Life Centre in this researcher's personal and professional growth, as a social worker, is part of what keeps this worker's interest alive in this profession and helped create the courage to develop this workshop to identify a personal practice model.

All practical arrangements were checked and double checked. The lounge at the offices in Parkwood, Johannesburg would be large enough, there was good ventilation and lighting. There would be room for participants to move around freely.

There were two other steps the researcher had to plan for,

1.   What about herself as a facilitator? What did she need to know and plan to prepare herself to run the workshop?

2.   The researcher needed to select the educational tools to be used at the workshop.

4.2   The effective facilitator

Now was the time to plan for the role of trainer/researcher. What qualities would be required to be an effective facilitator? The following principles were adopted by the researcher, for herself, in the trainer's role.

1.   The trainer would have to create a safe environment where participants would feel comfortable enough to explore their own values and to identify their own models. "When we are safe, there is a natural tendency for us to heal and convert ourselves" (Peck 1993:273).

2.   The trainer would have to listen carefully.

3.   She needs to be empathetic.

4.   She needs to be respectful at all times.

5.   She needs to be energetic.

6.   She needs to be prepared.

7.   She needs to be humorous.

8.   She needs to be flexible.

9.   She needs to be able to share her personal values and experiences, along with the participants.

The above steps were compatible with the trainer's normal counselling style and background and would, therefore, be incorporated into the planning for this workshop.

4.3   The tools of the trade

The next step was to select the tools that would be used in the workshop. Davis (1974:123) states that the selection of educational methods often has the aura of a witchdoctor choosing magic potions.

The selection of what tools to use was made by the researcher. The ideas had been shared during the needs assessment with the Director, staff and psychologists. They had all found the idea exciting and had offered suggestions as to the selection of the tools.

The "magic potions" selected for this workshop would be taken from the garage, kitchen, medicine cabinet, garden, garden shed, mending basket and the office. The researcher takes responsibility and acknowledges her own experiences, values and the belief in creative counselling played a primary role in the selection of the tools. Two other factors played an

important role in these selections. The first was a surprise. The researcher intended to immediately catch the interest of the respondents. The room would be set out, as no other that had ever entered for a training workshop. The second was curiosity. As Cecchin (1987:406) stated, curiosity leads to exploration and the invention of alternative views.

It was intended that each tool would represent, metaphorically, for each social worker, what they do in therapy. It was further intended that the tools would evoke curiosity in the social workers, enabling them to seek more alternatives, more options for working with clients.

The tools were set out on tables as follows :

Table 1
contained tools for construction;
hammers, screw-drivers, nails, screws, tape-measures, saws, pieces of steel, bricks, wood, levels, balances, stones and cement.

Table 2
contained medicinal tools;
band-aid, bandages, tablets, medicinal rubs, antacid tablets, splints, syringes, needles, eye patches, blankets, scissors, and water bottles.

Table 3

contained tools for mending;

scissors, tape measures, cotton, needles, pins, materials, wool, knitting needles, patterns, string and tape.

Table 4

contained electronic tools;

batteries, torches, fire lighters, wires, adaptors, plugs, electronic points, electric knife, electric blanket and keys.

Table 5

contained tools for playing;

toys, dolls, lego, building blocks, comics, plastic animals, puzzles, toy farms, cars and toy soldiers.

Table 6

contained tools for growing;

flowers, pot plants, soil, fertilizer, seeds, bulbs and a watering-can.

Table 7

contained tools for creating;

paper, pens, pencils, books, crayons, paints, paint-by-numbers, stencils, maps, compass, dictionary and plasticene.

Table 8

contained tools for cooking;

pots, pans, knives, forks, spoons, mixing bowls, containers, sugar, flour, baking powder, salt, pepper, eggs, milk, water, egg beater, closed bottles and open bottles.

Table 9

contained tools for sound;

sheets of music, tapes, music video boxes and the tape recorder with the pre-recorded music tapes.

5. Pilot Testing

5.1 Preparation

Loughary and Hopson (1979:28) state that in short term training a greater range of procedures and structures are needed. The trainer has to create and build early confidence. The first five minutes are crucial.

The tables were set out and ready, each covered with a sheet. Pencils and paper were ready for each participant. Chairs had been set out in the middle of the room.

There were twenty-five participants. The buzz around the room began as they entered. The covered tables had already peaked their curiosity.

The researcher then began with a short explanation and the instructions for the workshop.

