

Human Rights & Social Welfare



Amit Verma



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HUMAN RIGHTS & SOCIAL WELFARE

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CONTENTS

Chapter 1. Navigating the Intersection of Good Governance, Human Rights, and Social Welfare: Challenges and Strategies.....	1
— <i>Amit Verma</i>	
Chapter 2. A Century of Social Work Education: Evolution, Challenges, and Future Directions.....	7
— <i>Sourabh Batar</i>	
Chapter 3. Navigating the Changing Boundaries of Social Work Practice in the 21st Century	13
— <i>Bhirgu Raj Maurya</i>	
Chapter 4. Social Work Practice Through the Ages: From Generalist Foundations to Ethnically-Sensitive and Future Challenges	20
— <i>Yogesh Chandra Gupta</i>	
Chapter 5. Navigating the Evolution of Social Work Regulation: Protecting the Public and Defining Professionalism	26
— <i>Pradip Kumar Kashyap</i>	
Chapter 6. Navigating the Evolution of Social Work: From Diversity to Unity.....	32
— <i>Dal Chandra</i>	
Chapter 7. Navigating Ethical Challenges in Social Work Practice: Values, Conflict Resolution, and Professional Ethics	39
— <i>Amit Verma</i>	
Chapter 8. Navigating Ethical Challenges in Social Work Practice: Values, Dilemmas, and Decision-Making	47
— <i>Sourabh Batar</i>	
Chapter 9. Unleashing the Heroic: Embracing Strengths and Resilience in Social Work Practice	54
— <i>Bhirgu Raj Maurya</i>	
Chapter 10. Navigating the Complex World of Child Welfare: Challenges, Progress, and Pathways Forward.....	60
— <i>Yogesh Chandra Gupta</i>	
Chapter 11. Enhancing Child and Youth Well-being: A Comprehensive Approach to Family-Centered Practice.....	68
— <i>Pradip Kumar Kashyap</i>	
Chapter 12. Navigating the Complex Landscape: School Social Work as a Catalyst for Student Well-being and Success	76
— <i>Dal Chandra</i>	
Chapter 13. Evolution of Social Welfare and Social Work: From Ancient Foundations to Modern Challenges	85
— <i>Yogesh Chandra Gupta</i>	

CHAPTER 1**NAVIGATING THE INTERSECTION OF GOOD GOVERNANCE, HUMAN RIGHTS, AND SOCIAL WELFARE: CHALLENGES AND STRATEGIES**

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ABSTRACT:

In-depth analysis of the issues and solutions related to the junction of social welfare, human rights, and good governance is done in this essay. It looks at the guiding principles of good governance as they are defined by international organizations like the United Nations, with special emphasis on important elements like accountability, openness, and inclusivity. The importance of human rights in influencing the sociopolitical environment globally is also highlighted in the study, with an emphasis on their interconnectedness and universality. The article also analyzes the means for implementing human rights norms at local levels as well as how international human rights law influences domestic laws. It highlights the crucial work done by civil society groups and human rights advocates in preserving and advancing human rights all throughout the globe. The study also examines the idea of social welfare, highlighting the differences between functional definitions and organized activities with a focus on social issues. It highlights the significance of social welfare in assisting vulnerable groups in society and investigates how social welfare contributes to societal progress. The paper also discusses the significance of creating institutions capable of effectively combating corruption and ensuring good governance, human rights, and social welfare. Finally, it offers strategies to address these challenges, including prevention measures to reduce corrupt patron-client behaviour, enforcement strategies for detecting and punishing corruption, public awareness campaigns to foster intolerance for corruption, and the importance of building institutions.

KEYWORDS:

Human Rights, Good Governance, Justice, Social Welfare.

INTRODUCTION

One of the most important aspects of modern world politics is the intricate interaction between human rights, social welfare, and effective governance. Transparency, accountability, and inclusivity are three concepts that international organizations like the United Nations often use to characterize good governance. Contrarily, human rights are the unalienable rights of people that cut beyond national boundaries and cultural boundaries. Social welfare refers to concerted attempts to solve social issues and assure people's wellbeing, particularly the less fortunate. This article explores this complex junction, highlighting the issues that occur and the solutions required to resolve them. We start by looking at the fundamental elements and overarching values of effective governance. These values are the cornerstone of good administration and are essential to the advancement of social justice and human rights [1], [2].

The international legal definition of human rights acts as a lighthouse for justice and equality. We explore how domestic laws are influenced by international human rights law as well as the significance of governments upholding their treaty responsibilities. We also recognize the crucial roles that human rights activists and civil society groups have played in promoting and defending these rights. The idea of social welfare, in all its manifestations, is essential to the advancement of society. We make a distinction between functional definitions and organized efforts to solve social issues, highlighting the crucial function of social welfare in assisting the

weak. But there are difficulties that we run into when we cross this crossroads. Patronage, which is pervasively present in certain governing institutions, compromises efficiency, equality, and openness. It is complicated and inconsistent to incorporate international law into domestic institutions. We acquire understanding of how these difficulties really materialize in reality by looking at particular situations like Malaysia.

This study goal is to give a thorough knowledge of how social welfare, human rights, and effective government interact. It emphasizes how crucial it is to deal with issues like patronage and difficult legal issues in order to guarantee the fulfilment of these fundamental ideals. We also provide solutions for overcoming these difficulties and increasing social welfare, human rights, and good government. The procedure that has met or is by certain qualities judged suitable by international organizations such as the United Nations (UN) is sometimes described as good governance. The United Nations Economic and Social Commission for Asia and the Pacific (UNESCAP) qualities when defining "governance". These include responsiveness, equality and inclusivity, accountability, openness, the rule of law, effectiveness and efficiency, and participative. Human rights are rights that are inalienable to all people, regardless of their race, gender, ethnicity, country, location, or any other status. Without exception, every one of us has an equal claim to our human rights. These rights are all interdependent, indivisible, and interconnected [3], [4].

Human rights standards are established by domestic legislation, international treaties, and customary international law, which impose duties on governments to uphold and defend the basic liberties and rights of people and organizations.

The mother of all human rights norms, the Universal Declaration of Human Rights (UDHR) controls the fundamental rights outlined by the UN in 1948. a particular agreement, such the Covenant on Civil and Political Rights. How does international legislation relating to human rights operate? In contrast to state constitutions and local laws, international law only applies if the state has accepted responsibility under it by endorsing the norm or joining the international treaties. As a result, states that have ratified the accords are required to take proactive steps to implement "domestic measures and legislation compatible with their treaty obligations and duties" (OHCHR).

These rights are guaranteed by domestic law, and local law enforcement makes sure that the state is following and adhering to the established international norms. At the international and regional levels, the nation could also receive support with the application of these rights and the mechanisms in place to guarantee their effectiveness. Human rights activists also work to promote, assess, and monitor human rights violations throughout the globe via various associations and societies. OXFAM, Human Rights Watch, and Amnesty International are well-known civil society organizations that both allies and enemies highly regard. They have made a substantial contribution to strengthening human rights treaties and advancing the protection of human rights.

Social Welfare

The dictionaries have detailed two different types of definitions, the functional ones pertain to the welfare system as defined by Cambridge Dictionary as the many social services offered by a state or private organizations to assist the underprivileged, the sick, or the elderly. The welfare of society, particularly those groups who are underprivileged or disadvantageous due to poverty, inadequate education, unemployment, etc., is also included, according to Collins Dictionary. Citizens' physical, psychological, and social needs are met by social welfare as a condition, and social welfare is also an organized activity that takes the shape of social services including social security, social empowerment, and social protection. diverse nations have

evolved unique regimes, or defined rules and institutions, for achieving these objectives. These regimes have diverse definitions of welfare goals [5], [6].

DISCUSSION

"Social welfare as an organized function is regarded as a body of activities designed to help individuals, families, groups, and communities cope with the social problems of changing conditions. However, in addition to and extending beyond the range of its responsibilities for specific services, social welfare has a further function within the broad area of a country's social development. Social welfare services are a component of the social services that most developed societies have grown to need and anticipate, much like education, medical care, housing, and other related services. Those who are unable to stand on their own two feet as completely autonomous or "self-directing" members of the society need social welfare assistance. "Used in its widest meaning, the phrase "social welfare" may refer to any initiatives aiming at enhancing the general public's access to health, education, employment, housing, and recreational and cultural services. However, "social welfare" will be used throughout the White Paper in a more restricted sense to refer to the variety of services offered by the Social Welfare Department and the volunteer welfare sector. Therefore, social welfare necessitates the creation of a system to address the requirements of the populace, particularly those who need aid to exist due to their incapacity to pay for basic needs like food, a place to live, and elementary education on their own. Rightly stating that "social welfare embraces laws, programmes, benefits and services which address social needs accepted as essential to the well-being of society" and "seeking for sustainable solutions," Casimir and Samuel came to this conclusion.

Human Rights and Good Governance

Although there are common elements of good governance that are widely acknowledged, the definition of good governance is not exhaustive. The Seoul Seminar on Good Governance Practices for the Promotion of Human Rights identified these elements, which include participation, accountability, transparency, state responsibility, and accessibility, particularly to marginalized groups. While the element of the rule of law is critical as part of good governance for the promotion of human rights, that element should not merely imply respect for national law but rather for law which is consistent across national boundaries, affected countries called on the international community to help provide the know-how to implement good governance for human rights.

How to strike a balance between domestic standards and international standards? It is common to have a situation where domestic law does not sufficiently address the standards of an international law and human rights law because the state has not ratified an international treaty or the state has not been legislated by the international agreement that the country has endorsed. The debate over whether the "doctrine of incorporation" or "doctrine of transformation" applies to whether international law is automatically applied in a nation-state and becomes a part of the state's municipal law is largely based on the theories of "monism" and "dualism." This means that according to monism, international law and municipal law are part of the same legal order and this is reflected by the fact that international law and municipal law are both codified in the same laws [7], [8].

Which concept is applicable in the instance of Malaysia largely relies on the drafted Constitution. According to Article 74(1) of the Constitution, Parliament has the authority to enact laws based on the legislative list specified in the Schedule, and in this regard, the Constitution's Ninth Schedule specifies the Federal list for which Parliament may pass laws. International agreements, treaties, conventions, and their execution are covered by the Federal list. Therefore, only Parliament has authority over matters relating to international law.

According to Article 39, the prime minister and his cabinet are entrusted with the executive power of the Federation and may exercise it. Based on laws enacted by Parliament, the executive exercises executive authority. The administration will engage into any applicable international agreements, treaties, and conventions, and it is up to them to see that they are carried out.

In Malaysia, like in the UK, the Executive has the authority to sign any treaty or agreement, but Parliament has the authority to enact local legislation that may have an impact on the agreement or convention. Some treaties, however, do not necessarily function under municipal law; instead, any treaty that affects an individual's rights and freedoms must be enforced by an Act of Parliament. Therefore, it would seem that the "doctrine of transformation" is in effect in Malaysia. Hamid contends that in terms of customary international law, the Malaysian court used English common law when the situation occurred in order to apply customary international law. The terms outlined in the Civil Law Act of 1956 enable the Malaysian courts to use English common law. The common law must, among other things, have existed prior to the periods listed in the Act, be subject to the restrictions that there is no written law on the issue, it is not in conflict with local custom and circumstances, and it is appropriate. The court ruled that Malaysia is subject to the international legal principle that a sovereign State is immune from the legal process of a foreign country and that the court lacks jurisdiction to hear any cases involving other sovereign governments. However, in the Public Prosecutor case, the court opted to use municipal legislation for unlawful fishing rather than the customary international law of the right of innocent passage. The main concern with such a commission is whether or not it has the authority to prosecute cases of human rights violations and travesties of justice. "How independent are the body, the degree to which they are not in consonance with any political party, and the degree to which they are cohort with the government of the day? It is crucial that any human rights commission must not be a toothless tiger and has become the tool of the ruling power in achieving their political ends. Malaysia should seriously consider to have the constitutional court as the highest judicial body to uphold human rights.

Social welfare and human rights

While the people of the United Nations have reaffirmed their belief in fundamental human rights, the worth and dignity of the human person, and the equal rights of men and women in the Charter, they have also made a commitment to advancing social progress and higher standards of living in greater freedom. Additional and specific standards on social welfare include the right to social security (article 22), the right and freedom to work (article 23), the right to rest and leisure (article 24), and the right to health care (article 25). The International Covenant on Economic, Social, and Cultural Rights (ICESCR), which the General Assembly opened to signature, ratification, and accession in 1966, further emphasized the right to social welfare. Its articles 9 and 10 provide assistance and protection for family life and children, while article 11 establishes a minimum standard of living that includes enough food, clothing, and housing as well as ongoing improvements to living conditions.

Challenges to Human Rights, Social Welfare, and Good Governance

Its structure is always based on vertical dyadic ties between patrons and clients along which exchanges are made between the individuals concerned, but the dyadic ties are always asymmetrical in terms of power with the patron exercising dominance. The government in developing countries has been a fertile ground for patronage (Blunt). "Its practitioners have transferred basic principles and practices from earlier times and moulded them to suit their particularistic interests in state institutions and organizations that are supposedly guided by Weberian *rati*, it is a difficult challenge to deal with in many countries." The "personalization

of power," a historic heritage, is the key component of the new patronage, but the innovative aspect is that "the state is treated as an extension of the property of the leader, and the leader rules with the help of clients who get paid in exchange for their support," according to the study. In Indonesia, Blunt was undertaking research on human resource management. In "the field of HRM, political and bureaucratic patrons use control over recruitment, placement, transfer, and promotion as a means to gain private benefit from public resources," he found this. According to Blunt, the patronage system has extended beyond the hiring process and is now present in other HRM functions such as employee placement, promotion, and transfer [9], [10].

The patronage system has very detrimental effects. Blunt has found that respondents to this study acknowledged the negative effects of patronage practices, which could result in staff who were not technically competent to carry out their tasks; placement of personnel in favoured locations resulted in distortions in the distribution of staff, which resulted in inequity in the availability of services such as health service; and promotions were similarly influenced by patronage and its associated corrupt behaviour. Economically speaking, the HRM favouritism we've discussed in the realms of education and healthcare results in the sacrifice of efficacy and efficiency in favour of self-interest. Although not always and not in every instance, the wrong individuals are hired, placed, promoted, and moved for the wrong reasons, and this happens often enough to have a negative impact on an organization's operating procedures, culture, and outputs.

Patronage will undermine the core principles of the civil service, which is crucial to the function of the service under a democratic government. In nations that have adopted the British Westminster system, the civil service is loyal to the current administration, regardless of its hue. All policies and orders must be carried out by the civil service impartially and impartially. If patronage has compromised the impartiality of the civil service, prejudice and favouritism will persist. In his argument, Blunt cited Sen's list of instrumental freedoms, which he said are complementary and help people live more freely overall. He claimed that three of these freedoms are negatively impacted by patronage, namely political freedoms and the ability of public employees to criticize and express themselves freely. Second, patronage has a bad impact on the plans society makes for social welfare facilities like healthcare, education, and other. Thirdly, patronage renders guarantee of transparency's freedom anathema since transparency ensures candour, openness, and clarity in interpersonal interactions (Blunt). On the other hand, Blunt proposed a multi-pronged approach, including preventative measures to lessen opportunities for corrupt patron-client behaviour, enforcement strategies emphasizing detection and punishment, public awareness campaigns to encourage intolerance of corruption, and the development of institutions that can and do effectively address corruption.

CONCLUSION

We have looked at the underlying ideas, difficulties, and approaches that define this complicated link between effective governance, human rights, and social wellbeing. Effective governance is based on good governance, which is defined by accountability, openness, and inclusivity. It also supports the advancement of social welfare and human rights. Universal and unalienable human rights serve as a global light of justice. The well-being of people, especially the underprivileged, depends on social welfare, an organized reaction to societal issues. But difficulties abound. Patronage, which is pervasively present in certain governing institutions, compromises efficiency, openness, and equality. It is difficult to integrate international law into national systems, which results in variations in how human rights norms are upheld. The practical manifestations of these issues have been clarified by examination of particular examples, such as Malaysia. Nevertheless, there are methods to deal with them. While

enforcement tactics identify and penalize corruption, prevention efforts may diminish corrupt patron-client behaviour. Public awareness campaigns encourage a lack of tolerance for corruption, and institution construction guarantees efficient government, the defence of human rights, and assistance for social welfare. International politics continue to be critically reliant on the convergence of good governance, human rights, and social welfare. We may work toward a society where these ideals are preserved, guaranteeing justice, equality, and well-being for everyone by recognising, addressing, and using effective tactics.

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CHAPTER 2

A CENTURY OF SOCIAL WORK EDUCATION: EVOLUTION, CHALLENGES, AND FUTURE DIRECTIONS

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ABSTRACT:

This in-depth study examines the astonishing evolution of social work education, charting its growth from its early, unorganized stages to the highly organized field and profession we now know. It emphasizes the significant influence that education had on the development of social work as a field and examines the expansion of social work education at the bachelor, master's, and doctorate levels.

The document provides a picture of the educational environment in terms of programs, professors, and students, with an emphasis on the Council on Social Work Education (CSWE) as the main certifying agency. The study goes deeply into the historical setting, highlighting the distinct difficulties and achievements that have characterized the development of social work education. It describes how the need for social work education was first acknowledged by practitioners, communities, and philanthropic organizations, and then by the government. This led to the establishment of two different types of social work schools: those that catered to the needs of the private sector and those that catered to those of the public sector. It took over 50 years to successfully combine these two kinds of schools into one subject, which posed a significant obstacle to social work education. This unification was greatly aided by the founding of the Council on Social Work Education.

KEYWORDS:

Education, Environment, Social Work, Social Workers.

INTRODUCTION

Since social work first became a discipline and a profession, more than a century has passed. What started out as an unstructured, vague group evolved into a unique field with its own ethos, body of knowledge, and set of skills. This is a genuinely extraordinary achievement that was made possible in great part by the early acceptance of the value of education in defining, validating, and advancing the profession of social work. Since its inception, social work education has expanded significantly. Currently, social work education is offered at the bachelor, master's, and doctorate levels. The 645 social work programs that graduated over 30,000 social work students in 2006 are now accredited by the Council on Social Work Education, the only organization that accredits social work bachelor and master's degrees. 293 individuals were graduated from the 69 PhD social work programs in the same year. More than 8,000 faculty members work in social work education, with 63.9% of full-time female faculty members and 24.5% of full-time members of racial or ethnic minorities. The discipline of social work has expanded in terms of programs, professors, and students, but also in terms of quality, as measured by the breadth and depth of the curriculum, faculty training, and faculty credentials [1], [2]. It is crucial to keep in mind both the challenges and achievements of social work education in the past as we get ready for the next century of social work. The need to attract skilled students and teachers, as well as the need to foster communication amongst social work programs, levels, and membership organizations, are some of the issues that social work education will face in the next century. Sustainability, responsibility, and relevance are other

issues that are special to this period. In order to meet these challenges, social work must acknowledge the past and work together with all other stakeholders to enhance quality and promote continuing development.

Need qualified social workers

A more structured education in social work was urgently required around the turn of the nineteenth century, despite the fact that certain aspects of social work had been practised for some time in the 1800s. Social work had advanced beyond the stage when mere apprenticeship was sufficient training. In the United States, practitioners, the general public, charitable organizations that hired social workers, and subsequently the government all put up demands for education. Two distinct kinds of schools of social work were created as a consequence of the perception that the training demands of the public and private sectors were dissimilar. Caseworkers and directors of social service organizations looked for advanced training in the private sector for practice relevant to their job, such as charity, social theory, and social service practice methodologies. It became necessary to have trained social workers for the specific work and the growing number of public jobs in social service through the Social Security Administration and the Children's Bureau in the public sector. Philanthropic organizations started forming professional social work schools, which would eventually become graduate schools of social work, in the late 1800s and early 1900s. The federal government forced public universities to launch social work programs with a public sector concentration after concluding that the schools of social work established by charitable groups did not match their training requirements. These social work schools were founded by public universities as undergraduate social work or social welfare programs, with the bulk of the programs being offered in rural locations [3], [4].

Growing splits in the field and ongoing issues for social work students were brought on by the differences between the two kinds of schools' definitions of practice, education, and therefore curriculum for social work. For social work to survive, the two educational modalities have to be combined into a single discipline in order to provide a thorough and cohesive education. The consolidation of social work education took close to 50 years, and the ongoing challenges in bridging the gap between bachelor and master's degrees in social work took even longer. Because both certifying organizations were worried that the interests of their respective institutions, students, and educational goals would not be best served by a united education organization, the amalgamation of the two accrediting organizations and their programs proceeded slowly. The Council on Social Work Education was established as the single certifying authority for bachelor's and master's degree programs in social work, which contributed to the unification.

While there are still variances between bachelor and master's level social work institutions in terms of their missions and educational objectives, there is now a single certifying organization that is assisting in the definition of the fundamental knowledge and abilities required in social work education. As opposed to the overarching goal of educating students for practice, the early schools of social work seem to have placed greater emphasis on the sorts of practice they were training students for. Both bachelor and master's social work programs still put a lot of emphasis on this overarching goal of practice preparation. The goals of social work education are to improve social work knowledge, to produce competent and successful workers, and to give leadership in the creation of service delivery systems. Social work education is built on a corpus of information, values, and skills and is rooted in the profession's history, goals, and philosophy. Students may combine the information, principles, and abilities of the social work profession via social work education in order to do social work competently. A study for a thorough examination of the social work curriculum was supported in the 1950s by a

consortium of corporate foundations and government agencies. The resultant books, *Social Work Curriculum Study*, assisted in establishing the fundamental information that baccalaureate and master's level social work graduates should possess. The educational policy statement and certification requirements have undergone further revisions that take changes in the industry and newly developing interests into account. Reviews have also modified the policy statement's structure to better reflect the educational continuum and make it less prescriptive [5], [6].

DISCUSSION

"Graduates for advanced professional practice in an area of concentration" are prepared by a master's in social work. The objective of "advanced professional practice" is still the same as it was when charitable groups first created graduate social work programs in the late 1800s. The usual master's program lasts two years and includes foundational and concentration-level courses. The EPAS mandates the material for the master's programs' foundation level, ensuring uniformity in what social work students' study before they graduate across all social work programs. However, master's degrees provide greater latitude in choosing the sort of emphasis and the curriculum to be followed in order to fulfill it. Through the specializations and courses they provide in the second year, schools are now able to dynamically reflect the changing scope, skill requirements, and clientele of the profession.