5.2   The explanation

The researcher/trainer introduced the workshop, by first acknowledging that everyone there has a wealth of knowledge, based on a lifetime of experiences, common sense, ideas and unexpressed theories that had grown out of their own personal experiences (Hunt 1987:1). The researcher stated that there had been occasions when she had observed, and colleagues had shared with her that there had been times when they had become overwhelmed with the struggle of trying to understand this profession they had chosen. This workshop would offer them a chance to practice, feel, think and experiment. There is no right or wrong way to do this. It would be a collaborative approach. The aim is to bring out your matching model, i.e. become aware of the tools you use in your practice of social work. This workshop would be the process, by which each worker, would develop their personal practice model.

5.3   The instructions

The researcher/trainer describes the steps that the participants
need to follow.

Step 1-

The researcher begins by describing the room to the
participants. This room is the context where the participants
will explore their counselling styles and through the workshop
get to their own personal practice model. Counselling is
described by the following metaphors :

- a wind blowing in different directions,

- Christ's role as teacher,

- a river fed by a spring,

- a guide over rocky trails,

- a bad teacher,

- like a family,

- like a builder,

- like a fruit tree,

- like a free-flowing handful of sand,

- like a mother-hen,

- like a nurse,

- like a mother,

- like a magician.

The objective, was to create, in the minds of the participants, a different flow of thought. With the introduction of metaphors, thought processes would be encouraged to move from clinical to creative. Participants were smiling, there was whispering. They all knew the researcher and because of this relationship, they were expecting something different. This had already begun. Each participant was given a paper and pencil. They were asked to write down any feelings, thoughts, questions and ideas that may be triggered during the workshop. The researcher suggested that these writings could be the beginning, or first draft of their personal practice model.

Step 2 -

Taped music was then switched on. A selection of classical, contemporary, ballad, rock, country, instrumental and vocal had been selected. Participants were instructed to listen to the music. Once they moved into the following stage of the workshop, the music may move into the background, but if, at any time, a particular piece of music came into the foreground, or they hear it clearly, they needed to take notice of what piece of music it was. They were asked to write down anything of importance, anything that held meaning for them at any given moment.

Step 3 -

The sheets were taken off the tables. The participants were asked to move around the room, to examine each table, touch the tools if necessary, write down all thoughts and feelings. Experience each table. Participants were encouraged to talk quietly among themselves. To describe what they were seeing and feeling. They could also write down their experiences, perhaps the first draft of their personal practice model.

Step 4 -

Participants were told that there would be one hour for them to walk around and view, experience, talk about and write about each table. The participants were told that whatever they wrote down was for themselves. They would not be asked to share any of it to the whole group. Feedback would however be asked, but on the process of the morning.

The researcher moved around the room with the participants. Available to answer all questions, encouraging people to participate, reflecting on their own personal models.

5.4   The process

CONTEXT :

Rogers (in Boy and Pine 1990:192) stated that counsellor education is a process whereby the participants can exist in an

atmosphere where authenticity can emerge, along with the feelings of being understood. Where the participants can feel real, and in this, their own facades would fall away and each workers would grow into a more competent counsellor.

The researcher felt that the atmosphere in the room was warm and respectful, creating a safe environment for learning. This was made possible through a number of factors :

1. The researcher was deliberately enthusiastic and her total belief and conviction in what she was doing was reflected in her preparation, presentation and manner.

2. The researcher purposefully expressed genuine respect and caring. Her voice and manner, verbal and non-verbal was congruent with her belief in the value of this workshop.

3. The participants all knew one another.

ACTIVITY

The participants walked around the room. Some stopped early at tables and started touching the tools and writing immediately. Others walked around a few times before they selected a table. Some wrote furiously, others moved into smaller groups or dyads to discuss what they were

experiencing. There were some that were silent, others were chatty, some serious and frowning, others laughing and friendly. There were loud noises, there were whispers. The trainer walked around with them, alert to anyone who might have a question, with either the process or the tools. There were some participants who needed to talk about feelings that had been triggered by the process. The trainer took them aside listened carefully to what they had to say, was warm and empathetic, encouraging them to write down their feelings and rejoin the process.

The word magic is defined in the dictionary as the power of influencing things and events, ..., mystifying, unexplainable and fascinating. It is also defined as a practice commonly used to achieve beneficial results (Becker 1992:184). As the researcher walked around the room, observed the excitement of the participants, observed the electricity (used here as a symbol to reflect a circular flow of energy) in the room, it became clear that the magic (as defined above) had been captured, in that room, through the workshop.

CHAPTER 4

EVALUATION AND DISSEMINATION

1.   Introduction

This chapter is the final phase of intervention design and

development research. It includes collecting and evaluation of data

and recommendations for, and appropriate adaption of the workshop.

2.   Collection of data

Four methods were used to collect data :

1.   Verbal feedback

At the end of the hour participants returned to their seats.

Feedback was then given by all the participants on the process

of the workshop. The researcher made sure all participants

individually had a chance to share their views on the

experience of the workshop.

2.   Non-verbal feedback

- Non-verbal communication is listening with the eyes as well

as the ears, to the silent language of gestures as well as the

language of the voice (Kadushin in Martin 1995:37). During

the workshop the researcher had been collecting data by observing the actions of the participants.

- At the end of the workshop each participant was asked to give a short written evaluation, a self-report, which would serve to guide or adjust ongoing intervention. The report would provide an evaluation of the workshop itself. No direct instruction was given as to the format of this report. It was hoped that it would grow out of the subjective experience of the participant and also act as a second draft of their own personal practice model.

- Each participant was asked to wait one week and then write a third written report on the workshop and return it to the researcher. This was to give each participant a week to reflect on the workshop. Again no instructions were given as to the format of the report. This would be the final draft, for each participant, of their personal practice model.

3.   Evaluation of data

All the participants gave a short verbal feedback. All expressed delight at the overall creative difference of the workshop. Everyone reported that the tables, with the tools, had been effective in stimulating thought around how they actually did therapy. For the researcher, this was perceived as the second step in the developing of

a personal practice model. For the researcher the first step had been the participants' initial awareness and thoughts written down while viewing the tools of the trade.

All participants gave a short written report which reflected the above results. There was a one hundred percent positive feedback about the workshop.

From the participants at the workshop, fifteen self-reports were returned a week later to the researcher. This was a response of sixty percent. All respondents stated a creative awareness, an awakening to their work with clients. Below is a list of some of the words and phrases that were highlighted in the reports :

> unlocking, stirring things up, sweeping away cobwebs, igniting spirit, new recipes, helped over a bridge, thinking things through, nail-biting, harshness of some tools, disturbing, more questions than answers, deciding what to keep and what to throw away.

The tables had a different meaning for everyone. The tables had symbolized a mystery. Participants had expressed an awareness into this mystery, they had left the room with a feeling that something still needed to be explored and later explained. At the end of the workshop the researcher had commented on the process of the morning as being a kind of magic. It had not been tangible, but the

feeling had been there. Five of the reports had commented on the building of bridges, and that it had felt like a kind of magic.

All respondents had reported that they had found the workshop helpful in identifying the theory and models they used in their counselling. Five respondents identified the model they were using as their personal practice model. They were not specific about which model. Ten others reported that they were asking questions about their counselling and they were still in the process of identifying, for themselves, a personal practice model.

Another positive outcome, is that all participants were asking questions of themselves. They were thinking and feeling about their work. They were aware that they were not just going to 'do' therapy. There are "many ways of knowing" (Hartman in Martin 1995:143) and the participants had experienced this art and science through the workshop which they had all found as a guide in developing a personal practice model. The workshop had been a success in terms of the thinking and curiosity it had generated. It had also achieved the objectives as stated in Chapter 1 of this study. A workshop programme has been developed which others can use to identify and develop personal practice models. White (1995:13-14) proposes that stories are the interpretation of our experiences, they attribute meaning, they have a real effect on what we do and the steps we take in life. The story embraces our lives. The story of this workshop has done exactly that, embraced the life of the researcher.

4. Recommendations

This kind of experiential workshop can be enlarged upon and improvised ad infinitum, limited only by the imagination of the researcher. Workshops can be adapted to different goals and objectives.

1. As a different subject, tables can include tools from different cultural and religious groups. Participants would be encouraged to address their own values and beliefs in working cross-culturally.

2. The workshop could be adapted to explore and understand racial differences. The tools used could be specific arts and crafts, pictures, books and clothes from the different racial groups.

3. The workshop could be used with victims of trauma or to help social workers who are working in this field. Tools could be weapons, articles relating to violent crimes.

4. The workshop could also be used in the training of non-professionals, such as community volunteers. Community workers could add tables with tools, relating specifically to issues they are dealing with in the community.

Community workers often work in isolation and have no outlet available to them to deal with their own fears, anger, confusion and helplessness. This workshop could offer a place where they could experience this release.

5.   Ongoing workshops

It is hoped that this study will invite social workers and volunteers, in the helping profession to take the journey of greater awareness and enlightenment, using as a guide, this workshop to develop their own personal practice model. The recommendations of the previous section, have shown that this workshop can be adapted to fit other areas of social work, including work in the community. A follow-up workshop on the personal practice model, at Family Life Centre, has been planned to encourage continuing self-awareness.

POSTSCRIPT

"Greater awareness does not come in a single blinding flash of enlightenment. It comes slowly, piece by piece, and each piece must be worked for by the patient effort of study and observation of everything, including ourselves" (Peck 1993:205).

BIBLIOGRAPHY

Bateson Gregory. 1979. Mind and nature. A necessary unity. Toronto. Bantam Books.