The substance of baccalaureate social work education covers the information, abilities, and ethical principles required for generalist social work practice. It is built on a liberal arts basis. Graduates of bachelor and master's programs must "demonstrate the capacity to meet the foundation objectives and objectives specific to the program." Values and ethics, diversity, populations-at-risk, social and economic justice, human behaviour and the social environment, social welfare policy and services, social work practice, research, and field education are all part of the foundational level curriculum that is required of baccalaureate and master's students.

A master's degree program adds additional skills and information for social work practice to the foundational understanding of social work. The second year of a master's program is when emphases and specialties in social work are taught. The type of concentration and the curriculum supporting it are left up to the discretion of social work schools; EPAS only specifies that "frameworks and perspectives for concentration include fields of practice, problem areas, intervention methods, and practice contexts and perspectives." From clinical practice to policy and administration, a broad variety of topics may be addressed thanks to the concentrations.

Practice-Oriented Education

Due to the necessity to educate social workers who are ready for practice, the link between social work practice and education has remained reciprocal throughout the development of social work education. This reciprocity has persisted as social work established its own body of knowledge and started to establish a presence inside the academic. In actuality, the development and widening of the whole social work area of practice is reflected in the route of social work education. Specialization in practice corresponds to specialization in education, which may be found in curriculum and pedagogy, as well as in differences in dual-degree programs, certificate programs, and graduate specializations in social work. Bernard predicted that specialization will become more prevalent in the future due to the increased complexity of practice and the development of practice disciplines in 1977. The practice of social work is continually evolving and specializing, and to keep up with the changing and rising demand, the social work curriculum, concentrations, and specialties are also evolving and expanding [7], [8].

Social professionals that are qualified and competent are always needed. That requirement will persist for some time to come as a result of the specialization of social work, its expansion into new disciplines, and its general practice development. However, it has become more and more difficult for social work schools to draw a diverse student body, and those who do enroll don't always go on to work in the profession after receiving their degrees. Additionally, since there are more social work programs, there are also more faculty members required to staff such programs. Although the number of social work PhD programs has grown recently, the number of graduates has only marginally risen. This can make it challenging to fill academic posts that call for doctorates. As more social work academics retire over the next five years, this problem will worsen.

Agreement between Member Associations and Educational Levels

The social work educational continuum's problems are still being addressed, and conflict still exists between the various social work education levels. The division of social work education membership organizations for deans and directors of bachelor, master's, and doctorate programs is one indication of this conflict. These groups are starting to understand how each level's problems and solutions are related, however. In other words, attracting doctorate students requires more than simply marketing to master's grads; mentorship programs that support doctoral study must start in undergraduate and master's social work programs. The necessity for doctorate social work instructors in bachelor programs argues that doctoral programs should include expertise in teaching. The bachelor's, master's, and doctorate degrees in social work are all connected and independent of one another. Only by working together and coordinating the efforts of all the stakeholders in social work education will social work be able to advance; difficulties at one level must, in part, start with answers at the other levels. To examine some of the continuity and representation concerns, the Leadership Roundtable, a gathering of the primary association stakeholders in social work education, has begun meeting. The discussion on how to work together and maybe share objectives, initiatives, and resources in the future has already started. A social work congress was also organized in 2005, bringing together several industry experts to discuss the "imperatives" for social work during the next ten years. The leadership will work both individually and together to satisfy the demands.

Funding restrictions are another contemporary concern that affects all social work education equally. The variety of money that was originally made available for social work education, particularly at the federal level, is startling. Numerous funding reductions for social work education efforts have occurred in recent years, which have been felt by all social work programs and organizations. Universities have been compelled to make financial cuts in order to stay open, and tiny programs with few students are particularly vulnerable. According to EPAS, a program must have adequate and consistent financial backing in order to be recognized. This is done by having "financial supports that permit program planning and achievement of program goals and objectives." These include a financial allocation and methods for creating and managing budgets. These requirements, in addition to the necessary faculty, advised instructor-to-student ratio, and resource requirements, might cause issues for programs with low funding. In actuality, a lack of resources has been a major factor in the finding of programs noncompliant with accrediting criteria and the subsequent closure of such programs.

The problems with social work education are all discussed in the context of rising public expectations for more educational responsibility. Increased evaluation requirements for both public and private funding, a recent focus on "best practices," the development of initiatives like "No Child Left Behind," and the efforts of organizations like the Secretary of Education's Commission on the Future of Higher Education, which has called for more evaluation of higher

education at the program, university, and accreditation levels, are all indications of this demand. Students, employers, and funders want to know that what is taught in social work is relevant to professional practice, that what is required for accreditation is being taught by the programs, and that what is necessary for practice is actually being learned by the students. This is in part why higher education is necessary to meet the needs of the public and why accountability is desired. Ensuring responsiveness to all stakeholders in social work education helps to guarantee transparency in program design and results assessment [9], [10].

The twenty-first century's curriculum

Continued reciprocity between social work education, practice, and research is necessary in order to be sensitive to the public's needs, as well as to educate students for the kind of practice that is pertinent to the twenty-first century. In response to practitioners, researchers, and the changing environment, the profession of social work is always evolving and growing. It is the duty of social work education to foresee the abilities that social work practitioners will need in the future and to include such competencies into the curriculum. Through the next century, social work education will continue to expand and advance thanks to collaboration and cooperation among all relevant parties.

CONCLUSION

Even with all the difficulties, including difficulties in hiring and the complexity of specialty, social work education is still very important. It acts as the foundation upon which the whole field of social work is built. To ensure that the social work profession represents the diverse fabric of our society, a motivating factor continues to be the dedication to encouraging inclusion and diversity among both students and teachers. The field of social work education is being faced with fresh, challenging issues. In a world that is becoming more linked and complicated, there is a growing need for social workers. While maintaining its unflinching dedication to social justice, human rights, and ethical practice, the profession must adjust to societal changes, technology developments, and emergent areas of practice.

Cooperation and coordination amongst all parties involved in social work education will be crucial for overcoming these obstacles. Recognizing the interconnectedness of different educational levels, it is necessary to further strengthen the bridges that have been constructed between bachelor, master's, and doctorate programs.

For social work education to be sustained, the issues of faculty development, recruiting, and resource allocation must be addressed together. Furthermore, social work education must keep evolving its curriculum, pedagogy, and research to suit the changing needs of our communities as society expects greater responsibility and relevance from educational institutions. The industry must continue to be flexible, adaptable, and forward-thinking while always working to develop graduates who are not just skilled but also powerful changemakers.

As a whole, social work education has seen significant expansion and change over the last 100 years. It is a tale of tenacity, cooperation, and steadfast dedication to social progress. We bring with us the knowledge of the past and the will to construct a better future as we enter the next century of social work education. Despite the significant hurdles, the opportunity for influence is much larger. A profession committed to furthering social justice, community building, and individual empowerment, social work education is still at its core. We have the opportunity to create the next chapter, and with cooperation, creativity, and steadfast commitment, we can make sure that social work education remains a ray of hope and development for future generations.

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CHAPTER 3

NAVIGATING THE CHANGING BOUNDARIES OF SOCIAL WORK PRACTICE IN THE 21ST CENTURY

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ABSTRACT:

This essay examines the dynamic processes that form the limits of the field of social work as it changes in the twenty-first century. It explores the growing field of social work and how biological, psychological, social, economic, political, and global factors have an impact. These elements constantly alter the field's goals, guidelines, contexts, restrictions, roles/functions, populations, theoretical underpinnings, research, and interventions. Enhancing, preserving, and reestablishing social functioning while advancing social justice, especially for vulnerable groups, is the goal of social work practice. Practitioners are guided by this dual aim as they address a wide spectrum of social ideals and human realities. Preventive, developmental, remedial, or transformational services may be offered, depending on the needs of the organization and its purpose, environment, and location. Based on a configuration of values, aims, sanctions, knowledge, and methodologies, social work acts at the micro, mezzo, and macro levels.

The study addresses how common humanistic principles that support the profession such as respect for variety, social fairness, and individual worth and dignity can also cause ethical conundrums. Practitioners of social work must address difficult ethical dilemmas and values clarification when the field's limits are expanded.

KEYWORDS:

Environment, Economic, Political, Psychological, Social Work Practice.

INTRODUCTION

The examination of the social work practice scope at the halfway point of the twenty-first century is appropriate. It is important to take into account how the powerful, dynamic biological, psychological, social, economic, political, and international factors that affect this context-specific profession have expanded the bounds of professional social work. These dynamics, which include goals, guidelines, contexts, sanctions, roles/functions, populations, theoretical foundations, research, and interventions, have an impact on the profession's limits by enlarging some and contracting others at any given moment. The discipline is supposed to adapt to these constantly shifting factors while still upholding its fundamental goals and principles, developing, using, and disseminating information, and demonstrating the efficacy of practice interventions [1], [2].

This overview demonstrates the breadth of postmodern social work practice, which encompasses an ever-growing range of objectives, contexts, functions, and methods for interventions at the micro, mezzo, and macro levels. For instance, the development of a new science on genetic illnesses has prompted the use of social workers to assist people and families dealing with the biopsychosocial reality related to these problems. Since the scope of professional social work practice is both broad and profound, the word "practice" has a broad meaning for social workers. If there is an inverse relationship between the growth of the profession and issue solving, that is one of the present, perplexing concerns.

Social Work Practice's Goals

The goal of social work practice in general is to improve, preserve, and restore social functioning while promoting social justice for people as a whole, including individuals, families, groups, communities, organizations, and vulnerable populations. The tapestry of human realities and cultural norms that are opposed by the profession's mission provide challenges given its twin objective of promoting social justice and improving social functioning. Depending on the organization's goals, circumstances, and needs, the services offered may be preventive, developmental, remedial, or transformational in character. There are three practice levels for social work services: micro, meso, and macro. The working definition states that social work practice is a "configuration of value, purpose, sanction, knowledge, and method" that distinguishes it from related professions and/or disciplines. Given the competition for clients, students, and increasingly scarce financial resources, this is or ought to be in social work's best interest. "Social work is always focused on the same issue, namely reducing social anxiety and enhancing social functioning [3], [4].

Although the need to help people change on a case-by-case basis is often emphasized, the social control aspect of practice is less well understood. Practitioners must understand the ambiguity of conceptions and how it affects how difficult it is to define objectives and assess success. Additionally, they are aware that in certain circumstances, helping a client adjust to the social environment may be traumatic for them as well as for the client. This phenomenon happens when the practice setting is marked by a lack of resources as a result of cuts to taxes, budgets, and fiscal allocations for policies and programs relating to human services. In other words, there are initiatives to decrease spending, close budget gaps, and lower debt by sacrificing the weak, oppressed, and disadvantaged groups with little ability to modify their own lives or the environment. The demands of providing services to people, families, groups, organizations, and communities on the one hand, and resource shortages in the policy practice environment on the other, can cause stress and challenges for practitioners. In an all-too-common contextual situation, values and ethnic imperatives are essential elements of practice.

Since social work's founding, the profession's shared ideals have played a crucial role in stabilizing the field despite contextual changes, constantly moving professional boundaries, conceptual ambiguity, and high paradigm growth. These humanistic ideals are founded on concerns for social fairness and human welfare. "Individual worth and dignity, respect of person, valuing individual's capacity for change, client self-determination, providing individual's common human needs, commitment to social change and social justice, confidentiality, seeking to provide individuals with adequate resources to meet their basic needs, client empowerment, equal opportunity, non-discrimination, respect of diversity, and willingness to take on new challenges" are just a few of the commonly cited core values of the profession. These principles serve as the foundation for the social work process, which includes how services are organized, how clients are approached and engaged in conversation, how problems are assessed and goals are set, and how interventions are carried out. A social worker's commitment to and advocacy for social justice has been referred to as the "organizing value" of the field today. This assertion seems to be supported by the most recent revision of the profession's Code of Ethics.

DISCUSSION

However, there is a debate about how much importance should be placed on such powerful ideals that may create quandaries and conflicts in relation to an infinite number of concerns. For instance, individual or social transformation, family or individual support, confidentiality or a commitment to personal or public safety, the design and allocation of services, including

their organization and funding via managed care, or the development of a care structure that is responsive to the requirements of their clients. This implies that values clarification and value questions will probably continue to play a significant role in practice creation and debate for a very long time. As described in the literature, practitioners need to constantly reflect on and face their own power and authority requirements as well as their own personal and professional beliefs. When assisting individuals or communities in assessing and navigating contentious, unresolved, and divisive societal issues and policies, such as same-sex marriage, selective abortion, adoption by nontraditional couples, assistance for undocumented immigrants, and privacy rights, they also need to understand the value of ethical reasoning. Understanding and resolving complex problems are professional duties expected of all practitioners as they deal with contradictions, ambiguities, and often even misunderstanding stemming from prevailing society attitudes, practices, and laws.

Ethical Concerns

Practitioners often find themselves challenged by and entangled in inevitable ethical problems when they are faced with conflicting obligations and values. Those that address social worker interactions as well as policy formation, program design, and administration. Further, the setting for practice when impacted by "diminution in confidentiality, informed consent, and privacy would create serious difficulties in client services and the value of regulatory compliance would define social workers' behaviour more than the professional code" would generate difficulties.

It is thus understandable that guidelines for ethical decision making have drawn attention in the professional literature given the gravity and breadth of ethical challenges. Reporting child abuse and conflicts related to individual vs family needs were listed by respondents as the issues offering the most ethical concerns to members of one professional correct service organization, for example, the American organization of Marriage and Family Therapy. The association's membership survey served as the basis for the ranking. Social workers often get training in and exposure to ethical principles that support client interests, wellbeing, and progress. However, as they battle purpose and resource constraints, service delivery organizations' organizational cultures may be hostile toward client groups that are often in need or who are growing and sometimes unlawful [5], [6].

Relationship Between a Profession and Social and Biological Sciences

Many of the theoretical methods in social work have historically been supported by knowledge from the biological, psychological, and social sciences. These disciplines provide contributions to the profession in terms of knowledge and empirically produced study results. However, since they each have their own set of concerns, they have an impact on if not actually dictate the way that theories are developed, questions are posed, and cognitive processes are arranged. The social scientist is not expected to pay attention to the implementation of ideas and results. Professionals, on the other hand, must concentrate on goals like intervention and problem solving because of the complicated contextual settings in which they operate. Professionals must deal with fluid, contextual policy and practice concerns that entail political processes and the development of a "consequential ethic," in contrast to disciplines.

Behavioural Sciences

Social scientists try to provide explanations for "how" and "why" via research and analysis. They provide a large portion of the raw materials often utilized in human behaviour and social environment courses, which contain a sizable portion of theory in BSW and MSW social work programs. The HBSE curriculum is heavily weighted toward psychology, behaviour, and

systems, often at the cost of knowledge that has an impact on the wider environment. Most often, social information is included, but economic and political ideas are plainly lacking. In the political economy that underpins social welfare policies and programs, these latter two domains often overlap and are connected.

Natural Sciences

The "bio" component of the biopsychosocial approach may be improved thanks to significant developments in biological sciences, which have led to new information. It is possible to incorporate research from cognitive neuroscience and neurobiology with other psychosocial theories of human behaviour that are already in use. According to a corpus of research in neuroscience, social work treatments may alter brain chemistry and structure in ways that are beneficial to the client. This indicates that there is little reason for giving one of the primary theoretical views of the professions' biological component inadequate attention in both education and practice. Due to a number of factors, such as growing acknowledgment of research methods courses in the curriculum, increased desire among schools of social work for enhanced scholarship, and the process of professional maturity, self-generated material in social work has developed both significantly and quickly. The profession will however continue to pay a price for the valuable information it receives from other professions. It is crucial for social work to keep expanding and improving its theory, practice, and research in order to increase the adoption of its expertise by other professions [7], [8].

The goal is for the two systems to interact as strongly and favourably as feasible. The inability to handle environmental issues, which have an influence on how individuals perform, is a weakness. It is obvious that the field favours talking about "individual variables" over "system variables." In contrast to its direct practice, the profession has put significantly less effort and thought into creating the theories and technology required to compete effectively in the macro-domain, which calls for knowledge of and comprehension of economic concepts. Before the profession fully embraces its original dual goals of both individual and environmental change, which have been treated as dichotomous entities for much of the past century, hard issues, some of which were noted by Morris, Solomon, Tucker and Gambrill, will need to be dealt with.

Without a workable definition, conceptual clarity, and/or a unifying factor, the area has a propensity to produce a wide range of ideas, technologies, techniques, intervention tactics, and possibly even fads, all of which encourage and strengthen an eclecticism propensity. The argument that eclecticism is not a "free good" but rather one that comes at a hefty cost puts social work at a competitive disadvantage against disciplines that have seen more paradigm development. According to Tucker, social work is consequently constrained in its ability to acquire and keep resources, as well as in the rate at which information is created and distributed, how much power and autonomy it has accrued, and its ability to engage in joint research and study. Briar and associates at the NASW conferences weren't the only ones to speak on this subject.

Prior to the 1970s, approaches to practice were determined by domains of practice, such as child welfare, prisons, and medical social work, as well as by techniques like casework, group work, and community organizing. Although once thought to be advantageous, these many domains of practice and approaches have now been shown to have considerable drawbacks. One criticism of this approach was that it did not adequately handle the person-in-situation mantra theoretically. Another criticism was that the techniques and settings orientations did not promote professional unity, but rather they contributed to the historical distinction between cause and function, as well as between the person and the environment. Another criticism was that the techniques orientation, especially group work and casework, did not adequately address

the needs of the underprivileged. One outcome was that the civil rights movement exhibited greater creativity and leadership, and the ensuing structural transformation ultimately gave rise to poor people's movements in metropolitan areas.

The main civil rights technique of the 1950s and 1960s, nonviolent civil disobedience, was contested and lost support as more forceful social change was demanded by younger, harsher voices. Urban unrest spread in several cities and became a cause for national worry. It was argued that the therapeutic methods in use did not adequately address the needs of the poor, which need structural changes in the environment, or the causes, complexity, and transitions of their lives. Personal empowerment, social justice, and the development of social capital appeared lost as viable and active parts of the profession's nomenclature or semantics, despite the fact that economic and political disparities, inequities, and deprivation in health care, education, and housing were pressing and crucial issues in the lives of many clients. Following civil unrest, pressure from the War on Poverty and the civil rights movement pushed the profession to adopt a more general approach and consider issues from a social science viewpoint. The book *Pedagogy of the Oppressed* by Paulo Freire, in which he bemoaned the circumstances of oppressed people all over the globe and suggested consciousness-raising and educational tactics for praxis and emancipation, became a discussion point in schools, organizations, and among advocates for the underprivileged. Some social workers contributed to the effort to assist the poor by using their skills to fight against callous government agencies like the welfare system and other bureaucracy and to support grassroots organization [9], [10].

Old practices, paradigms, role identities, and organizational cultures of the different associations did not instantly vanish or collapse. However, over time, these interests diminished and a new, wider vocabulary, practice, with a larger skill set, evolved, gaining importance in both the academic curriculum and field. This criticism was justified by the claimed absence of a technique that was internally consistent and adequately unifying. Social workers have spoken about systematizing education and advancing the field of social work before the 1915 meeting. As shown by her work *Social Diagnosis*, which outlined a procedure for the analysis and diagnosis of case issues, Mary Richmond established herself as a proficient academic reply to Flexner. Casework grew in importance and momentum as a result, but not without resistance and conflict from Jane Addams and other key figures in the settlement movement.

Practice today is based on enormous strides that the new profession of the 20th century made in response to this nation's rapid development and shift from an agricultural to an industrial to a technological civilization. The 1920s through the 1950s, in particular, saw a heavy reliance on Freudian-based psychodynamic casework in early theoretical approaches. Despite its dominance, this orientation emphasized internal causes more than the influence of the environment on behaviour. Even now, early American Freudians are still heavily referenced in clinical literature.

A proliferation of new theories, including as ego-psychology, systems, family therapy, and ecological variables, was seen in the decade that followed. Over time, this led to a greater focus on and examination of the environment as well as the interaction between people and their environment.

Systems theory has been recognized for its value in promoting the development of a holistic perspective on practice by highlighting the need of placing equal focus on people and their systems. By the final quarter of the 20th century, a variety of practice philosophies and several technologies had undergone considerable alterations. The ecological systems model proved to be sufficiently inclusive to enable this purpose. It was necessary to include ideas into a framework to promote integration, including the holistic character of practice. It suggests that

people engage in continual interactions with a variety of environmental systems, including other people and institutions. Systems, which may be open or closed, engage in reciprocal behaviours. Each system must be open to outside input if it is to expand and evolve. The ecosystems model has developed to be useful for servicing various populations that have a demonstrable need for macro, mezzo, or micro system intervention.

CONCLUSION

The practice of social work in the twenty-first century must navigate an environment that is dynamically changing and complicated. It is critical for the profession to maintain a solid ethical basis while responding to the changing requirements of society as we negotiate these shifting borders. The diversity of objectives, contexts, roles, and methods for micro, mezzo, and macro interventions continues to grow within the field of social work. Practitioners are guided in their work by the profession's twin goals of achieving social justice for disadvantaged groups and improving societal functioning. Values continue to be at the centre of social work practice, especially those that pertain to social justice and human welfare. However, while interpreting and prioritizing these values in various circumstances, practitioners must deal with the complexity and conflicts that emerge. As social workers deal with conflicting obligations and ideals, ethical difficulties are unavoidable. The relationship between social work and the social and biological sciences emphasizes the necessity for a balanced integration of different fields to broaden the field's body of knowledge. Social workers may more effectively advance social justice and improve social functioning by tackling environmental problems and societal inequalities. The profession must provide a solid framework that combines its many methods and procedures in the face of growing limits and shifting paradigms. By using this paradigm, social workers will be better able to meet the complex problems of the twenty-first century while upholding their essential principles and objectives. Practitioners and educators must stay dedicated to expanding the understanding and practice of social work as it develops in order for it to continue to be a crucial force for good change in the lives of people, families, communities, and society at large.

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CHAPTER 4**SOCIAL WORK PRACTICE THROUGH THE AGES: FROM GENERALIST FOUNDATIONS TO ETHNICALLY-SENSITIVE AND FUTURE CHALLENGES**

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ABSTRACT:

This essay examines the development of social work practice through time, from generalist roots to the modern environment marked by ethnically-sensitive methods and upcoming difficulties. We learn how the profession has responded to shifting societal dynamics, new requirements, and the need of cultural competency by looking at the historical history of social work. We explore the fundamental ideas that have guided social work practice as well as the crucial role that generalist foundations have had in defining the discipline. The crucial change toward ethnically sensitive practice and the crucial significance of cultural competence in the varied and globalized world of today are highlighted as we go along. The future obstacles that social work practitioners are anticipated to confront, such as technology improvements, changing demography, and increasing societal concerns, are also examined. Through this thorough investigation, we want to shed light on the long history of social work as well as the fundamental abilities and information necessary for today's successful practitioners.

KEYWORDS:

Generalist Practice, Neighborhood, Policy, Social Work, Society.

INTRODUCTION

In the 1970s and 1980s, worries about the specialization and division of the profession into clinical/psychotherapy and macro/reform grew and became a topic of discussion. Study and debate led to a review of bachelor's level social work education and a new presentation of generalist practice, which combines practice, policy, and research. Although it was anticipated that most generalist practice would take place at the micro level, practitioners would still be familiar with and able to use macro approaches when appropriate. The Council of Social Work Education stipulates that practice at the bachelor's level must have generalist preparation. All system levels individuals, families, groups, organizations, and communities are serviced by generalist practitioners.

They work in a variety of places, such as hospitals, clinics, communities, schools, family and children's organizations, etc.

An eclectic knowledge base, the ability to display a variety of abilities, the ability to assume several professional roles, awareness of and assimilation of professional values for application at different client system levels for problem-solving goals are all necessary for effective generalist practice [1], [2]. The interaction, interdependence, and reciprocity within and across systems and subsystems are highlighted in systems theory, a significant theoretical foundation for generalist practice.

These professionals need to be aware of the information and skill sets necessary for various issue sets and system levels. Practitioners are supposed to start off working under supervision inside an organization or agency structure.

Therapeutic Social Work

The development of action-oriented methods, the rise of short-term modalities, the expansion of action-oriented approaches, and the significance of research as a foundation for practice are four significant connected long-term developments in clinical social work. Eclecticism has evolved as a result of practitioners attempting to combine several schools of thought in order to provide the greatest care for clients in the context of the emergence of interventive methods, techniques, and approaches. This is shown by a program that treated female depression by combining interpersonal psychotherapy with cognitive-behavioral therapy. Concerns about lowering waiting lists, cost reduction, service results, and client-holding capacity in open-ended therapy have fueled trends toward short-term modalities. Cost containment is one of them as human service budgets have started to decrease and managed care models have been implemented by third-party funding sources. The behaviour of practice was handled by challenging the need for the service, restricting access, and setting spending limits. Cost containment ultimately determined who would get services, what services would be offered, and how much of each would be supplied. Clients, practitioners, the government, and society as a whole will gain from a stronger research foundation for practice through reduced problem impact, improved practice technology, decreased costs and reliance on institutional and governmental funding, and tangible cost savings by promoting social functioning and boosting productivity [3], [4].

Midway through the nineteenth century, the YMCA and then the YWCA started offering group programs. During the late nineteenth and early twentieth centuries, this approach was often associated with the settlement dwellings. Group practice methods were employed in the progressive reform movement supported by settlement houses to improve deteriorating urban infrastructure, poor sanitary conditions, substandard and unsafe housing, precarious employment, inadequate educational opportunities, constrictive, if available recreation, police brutality, and unfair practices, as well as other quality-of-life issues for immigrants and other poor people who were frequently isolated due to language, culture, and/or residence. The founder of Hull House, Jane Addams, and other influential women believed that opportunities for informal pedagogy could play a crucial role in assisting people in enhancing both their own human capital and competencies as well as the social capital of their environment through the use of the group approach. The reform efforts made by Black women at that time are not well recognized.

Despite the popularity of group work, several caseworkers were skeptical of the need, gravity, and rigour of the approach and questioned its value. Group workers were careful not to let their cause be used as a scapegoat or be associated with a non-American social element during the 1940s, a time of war, international turmoil, and home dread. They gave up on social change and activism in favour of investing their time and talents on advancing and perfecting the theory of group work practice. Services geared at treating World War II veterans saw an upsurge in demand for this approach. Group workers advocated for therapy even as certain services in conventional agencies and organizations maintained. As a result, interest in groups for treating a group of people as a whole grew, and the objective of social transformation via groups was diminished, if not abandoned.

Currently, CO is still a crucial approach in social work. Conceptually, it was separated into three models: community development, social planning, and social action. This approach is illustrated via work with relevant demographic groups in rural, suburban, urban, and/or hamlet-and/or-barrios areas, as well as online. It has been used to work with American Indians in urban and reserve settings to foster the idea of community. Successful CO projects required the assessment of need and the active involvement of community people in planning,

implementing, and evaluating. Another instance is the work done with Mexican Americans, where CO skills were utilized to organize influential people and neighbourhood inhabitants at the local level to create plans to lessen tensions and enhance relations between the police and citizens [5], [6].

Important phases in working with certain demographic groups rural, reservation, barrio, urban neighbourhoods, and others include defining the issue, organizing locals, locating resources to address the need, collecting money, forming alliances, and lobbying. Women are utilizing the Internet to support activism, networking, and organizing in an effort to lessen discrimination all over the world. Change follows a trajectory from consensus-based to conflict-based to contest-based methods in all projects. There are close connections between online and conventional organization, even in the age of revolutionary technology. Although the usefulness of CO has been shown to be an efficient method for resolving community issues, it has been overshadowed by interventions involving micro and macro systems. Electronic advocacy, a powerful instrument for "collective action and communication," is introducing new practitioners and citizen groups to community organizing, as well as giving it more of a focus. In reality, research have shown that using the Internet for lobbying has had favourable consequences. As the Internet, which includes web-based strategies, e-mail-based tools, and other approaches, becomes more extensively utilized, community organizing and policy practice are being revolutionized.

Advanced Macro Practice Forms

Community development has always been a crucial component in reestablishing American communities. After the Great Depression, it became very successful; notable initiatives were the Tennessee Valley Authority, the Works Progress Administration, and the Civilian Conservation Corps. These federally funded programs were welcomed sources of employment and infrastructure enhancement for local and regional institutions. Nearly 30 years later, it was evident that the market circumstances in struggling neighbourhoods did not provide feasible possibilities for generating the required housing and commercial growth. Following the social upheaval of the 1960s, African American leaders found that community development was an effective strategy for assisting in the recovery of both urban and rural communities. It was acknowledged that the emphasis of their campaign should shift from personally targeted legal tactics to socioeconomics. The new slogan was "community self-determination and local control of institutions and resources." African Americans around the nation started community development companies because they wanted to enhance their quality of life and realized that in order to do so, they would need to become involved in community organization.

These locally based organizations are managed by community boards. It was identified right away that although conflict-organizing techniques aided in the development of certain CDCs, a different approach was required to achieve the objectives of raising money for community reconstruction aims. Although community members served on boards, early CDCs depended on financial institutions, charitable organizations, and the government for funding and were influenced by these groups. Instead of working directly with citizens, CDCs had an impact on community via activities like building management and tenant selection. CDCs have had significant success with managing buildings as well as with creating and renovating low-income housing. A stronger community structure and social ethos were developed since it was realized that housing alone would not alter neighbourhoods. As a result, fresh efforts were encouraged, such as social services, employment, and economic growth within the neighbourhood. The development of CDCs has been greatly aided by partnerships connecting organizations with the community and the community with a greater metropolitan region. In reality, CDCs provide a model for modern strategies for reviving impoverished, suffering areas,

i.e., extensive community activities and community development. Community planners, organizers, and policy experts have contributed significantly to community development. CDC success stories may be found all around the nation [6], [7].

Community Planning

Although it is a major macro approach on its own, planning has been and continues to be a vital part of community organization. It was used in Pittsburgh at the beginning of the 20th century by the country's first council of social agencies in response to the first thorough examination of issues in a significant industrial metropolis. The Pittsburgh Council and others addressed pre-existing social issues and created guidelines to help organizations provide services efficiently. There was little leverage for implementing planning proposals since local councils seldom ever had power over the distribution of monies to agencies. Following the Great Depression, the government had a primary role in resolving socioeconomic issues, necessitating the implementation of significant planning efforts. Before extensive planning was once again focused on resolving social problems, it would take place during the 1960s anti-poverty campaigns. For almost ten years, all new social policy initiatives had to include planning as part of its suggested programming approach. Planning was necessary for program efforts in practice areas, and a logical, goal-centered strategy was used. The unreasonable system-wide aims and objectives of social services made rational planning challenging. By the 1980s, the conservative movement and the surge of decentralization and devolution from national to state/local, and market-based systems had eroded the fleeting national interest in rational planning.

Practice Policy

Policy is increasingly seen as a mechanism for resolving issues. As a result, it shares a systematic body of information, methodologies, and abilities with the other approaches. Large systems are being changed as a result of policy practice in order to benefit people and families. Too often, practitioners disregard the need of knowing and committing to policy practice for the execution of the profession's social justice position. The normal duties of social workers as case managers and therapists fall short of that aim if the concept of social justice is understood to signify a commitment to ensuring equitable access for everyone to fundamental social goods. This is not meant to discount the value of these positions, but rather to highlight the fact that they do not seek to guarantee a more fair allocation of opportunities. Direct participation in the creation and revision of social policy is necessary for the advancement of social justice. Policy planners organize, monitor, manage, and evaluate interventive methods in companies and communities in addition to devising plans and programs to implement policies. Referral through termination are the first two steps that have been recognized as important to intervention. According to Iatridis, the formulation and implementation planning phases, which are primarily focused on organization and administration, are the most important ones. The examination of the issue, creation of suggestions, dissemination of recommendations, and customer response and well-written policy views are important stages in formulation.

Ethnically sensitive behaviour

The ethnic-sensitive practice model contends that some fundamental ideas ethnicity, socioeconomic class, and oppression are included into an organizational schema of intervention principles from an ethnocultural viewpoint. The idea that an ethnic group's cultural diversity results in its people experiencing distinctive realities is a key tenet. Understanding these variations helps one better comprehend the reality of the ethnic group. The following are some of the presumptions Schlesinger and Devore make in relation to ethnic-sensitive practice: history influences both the genesis and resolution of problems; the "here and now" is more

important than the past or the future; nonconscious phenomena have an impact on family functioning capacity; and ethnicity can be a source of harmony, identity, and strength as well as discord, strain, and strife [8], [9].

A multicultural viewpoint, which requires social workers to appreciate and accept aspects of cultures other than their own, is another element of ethnically sensitive practice. Understanding culture, power, and the connections between the two ideas is still another element of successful practice. For ethnically sensitive practice, the dual viewpoint is equally beneficial and enlightening. According to this method, clients are a member of two systems that they must contend with: the dominant or sustaining system and the nurturing system. The former includes the physical and social surroundings of the family and community, while the latter is the source of power and financial resources. When cultural-practice is included into your evaluation and intervention repertoire at both the micro and macro levels, it is being used effectively.

Areas of Experience

Historically, the social work profession has assisted marginalized demographic groups. Involving people, families, groups, organizations, and communities in transformative efforts with varying motivations, approaches, and degrees of success were "friendly visitors," forerunners of professional social workers, as waves of immigrants, urbanization, and industrialization took hold in the United States in the late 1800s and early 1900s. The issues of people of colour, Native Americans, and others were often left to self-help initiatives that mimicked the mainstream community, despite the fact that new immigrants, women, and children, mostly of European descent, were the focus of mainstream activists.

Future social work practice will continue to be impacted by factors that will always shape its limits. Practitioners must be alert to the needs of both established and emerging disadvantaged groups in order to advance social justice and improve social functioning. However, the difficulty of addressing such issues must be seen in light of the profession's primary goal. By doing this, the profession may preserve and increase public confidence, which can increase support for its objectives. Strong evidence about the efficacy and utility of intervention tactics, change theories, and policy approaches is a key component in gaining more trust. Since the start of this profession in the 20th century, significant developments have been recorded. This chapter identified a number of achievements as well as problems in need of consensus-building and future development. Evidence-based knowledge among students, practitioners, and educators is crucial among them. Continuous focus should be placed on eradicating "isms" and advancing social and economic fairness, in addition to culturally sensitive methods [10]. If the profession wants related professions to utilize the information produced by social work and advance in the hierarchy of professions, it must continue to promote the refinement of its "problematic" or paradigm and advance theory based on evidence. The understanding of the profession must be advanced by practitioners as well as academics. The profession has to identify itself to the public by using social media to promote its practice strengths and skills.

CONCLUSION

Social work practice has travelled a fascinating path through the centuries, one that has been marked by persistent adaptation to the constantly shifting terrain of societal requirements. Social work has developed from its generalist roots in compassion and advocacy into a vibrant profession that incorporates ethnically-sensitive ways to face the difficulties of a society that is becoming more and more varied. As we draw to a close, some important conclusions become clear. First of all, social work's fundamental principles empathy, empowerment, and social justice remain the pillars of successful practice. These guiding principles have survived the test of time and still serve as a guide for practitioners working to better the lives of people in their

communities. The need of cultural competency is further highlighted by the trend toward ethnically sensitive practice. Social workers must be aware of the distinctive experiences, histories, and needs of the clients they support. For modern practitioners, cultural humility and the capacity for culturally aware discourse are essential. Last but not least, social work confronts a variety of difficulties as we look to the future, including the ethical implications of technology and the difficulties of providing care for an aging population. However, these difficulties also provide chances for advancement and development in the industry. To successfully handle these new concerns, social workers must continue to be flexible and forward-thinking. In conclusion, the development of social work practice is evidence of its tenacity and dedication to promoting constructive change. Social work practitioners may continue to have a significant influence on the wellbeing of people and society at large by embracing its historical roots, appreciating cultural competency, and becoming ready for new challenges. Social work will surely continue to play a crucial role in meeting the complex and changing demands of our linked society as we go ahead.

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CHAPTER 5

NAVIGATING THE EVOLUTION OF SOCIAL WORK REGULATION: PROTECTING THE PUBLIC AND DEFINING PROFESSIONALISM

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ABSTRACT:

The history and evolution of social work as a regulated profession are examined in this study, with an emphasis on how regulatory boards' jurisdictions and responsibilities have changed through time. It emphasizes the crucial role that regulation plays in guaranteeing public safety, outlining basic standards of practice, and preserving social workers' ethical behaviour. The study examines how social work ethics and values have evolved historically, from the Morality Period to the Ethical Standards and Risk Management Period, with special emphasis on the profession's dedication to upholding a code of ethics. The differences between certification, credentialing, license, and registration are discussed, along with other kinds of credentialing and licensure in the field of social work. It distinguishes between practice acts and laws that provide title protection in order to make clear the legal framework that controls the practice of social work. The essay also stresses the significance of having a system of values and ethics that has been codified as a precondition for accountability and legal control. The study examines the existing license framework and demonstrates the range of licensing categories, including BSW, MSW, independent, and clinical, as well as how these categories change across various countries. It talks about the licensing criteria, including education, supervised experience, tests, references, and moral behaviour. With an emphasis on protecting the public, the function of regulatory bodies in defining the range of practice, establishing standards, and implementing disciplinary penalties is highlighted.

KEYWORDS:

Education, Jurisdictions, Licensed Social Worker, Social Work.

INTRODUCTION

Additionally, according to The Social Work Dictionary, a professional is "an individual who meets the requirements for membership in a particular profession and uses that profession's practices, knowledge, and skills to provide services to a client system, always adhering to that profession's values and code of ethics." This definition refers to a codified and acknowledged set of principles and standards that govern behaviour in the practice of a particular profession [1], [2]. The field of social work did not begin as a career. The morality phase, the values period, the ethical theory and decision-making era, and the ethical standards and risk management period are Reamer's four divisions in the development of social work values and ethics. Social work was carried out in the nineteenth century by "friendly visitors" who aimed to improve the moral fiber of the underprivileged. This moral emphasis was superseded in the latter quarter of the 20th century by social work practitioners' efforts to create "intervention strategies and techniques, training programs, and schools of thought." The social work profession had established explicit ethical principles by the middle of the 20th century to direct practitioners' behaviour. The social work profession's growing interest in ethics coincided with a larger interest in applied and professional ethics among other professions in the 1970s. During this time, as interest in bioethics grew, ethics started to be studied as a discipline unto itself. The most recent phase, known as the Ethical Standards and Risk Management Period, is marked by a major extension of the ethical principles that should govern practitioners'

behaviour and by greater awareness of professional responsibility and negligence. The word "credential" is often used to refer to any document that attests to a social worker's credentials. It is the phrase that is most often used to refer to voluntarily granted recognitions from professional groups like those listed in the preceding section. Credentialing programs are often run by private organizations, and they seek to highlight the profession and the professional who holds them as having knowledge, skills, and accomplishments that go above and beyond the minimal criteria for licensure. In various countries, the regulation of social work is referred to by the term's certification, credentialing, licensing, and registration. Although certification often refers to a less stringent regulatory framework than licensing, which typically refers to a more thorough system, there is no legal difference between the two terms for regulatory purposes. These phrases are even more perplexing when they are used in the title of a social worker who is subject to legal regulation, such as "Licensed Social Worker" or "Certified Social Worker." Practice acts define the professional activities that can be performed and require anyone engaging in these activities to hold a license. Practice acts establish who can call themselves a social worker and regulate the practice of social work. Title protection legislation regulates what social workers who have satisfied the legal requirements can call themselves, such as "Licensed Social Worker." Less strict title protection laws let those who don't satisfy the requirements to practice, but only if they don't use the regulated title, such "Licensed Social Worker [3], [4]."

Licenses for Social Workers

In order to safeguard the public, professions are legally controlled. To do this, a code of conduct for professionals is established, along with minimum competency standards. Statutory regulation establishes the criteria for someone may engage in a profession and identify as a member of that profession by outlining the required credentials and abilities. In the event that anything goes wrong with the provision of services or in the conduct of professionals, legal regulation also gives the general public a path of remedy. Before a profession may be legally controlled and held responsible to not just an expectation of knowledge, skills, and talents, but also to behaviour according to a recognized code of ethics, it is necessary that a defined and unified set of values and ethics be in place.

The endeavour to regulate was, for the most part, the only thing these jurisdictional initiatives had in common. As early laws were passed, a patchwork of various regulatory systems for social work formed. The way that governments and territories manage the social work profession has varied widely and continues to do so. Some states only allow social workers to be licensed in one category after receiving a master's degree, or in one category after receiving a master's degree and 2 years of postgraduate experience, or after receiving 2 years of experience only in clinical social work. Other legal systems governed social workers with bachelor degrees at graduation, master's degrees upon graduation, and master's degrees with two years of postgraduate experience, some of which required particular clinical practice. The supervisory standards, supervisor criteria for credentials, and examination standards all varied. There were also several areas where social workers worked in specific capacities but were not required to be licensed, such as in federal, state, and municipal governmental institutions.

DISCUSSION

A three-tiered licensing framework was established under the NASW model legislation, with baccalaureate social workers receiving their licenses upon graduation, master's social workers receiving their licenses upon graduation, and master's social workers receiving a "advanced" license after completing two years of supervised experience. No difference was made between this category and one that was specifically for obtaining a license to practice clinical social

work. The pursuit of particular clinical social work license was motivated by the practical considerations of parity with other mental health professions, notably the need to be eligible for third-party payment.

Current Licensure Structure for Professional Regulation

Currently, social work may be divided into up to four parts: BSW, typically after graduation; MSW, also after graduation; independent, after two years of supervised general experience; and clinical, following two years of specialized supervision. The majority of governments provide social workers licenses in two or more of these fields. As of 2006, 35 states have laws governing social workers with bachelor degrees, according to the ASWB. Master's social workers were governed by 35 states, but not always the same ones. Clinical social workers were licensed in 45 jurisdictions, whereas independent social workers who didn't always practice as such were licensed in 23 states. For those who work in social services but lack a professional social work degree, six states in 2006 offered a category of associate licensing. In order to ensure that all social workers, regardless of practice area or setting, are licensed, the regulatory trends for social work in both the United States and Canada call for a transition from title protection to a practice act in addition to title protection, an expansion of the categories of licensure, and the elimination of exemptions from licensure. By guaranteeing that all of the public is serviced by social workers who fulfill minimal requirements and standards and are responsible to a governmental authority for their activity, this meets the regulatory boards' role of public safety [5], [6].

Education, supervised experience, passing a test to demonstrate knowledge minimum competency, references, high moral character, and fees are the usual conditions for licensing. The bachelor's and master's categories of licensing need a BSW or MSW degree, and some states additionally demand postgraduate experience before approving applicants for these licenses. For the independent and clinical categories of licensing, you need an MSW and at least two years of postgraduate supervised experience. Some jurisdictions need documentation of more than two years of supervised clinical experience, a minimum number of hours in a clinical field placement, particular clinical courses, most often in psychopathology, as well as more than two years of supervised clinical practice.

A poll that is undertaken at regular intervals typically every 5 to 10 years determines the topics for each of the four exams in order to maintain the information being examined up to date with practice. Social workers are asked to score a set of activities based on how often they do each one, how crucial it is that they perform it properly and effectively when they do, and if it is crucial to know how to perform it when starting out in practice. A team of social workers who are subject area specialists created the survey. The material outlines for each test are created by the same committee after they analyze the outcomes and consult their expert viewpoints. Licensing may be complicated and unpredictable. It is highly advised that social workers learn about the licensing regulations in the areas in which they operate. As soon as feasible, social work students should learn about licensing so that they may design their coursework, supervision, and practicum experiences to satisfy the criteria. At www.aswb.org, you may find details on the license requirements in each state and province as well as direct links to the websites of the licensing boards.

Regulatory boards' duties

The public's protection is the primary responsibility of boards that oversee the profession of social work. The regulatory board has the statutory authority to define and establish the credentials necessary for different levels of practice competency, the ability to issue or deny a professional license, the power to investigate claims of improper practice, and the power to

impose disciplinary sanctions on a social worker who violates the laws of the practice. Social work is a professional practice that affects the public health, safety, and welfare of the citizens of the jurisdiction.

Regulatory boards specify what constitutes an illegal activity and a breach of the code of conduct for each kind of social work license by defining the area of practice and standards for professional behaviour. Boards have the power to punish those who break the law or its regulations in order to uphold their obligation to safeguard the public, including the power to forbid these people from endangering the public. The methods for submitting complaints, conducting investigations, determining whether to impose disciplinary proceedings, and applying fines for violations are all outlined in the disciplinary regulations. The board's determination of unprofessional conduct, practising outside the applicable scope of practice, practising without a license, having been convicted of a felony, being disabled or otherwise unable to practice social work with the reasonable competence necessary to protect the public are all grounds for disciplinary action, among others [7], [8].