Becker Udo. 1992. The element encyclopaedia of symbols. Shaftesbury Dorset Element Books Limited.

Boy Angelo V and Pine Gerald J. 1982.
Client-centred counselling : a renewal
Boston Allyn and Bacon Inc.

Boy Angelo V and Pine Gerald J. 1990.
A person-centred foundation for counselling and psychotherapy
Springfield, Ill., U.S.A. C.C. Thomas

Cecchin Gianfranco. 1987.
Hypothesizing, circularity, and neutrality revisited
An invitation to curiosity.
Family Process Inc. 26(4) : 405-413

Cooper Susan and Heeman Cathy. 1980.
Preparing, designing, teaching workshops. A humanistic approach. Boston.
CBI Publishing Company Inc.

Compton Beulah R and Galaway Bert. 1989.

Social Work Processes. Chicago.

Wadsworth Publishing Company.

Corey Gerald. 1982.

Theory and practice of counselling and psychotherapy.

Monterey, California. Brooks/ Cole Publishing Company.

Davis Larry Nolan. 1974.

Planning, conducting and evaluating workshops.

Austin. Learning Concepts Inc.

Egan Gerard. 1986.

The Skilled helper. A systemic approach to effective helping.

Pacific Grove, California. Brooks/ Cole Publishing Company.

Fischer Joel. 1978.

Effective casework practice; an electic approach. New York.

McGraw Hill Brook Company.

Friedman S and Fanger M T. 1991.

Expanding therapeutic possibilities. Getting results in brief psychotherapy.

Lexington.

Lexington Books.

Gelcer Esther, Mc Cabe Ann and Smith-Resnick Catherine. 1990. Milan
Family Therapy: variant and invariant methods.
Northvale, New Jersey.
Jason Aronson Inc.

Grinnell Richard M (Jr). 1981. Social work research and evaluation.
Illinois. F.E. Peacock Publishers, Inc.

Guy Rebecca F, Edgley Charles E, Arafat Ibtikaz and Allan Donald E. 1987.
Social research methods. Puzzles and solutions.   Boston.
Allyn and Bacon Inc.

Hjelle Larry A and Ziegler Daniel J. 1976.
Personality theories : basic assumptions, research and applications. Tokyo.
Mc Graw-Hill. Kagaskusha, Ltd.

Hunt David E. 1987.
Beginning with ourselves. In practice, theory and human affairs.
Cambridge. M.A.
Brookline Books.

Kadushin Alfred. 1985.
Supervision in social work. New York.
Columbia University Press

Keeney P Bradford. 1983. Aesthetics of change. New York. Guilford
Press.

Lewis Brian L. 1989.

Self as a system. A second order cybernetic perspective.

Journal of Strategic and Systemic Therapies, 8(2) : 65-71.

Loughary John William & Hopson Barrie. 1979. Producing workshops,

seminars, and short courses; a trainers handbook. Chicago. Association

Press.

Mark Raymond. 1996.

Research made simple. A handbook for social workers.

Thousand Oaks, California. Sage Publications.

Martin Ruth R. 1995.

Oral history in social work. Research, assessment and intervention.

Thousand Oaks.

Sage Publications.

Nichols Michael P and Schwartz Richard C. 1995.

Family therapy. Concepts and methods. Boston.

Allyn and Bacon.

Odhams Concise English Dictionary.

London. Odhams Books Limited.

Peck M Scott. 1993.

Meditations from the road. London. Rider.

Preston - Shoot Michael and Agass Dick. 1990.

Making sense of social work. Psychodynamics, systems and practice.

Basingstoke. Mac Millan Education.

Rothman Jack and Thomas Edwin J. (ed). 1994.

Intervention research. Design and development for human service. New

York. The Haworth Press.

Schenck C.J. 1992.

Social work study guide 1 for MWK 302-E. Pretoria.

University of South Africa.

Schenck C J, Collins K and Spies M. 1994.

Social work study guide for MWK 401-G. Pretoria.

University of South Africa.

Shenson Howard L. 1990.

How to develop and promote successful seminars and workshops. New

York. Wiley.

Simon Richard. 1992.

One on One. Conversations with the shapers of family therapy.

Washington D.C. Family Therapy Networker.

Social and Associated Workers Act, 1978.

Pretoria : Government Printer.

Swanepoel Hennie. 1992.

Community Development. Putting plans into action.

Kenwyn. Juta and Co., Ltd.

Turner F J. 1986.

Social work treatment. Interlocking theoretical approaches.

New York. Free Press.

Watzlawick Paul, Weakland John and Fisch Richard. 1974.

Change: principles of problem formulation and problem resolution. New

York. W.W. Norton and Company.

White Michael. 1995.

Re-authoring lives. Interviews and essays. Adelaide.

Dulwich Centre Publications.