Regulations governing discipline also specify the requirements for imposing penalties, take into account any aggravating or mitigating factors, and specify the requirements for license restoration. In addition to financial fines, licensing limitations, supervised practice by a board-approved practice monitor, mandatory continuing education requirements, and/or license suspension, probation, or revocation are also possible penalties. A licensed social worker who is unable to perform safely due to a mental condition, drug or alcohol use, or addiction is regarded as an impaired professional. Under the supervision of the regulating board, several jurisdictions have diversionary programs to rehabilitate these impaired social workers, and they often limit or monitor their practice during this period. Although the NASW chapter in certain states offers an assisting program for practitioners who are impaired, the social worker is still ultimately responsible to the board.

Regulatory boards struggle to define the essential elements of supervision for a certain level of licensing when social work practice regulation changes. Despite the fact that supervision has always been a topic of conversation in social work education and practice, regulatory bodies are increasingly feeling the need to look into and define what constitutes sufficient supervision for a candidate for licensing. One of the last hurdles that an applicant must clear to become eligible for a license is supervision. Along with being answerable to the supervisee and the agency, the supervisor is also answerable to the regulatory board for the supervision, practice, and assessment of the license application. Most regulatory boards have specific requirements, particularly for clinical supervision, including the number of hours needed, the supervisor's credentials, the amount of time needed for individual supervision and group supervision, any provisions for alternate mental health professions to supervise, and, if allowed, the percentage of hours that may be provided by other professionals. Regulatory bodies are increasingly tightening and defining their requirements for clinical supervisors. The proper use of monitoring as a punitive tool is a further problem for regulatory bodies. Many disciplinary procedures against social workers who break rules or standards of practice include some kind of monitoring to help the social worker comprehend and adhere to the rules. Regulatory bodies continue to concentrate on how best to employ supervision for this goal.

Public Safety

Public protection continues to be the primary goal of all social work regulations. Regulations for the practice of social work, such as certification and licensing, guarantee that minimum standards for the degree levels of bachelor's, master's, and advanced clinical practice are created and that the competence criteria are satisfied. Additionally, those who receive social

work services have a way to report unethical behaviour on the part of a social worker, a breach of professional ethics and standards, or work done by an unlicensed practitioner. Regulatory boards will develop along with the profession and continue to advance the goal of ensuring the protection of the public as technology advances and the need for highly qualified and moral practitioners rises to meet the rising demands of complex societal issues. A crucial turning point in a profession's evolution is when it is acknowledged that regulation is necessary to safeguard the public. The fact that social work is regulated legally in some way in every jurisdiction in the United States, Canada, and increasingly in other nations in 2007 is proof that the field has advanced to the point where its significance and influence are acknowledged. With such authority and significance comes a profession's obligation to be governed and to hold its members responsible for engaging in competent and moral practice [9], [10].

CONCLUSION

It emphasizes how crucial regulating bodies are in establishing and preserving the norms, ethics, and skills necessary for social workers. The profession has seen considerable changes throughout history, moving from a morality-centered approach to a strong framework of ethical norms and risk management. The study highlights the fact that social work is fundamentally a profession dedicated to morals, ethics, and the welfare of people and communities. The creation of ethical standards and codified principles has been essential in directing practitioners' behaviour and guaranteeing the provision of high-quality services. In addition, the differences between license, registration, credentialing, and certification have been made clearer, showing the complicated system of professional recognition in the area of social work. By regulating who may operate as a social worker and under what circumstances, the legislative framework controlling social work practice, which includes practice acts and title protection laws, seeks to safeguard the public. The variety of license categories and the various criteria between jurisdictions are highlighted by the examination of the existing licensure system. Clearly, regulatory bodies are essential in defining the range of activity, setting standards, and imposing sanctions when required. These boards are crucial in preventing possible damage to the public and making sure social workers follow moral and professional standards. It is clear that regulation has become a crucial component of social work's development and acceptance in this constantly changing field. Regulatory organizations continue to confront difficulties, notably in establishing the criteria for supervision and using it effectively for professional growth and, where required, disciplinary action. In the end, social work regulation symbolizes the field's dedication to ethical conduct and public safety. The regulatory framework of the profession will be crucial in maintaining its core values, fostering competence, and ensuring that social workers remain steadfast in their mission to improve the lives of individuals, families, and communities as the field continues to grow and adapt to new challenges.

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CHAPTER 6

NAVIGATING THE EVOLUTION OF SOCIAL WORK: FROM DIVERSITY TO UNITY

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ABSTRACT:

A complicated tale of change, variety, and the never-ending need for unification can be found in the history of social work in the United States. This journey started with charitable and religious origins, and over time it evolved into a field heavily affected by social sciences and societal pressures. The field of social work has adjusted to shifting social environments, from the Elizabethan Poor Laws of the 17th century through the effects of the Civil War, urbanization, and immigration. In this context, it is investigated how volunteers differ from trained professionals, how both men and women have contributed, and how the continuum between social therapy and social justice emerged. When Abraham Flexner questioned whether social work could be regarded as a legitimate profession in 1915, it was a turning point in the field's history. This incident started a process of reflection within the field that resulted in the formalization of social work practitioners' education and training. The profession had challenges with organizational identity and diversity as it developed. In response to internal disagreements about the scope of social work, organizations like the Association for the Study of Community Organization and the American Association of Group Workers emerged in the middle of the 20th century. The profession started to flourish and spread despite fragmentation and identity issues, motivated by the demands of a quickly changing society. A resolution to unite the profession under a super organization by 2012 was signed in 2007, beginning a fresh endeavour to establish a common voice. The path to unification is still complicated and continuous, with obstacles stemming from organizational identity, governance systems, and disparate professional interests. This historical review highlights the profession's adaptation and tenacity in navigating the complex field of social work, eventually aiming for unification and having a greater effect on societal change for the better.

KEYWORDS:

Diversity, Evolution, Poor Laws, Resolution, Social Work.

INTRODUCTION

Structure and organizational variety have been a recurring subject in the growth and evolution of social work as a profession. The industry is still working to integrate a number of significant organizations that together represent sizable populations of practitioners and instructors. The attempt, struggle, and possibly even crisis to create a more cohesive voice for the profession is a reflection of the organization's century-long history, which has been characterized by the continual emergence and fragmentation of voices and forces that have never seemed to be able to consolidate around a single core. The American Medical Association and the American Psychological Association have both managed to create strong and politically potent organizational bases, but social work has yet to do so. The medical profession, which served as the historical professional template for social work's founding mothers and fathers, and the discipline of psychology, which is maturing as social work's historical practice/clinical template. Despite the fact that professional subgroupings in the areas of medicine and psychology represent these professions' extreme diversity, there is nevertheless a strong sense of apparent unanimity when a viewpoint is taken under the banner of the AMA or the APA. The voice of social work is not as strong or united [1], [2].

The professional and educational organizational growth of social work in the United States is described historically in this chapter, along with a record of it. As social work emerged in the late 1800s and struggled to establish itself as a distinct new profession during the first half of the 20th century, comparable to medicine, law, and other newly emerging occupational categories, the history of social work that is chronicled here reflects a recurring motif of approach/avoidance. As the profession entered the twenty-first century, its leaders were looking for a way to once again find a unified voice that would embrace a still fragmented and somewhat troubled profession through a newly initiated national effort. Finally, the historical record will demonstrate that social work has been less than successful in its quest for professional integration.

It is important to understand professional organizational growth in light of history. It frames possibilities and motivations. This chapter relates major incidents and pieces of legislation that influenced the development of social work organizations. The evolution of social work as a profession may be traced back to an ancient, religiously oriented ethos of comfort and assistance that grew into a practice based on a variety of social sciences. The establishment of structured professional categories generally known as professions as a response to these influences and a reflection of capitalistic growth, urbanization, immigration, and associated social forces that strive to rationalize society. The ecclesiastical and social institutions that developed in England during the fifteenth and seventeenth centuries are the first ones to be carried to the North American colonies. Before the American Revolution, the field of social work began to grow, but it picked up speed throughout the nineteenth century as a result of things like the American Civil War. Primarily in the nation's expanding metropolitan centres, the institutions that would later serve as the foundation for contemporary social work and welfare would start to take form. At the start of the twentieth century, these structures would provide the groundwork for an even more rapid and varied growth. The Elizabethan Poor Laws of 1601 were enacted in England at the start of the seventeenth century, marking the beginning of the record.

Shakespearean Poor Laws

The early English and European churches' assistance and consolation of the needy and disadvantaged served as the foundation for contemporary social work. The want to help others existed as one's religious duty, even if the assistance supplied was often delivered with a judgmental posture and wasn't always abundant. Additionally, it is widely accepted that the Elizabethan Poor Laws laid the structural and policy groundwork for social work and welfare. These statutes unified a variety of prior structured responses to the impoverished in England that reached back to 1495. As a result of shifting economic structures, displaced populations brought on by natural disasters like the poor harvests that hit rural England at the time, and the challenge of increased dependency and social needs, the Poor Laws effectively established the first semblance of an organized, secular response to the problem. The Poor Laws established categories and rankings for people who were eligible for public aid as well as the nature and structure of the aid to be provided by the local authority in order to create some control and order amidst the increased demands for both financial and dependent care as a result of the social dislocation brought on by various social and communal forces. Additionally, the legislation established the position of "overseer" of the poor, the first recognized official position in charge of addressing and managing aid to the underprivileged and dependent. But it's crucial to remember that the overseer was a local resident nominated to the position who worked essentially for nothing. Throughout its historical history, the idea of the volunteer would influence the organizational development of early American social work and become a significant component of it [3], [4].

A Civil War

Clearly, both the actual fight and its aftermath the Civil War was a devastating catastrophe for the still young nation. However, as with other societal upheavals of a similar kind, there were significant and ultimately beneficial effects. A few of these outcomes would be significant for the advancement of social work and social welfare. Following the American Civil War, Congress created the Bureau of Refugees, Freedmen, and Abandoned Lands, also known as the Freedmen's Bureau, which was under the War Department's administrative control. The Freedmen's Bureau was a divisive invention that captured the upheaval of the moment. It was founded and managed inside the states of the former Confederacy to provide a broad variety of services to Civil War refugees. The Bureau did provide a broad range of emergency food, shelter, medical, and educational assistance to former slaves and some low-income White people who were displaced by the fighting, despite its uneven record of success in these areas. Between 1865 and 1868, the Bureau operated at full capacity until being eventually disbanded in 1872 when President Andrew Johnson was successful in reducing its budget. The first organization established by the federal government to deliver social services to a designated demographic via government personnel was the Freedmen's Bureau. A comparable government initiative would not materialize until the 1930s, with the advent of Roosevelt's New Deal in reaction to the Great Depression.

Following the Civil War, big metropolitan centers continued to expand and new immigrant groups began to arrive, which led to a considerable increase in the number of volunteer philanthropic organizations and societies. These organizations have their origins in the persistent presence of religious and charitable motivations that date back to the early medieval origins of social welfare. Gaining some sort of societal control over the very real issues and anxieties resulting from growing urbanization was another major driver for these groups. The expansion of these groups did not imply that they were successful in resolving the issues, but it did indicate that social poverty and dependency issues were receiving more attention. The still-developing private philanthropic volunteer sector faced substantial difficulties as a consequence of the several severe economic crises that occurred in the middle to late 1870s. The rise of more logical formal agencies was one reaction to the realization of the limits of the volunteer charity organizations. To create and provide better coordinated, effective answers to social welfare issues, the League for Social Services and the American Institute of Social Services were established.

DISCUSSION

As these organizational entities grew, a number of themes regarding forces that would be aspects of social work's overall professional development also emerged, including the relative contributions of paid professionals and volunteers, the roles of women and men in the profession's development, and the beginning of the continuum between social treatment and social justice. As social work grew more and more rationalized as an organized, scientific endeavor and especially as it attempted to become recognized as a profession, this continuity would become a focal point of internal conflict. As the nineteenth century came to an end, a growing network of social service organizations and a body of specialized research devoted to understanding the causes of poverty and dependence led to an understanding that specialized training was required to successfully address the challenges posed by the population's expanding need and dependence. While the voluntary, selfless worker ideal remained a key component of social service work, it was becoming more obvious that specialized expertise and corresponding training were required to meet the task. Additionally, as the new century got underway, the urge by different occupational groups, like doctors, to become professionals became increasingly apparent. The need to raise the degree of knowledge and scientific

proficiency of people who aspire to be deemed social workers was thus addressed by the area of diversified social work. This led to the start of formal education and training in social work [5], [6].

As social work worked to develop its practice/skill orientation, the influence would largely be felt. The job of identifying the core practice and distinctiveness of social work would have an impact on the field's organizational development as well as the area of educational organization. In essence, many of the advancements made before Flexner may be considered as addressing more general societal problems associated with poverty, together with an unquestioning belief in moral propriety. That is to say, despite the fact that the organizational development discussed so far reflects efforts to bring structure and organizational order to the efforts to combat poverty and indigence, these efforts and their practitioners assumed that a sense of positive and unquestioning morality would somehow trickle down to those less fortunate than they whom they served. The Flexner incident would give social work a big push to start more carefully defining what it performed that was really distinctive, which would lead to the field starting to more critically analyze itself. A formal educational business, an increase in scientific practice activities, and a vast organizational environment would eventually develop.

There was still the unquestioned "conventional American belief that economic depressions were temporary and unemployment hardships were personal" as Lee stated the shift in social work from cause to function within the context of the economic depression emerging in the United States as well as the rest of the world. Social workers depended on the theories and systems for addressing social need that they had developed around this worldview during the preceding 30 years, theories such the primacy of well-managed private philanthropy and its improvement via the use of expert social casework. That is to say, social work was still establishing its organizational foundation, which was in many respects wholly unprepared for the difficulties that awaited it as the country dealt with the Great Depression. According to Wenocur and Reisch, the 20-year span between 1930 and 1950 was undoubtedly "one of the most painful in American history," and much like the rest of the country, social work had to deal with several obstacles.

The structure of social work education and training underwent a substantial sequence of changes in the context of the developing New Deal and the key role that social work was playing in it. As previously said, social work's educational leadership was adopting rules that were supporting a clear route toward university and even postgraduate training being essential for anybody desiring to become a member of the profession at the same time as the Great Depression was having a significant influence on the U.S. economy. The motivation of the private charity workers, according to Wenocur and Reisch, strongly influenced the evolution of the public welfare system. They succeeded in making the norms and methods of the more prestigious private agency the standard to be emulated by the public.

A variety of training and educational methodologies had to be developed due to the quick expansion of a public-sponsored public welfare framework and the rising need for a variety of educated professionals, from entry-level administrative chores to more complex caseworkers. However, as stated by Wenocur and Reisch, educational authorities were attempting to set ever-higher standards of prerequisite educational preparation and succeeding. As stated by Lowe, "leadership moved social work toward the incorporation of a professional model that, in effect, defined as nonprofessional the fastest growing number of occupational roles available throughout the 1930s in the context of the Depression and the growing public welfare sector." Only schools of social work linked with AAU member institutions will get official accreditation, according to a guideline established by the AASSW in 1935. By the end of the

decade, the AASSW had decided that a 4-year undergraduate degree followed by a 2-year postbaccalaureate master's degree was the minimum educational need to be recognized completely professional in the field of social work. Despite this organizational focus, a variety of skilled and knowledgeable personnel were urgently needed to manage the extensive public welfare framework. Social work, however, seems to shy away from taking on these responsibilities by dismissing them as purely administrative and/or bureaucratic.

The 1940s, however, were a time of fresh difficulties for the profession as a result of its organizational and educational variety. The AASW had challenges in the organizational sphere over membership concerns and the definition of a professional. This specific problem was greatly influenced by the field's explosive expansion in the 1930s. The structure of social work education was altered by the variety within the field of social work. Each of these three pieces of legislation had an impact on how social work was set up and practiced. The growth of inpatient hospitals gave the promotion of hospital/medical social work a boost. The National Mental Health Act increased the status of the profession and helped social work advance as a clinical treatment-oriented activity, but it also heightened the already-existing tensions between proponents of public versus private practice. The Full Employment Act was a policy declaration that claimed an economic service objective that would incorporate certain sections of the profession, even if it was not entirely achieved [7], [8].

The Association for the Study of Community Organization was established in 1946, and the American Association originally established in 1936 became the American Association of Group Workers. These two organizations reflect the social work profession's continued development as it approaches mid-century, as well as providing additional evidence of the diversity that is causing problems for the profession's unity. The leadership of the social work profession faced significant challenges as it reached the 1950s in both the organizational and educational spheres. Although beyond the scope of this chapter, the formation of associations that concentrated on group work and community organizations marked the end of a protracted internal debate over the scope of social work. As a consequence, the profession faced fragmentation and the need to redefine its core identity as it reached the second half of the 20th century. As a result of the profession's response to these problems, important organizational choices and structures were made. Once again, the profession saw the start of an era of development and growth akin to the 1930s.

Funding was obtained from the Johnson Foundation to enable a gathering of eleven social work groups, convened in June 2007 at Johnson's Wingspread campus in Racine, Wisconsin, to explore the future of the profession in response to appeals from Hoffman and Godenzi, among others. This financing endeavor is the culmination of years of discussion and the Leadership Roundtable, which was put together by CSWE and included the participating organizations, during the preceding ten years. The attendees of this conference unanimously agreed to adopt a resolution calling for the creation of a super organization by the year 2012. The Wingspread resolution outlined the potential for a united voice for the profession and was inspired by the vision of several hundred social work professors and practitioners who gathered in 2005 at a Social Work Congress to discuss the future of the profession. The duty of carrying out this resolution during the subsequent five years was given to a transition team, which received guidance from the Leadership Roundtable team. It is difficult to create a unified voice and vision for the social work profession because of issues with organizational identity, legal constitutions, diverse governance structures, and wide-ranging professional interests. These issues have prevented this from happening throughout the history of the profession [9], [10].

CONCLUSION

The development of social work in the United States is evidence of the field's capacity to adjust and address the shifting demands of society. Social work has continuously changed throughout the years, from its modest origins anchored in altruism and religious ethos to its development as a profession inspired by social sciences. Diversity has been a major element throughout this journey, with numerous groups and interests influencing the profession's development. Diversity's difficulties have served as both a source of strength and a cause of dispute. While working to uphold its commitment to social justice and the welfare of vulnerable people, the profession struggled with issues of identity, training, and practice orientation. The pursuit of unity has emerged again, and continuous attempts have been made to bring the profession under one organizational framework.

The profession's resolve to develop a single voice and vision is reflected in the resolution to establish a super organization that was signed in 2007. The many interests and governance systems within social work continue to provide impediments, thus this endeavor is not without its difficulties.

The profession must continue to balance the conflict between variety and unity as it develops. For social work to continue to develop and be relevant, it is crucial that we embrace the diversity of viewpoints and methods while still identifying areas of agreement. The profession can only genuinely have a substantial influence on good social change via cooperation and discourse, as the history of social work reminds us. Unity is not a destination but a continuous journey.

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CHAPTER 7

**NAVIGATING ETHICAL CHALLENGES IN SOCIAL WORK PRACTICE: VALUES,
CONFLICT RESOLUTION, AND PROFESSIONAL ETHICS**

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ABSTRACT:

The values and ethics of the profession of social work are shaped by a mix of knowledge, skills, and fundamental convictions. These principles not only set social work apart from other professions but also function as the foundation of modern practice. This essay examines the profession of social work's six core values: service, social justice, interpersonal connections, respect for each individual's worth and dignity, honesty, and competence. It goes through how these values play a key role in developing the ethical standards that guide social workers' decision-making. Additionally, the study explores possible conflicts that social workers could have between their ethical standards and the reality of the many and intricate situations in which they work. These conflicts may result from difficult client circumstances, social conventions, or institutional limitations. It places a strong emphasis on how education, supervision, and reflective practices may aid social workers in successfully resolving these value conflicts and maintaining their adherence to the fundamental ideals of their line of work. Ethics operate as a link between ideals and behaviours in the practice of social work. The report emphasizes how crucial ethical codes of conduct are to converting these principles into guidance for best practices. It talks on the value of licensing and regulating bodies for upholding industry standards and guaranteeing accountability. The report also examines the shifting ethical environment among various companies and the larger social work community.

KEYWORDS:

Ethical Standards, Education, Ethics, Social Work, Social Justice.

INTRODUCTION

Effective social work practice is guided by knowledge, skills, and beliefs. The profession's values are an expression of both the philosophy that guides contemporary practice and the foundations of the industry. They distinguish social work from other professions and, when operationalized via ethical principles, help guide social workers' decisions in the field. Ethical standards may be used to hold social workers accountable for poor decisions via malpractice lawsuits, regulatory board sanctions, and other types of adjudication. Regardless of their surroundings or jobs, social workers need to be mindful of their ethical standards and personal and professional ideals. In order to deal with problems as they arise, they must also be able to solve them [1], [2].

Understanding Values

Professional values are the underlying tenets of a profession as well as the norms that continue to direct contemporary practice. When professions express their values to the public, they define themselves for that audience and help others who are contemplating joining the field decide whether it is the best fit for them. Professional values give the framework for conventions dictating how people should conduct within their sector. The six fundamental principles of the profession have been identified as service, social justice, human relationships, individual worth and dignity, honesty, and competence. The value of service, which assumes

social workers will "put the welfare of others above self-interest, applying their skills and expertise to all people, including those who cannot afford to pay for care," is stated in the social work values as a whole as "this is who we are," "this is what makes us unique," "this is what we think is important," and "this is how we live our professional lives." By making "helping others" their primary goal, social workers consciously demote other goals to a supporting role. Helping those who are particularly marginalized and disadvantaged, addressing complicated systemic problems like poverty and unemployment, and working to change societal institutions that support injustice and disadvantage are all priorities for social workers who prioritize social justice. The importance of social justice is also connected to an empowering perspective, in which everyone who is outraged by injustice works together to bring about the change they want in a way that benefits both parties [3], [4].

The worth and dignity of a person are difficult concepts. It emphasizes the value of treating others with respect and embracing everyone, despite of differences. It upholds people's constitutional right to make their own decisions about their life and charges social workers with encouraging this independence. It urges social workers to manage such circumstances ethically even if it acknowledges the potential of instances in which a person's interests may clash with those of society. Social workers regard interpersonal relationships highly and view them as a driving force behind both individual and community change. This purpose puts a strong focus on connections between professionals and clients as well as relationships among people. The profession's mission is to "promote, restore, maintain, and enhance the well-being of individuals, families, social groups, organizations, and communities." All helping professions share honesty and competence, even if some of these qualities distinguish social work apart from other occupations. Integrity is the commitment to being trustworthy and reliable as well as taking steps to guarantee that individuals and organizations behave ethically. Social workers must only practice within their areas of expertise and continually endeavour to improve their abilities as new knowledge becomes available and circumstances change in order to be deemed competent.

Potential for Conflict

Even though the profession of social work promotes each person's worth and dignity, some social workers can find it challenging to do so when working with clients who are cruel, dishonest, or self-destructive. Even though the profession places a strong emphasis on helping others, service to family may be just as important a precept to the individual social worker as serving others. Social workers will encounter situations where social structures oppose empowerment of all people while simultaneously preventing their enfranchisement. For instance, a social worker hired to promote humane working conditions in the agricultural industry may find that her efforts to advance worker rights are thwarted by local customs, insufficient workplace safety regulations, and the lack of concern on the part of the community about the undocumented status of many farm workers.

Education may help the social worker comprehend the conditions that prompted a person to treat another person abusively. Once that backdrop is recognized, the situation takes on a more genuine quality, and "the perpetrator" is shown to be a complicated individual whose actions however horrifying can be understood in the context of a larger scheme. Another useful way that education and supervision may be put to use is to investigate the implications of the individual's rejection of ideals like those that are related to acceptance and relationships. How can the social worker do their duty effectively if they continue to reject and exclude the client? Through education and dialogue, social workers may develop the understanding and empathy required to accept the individual while being troubled by the person's behaviour. Experience and exposure may advance the cause of acceptance. By participating in various cultural

experiences, working with a variety of clients and social groups, and getting the opportunity to see how professional principles are put into reality, social workers may be able to bridge the gap between their personal and professional lives [5], [6].

DISCUSSION

Value conflicts, as was previously said, are cultural schisms that go beyond the individual social worker and occur when the goals of the profession collide with those of the society in which it is embedded. Since its inception, social work has fought to maintain its own set of beliefs in an often-hostile environment. The profession's ideals really reflect this contradiction; otherwise, social justice and service may not need to be assigned such a high priority for action. This particular set of guiding principles was developed in part to establish social work as a force for both society and personal change. Reflection helps social workers identify the root of issues and uphold the profession's essential values, even when those standards are contentious. Professionals with education are better equipped to understand the origins of opposing viewpoints and how to participate in heated debates [7], [8]. By participating in consultation, like-minded professionals may band together to effect change and have a safe space to air their grievances about working in unfriendly conditions. With the assistance of experience and education, social workers may develop change-related methods and learn from their triumphs and failures. Employees who experience value conflicts are better equipped to articulate the damage that competing values do to their profession and the customers they serve. No matter whether the issue is a person adopting the values of the profession or the profession integrating its values with those of society, understanding the value perspectives of each side and how they operate in practice is an essential first step.

Ethics

Values are put into practice via ethics. Own values result in a personal code of conduct, which is then translated into choices and actions. A professional's code of ethics transforms the guiding principles of the field into guidelines for behaviour. Social workers may adhere to a variety of ethical norms. The boards that regulate the practice of social work have established criteria for the social workers under their jurisdiction, and all 50 states in the US require social workers to have a license or certification. Because regulatory boards are primarily concerned with protecting the public from negligent or harmful practice, these codes are typically more specific than the NASW Code, focusing on the obligations of professionals to clients and on those areas where malpractice is most likely to occur, such as impairment, boundary violations, or confidentiality. When it comes to upholding standards and granting licenses to practice, regulatory agencies are quite powerful; if an investigation shows misconduct, penalties may be issued that might limit or cancel a worker's license. Although they don't have the same codes of conduct that individual businesses have, regulatory organizations and professional associations are nonetheless developing them for their employees. The agency's principles and culture are long-standingly stated in the code, which is applicable to a variety of organizations. Others see the restrictions as a response to widely-publicized business-related crises as well as a strategy to decrease responsibility in the event of employee wrongdoing. Due to their diverse origins, functions, and placements, such codes are likely to have a broad variety of contents and consequences. The agency's code of conduct is the responsibility of each social worker, and it is the organization's duty to ensure that staff members are encouraged to maintain the letter and the spirit of the law.

Normative Principles of Social Work Ethics

In many different types of codes and the helping professions, there are seven kinds of ethics that are important and recurrent. Regardless of context or code, the basic concepts remain the

same, even if the specific provisions could change. Important provisions in each of these seven fundamental areas of ethics are shown in this section using excerpts from the NASW Code.

Self-Determination

The right of those who will be most impacted by a choice to make that decision is highly valued in American culture, and paternalistic actions that infringe on that right are discouraged. The freedom of those who will be most impacted by a choice to make that decision is at the core of self-determination, and in fact, "the right to be left alone." The social work standard that tries to strike a balance between these conflicting interests states that social workers "respect and promote the right of clients to self-determination and assist clients in their efforts to identify and clarify their goals." When a client's actions or projected actions, in the social worker's professional opinion, represent a significant, predictable, and immediate danger to themselves or others, the client's right to self-determination is suspended. Some believe that clients' autonomy should be restricted by restricting their capacity to make their own choices, while others contend that self-determination is desirable. To put it another way, what good is a patient's right to choose the kind of cancer treatment they want if the only alternative that fits within their budget is 20 miles away and of poor quality? The celebration of individual freedom could be misleading if institutional constraints that restrict individual rights aren't also taken into account.

A further problem is the standard's implementation. Social workers find it difficult to see clients fail when they have the resources at their disposal, even if they have decided not to utilize their services. When their clients make terrible decisions that endanger themselves or others, professionals also struggle. While using coercion, deception, or other unethical means to undermine a client's autonomy is wrong, it also seems wrong to partake in the risks that the client confronts. Paternalistic beneficence, or the desire to act on the client's behalf despite the client's objections, may be acceptable when a client is young or incompetent, when an irreversible act like suicide can be stopped, or when interfering with the client's decisions or actions ensures other freedoms or liberties, like by stopping a serious crime. Outside of these particular circumstances, how may social workers address the tension between client liberty and professional paternalism? By appreciating the dignity inherent in the ability to try and fail, as well as by using the aiding connection to encourage the client to anticipate and avoid undesirable outcomes, the benefits and risks of self-determination may be balanced.

Sensible Consent

Assisting professionals are required to explain the nature of the services as well as any risks, benefits, and alternatives in accordance with the informed consent principle. The decision to accept or refuse treatment is then left up to the client once they have been made aware of their options. In the same manner, study participants must provide their informed consent before researchers may proceed. Whether it is for research or social services, informed consent should contain any consequences of the client's or subject's refusal to agree. Evidently, informed consent is linked to the norm of self-determination, but it is also linked to other criteria like competence, confidentiality, and conflicts of interest. During informed consent processes, it is also possible to explore the likelihood of competing roles and duties as well as the use of new or developing treatment modalities, the parameters of confidentiality, and the conditions under which it may be breached. After an open discussion of the issues and full disclosure of the consequences of their decisions, the affected clients have the opportunity to continue under these circumstances. As a consequence, accepting a new treatment may come with increased risk for the client and stricter staff supervision. Confidentiality limits at the beginning of treatment suggest that the client shouldn't feel misled or surprised if the therapist subsequently

has to disclose threats, child abuse, or other potential harms. By anticipating the challenges of getting mental health treatment from a friend or getting family therapy together, the client may assess the benefits and risks of moving through with services. Even though informed consent is a crucial and seemingly straightforward concept, there are a few elements that can make it more challenging to implement. Because consent is a process that changes over the course of service and in the context of a helping relationship, providers must be constantly alert to opportunities for consumer participation in decision-making, changes in the client's capacity to give consent, culturally diverse views of autonomy, and pressure to limit consent. Thus, just as they may hurt informed consent, paternalism, misunderstandings, and expediency could endanger the principle of self-determination.

Ethical standards addressing professional competence are created to make sure that practitioners have the knowledge and abilities needed to carry out their professional commitments. To practice cross-culturally, to supervise and educate, and to respond to new bodies of knowledge are all criteria for competency. For example, "Social workers who operate as educators, field instructors for students, or trainers should do so, and should base their instruction on the most recent information and knowledge available in the profession. Additionally, "Social workers should try to develop and maintain their proficiency in professional practice and the discharge of professional duties. Social workers should critically assess new material that is relevant to their profession and keep up with it. Regular reading of academic literature and participation in continuing education courses with a social work ethics and practice emphasis are required of social workers.

In addition to maintaining competent practice, social workers are obligated by ethical standards to address personal difficulties that may interfere with providing excellent services. When coworkers engage in unethical or subpar practice, social workers are obligated to act to address these issues in accordance with standards of competence. Similar arguments are made when the issue is incompetence or unethical behaviour rather than actions brought on. The NASW Code is clear that "Social workers who have direct knowledge of a social work colleague's impairment that is due to personal problems, psychosocial distress, substance abuse, or mental health difficulties and that interferes with practice effectiveness should consult with that colleague when feasible and assist the colleague in taking remedial action.

Conflict of Interests

Although it is expected of social workers to put clients' needs first, there are several situations that could go against this ideal. When a worker's personal interests collide with serving the requirements or interests of the client, a conflict of interest arises. Conflicts may also happen when experts are treating a large number of clients at once, such in family or conjoint therapy. The requirement to respect the rights of several parties to whom the worker owes loyalty when those rights may be at odds with one another causes conflict in these circumstances. Conflicts of interest do not just arise during clinical contact. They could make it more difficult to carry out administrative, educational, and supervisory activities [9], [10].

Social workers "should be aware of and avoid conflicts of interest that impair the exercise of professional judgment and objectivity. When a genuine or prospective conflict of interest emerges, social workers should notify clients and take reasonable action to remedy the situation so that the clients' interests are prioritized and protected to the maximum extent practicable. If social workers anticipate a conflict of interest among the people getting support or the need to act in potentially conflicting roles, they should clarify their position with the parties involved and take required efforts to minimize any conflict of interest. Furthermore, "Social workers should not have more than one connection with current or former clients when there is a risk

of exploitation or other potential harm to the client. Social workers are responsible for establishing clear, acceptable, and culturally considerate boundaries and should take precautions to protect clients when dual or multiple partnerships are inevitable.

Social workers who are aware of possible conflicts of interest may assess the situation's background to identify any potential problems. According to Kitchener (1988), risk increases when expectations between positions are mismatched, duties vary, and there are more pronounced inequalities in power and prestige. Being the client's therapist and employer, for instance, carries a high risk given the conflicting demands of the jobs, the potential for impaired objectivity or split loyalties due to the requirements of the roles, and the significant power disparity between the two professions. Conversely, forming a friendship with a former coworker has less risk since there won't be any major power or role conflicts. This is partly because the two relationships won't be going on at the same time, but it's also because the differences in authority, responsibility, and position aren't as great. Even when a worker concludes that a course of action, choice, or connection won't result in a conflict of interest, he or she must nonetheless put safety measures in place to protect the weaker party. Giving informed consent is one of these steps. Others include talking about the ethical and practical ramifications of the intersecting interests, documenting these discussions, continuously checking for conflicts or boundary threats, and seeking consultation or supervision for help with objective reflection and case-specific guidance. The social worker has a responsibility to handle any issues in a manner that protects the client's best interests if any of these actions raise questions about the professional's capacity to do his or her job.

Discretion and secrecy

Social workers should review organizational policies and state legislation to determine when and how to properly discard client information. In the event that they retire, pass away, or become disabled, private practitioners should take the necessary precautions to ensure the protection and transfer of case files. Additionally, requests for case information should take the necessary precautions to ensure the protection and transfer of case files. Social workers should use care and only share information when the proper client consent has been obtained when responding to requests for information from the media. Workers must secure electronic information exchanges and safeguard paper and digital documents that hold sensitive data. Client identities should be omitted when using their cases for training or consultation unless the client has provided consent for sharing the content.

Despite the importance of privacy protections, the client's right to confidentiality is subject to several limitations. As was already indicated, case information may be disclosed for monitoring, as legally needed, such as in cases of child or elder abuse, for client safety, or as required for the social worker's defence in malpractice lawsuits. Also subject to legal restrictions, confidentiality. Social workers who work in countries that don't recognize protected communication may be required by courts to provide information and produce records. The term "privileged communications" refers to any talks that take place inside a "legally protected relationship" and are "cannot be introduced into court without the consent of the person making the communication," who is often the patient or client.

CONCLUSION

It takes steadfast commitment to the fundamental principles of the profession and a commitment to handling conflicts with thoroughness and honesty to successfully navigate the path through the complexity of ethical difficulties in social work practice. This investigation of social work ethics has shown the deep relevance of these principles as the cornerstones of moral judgment. These values include service, social justice, human connections, individual

worth and dignity, honesty, and competence. We have shown throughout this discussion that social workers deal with a wide range of conflicts and problems as a result of the varied and sometimes difficult environments in which they work. These conflicts may result from the complex web of institutional restrictions, society standards, and individual ideals. Social workers must constantly seek to close the gap between their personal convictions and the ethical values that underpin their practice as professionals who are responsible for the health of people, families, and communities.

Social workers may now use strong tools like reflection, education, and supervision to assist them negotiate the tricky terrain of ethical problems. Social workers may get a greater grasp of the intricacies of human behaviour and decision-making by comprehending the causes of these conflicts. Additionally, these techniques enable social workers to adopt compassion, empathy, and a nuanced viewpoint while dealing with difficult circumstances. Social workers speak up for justice, dignity, and empowerment in the face of ethical dilemmas. They are steadfast in their dedication to helping others, upholding social justice, and advancing human connections and individual dignity.

The social work profession's integrity is defined by the tight line between personal ethics and professional principles, which is not without its difficulties. It is clear that the profession's strength resides not only in its ideals and principles but also in its practitioners' capacity to negotiate the complex ethical terrain with insight and compassion as we come to a close on our investigation of ethical problems in social work practice. By doing this, social workers uphold their commitment to helping people and communities and act as advocates for constructive change in a world that is always evolving.

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CHAPTER 8

NAVIGATING ETHICAL CHALLENGES IN SOCIAL WORK PRACTICE: VALUES, DILEMMAS, AND DECISION-MAKING

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ABSTRACT:

This study explores the complex world of ethical issues that arise in social work practice, illuminating the crucial role that values, conundrums, and methodical decision-making play. A set of basic principles that are strongly ingrained in the social work profession operate as a compass for practitioners as they engage with clients, coworkers, and the larger society. These principles, which include autonomy, beneficence, nonmaleficence, faithfulness, honesty, and justice, serve as the foundation for morality and as a guide for ethical behaviour. When social workers encounter ideals, duties, or legal requirements that clash, ethical issues often arise. In this essay, a methodical approach to ethical decision-making is presented, with an emphasis on the value of seeking advice from peers, professionals, and other resources. Social workers may maneuver across challenging ethical terrain with integrity and clarity by following this procedure. An essential instrument for accountability and learning is the documentation of decision-making processes, which enables practitioners to analyze their decisions, evaluate the results, and constantly improve their ethical practice. Beyond specific circumstances, ethical obligations also include advocating for just policies and ensuring that organizational procedures are in line with moral standards.

KEYWORDS:

Ethical, Decision-Making, Professionalism, Social Workers.

INTRODUCTION

In addition to safeguarding information directly obtained while providing services to clients, social workers are also expected to make sure that their coworkers "understand the social workers' obligation to respect confidentiality and any exceptions to it" and protect "confidential information shared by colleagues in the course of their professional relationships and transactions." When doing research, social workers must respect the privacy of their participants.

They should "protect participants' confidentiality by omitting identifying information unless appropriate consent has been obtained authorizing disclosure" while reporting evaluation and study outcomes. Laws and rules give weight to confidentiality protections in addition to ethical requirements. For instance, the 1996 Health Insurance Portability and Accountability Act set federal guidelines to safeguard the confidentiality of individual health information. Pharmacies, medical facilities, insurance companies, and providers of mental health services are all impacted by HIPAA requirements.

The regulations apply to all types of identifying client information, including written records, notes from treatment sessions, electronic data and communications, and spoken exchanges. Additionally, HIPAA mandates that patients be given access to their information, that inaccuracies in records be corrected, and that permission be given after being fully aware of the organization's privacy policies [1], [2].

Nondiscrimination

The profession is committed to fair and impartial procedures in interactions with customers, colleagues, workers, and trainees, which is explicitly reflected in a variety of ethical principles. Any type of discrimination based on race, ethnicity, national origin, colour, sex, sexual orientation, age, marital status, political beliefs, religion, or mental or physical impairment should not be practised, condoned, facilitated, or supported by social workers. Social workers "should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class" in addition to refraining from discriminatory behaviour in their own activities. Other equality laws cover certain professional positions and obligations. Social workers should support transparent and equitable resource allocation processes in administration. When not all customers' requests can be addressed, a nondiscriminatory allocation process built on sensible, consistently implemented criteria should be created. Additionally, "social workers should act to prevent and eliminate discrimination in the employing organization's work assignments as well as in its employment policies and practices [3], [4].

Social workers should refrain from unjustified unfavourable feedback about their coworkers while speaking with clients or other professionals. Unjustified criticism may include insulting remarks about a coworker's level of skill or their characteristics, such as their race, ethnicity, national origin, colour, sex, sexual orientation, age, marital status, political beliefs, or religion, as well as their physical or mental limitations. Social workers must speak out when their peers engage in harmful or exploitative behaviour, but they also need to be careful about the manner, focus, fairness, and foundation of their concerns. Both "Social workers who provide supervision should evaluate supervisees' performance in a way that is fair and respectful" and "Social workers who have responsibility for evaluating the performance of others should fulfill such responsibility in a fair and considerate manner and on the basis of clearly stated criteria" are in place. The hiring, retention, remuneration, and termination procedures of social workers' own organizations as well as those who work at social work field locations should be free of discrimination, in addition to employing fair personnel practices.

Professionalism

The last group of standards covers a variety of obligations for maintaining both personal and professional integrity. Social workers "should not participate in, condone, or be associated with dishonesty, fraud, or deception," according to the NASW Code. Social workers who follow this criterion must appropriately represent their training, experience, and credentials and seek rectification if someone interprets them incorrectly. When making public comments, social workers are required to correctly reflect the viewpoints of the organizations that they work for and to make a distinction between their official stances and their personal thoughts. Social workers must ensure that the contributions of others are properly acknowledged while only taking credit for work they have really completed in order to maintain their integrity [5], [6].

DISCUSSION

Professionalism demands that social workers speak "to and about clients" in "accurate and respectful language" while communicating with them. Social workers "should not engage clients in any inappropriate discussion of conflicts between social workers and their colleagues or exploit clients in disputes with colleagues." Professionalism standards compel social workers to go beyond their individual actions and assume accountability for enhancing organizational procedures and ensuring that agency rules don't conflict with ethical practice. "Social workers should not let the policies, practices, rules, or administrative directives of their employer's organization get in the way of their ethical practice of social work. Social workers

must make sure that the practices of the organizations they work for are compliant with the NASW Code of Ethics. Additionally, integrity standards go beyond the social worker's professional conduct. More specifically, "social workers should not allow their personal lives to get in the way of their capacity to do their professional duties. In order to conduct themselves in an ethically sound manner, social workers must accept responsibility for their actions, take proactive steps to resolve situations when there is conflict or dissatisfaction, and operate in a way that promotes the profession as a whole. It has to do with the values of integrity and dependability that are necessary for successful service in the helping professions.

Ethical Conundrums

"Principles and standards must be applied by individuals of good character who discern moral questions and, in good faith, seek to make reliable ethical judgments," according to the NASW Code of Ethics. Making wise decisions requires accepting the profession's ideals and internalizing its ethical norms. However, social workers often encounter issues that cannot be handled by using ethical principles. Ethical conundrums may arise in a variety of circumstances. These often include situations in which the employee is unsure of how to apply a given concept, those in which principles or duties are at odds, and those in which it appears impossible to find a workable solution. The intricacy of circumstances or the characteristics of the standards themselves may cause uncertainty over how ethical standards could be applied. Think about the scenario when a young client discloses unsafe behaviour to her social worker. The ethical conundrum may result from the worker's ambivalence over parental rights while caring for the minor or from ambiguity in the Code's requirements [7], [8].

Dilemmas may develop when duties or obligations differ, in addition to when ethical standards are being applied. In the preceding example, the social worker's obligation to safeguard the client from danger and the client's position as a minor conflicted with each other. Problems may also occur when corporate objectives or legal obligations collide with professional standards. For instance, a legislation may prohibit the use of financing for services provided to illegal immigrants, and an organization may require staff to stop providing services to clients who are unable to provide proof of citizenship. To reconcile these directives with social justice ideals and standards on termination, which state that "Social workers should terminate services to clients and professional relationships with them when such services and relationships are no longer required or no longer serve the clients' needs or interests," can be difficult for the individual worker. Additionally, "social workers should take appropriate precautions to prevent forsaking individuals who still need care. Social workers should only abruptly discontinue assistance in exceptional situations after carefully considering all relevant elements and taking precautions to minimize any potential negative impacts. When required, social workers should help in making the proper arrangements for service continuance.

The third group of problems develops when there are no conflicting demands and the path is apparent, yet the solutions are nonetheless unsatisfying. For instance, the Code and state laws require social workers to notify local child protection agencies of any suspected child abuse, but social workers frequently struggle with the implications such disclosures have for the helping relationship as well as their doubts about the effectiveness of overworked and underfunded child welfare services. Understanding the ideals of the profession and being conversant with the principles of the codes that regulate practice are essential to being able to recognize and respond to ethical challenges. This knowledge is advanced by being aware of the circumstances that might give birth to difficulties, which allows the practitioner to systematically implement a resolution framework.

Making Moral Decisions

The intricacy and stakes involved in ethical questions need more methodical approaches, even if some practitioners depend on intuitionism. Effective ethical problem resolution requires. Consistent use of established procedures that promote the evaluation of options and make use of textual and consultative resources to help balance options and decide on the best course of action. In social work practice, a variety of decision-making frameworks are often used. The user must: according to Reamer's seven-step paradigm, which seeks to balance usefulness and completeness.

1. Determine the moral dilemmas, such as the obligations and ideals of social work that are in contradiction.
2. Determine the people, organizations, and groups who will most likely be impacted by the ethical choice.
3. Identify all possible courses of action, the people who will be engaged in them, any potential dangers, and advantages.
4. Consult relevant professionals and your coworkers.
5. Observe, assess, and record the choice.

The first stage in making decisions entails understanding the nature of the conflict or problem, as was discussed in the section above. By doing this, the social worker is better able to express the ideas at conflict and ensure that there is tension between opposing rights or duties rather than just a case of right versus wrong. Knowing which ideas are at odds helps to clarify the situation and makes it easier to do research and engage with experts. The practitioner must identify the people and organizations having a stake in the choice as well as the nature of their engagement in addition to recognizing that the issue is an ethical one and examining the factors in conflict. These parties might include the client's friends and family, other medical personnel treating the client, the social worker's hiring organization, and the social worker themselves.

Having a clear understanding of the stakeholders and the nature of the challenge serves as the foundation for developing workable action choices. The social worker takes into account both the immediate and long-term effects of each decision for the persons involved throughout this process. For the persons concerned, any option selected in stage 3 will have both benefits and drawbacks. Thus, step four of Reamer's approach calls for the employee to carefully assess the options in light of applicable laws, rules, policies, and principles as well as appropriate codes of ethics. The worker's previous knowledge of the ethical and practice principles substantially aids this rather complicated stage. Additionally, social workers should make an effort to comprehend the rules governing their specific areas of practice. This includes rules and administrative codes that are typically issued by local, state, or federal agencies with the power to make financial or other rules, as well as laws or statutes drafted by legislative bodies at the regional or organizational levels and as a result of court decisions.

The evaluation of ethical conundrums and the associated solutions must also take ethical and clinical ideas into consideration. The utilitarian and deontological schools of normative ethics are two of the most well-known. Utilitarian or ends-based theories assess a choice's acceptability based on the results or effects of that action. Under this paradigm, choosing the course of action that produces the greatest benefit for the largest number of people or the least destructive result is a common approach for making decisions. Deontological or rule-based theories, on the other hand, assert that "certain actions are inherently right or wrong as a matter of fundamental principle." Regardless of the outcome, a decision should be made if it is mandated or appreciated. Each of these well-known viewpoints has detractors and shortcomings, but this does not imply that the ideas themselves are unimportant. They may be

used to analyze biases favouring one action or another and to produce a wider range of options as decision makers become more acquainted with them and other ethical theories [9], [10].

Six ethical principles are often used in the professions while assessing desired options, in addition to the two famous ethical theories. The freedom of every person to live their own life free from excessive or unjustified intrusion is known as the principle of autonomy. The value of doing good and improving another person's well-being is referred to as beneficence. No maleficence, its counterpart, refers to the need to avoid damage or stop it from happening. The idea of fidelity is acting in a trustworthy way and maintaining one's word or commitment. The idea of veracity, or the dedication to telling the truth, is related to faithfulness. Justice is the idea that everyone will be treated fairly under identical conditions, dividing risks and rewards evenly. The idea also includes nondiscrimination and the equitable allocation of limited resources as aspects of justice in its widest sense. The principles provide experts a shared vocabulary for talking about conundrums and evaluating choices. Social workers draw on social work theories in addition to ethical theories and principles in order to better comprehend a challenge, the effects of certain solutions, and the abilities and tactics that may be used in successfully implementing a decision. Social workers may execute ethical judgments through having understanding of human behaviour, good communication, and change processes. Social workers may find support and direction in the literature on moral bravery, advocacy, and professional accountability when ethical action is thwarted.

A key component of making ethical decisions is consultation. You may use supervisory and specialized resources to comprehend the situation, come up with and evaluate possibilities, and decide on a plan of action. Talking about the matter with the right people also gives you the chance to practice or be ready for the choice, as well as to extract information, obligations, or other options that would otherwise go missed. Consultation may include continuing professional or managerial ties that suggest trust, familiarity, and secrecy. A formal ethics committee, licensing boards, social work organizations, other professionals interested in the case, and individuals with specific skills, such as lawyers, ethicists, or experts in a particular sector, may also be involved. It would include speaking with an institutional review board about research problems. The social worker should take care to safeguard client or subject identities and avoid disclosing too much personal information during any session. Conflicting recommendations may come from consultations, much as with ethical norms, theories, and concepts. Although clients and other parties have a right to anticipate "that the social workers involved in the decision will be thorough, thoughtful, sensitive, and fair," Reamer points out that "reasonable people may disagree." Research and proper discourse will familiarize the social worker with new possibilities and new perspectives to think about current options, even in the lack of convergence around a specific route. If the choice is the outcome of a more complete, better-informed process, it will be stronger.

Social workers must be careful to record every step of their decision-making process.

of the results and elements that were considered before making a decision. Depending on the situation and the nature of the decision, the documentation may be kept in the client's file, the social worker's personal files, or another suitable document. A contemporaneous account of the decision-making process, including the individuals and documents consulted, the social worker's assessment of the risks and benefits of various options, and the justifications for the decision should be preserved in the information for the social worker and any other parties involved. Since making responsible decisions necessitates assessing the decision's effects and taking corrective action when necessary, documentation should also describe such procedures. Beyond the specific instance, the social worker should assess the choice and the procedure to

improve his or her ability to manage similar situations in the future, carefully examining the case to see how it may have been handled more effectively or advantageously.

The ideals of the profession set social work apart from other fields and define it. These ideals have been transformed over the last 50 years into ethical standards that social workers may use in a range of jobs within the industry. Additionally, ethical standards educate the public about the field of social work and provide regulators and laypeople advice on appropriate professional behaviour. Practitioners have challenges when attempting to maintain standards in challenging case scenarios. When confronted with competing norms, contradictory obligations, and uncertainties in the application of ethical notions, social workers must carefully consider their alternatives. Effective decision-making entails getting the right advice from managers, consultants, and specialists as well as critically assessing the alternatives in light of applicable laws, policies, standards, and the potential effects on the stakeholders. In order to ensure that social workers follow the principles of the profession in their dealings with clients, students, coworkers, employers, research subjects, and others, ethical practice goes beyond simple risk management. Individual social workers acting in the capacity as representatives of their profession and the organizations that employ them are likewise held to the same ethical standards. Social workers must continuously develop and apply the information, skills, and values that define the field in order to be considered professional.

CONCLUSION

Ethical principles and values operate as guiding lights, lighting the way towards responsible and compassionate care in the complex world of social work practice. This investigation of the ethical issues facing the social work profession has shown the crucial role that ethics plays in defining and influencing the profession. The fundamental principles of social work, including autonomy, beneficence, nonmaleficence, loyalty, honesty, and fairness, serve as the cornerstone for the development of ethical standards. Every aspect of the profession is supported by these principles, including client interactions, professional behaviour, and organizational procedures. Social workers become stewards of their profession's moral compass by adopting and defending these beliefs. However, ethical challenges are a necessary component of the social work journey. These conundrums often arise when practitioners are conflicted by conflicting moral standards, ethical commitments, or legal requirements. Social workers may successfully traverse these hazy waters by using a methodical approach to ethical decision-making.

Consultation with peers, authorities, and pertinent resources is crucial to this process since it provides a variety of viewpoints and improves the standard of ethical judgment. Documenting the decision-making process is essential for accountability and learning; it is not just a formality. It enables social workers to consider their actions, gauge the results of their actions, and constantly improve their ethical practice. Additionally, it promotes openness and aids in protecting the rights and welfare of customers and all other interested parties.

Beyond specific instances, ethical conduct includes social workers' larger obligations as representatives of the profession. A crucial component of social work professionalism is promoting fair and equitable policies and upholding ethical standards in organizations. Social workers contribute to the ethical fabric of the profession as a whole by taking proactive steps to align organizational procedures with ethical values. The practice of social work involves inherent ethical issues. They are not, however, insurmountable challenges. Social workers may successfully manage these difficulties if they have a solid foundation in the profession's ideals, a dedication to ethical standards, and a systematic decision-making process. Ethical practice is a dynamic commitment to ongoing development, learning, and progress rather than a static

idea. It is the epitome of the social work profession's commitment to advancing people's wellbeing while sustaining the highest moral standards for individuals, families, and communities.

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CHAPTER 9

UNLEASHING THE HEROIC: EMBRACING STRENGTHS AND RESILIENCE IN SOCIAL WORK PRACTICE

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ABSTRACT:

The philosophy of releasing people's heroic potential has grown in popularity in the field of social work. This paradigm shift aims to go beyond the conventional deficit-based approach and instead focuses on discovering and cultivating the underlying strengths and talents that every individual has.

It is grounded on the strength's viewpoint and resilience literature. This article explores the history and foundations of the strengths-based approach, connecting its antecedents to democratic socialism, the Social Gospel, and transcendentalism. It emphasizes the need of moving away from the prevalent medical/deficit approach, which pathologizes people and often overlooks their innate resilience.

The fundamentals of the strength's viewpoint are examined, highlighting the significance of confirming and recognizing the dignity and value of every person while also recognizing the existence of untapped capabilities. The essay also emphasizes the abundance of formal and informal resources present in every setting as well as the critical role that community assets may play in promoting resilience and development.

KEYWORDS:

Environment, Empowerment, Resilience, Social Work.

INTRODUCTION

All people have the desire to be heroic to rise above their circumstances, develop their abilities, triumph over difficult circumstances, stand up and be counted, be a part of something more than their own narrow self-interests, and create and achieve their ambitions and dreams. This is a priceless and often fragile need. Liberation and empowerment, the core of the work we are privileged to do, are ideas and practices that have matured and are intended to unleash the heroic: human energy, critical thinking, possibility, and purpose; challenges to conventional wisdom; moral imagination; the impulse toward humanitarianism; and the capacity to survive and flourish in the face of trying circumstances.

This can all happen within the confines of a person's daily life and frequently involves small things like trying out new behaviours, entertaining fresh perspectives, escaping oppressive jobs or ending abusive relationships, cultivating a more generous sense of community spirit, lending a helping hand to a stranger, working with a nonprofit organization, and facing a terrible illness or difficult circumstance with dignity [1], [2].

Recognizing and encouraging the heroism in clients means working with them on projects that will ultimately give their lives conviction, relevance, and meaning. This goes beyond just helping them deal with their circumstances. It also means forming an alliance with their strong, resilient inner selves, their dreams, and their hopes. Many of the individuals we aim to support have often experienced events and conditions that boggle our imaginations and shatter our hearts. An ancient phrase among Caucasus mountaineers is that "heroism is endurance for one

moment more." To assist clients in recovering or commanding the power to change, utilizing previous talents and resources and/or finding and creating new ones, requires tapping into their energy, creativity, will, and promise. People who experience severe stress, even on a regular basis and without interruption, nearly always acquire certain concepts, abilities, traits, virtues, and defences that may eventually be helpful as they deal with life's difficulties. Up until recently, we were almost exclusively concerned with quantifying people's wounds and limitations, deficiencies, and desolation rather than their compensatory and transforming reactions to the challenges in their life [3], [4].

There are always natural resources accessible to people and families, institutions and organizations, associations and groupings, even in the most demanding, brutal, thin, and nasty circumstances. All communities have the moral, practical, and interpersonal resources to overcome misfortune, but some are undoubtedly more prosperous than others. Even if some individuals may have struggled with other people's judgment and disapproval, their own constant self-criticism and pessimism, or bad life choices, on some level they nearly always know what is correct to do. Every person has information, skills, abilities, and resources that they may utilize to further their goals, find solutions to their issues, satisfy their needs, and improve the quality of their life. In the long term, a focus on a gloomy and disappointing past is significantly less beneficial for mending and aiding than a hopeful outlook on the future, the alliance with hopes and prospects.

History of strengths-based knowledge and practice

Some of the fundamental principles of the strengths approach have been shown and put into practice in one way or another in the profession and culture. Early examples from the late nineteenth and early twentieth centuries include transcendentalism and the Social Gospel. One of the fundamental beliefs of transcendentalism was that the self or soul is the spiritual centre of the universe and that realizing oneself and expressing oneself in the world is a sacred duty. This belief was woven together with threads from pragmatism, naturalism, Puritanism, Quaker philosophy, and old-fashioned American idealism. The urge to become one with the world, to completely identify with it, and, incongruously, to become a self-assured, independent self, must be reconciled if self-realization is to occur.

DISCUSSION

The Social Gospel emerged in this nation about the same time, mostly as a response to Social Darwinism's intrusions, unchecked industrial development, and unbridled mistreatment of workers, adults, and children. The view that people were naturally good and that the church's and, more especially, Jesus' teachings, would need to be applied in order to establish a decent and just society was influenced by democratic socialism's tenets, among other ideas. Good Christians would be required to tackle the oppressive circumstances that most workers experienced, and this would be accomplished through spreading the teachings of Jesus to the masses and working classes. Eventually, some of these concepts were incorporated into the 1930s New Deal legislation. Thus, the core beliefs of the Social Gospel the acceptance of the people's inherent goodness and knowledge, the application of Christian ideas of justice and equality to social issues, and the idea that humanity is capable of perfection remain prevalent today in one form or another.

Response to The Medicine/Deficit Model

In a manner, our culture's constant fascination with pathology, sickness, mental and moral aberrations, interpersonal conflict, and victimization served as a catalyst for the later growth of strengths-based methods. By convincing us that we are suffering from a variety of emotional,

cognitive, interpersonal, behavioural, and/or biological problems, a mushrooming cartel of professions and businesses, institutions and agencies from medicine to pharmaceuticals, from the insurance industry to the mass media reaps incredible financial rewards. It is proposed that everyone of us has a reservoir of potential vulnerability to flaws and fallibility, often resulting from adverse childhood experiences. The Diagnostic and Statistical Manual of Mental Disorders, fourth edition, text revision, is the most obvious example of this. It serves as the foundation for mental diagnosis. The majority of insurance providers now demand a diagnosis created using the DSM vocabulary as the foundation for funding for the treatment of mental diseases [5], [6].

A commitment to a strengths-based approach does not include blithely ignoring or turning away from the real struggles that children, groups, families, and communities face. For instance, everyone is aware that poverty, child sexual abuse, violence, and cancer are real issues. You do not need to ignore the hold and sway of addictions, the horrifying and humiliating misery of child abuse, or the unwanted disorder and consternation of psychosis in order to adopt a strengths-based approach. However, from a point of view of strengths, it is incorrect to reject both the issue and the possibility. People who use a strengths-based approach fervently believe that not everyone who has experienced trauma must eventually turn into damaged goods. In reality, analyses of the material by the Wolins and subsequently by Benard reveal that most people with terrible childhoods end out considerably better than anybody would have imagined based on the hardships of their early years. This is not meant to minimize the suffering these people have had and continue to experience. But the point is to draw attention to the sometimes underappreciated and, in many instances, obviously astounding truth that overcoming hardship is the norm rather than the exception.

We have long had ideas about those whose lives are filled with a variety of difficulties, pains, and limitations. The language of problems, deficits, and diseases elbows its way into our lexicon in both subtle and obvious ways because of its power and cultural vigour. As social workers, we are required by our values to acknowledge and affirm the worth and dignity of all individuals. I suspect we work very hard to live up to this ethical injunction. Words produce imagery, imagery develops orientations or expectancies, orientations become a component of behaviour, and behaviour may become a part of one's identity, embedded in the core of their personal and/or professional selves. There are arguably no words that fill a clinician's heart with greater dread in the professional, helping fields than "borderline personality disorder." One can only be intimidated by the alleged amalgamation of behaviours, emotions, and interpersonal interactions that characterizes this disease. The expectations of persons with this diagnosis are always negative, which presents the possibility of very challenging work with a high likelihood of failure as well as dissatisfaction. If left unchecked, these expectations develop into "theories" that direct our actions and, eventually, may confirm the identities of those we are trying to assist.

The effects of several other diagnoses or labels, including "schizophrenic," "perpetrator," "victim," "cancer patient," and "co-dependent," are comparable. We tend to impute features, patterns, intents, and even experiences that are really missing or not present in that form because our formal and personal presumptions often obscure the subtle and transitory reality that is there in front of us. Similar to that, they could keep us from seeing the strengths and potential that each person, family, and group we serve already has. The longer the people we define as clients stay there, the more difficult it may appear to help them in child welfare, mental health, juvenile justice, and other systems. The symbols, phrases, images, labels, and confirming experiences we present children to may very well be the cause of this. Additionally, we miss out on a wealth of knowledge, the chance for strong client and social worker

motivation, collaboration, and some fun and even novel approaches to our work by excluding the perspectives of our clients and their ideas for how their situation might change, as well as by downplaying or ignoring their capacities, interests, hopes, and dreams [7], [8].

The hierarchy of change in this strategy places theory and technique in a somewhat inferior position. They still important, but the first two factors probably also have an effect. But it does become clear that certain concepts and strategies are helpful for a range of problems. In order to effectively treat moderate to mild depression, cognitive behavioural therapy and interpersonal therapy are often combined with medication. This is the subject of a new research that raises some doubts. In the treatment of those with severe and persistent mental illness, the idea of recovery is now in vogue. According to this theory, individuals can and do lead normal lives on their own, in their communities, and at work if they have access to a variety of incentives, resources, and supports. These theoretical frameworks and technical techniques sometimes provide customers and assistants a blank page to put some of their problems, questions, and problems onto in order to present them in a more vivid and appealing manner. They surely provide volunteers with a solid foundation. But in actuality, it is the clients who put in the work, modify, test their attitudes and behaviours, and cope with the possibilities and problems of daily life.

The Rules for Using a Strengths-Based Strategy

A worldview is not a theory. A theory makes the claim to either analyze or explain a phenomenon. It's not a case study. Models are created to logically and artistically represent a certain area of the globe. A perspective is a position taken in order to see and understand an event. It acts as a filter for our enjoyment and perception. It creates a language-based cosmos using phrases, metaphors, and words. The guiding hypotheses that are offered here are tentative, evolving, and very probably subject to change. This idea, however perhaps difficult to recall, is essential to the strengths method. Everyone has skills and abilities, most of which you are ignorant of, no matter how despondent, hated, or disorganized they may be. It is the duty of someone practising from this viewpoint to identify, elicit, and recognise such assets. It is also critical to understand that these abilities and tools could be able to help with reversing bad fortune, alleviating pain, bolstering commitment, and attaining objectives. To pull out strengths, the practitioner must demonstrate genuine curiosity about and regard for the clients' experiences and narratives. Interpretations of events by individuals are "theories" that may guide practice. It is not enough to just enumerate issues, embarrassing situations, traps, and challenges in order to understand the identities and viewpoints of customers. Instead, they become more obvious when you presume that individuals have relevant information, have learnt from their experiences, have goals and interests, and can execute particular activities well. These could be stifled by tyranny, the burden of a crisis, or the demands of the here and now. But they continue.

There are several resources available in every environment.

A community may include formal and unofficial, natural and institutionalized resources. They are made up of individuals, families, social groupings, organizations, and several other types of groups. In inclusive and welcoming communities, there are many of chances for individuals of all ages to become engaged and contribute to the civic, moral, and general well-being of the community. The character of a person may be tested by a challenging environment, but it can also be seen as a potentially rich landscape of resources and people. There are people and organizations that can provide knowledge, experience, comfort, abilities, wisdom, and time in every neighbourhood and community, even ones that seem to be falling apart to the outsider. These don't belong to the usual network of businesses and agencies. The strengths perspective

and the literature on resilience at the very least need us to recognize that, despite being oppressed, abused, ill, or disappointed and demoralized, people have typically managed to survive, and in some cases even prosper. They have taken action, summoned their bravery, dealt, maybe simply got by, or raged against the night. We must comprehend what they accomplished, how they achieved it, and what tools they used to get through life's challenges. No matter how it may seem, individuals are constantly involved in their circumstances and attempting to improve them, even if it ultimately seems that they are content to just endure them. Situations and experiences may make you weak. Quite a little is known about that. However, dire situations may also inspire a surge of fortitude and tenacity. We need more information about it. We need to learn more about forging an agreement with those forces of development and wellness [9], [10].

CONCLUSION

The call to embrace each person's and each community's heroism is becoming more and more important in the field of social work. The traditional deficit-based paradigm that has long dominated the area is challenged by the strengths-based approach, which is founded on the idea that everyone has latent abilities and potential. It encourages us to turn our attention away from what's wrong with individuals and toward what's good with them, away from what they lack and toward what they have. This paradigm shift acknowledges that even in the midst of hardship, there is a reservoir of resilience, ingenuity, and drive. It does not, however, deny the very real hardships and challenges that people and communities experience. It is a call to action for social workers to join people on their path to self-realization, assist them in finding their inner reserves of strength, and link them to the abundance of resources that often lay untapped in their communities.

The tenets of the strength's perspective push us to be observant, look farther, and explore the stories, experiences, and assets that people bring to the table. It forces us to identify the individual who is the source of the issue and to participate in a cooperative process of empowerment and development. By using the strengths-based approach, we may be change agents, assisting people on their journeys of self-discovery and resilience, and finally, seeing their vivid aspirations and goals come true. By doing this, we not only respect each person's value and dignity but also help to build communities that are more welcoming, empowering, and inclusive.

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CHAPTER 10

NAVIGATING THE COMPLEX WORLD OF CHILD WELFARE: CHALLENGES, PROGRESS, AND PATHWAYS FORWARD

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ABSTRACT:

This study explores the complex field of child welfare, including its historical development, current difficulties, and the continuous effort to establish social work as a profession. The term "child welfare" refers to a broad range of programs and services, including adoption, foster care, and child protective measures, all of which are intended to protect the wellbeing of kids and their families. The danger of injury to children in unstable homes, intense public scrutiny, legal entanglements, few resources, and high staff turnover rates are just a few of the many issues this complicated area of social work faces. The study emphasizes the critical need for highly qualified social workers with the skills, credentials, and morals required to support clients dealing with problems brought on by parental situations, such as drug misuse, mental health concerns, impairments, and legal complications. In contrast to many other social work specialties, child welfare experts often make house visits, transport kids and parents, weigh important factors related to kid safety, and devote a lot of time to court processes. A changing socio-political environment that affects workforce size, qualifications, financing, legal requirements, and public monitoring is also present in child welfare.

KEYWORDS:

Accountability, Child Welfare, Child Protection, Mental Health, Social Work.

INTRODUCTION

Child protection, foster care, and adoption services for children and their families are included in child welfare, as it is commonly acknowledged and described in this chapter. The field of social work has a long and rich history when it comes to the specialism of child welfare. Because there is a danger of significant damage to children in families with many problems, there is public scrutiny, there are several inspection systems, there is underfunding, and there is a high staff turnover rate, the job in child welfare may be more difficult than any other practice area in social work. Professional social workers with the knowledge, abilities, skills, and values to engage with clients impacted by parental circumstances such drug misuse, mental illness, disabilities, and legal system participation are needed for this crucial job. Child welfare professionals spend a lot of time in court and, unlike most other fields of social work, often visit clients' homes to work with them. They are also expected to make flawless judgements on the safety of children and parents. Additionally, the field of child welfare operates in a complex, external, sociopolitical environment that affects factors such as workforce size, minimum requirements, and focus, funding for staff members and client services, constantly evolving legal requirements and related practice issues, and ongoing public scrutiny. Consequently, it is a constant problem to find and keep competent social workers who are devoted to child welfare and can do this crucial role [1], [2].

Although the frightening increase in recorded occurrences of child abuse during the 1970s is a noteworthy development, its full implications are not yet understood. A significant portion of incidents reported to child protective services organizations are unfounded. According to the findings of the second National Incidence Study, 47% of the children involved in CPS cases in

1986 had allegations of mistreatment that were baseless. However, a variety of social and economic issues inside the case investigation system as well as the specifics of the case itself may have an impact on the process of substantiating a reported case. This chapter's goal is to enlighten readers about historical patterns, present-day concerns, and projected future developments in child welfare as they relate to the growth and ongoing professionalization of child welfare within the broader social work profession. The historical patterns in child welfare and how they interact with social work education and practice provide the foundation of the emphasis and breadth. This chapter discusses the professional position of child welfare now, child welfare research, future forecasts, and suggestions for the further professionalization of child welfare. It also analyzes historical workforce patterns and professional difficulties [3], [4].

Current Issues, Practices, and Controversies in Child Welfare

Child welfare work takes place in a demanding, complicated setting that is a part of a wider, and often problematic, external environment, as was mentioned at the beginning of this chapter. Most people would agree that working in child welfare is challenging and that success with clients' needs extensive social work knowledge and abilities. There are many current initiatives that may help child welfare advance toward higher professionalization in the years to come, despite the fact that the task is challenging and the history of child welfare chronicles significant de-professionalization. The sections that follow include descriptions of those we believe to be the most crucial.

Accountability

In the last three decades, problems and issues related to accountability have received more attention in child welfare practice. It is plausible to argue that historical de-professionalization has led to improved accountability in child welfare. Accountability is a necessary but inadequate requirement for professional activity in the field of child welfare, as it is in other professions. However, the unspoken expectations of the public and legislators in the area of child welfare seem to reflect ideal casework practice with minimal room for mistake. In contrast to individuals in other professions, child welfare organizations and personnel are required to make accurate evaluations and choices. In situations involving child fatalities and significant injuries, there is often public indignation, which is followed by the presumption of mistake and subsequent blame for poor treatment. Most people understand that physicians sometimes make mistakes and are unable to save every patient's life, therefore faults in their professional judgment are often accepted or even excused. Similar to this, law enforcement officials are not held accountable when domestic abuse victim homicide occurs following an investigation. Due to past DE professionalization and the high requirements for professional competence in child welfare, several accountability mechanisms that are not common in other professions have emerged. The following sections provide a short description of these systems [5], [6].

Adoption Reviews

The Adoption Assistance and Child Welfare Act of 1980 was created in order to provide more monitoring and responsibility since an increasing number of kids who were put in foster care often stayed there for years. Every child in foster care must comply with this Act's requirements for a case plan, judicial, administrative, or citizen reviews every six months, with at least one of these reviews taking place in court each year. These evaluations serve to give parents with due process, make reasonable attempts to avert foster care, and offer reunification assistance, in addition to evaluating:

1. The need of the appropriateness of the location going forward.
2. Degree of adherence to the case plan.
3. The degree to which the issues that led to the child being placed in foster care have been resolved.
4. The anticipated day the kid may go back home, be given up for adoption, or be given formal guardianship.

In addition to the caseworker and other family members, parents and kids are invited to these evaluations. The administrator or citizen has no line power to handle the matter in administrative or citizen reviews. Volunteers known as citizen reviewers get extensive training to explain the child welfare system, the review procedure, and the many kinds of necessary conclusions. The court receives recommendations from administrative and citizen assessments for judicial approval. Even if resources for clients are not accessible, the agency and worker have a duty to follow administrative review recommendations. These panels will "examine existing information management system reports, conduct case record reviews, and interview workers, families, and mandated reporters" before providing advice to the agency in the form of recommendations. This law, which encourages panel members to come from different review systems, appears pointless. The methods and results of the Citizen Review Panel have not yet been thoroughly evaluated.

Advocates for children and the media

The press has a responsibility to fairly report on and educate the public on child welfare-related concerns. The community wants to know what occurred and to hold parents and/or child welfare workers accountable when children suffer avoidable deaths and injuries. The federal and state requirements that child welfare services help families in caring for their children and preserve parents' rights to due process in situations of child abuse and neglect are often absent from these heartbreaking tales.

Unfortunately, sensationalized tales tend to grab people's attention more than success stories. There is a need for more in-depth reporting that goes beyond the tragedy and uncovers factors such as the lack of foster and adoptive homes for children with special needs, the underfunding of child welfare organizations, and on-call, overworked, and underpaid personnel. Professional associations take up the function of child abuse and neglect advocates.

Child advocates gather to support legislation, research, financing, class action lawsuits, and other initiatives they feel will help address issues. About half of the states have filed class action lawsuits against their state, county, and municipal child welfare systems, and virtually all have entered into consent decrees. Although these efforts often influence governors and legislatures to increase funding and staffing for child welfare organizations, they also lead to federal court scrutiny.

DISCUSSION

Improved child welfare outcomes for children and families depend on employee and agency accountability. The majority of agencies have quality assurance or internal evaluations in place. Other mechanisms for monitoring and holding the child welfare system accountable still include legislative committees and governors' task teams. Employees in the field of child welfare describe feeling overburdened in their efforts to offer effective services while also being asked for information by several oversight bodies to highlight their failures. De-professionalization in child welfare may have led to several layers of control, as previously said, and this kind of oversight is not typical of other professions like law and medicine. There is a lot of debate about the elements and circumstances that may contribute to the

professionalization of child welfare at the same time as the creation and implementation of several child welfare accountability and monitoring systems. The sections that follow address some of the most prominent of them.

Despite an increase in social work graduates working in public child welfare settings, concerns remain about the rate of burnout and job satisfaction among all child welfare workers, as well as organizational climates, the complexity and seriousness of the cases workers face, and the administrative demands placed on workers that ultimately reduce contact time and the attainment of goals. According to Perry, "Even the most competent worker's ability to maximize client outcomes will be strained, at best, and eliminated, at worst, when they have a high caseload of multiproblem families, little supervisory support, taxing paperwork requirements that limit client contact time, limited reinforcements, and work within a dysfunctional organizational climate." To increase the effectiveness and efficiency of service delivery in the public and commercial sectors, a more critical analysis of how professional training and workforce circumstances affect client outcomes in child welfare settings is required. More importantly, more thorough and rigorous research is required to ascertain whether Title IV-E partnerships have a long-term impact on maximizing worker competence, achieving desired results for populations involved in child welfare, raising the calibre of service, and enhancing rates of quality worker retention. In the literature, these activities are generally supported [7], [8].

Mentoring and supervision

The primary concern guiding modern child welfare practice is accountability. In order to increase practice abilities, agencies have often reacted by mandating that supervisors concentrate more directly on task supervision than on the more conventional emphasis on mentorship and professional development. Task supervision is largely driven by concerns like compliance, record keeping, and an obsession with responsibility and efficiency. For instance, supervisors utilize information system reports to check if employees are initiating initial client contacts within the required time limit, meeting with parents and kids on a regular basis, submitting court reports on time, and other tasks. Although improvements in automated systems, dynamic data bases, personal digital assistants, voice dictation, and other technologies have documented benefits for child welfare practice, these benefits only exist if they enable the streamlining and minimization of onerous administrative, bureaucratic functions that take away from client contact time, real casework, and professional practice aimed at developing cooperative relationships and goal attainment with children.

The field of child welfare is complex and demanding, requiring a solid understanding of social policy, state laws and protocols, child development, family dynamics, conflict and crisis management, case management, critical thinking, substance abuse, mental health issues, and organizational functioning. The pressures placed on child welfare workers, as well as the people and organizations they are responsible for, are significant and well-documented. These pressures come from a variety of sources, such as abused children, children of clients, families, foster parents, and caregivers, as well as the legal system, agency administrators, the local community, and the media. Quality social workers may leave the field early due to workload demands brought on by heavily mandated services and the stress associated with providing protective, preservative, and prevention-based interventions with multiple-problem families. For the recruitment and retention of child protection professionals in these settings, quality/competent supervision and worker-supervisor interactions are crucial. Supervisors must have experience, possess information based on competence, and be seen as encouraging employees' attempts to learn, acquire experience, and improve their competency. These are crucial factors to take into account when assessing a supervisor's performance. Here, the

effectiveness of the supervisor-worker interaction is often highlighted as a crucial factor in the professional growth and/or learning of employees, the reduction of worker stress and burnout, and the enhancement of worker retention in a sector plagued by high turnover.

Effective supervision and a professional organizational culture were case outcome indicators at a level comparable to the predictive power of more general community indicators, such as poverty, according to an intriguing and relevant discovery from the Collins-Camargo research. Her study's conclusions emphasize the importance of having a good supervisor-worker relationship based on a solid knowledge basis and a dedication to competency-based practice. When taken as a whole, the results of the research studies mentioned above and numerous others demonstrate that quality supervision in child welfare makes significant contributions to developing an organizational culture centered on achieving positive results, sustaining staff members' belief that their work can affect client outcomes, bolstering staff members' professional commitment and resulting in employee retention, and enhancing worker knowledge.

Social work research, best practices, and child welfare

Research in child welfare flourished as conditions and events hastened the de-professionalization of child care practice. The exponential growth of child welfare knowledge brought about by social work leadership in research and the establishment of best practice standards appeared to be in direct opposition to the decline in professional social workers entering and remaining in public child welfare settings. On a variety of fronts, social work and social work scholars achieved important advancements in the field of child welfare expertise. This is not to say that social workers didn't advance the field's understanding before the 1980s; they certainly did. However, the last 25 years have been a particularly productive time, during which social work leadership in child welfare research has predominated and produced contributions of great significance to improving knowledge, policy, and laying the groundwork for evidence-based practice.

In terms of child welfare research, social work has unquestionably established a position of significance. It would be impossible to list all the successes and noteworthy results brought about by this dynamic time of research. To emphasize, explore, and argue the importance of research done during the last 25 years would need many books. Despite this, social workers have made significant contributions in a variety of child welfare fields, such as child protection and maltreatment, foster care, foster care youth and independent living programs, kinship care, ethnic/racial disproportionality, prevention, family preservation, and permanency planning. A special mention is given to the contributions made by a few research institutions/organizations, their directors, and staff members, including but not limited to the Child Welfare Research Group affiliated with the Centre for Social Services Research at the University of California at Berkeley, Chapin Hall at the University of Chicago, the Urban Institute, and Casey Family Programs.

An increase in research initiatives coincided with the focus on responsible practice. Other efforts have contributed to the formation of training, knowledge, and curriculum requirements for child protection workers even though the CWLA has been a pioneer in the establishment and improvement of practice standards for child welfare practice. These standards have sometimes been developed based on accepted wisdom or opinion regarding the abilities and knowledge required to perform effectively as a front-line employee, agreement among leading academics or state agencies, or practice-specific knowledge gleaned from past evaluations or cross-sectional research studies. These standards serve as a crucial basis upon which to develop knowledge and practice. To move toward more evidence-based practice models, however, and

to emphasize critical thinking and focus on more advanced longitudinal outcome studies that rigorously test the success or failure of various practice interventions and policy initiatives, attention has recently been drawn to the need to critically appraise the validity of practice assumptions and findings generated from studies with notable limitations. These recent occurrences and trends show a shift in mindset and spirit that, when it takes place, will add to the knowledge already amassed during an active period of research and advance understanding of the effectiveness of interventions designed to address genuine issues faced by children and families.

Enhancing and professionalizing child welfare

The caliber of the workforce is perhaps the most significant modifiable factor connected to the future professionalization and enhancement of child welfare. To advance toward a professional model of child welfare practice, workforce development must be continuously and thoroughly integrated with consideration for personal, organizational, and workplace context factors. The parts that follow provide a short overview of key members of the child welfare workforce, as well as related ideas, problems, and worries that must be addressed if child welfare is to keep moving toward more professionalism and better services for children and families in need.

Child welfare services are increasingly needed in society

It is clear that as the quantity and complexity of the general population continue to rise, social assistance for children and families in need will be required. The job in child welfare will continue to be intricate and difficult because of the many and significant issues that families that abuse and neglect their children confront. There are no fast fixes for substance misuse, mental disease, cognitive impairments, adolescent parenthood, or jail. Children in families that experience one or more of these issues often have developmental delays, emotional or behavioural disorders, inadequate social and problem-solving abilities, and/or all of the above. These families often need a variety of social assistance. The capacity to conduct accurate assessments, interact with family members, and actively include them in the development and implementation of evidence-based treatments will therefore continue to be essential components of child welfare practice [9], [10].

The relevance of personnel selection as a key strategy for bolstering the child welfare workforce and enhancing the quality of services provided to children and families is currently being undervalued. Many candidates for child welfare professions are recruited without consideration for the knowledge and skills necessary to thrive and succeed in the field, and many of these individuals do not stay in the field for very long. While there has recently been discussion and disagreement regarding the value of a social work degree for successful and competent practice in child welfare, there are new lines of inquiry designed to improve employee selection with the aim of strengthening employee retention and lowering employee turnover. After reading the content on the website and seeing the accurate work preview, this process is finished. It is built on evaluation metrics that are associated with the intents of child welfare workers to continue working in the field. It is anticipated that some candidates may self-select out of work in child welfare as a consequence of the outcomes of the self-assessment assignment. In Georgia, many candidates for child welfare jobs, especially those without a social work degree, lack a thorough understanding of the demands and complexities of the job. As a result, after spending a lot of time and money on 12-week on-the-job training/certification programs, these candidates often leave child welfare to pursue other careers. The new ESP in Georgia should help job applicants understand the nature of child welfare work better, encourage some applicants to self-select out, result in the selection of better qualified

candidates, protect the financial and human resources invested in hiring new employees, and lower the high employee turnover rates that are currently in place.

Within a child protection agency, there are minimal opportunities for professional progression for child welfare personnel. Employee turnover in child welfare has been demonstrated to be influenced by a lack of such opportunities. A work assignment within the child welfare agency may vary, but there are limited chances for professional promotion to higher-level roles. Therefore, rather than the kind of job, the duration of employment—which is frequently indexed by education level—is the main element influencing wage increases in the prevalent paradigm for increasing remuneration. There aren't many options for professional advancement for the majority of child welfare staff members beyond becoming supervisors.

CONCLUSION

the broad subject of child welfare within the social work framework. It highlights the urgent need for professionalization in child welfare and acknowledges the enormous difficulties social workers confront in carrying out their duty to safeguard and assist children and families. The study places a strong emphasis on the value of accountability and the many types of supervision procedures that influence child care practice. It also emphasizes how important the media, child advocates, and evaluations of foster care are in safeguarding the welfare of vulnerable children. The chapter also emphasizes the value of research, mentoring, and monitoring in raising the standard of child welfare services. It is clear from navigating the complexity of child welfare that there is a constant need for social workers who are knowledgeable and capable of developing with the sector. Collaboration between educational institutions, child welfare organizations, and policymakers is essential for the future of child welfare in order to attract, develop, and keep a professional workforce that can meet the variety of needs of children and families. Child welfare may advance on a road toward increased professionalization with unshakable dedication and a focus on evidence-based approaches, eventually resulting in better results for children it serves.

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CHAPTER 11

ENHANCING CHILD AND YOUTH WELL-BEING: A COMPREHENSIVE APPROACH TO FAMILY-CENTERED PRACTICE

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ABSTRACT:

Family-centered approach has developed as a paradigm of hope and progress in the constantly changing field of child welfare. Over the last 20 years, in-depth research has shed light on the transformative potential of this strategy, showing that it has the ability to stop a variety of child problem behaviours and improve family functioning. This essay explores the various elements that affect children's and adolescents' behaviour as it digs into the complex web of family relations. The understanding that families are crucial to a child's development rather than being just incidental to it is a fundamental tenet of family-centered approach. In order to reduce the risks associated with child and teenage problem behaviours, such as mental health difficulties, delinquency, and related concerns, the quality of family ties and the parenting skills of parents are crucial. Practitioners may create treatments that encourage adaptive outcomes by comprehending the complex interaction of many risk and protective variables within the family setting. Effective family-centered therapies recognize that problem behaviours have various antecedents and pathways and adopt a holistic, ecological-developmental strategy. Instead, then focusing on individual issues, these therapies aim to modify unhealthy interactional patterns and promote beneficial responses. These therapies have shown effective across a variety of family types and a broad range of problems impacting children, adolescents, and adults, with an emphasis on improving family connections and functioning.

KEYWORDS:

Adolescents, Ecological-Developmental, Family-Centered Approach, Problem Behaviours, Social Development.

INTRODUCTION

Family-centered practices have shown a lot of promise over the last 20 years for reducing numerous problem behaviours in children and enhancing family functioning. As the variables that mediate these risks, research generally indicates that when families are strong and parents are competent, there are considerable reductions in the risk of child and juvenile problem behaviours, mental health issues, delinquency, criminal behaviour, and other linked problems. In order to comprehend family dynamics and the persistence of problem behaviour across time, effective family-centered therapies are comprehensive in scope and conceptually use an ecological-developmental approach. The continual interactions between elements of settings and people are captured by this paradigm. From this perspective, problem behaviours are seen as having a variety of causes and different ways to manifest themselves [1], [2]. This concept is predicated on the idea that a child's family of origin experiences have a substantial influence on their connections with others and their developmental outcomes. Behaviour issues in children and adolescents serve a purpose for the family system and are started and sustained by unhealthy interpersonal interactions. Therefore, interventions focus on a variety of risk variables to alter harmful interactional patterns and improve protective ones to support constructive ways of reacting and create more adaptive outcomes.

The strongest feelings that individuals experience come from their family ties; they may provide immense pleasure and delight when things go well as well as significant misery and sadness when they don't. Therefore, it is crucial to consider tackling child and teenage problem behaviours with a family-centered strategy as family and family ties are fundamental to who we become as individuals. Family-centered interventions come in a wide variety, much like the families they assist. Numerous problems in children, adolescents, and adults have been treated using these therapies, which have shown effectiveness with each target demographic. Family-centered programs often show better results than control groups or other treatments. Even with the most challenging issues, customer engagement and retention rates are improved. Child behaviour issues, drug use disorders, and marriage and interpersonal stress seem to respond best to family-centered therapies.

It starts by giving background data on the philosophical setting of family-centered practice. To help in understanding the impacts from interactions of many factors on family behaviour, a synopsis of the ecological-developmental approach is offered. A short summary of risk and resilience variables associated to outcomes is provided given that a variety of risk and protective factors have been linked to various adjustment patterns among children and adolescents. This helps to clarify what is required to solve issues and which protective elements should be highlighted as the essential opportunities and supports for kids and families. Second, the chapter highlights excellent family-centered strategies that avoid childhood issues and encourage healthy adolescent development. Only parenting and family strengthening programs are included here due to the lack of other successful family-focused techniques for specific family needs and family kinds. Within a framework created by the Institute of Medicine, these evidence-based initiatives are divided into three categories: universal, selected, and suggested preventative interventions. Each of the interventions listed here is based on published findings from studies that used either a clinical sample with an appropriate control group or a representative community sample, clearly identified the issue the intervention was intended to address, and sufficiently described the intervention to allow replication. A therapy handbook may be supplied in certain circumstances. The Institute of Medicine's recommended recommendations are used to the degree practicable to structure the programs [3], [4].

Family-centered Methodology

Prior to adopting a family-centered approach, social workers focused on clients' maladaptive behaviours because they thought the answer lay inside each person and tried to address their intrapsychic personality traits. The underlying premise is that the family environment, as well as how family dynamics affect a person's functioning, is the only setting in which the individual can be understood. To preserve improvements in behaviour, it is important to remember that the child or teenager is a member of the family and cannot be understood or assisted apart from the family. The practitioner gains knowledge about family interactions, family challenges, and family supports through visiting members of the family. Then, it becomes clear what each family member contributes to the family process and structure. When caring for the family as a transactional system, the practitioner must consider how two or more individuals interact with and influence one another. Because the family as a whole, rather than the individual, needs the intervention, a new approach to issue formulation and problem solving is needed. When making a clinical choice to provide services, it is important to adopt evidence-based or empirically validated family-centered therapies that are ecologically sound. Family-centered therapies generally tend to have a more immediate and direct effect on reducing family issues and family functioning, despite the fact that study results vary by kind of family intervention.

DISCUSSION

Family-centered practice is a way of thinking about practice or intervention rather than one specific approach or model of practice. Families are seen as a crucial and enduring part of children's lives under this concept. Services often put the kid at the centre of any change when children suffer issues. The family may continue to blame the kid for problems if they are not involved, and there are minimal expectations for the family to improve if they are not. More significantly, it's crucial for families to comprehend their part in their child's developmental challenges and behavioural issues. In this approach, family-centered intervention gives parents the knowledge and abilities they need to raise healthy kids and foster educational possibilities. We learn about the child's and family's strengths, supports, developing competences, pressures, and needs from the environment in which they grow. This understanding of family-centered practice emphasizes the importance of preserving and strengthening family ties.

Theory-Grounding Family-Centered Practice

The frameworks offered for family-centered practice are derived from tried-and-true concepts and ideas in practice programs that have been reviewed. The guidelines were created to increase protective variables linked to problem behaviours and address risk factors. All intervention programs, regardless of how they were developed, start with a knowledge of the circumstances that put kids and their families in danger or that may shield them from problematic behaviour. The theory and conceptual framework for practice are based on treatment results and clinically relevant findings from process research of family transformation processes. The structural and strategic family systems theories, as well as other empirically derived results from developmental psychopathology preventive research, provide as the theoretical foundation for this approach. The ecological-transaction model, family structural framework, social development model, social learning systems, as well as the family risk and resiliency factors as the unifying descriptive and predictive framework for strengthening families, are summarized in this section. These viewpoints place a strong focus on the family, which is compatible with how most minority cultural values are applied to children's developmental trajectories and family treatments [5], [6].

Overview of the ecological transactions

The person and the setting are both important from an ecological point of view. Peers, schools, neighbourhoods, and community settings are only a few examples of the interrelated pieces and systems that are seen as working or having an impact on children, youth, and their families. Some people in the field of social work refer to this as the Tharp and Wetzel-originally defined person-in-environment approach. This model accurately represents the continual interactions between family members, the many settings they encounter, and their earlier developmental trajectory. These systems continually interact with one another and have an impact on one another. So throughout childhood, social and ecological interactions have an impact on development. The family is a special social structure with specific roles and duties. It is a unique setting for fostering adolescent and kid socialization. Families interact and rely on other systems in their own environment as well as other systems from the wider world. The many systems that interact with families and with them have an impact on one another's behaviour. Each and every change has an impact on the whole family. The family must be able to strike a balance between stability and change, whether it be via adaptation or maladaptation. Finding the appropriate site for assistance requires an understanding of families and their social contexts. This approach offers a justification for intervention initiatives that focus on numerous risk variables for a particular result related to problem behaviour and strengthen protective

factors indicative of more adaptable outcomes. Evidence-supported practice aids in the decision-making process but does not instruct us on which treatments to utilize [7], [8].

Framework for Families

In order to understand how families work, the structural approach stresses the significance of family structure, family subsystems, boundaries, and interaction patterns. How parents and kids respond to stress in their circumstances is influenced by interactions between families and their surroundings. Families thrive when interactions within the family unit generate adequate answers to address individual and family expectations and needs; when this is not possible, disarray and disorder ensue. Negative family relationships have a significant role in the maintenance of problem behaviours and the continuation of problem behaviours. Families struggle to adapt effectively to stress and expectations in their settings with the main cause being a lack of resources and personal abilities. Family experiences and the existence of resilient characteristics are further determinants. Family structure describes the divisions or "invisible demarcations or dividers" that exist between members of the family or between different components of the system, such as between parents and children or the family and the community. Families interact beyond borders to function, and functions often set boundaries. The spouse subsystem, parental subsystem, sibling subsystem, and parent-child subsystem are the four main subsystems that define boundaries in the family structure across time. Other caregivers, such as grandparents, aunts, or unrelated people, may take on parental responsibilities.

Around belief systems, concepts, or duties, structure arises. The degree of contact with people outside the family is therefore regulated by interactions between the persons, children, and parents. Responses from other family members might be described as good or unsatisfactory in this relationship. It arranges family interactions and promotes the individuals' individuality and differentiation. Repeated interactions create interactional patterns that determine whether the family, its members, and the society are operating normally or dysfunctionally. The more definite and clear the patterns of interaction, the better the family operates. As people age, boundaries and interaction styles shift. Members may adjust and alter within healthy bounds as required.

Family relationships result from both overt and hidden family norms. Rules implicit or explicit prescribe the established relationship patterns that offer family administration and organization. The features and operation of the family system are described by both rules and roles. The regulations defining the varying degrees of authority between the parents and the children, for instance, have an impact on the power hierarchy. Interventions should focus on altering how parents and children interact in the home to encourage increased communication and, in turn, alter family connections, which in turn alters family issues.

Model for Social Development

The impacts of the family, school, peers, and neighbourhood are the key social settings for a child's and adolescent's development. The Catalano, Haggerty, Oesterle, Fleming, and Hawkins social development model aims to increase people's commitment and loyalty to these socializing units. Interactions with these systems affect children and teens via their effects on family members. They might either foster or hinder the growth of the individual. A child's development is also influenced by cultural norms, acculturation, and institutionalized policy in both beneficial and detrimental ways. "The more connections there are within and across systems, the more complimentary they are, and the more profound their impact on a child's growth is.

Social Skills Development

The methods by which people learn how to act in social situations and how this affects both prosocial and antisocial patterns of behaviour are described by a social skills approach. It is founded on the idea of competence, which contends that behavioural issues arise from deficiencies in a child's or parent's ability to appropriately respond to a given circumstance. Behaviour change often begins with interactional patterns. Enhancing connections and daily functioning between children, their families, and other people in their surroundings may be achieved through teaching prosocial interactional skills and competences. These methods make an effort to alter the inputs and signals that support bad behaviour. Training in social skills is beneficial in teaching parents more effective techniques of punishment, which helps to build families. Effective strategies for children and teens include withholding attention, rational and natural consequences, time-outs, giving additional work, and robbing privileges. Interventional components prioritize family communication, parental oversight, and punishment before attempting to strengthen the parent-child bond. Because the programs feature a defined set of parenting behavioural skills, they set them apart from parent education. Other methods for developing skills include behavioural rehearsal, which teaches role-playing and confidence-building, and contracting for behavioural improvements.

Risk Elements

Risk factors include traits or conditions like biological, psychological, behavioural, social, and environmental factors that, if present for a given child, increase the likelihood that this child will experience a particular problem rather than another child chosen from the general population. Every system the youngster interacts with has risk elements. Risk factors often coexist or group together to increase susceptibility to an issue. The cumulative effect has a stronger impact on parent and kid as the number of risk factors rises. At the neighbourhood and community levels, typical risk factors include the scarcity of educational and career possibilities, racial injustice and discrimination, and poverty. Child abuse, behavioural issues running in the family, marital strife, family conflict, poor parent mental health, bad parent-child interaction, inadequate child monitoring, and harsh parenting are all risk factors at the family level.

Dangerous Parenting Techniques

Numerous poor or inadequate parenting techniques that sustain antisocial behaviour into and through adolescence are strongly and repeatedly connected to a range of children and adolescent behaviour problems. These results are influenced by two things. First, antisocial behaviour is ingrained in children at a young age via the negative reinforcement of coercive practices in the family, which generalizes to places such as school and peer groups. By the age of 6, socioeconomically disadvantaged minority children have behaviour issues when there is both forceful parenting and inadequate parental supervision. Second, problematic behaviours in children and adolescents are more likely to occur in families where there is child maltreatment, family violence, parental conflict, or harsh or abusive parenting and childrearing techniques. Additionally, there is a high correlation between familial risk factors for behavioural issues and parental diseases such drug addiction and mental illnesses. Once again, children who do not have happy parent-child interactions are twice as likely to have ongoing behavioural issues as children who do. Poor parenting techniques, such as insufficient child monitoring, inconsistent reactions to children's behaviour, and persistent nagging, for instance, might raise a kid's likelihood of being disobedient at home, at school, and in other situations. Numerous times, these risk factors are present in families concurrently, aggravating the child's developmental problems [9], [10].

Maltreatment of children and family violence: Children and adolescents who experience parental maltreatment and family violence are more likely to adopt aggressive and violent coping mechanisms in their social interactions, as well as in their settings at school and among their peers. These actions put kids at risk for delinquency, criminal activity, and dropping out of school. Women who experience abuse from intimate partners are less equipped to raise their children. Conflict between parents: Spousal disagreement, separation threats, and conflict in the social support system are all linked to distress and parenting capacity. Children may also learn about hostility by watching it in their own families.

Factors that Protect and Strengthen Families

The main objective of every given intervention is to strengthen certain protective elements to enable functioning in the face of adversity. When a kid or family is faced with a temporary stressor or developmental difficulty, resilience enables them to continue functioning at a normal or high level. Protective factors reduce the likelihood that the issue will arise by mediating or moderating the influence of the risk factors. Strong familial ties and academic achievement are protective factors that help keep youngsters safe from a variety of issues. Personal qualities and favourable educational, peer, and community environments reduce the likelihood of negative developmental outcomes when risk is present. The adverse effects of risk factors seem to be mitigated or balanced by protective variables. The healthy and supportive everyday interactions within a family are an illustration of a protective factor associated to favourable teenage development. Strong protective variables include love and support, happy memories, and continual chances to participate in families and communities. Positive parent-child interactions are the most important element in influencing child and teenage behaviour, according to studies on resilience. So how do these connections form? Parents who perform within the usual bounds of socially acceptable behaviour and social competence and who have strong self-esteem and self-efficacy have positive parent-child interactions and relationships.

Effective Programs That Focus on Families

The target demographic, the child's developmental stage, the kinds of risk factors in the family serviced, and the best or most successful family-centered intervention should all be carefully considered. To address the many risk factors and dearth of protective variables that impact children and their families, make sure the treatments are intense enough and long enough. Many programs have an overly narrow focus and don't address the full range of child outcomes, including the child's cognitive, behavioural, emotional, physical, and social needs. They also don't address the child's needs across all environments until it's clear that positive developmental changes have a long-term effect. Parent training, family counselling, and family skills training are examples of family-centered programs that are helpful in lowering risk factors and raising protective factors.

Parent Education

Programs for behavioural parenting education have undergone the most thorough evaluation. Numerous studies have shown that they are useful in lowering problematic child behaviours, controlling child-parent relationships, and enhancing parental supervision. Parent management programs basically work to improve parental abilities while addressing behaviours that cause behavioural issues in their children. Parenting concerns are firstly assessed, new skills are taught, parents practice the new skills with their children, and the facilitator or trainer provides feedback. These four elements make up behavioural parent training. To change risk factors for child and adolescent behaviour disorders, at least 45 hours of instruction are required. Programs base their session subjects on a therapy or intervention manual that addresses knowledge,

abilities, and tactics for controlling a child's behaviour. The Gerald Patterson of the Oregon Social Learning Centre model served as the foundation for many of the parent education programs. *Incredible Years: Parents, Teachers and Children Training Series*, and *Treatment Foster Care* is a model and thorough parent education program. For a list of efficient parent education courses.

Programs for family therapy are a good fit for troubled preteens and teenagers. The goal is to identify the role that children's behavioural issues play in the family system and to improve the unhealthy interactional patterns in order to establish more efficient problem-solving techniques within the family. Improvements are made in family connections, family control, and family communication. These initiatives are categorized as comprehensive since they focus on the specified groups. Youth drug use, antisocial behaviour, and delinquency have all been shown to decrease as a result of this strategy. Structural family therapy, functional family therapy, and multisystemic therapy are three well-researched, excellent programs. See the Appendix for an overview of the three successful family therapy strategies.

Programs for Family Skills Training

Children and families may benefit from family skills training, which combines behavioural skill training for specific groups with family counselling. These comprehensive therapies include behavioural family therapy, social skills instruction for kids, and parent skill training. These are complete programs because they combine providing practical, social, and instrumental aids with extensive coaching and role-playing. The goal is to achieve parent-child connection and family unity via planned activities that also minimize conflict and promote communication. Activities like coaching in therapeutic play, observation and camcorder feedback, coaching and interactive parent-child positive play practice are used to achieve the goals.

Social workers have known for a long time that parents need to feel engaged and important in all parts of therapy when the family is seen as the client rather than just the kid. Problematic interpersonal processes that are maladaptive in nature are what start and sustain child and adolescent problem behaviours. Children who are socially adept and behave in a prosocial manner have parents who employ excellent parenting techniques, such as giving frequent praise, providing sufficient supervision, upholding a safe environment at home, employing nonviolent discipline methods, and providing consistency through routines and encouraging interactions with their kids. Family cohesiveness, warmth, harmony, and the lack of neglect are all things that children of competent parent's experience in their homes.

CONCLUSION

The family-centered practice paradigm has been recognized over the last 20 years as a model for improving family functioning and reducing problem behaviours in children. Research has repeatedly shown that solid families with capable parents are crucial in lowering the chances of problem behaviours, mental health problems, criminality, and associated difficulties in children and young people. This method stresses how different risk and protective variables interact within the framework of the family. In order to be effective, family-centered therapies must adopt a thorough, ecological-developmental strategy that acknowledges the fact that several variables and pathways all contribute to a given set of problematic behaviours. These treatments are based on the idea that a child's experiences with their family of origin have a big influence on their relationships and developmental outcomes. Instead of focusing on a single risk factor, these treatments try to change negative interactional patterns and encourage good responses in order to produce more adaptable results. The source of both pleasure and sorrow in people's lives, family ties are the focal point of emotional emotions. Given the significant

influence that family dynamics have on a person's development, it is crucial to use a family-centered approach when dealing with problem behaviours in children and adolescents. Family-centered therapies may take many different shapes and have been effective for treating a range of problems in kids, teens, and adults. In addition, family-centered therapy represents a fundamental change in the way we think about intervention, not simply a specific technique or paradigm. It acknowledges that families have a lasting impact on children's lives and equips them with the information and abilities to properly assist their child's development. This strategy emphasizes the importance of preserving and enhancing family ties and makes sure that parents are aware of how their influence on their children's development and behaviour.

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CHAPTER 12

NAVIGATING THE COMPLEX LANDSCAPE: SCHOOL SOCIAL WORK AS A CATALYST FOR STUDENT WELL-BEING AND SUCCESS

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ABSTRACT:

A specialist area of the social work profession, school social work supports students' academic achievement, social and emotional well-being, and general adjustment within an educational environment. This chapter offers a thorough examination of school social work, including its historical foundations, significant contributions to educational initiatives, and its changing position in modern classrooms. The study emphasizes how important it is for school social workers to fight for every child's access to a quality education since they understand the direct link between emotional and physical health and academic performance. In order to eliminate barriers to successful learning, school social workers use a holistic approach, covering numerous elements of students' life. The concept of school social work practice, which is based on fostering connections between schools, families, and communities, is one major topic. Additionally, it is becoming more and more necessary for school social workers to use evidence-based methods and empirical research to inform their solutions. They must strike a balance between the sometimes-incompatible expectations of many stakeholders, such as school boards, parents, and teachers, while upholding moral principles and legal requirements. School social workers stay committed to their goal of assisting kids in succeeding despite the constantly shifting educational environment. The significance of school social work is highlighted by the rise of community schools and the need for mental health services in schools. In the end, this chapter emphasizes how flexible and multifaceted school social work is, portraying it as an essential tool for raising kids' academic progress and well-being in the twenty-first century.

KEYWORDS:

Environment, Physical Health, Social Work, Social Services, Stakeholders.

INTRODUCTION

Through direct assistance, service coordination, and advocacy in an academic context, school social work is a specialized section of the social work profession that supports students' social and emotional adjustment as well as their academic progress. For more than a century, social workers in the United States have offered families and children social services in schools. As a result, they have developed into a distinctive profession here. The practice of school social work is a widespread worldwide profession. Social workers in schools promote every child's right to an education and a successful completion of their education. School social workers are of the opinion that in order for students to completely benefit from the learning they receive at school, their emotional and physical needs must be met. School social workers provide a holistic strategy to support the strengths of children and families in order to help the school better fulfill its academic objective of teaching kids [1], [2].

The practice of school social work is described in this chapter, along with an overview of the field's history and significant contributions to educational initiatives. It illustrates the development of school social workers as a distinct profession and lists the institutions and organizations that provide assistance to school social workers in the United States.

Additionally, it covers existing approaches of delivering social services to schools and emphasizes the role of social workers in delivering school-based social and mental health services. It goes on to explain how school social workers have modified their practices in the past to suit shifting requirements and makes recommendations on how to keep meeting the diverse needs of students in schools. Finally, this chapter acknowledges the crucial role played by school social workers in addressing the needs of kids and families, as well as their knowledge and abilities in creating initiatives that assist eliminate barriers to learning. For social work practice, schools are a particularly significant venue. Students bring a variety of social issues and needs to school because schools are a mirror of the communities they serve. School social workers are frequently asked to address a variety of physical health, mental health, and psychosocial issues, such as crisis intervention, family and school violence, attendance problems, school dropouts, disabilities, abuse, substance use, relationship issues, delinquency, poverty, teen pregnancies, and homelessness [3], [4].

Practice of School Social Work Definition

Different definitions and job descriptions have been given for the significant contributions made by school social workers as they have developed into a specialized profession with an important function in the schools. These definitions often include a description of the school social worker's function as a bridge between connections between the school, the family, and the community. The biggest professional organization for school social workers in the United States, the School Social Work Association of America, describes school social work as a specific area of practice within the social work profession as a whole. School social workers provide the student services team and the educational system specialized knowledge and abilities. The goal of schools is to offer a setting for teaching and learning as well as for the development of competence and confidence. School social workers play a critical role in advancing this goal. School districts employ school social workers to improve the district's capacity to carry out its academic goal, particularly when community, family, and school cooperation is essential to fulfilling that objective.

There was a growing understanding that schools often failed to satisfy the educational requirements of their students throughout the last quarter of the 20th century. During this period, efforts were made to enhance the educational opportunities and services available to underprivileged children and children with learning and behavioural issues. Social and emotional issues that were negatively influencing learning were often addressed with the help of school social workers. Additionally, they have played a key role in the focus placed on preventing and addressing social ills like drug misuse, adolescent parenting, and violence that have crept into public schools. School social workers look for solutions that make sense for each individual student in the context of the setting despite changes in education, whether working in schools using more of a community practice approach or more of a clinical approach. The ecological approach's guiding principles are used by school social workers because they are aware that change is most effective when it takes place on an individual level, at home, at school, and with high-quality community supports. School social workers must assume several roles in order to do this successfully. Every school that hires a school social worker anticipates that person will have had enough training and perform at a high professional level. The essential certification and qualifications for a school social worker, however, may vary depending on the state and even the district. The educational preparation, license, and credentials necessary to provide mental health services at a school are in reality governed by the separate educational jurisdictions that exist in each state. No state now mandates a particular school social work certificate; however, several do demand clinical social worker licensure [5], [6].

Innovations in Programs and School-Based Practices that Affect School Social Work

The growth of school-related programs and school-community partnerships has been a trend in school social work over the last 20 years, in part owing to need and in part due to efficacy. For many children and families, particularly low-income and at-risk pupils, schools have assumed the role of de facto mental health professionals. It is becoming more clear that children face difficult learning obstacles that schools cannot overcome on their own. The basic goal of schools is to teach pupils, but environmental factors including poverty, emotional stress, abuse, behavioural issues, and psychopathology have made this aim difficult. School social workers and education reformers stressed the necessity for schools and communities to interact with one another in order to increase student learning as educators struggled with the many social and emotional issues that children brought to the classroom every day. It is in many ways a natural relationship given that communities, families, and schools all want the best possible academic and social results for kids. Additionally, social services are valued by schools as a way to help kids overcome obstacles to learning, and community organizations profit from having access to disadvantaged children and families. When schools and community organizations work together effectively, they may create a win-win scenario that will eventually benefit students, families, and the community as a whole. School social workers may play a crucial role in facilitating school-community partnerships and even act as a bridge between the two at times. However, some states have experienced opposition to the trend of community-based collaboration, and some school social workers have even spoken out against it. This is because school districts have sought to replace school social workers with community-based, mental health workers in an effort to reduce costs associated with serving at-risk students. One constant problem confronting school social work in the twenty-first century is the rivalry between service providers, both inside schools and among community-based mental health care providers.

DISCUSSION

Schools and community-based clinical and health professionals from a variety of disciplines are increasingly collaborating to provide services on school grounds. Community partnerships sometimes result in schools hosting and/or closely collaborating with mental health, social services, and other programs for young people's development. To increase the connection of schools with community-based services, there have been a variety of programs around the US, and "statewide initiatives were established in California, Florida, Kentucky, Iowa, Missouri, New Jersey, Ohio, and Oregon, among others." Community links with school-based services have not addressed fragmentation or produced more effective programs, while being partially intended to do so. In reality, co-locating services on school campuses may only serve to exacerbate the issue of service fragmentation since practitioners remain dispersed and the services remain fragmented just as they were in the community.

Multiple Duties and Professional Ethics in the Practice of School Social Work

School social workers must manage not just a variety of activities and difficult issues, but also a variety of professional obligations and stakeholder expectations. School social workers often have to juggle several, perhaps incompatible responsibilities. The NASW Code of Ethics as well as laws from the federal, state, and local levels must be understood by school social workers. School social workers must also be familiar with the standards and regulations of the local school board and the faculty at their particular school. Most of the time, all of these obligations and demands are reasonable, but school social workers sometimes need to make difficult choices for the sake of the kids and families they assist. School social workers need to be fully aware of their ethical norms and legislation, as well as possess strong critical thinking

and communication skills, in order to tackle these ethical challenges in an effective manner. Additionally, clinical oversight and expert assistance are used by school social workers to assist in resolving ethical dilemmas. Social workers in schools must navigate difficult ethical duties as well as conflicting agendas from school and community stakeholders. Public inspection extends to all activities that take place in public schools. The various advantages and disadvantages that parents, legislators, school board members, religious authorities, social activists, and the media all see in the public schools are all carefully examined and discussed. Once again, school social workers must be conscious of these diverse influences and use judgment in deciding when to forge agreement and when to stand out as an advocate [7], [8].

Social Work in Public Schools Currently

All school social workers participate in interprofessional teams, regardless of their specific employment and practice arrangements. Working with professionals and paraprofessionals who play a range of roles is necessary to meet the requirements of pupils. A "collective voice advocating for the needs of children and youth" is possible with interprofessional teams, which are ineluctable in the educational environment. Team members, including the school social worker, may collaborate to meet the unique needs of each kid while also advancing the school's overall objectives. Members may get insight into the viewpoints of the various professions involved in the school community by working together as a team. A trustworthy connection is necessary for close engagement with school employees on behalf of kids. School social workers must be aware of the objectives shared by other staff members as well as their priorities. School social workers provide a valuable service by acting as consultants for teachers or administrators, directly aiding in the settlement of a present issue and indirectly enhancing the consultee's capacity to handle similar requirements in the future.

The community school's movement, in particular, develops educational initiatives that are reminiscent of those envisioned by pioneers in the field of school social work as well as Chicago's settlement house movements, including Jane Adams at Hull House. Community-based schools serve as hubs for a variety of integrated health, mental health, social, and recreational services. These services are often provided by community-based organizations and are paid for via a variety of funding sources. The school building serves as a focal point for community activity by being open before and after school, as well as during the weekends, summers, and nights. Parents are given the chance to take part in school projects, go to educational sessions, and develop skills to assist their kids with their homework. Parent volunteers run family resource centres, which provide spaces for networking, meetings, family meals, and counselling. Each community must determine its own requirements, identify its own resources, develop its own vision of a community school, and decide what is required to support students in their academic endeavours for a community school to be successful. Depending on the need of the students and families, a variety of services, including transportation, health, and social assistance, may be offered. The community school may also become involved in addressing more important problems that influence kids and their education, such as drug misuse, crime, and neighbourhood violence. The school serves as a focal point for family advocacy, support, and problem-solving. School social workers carry out these duties within the context of the ecological systems view, intervening with many systems that have an effect on children's and teenagers' lives at various levels. Individual kids, groups, parents, families, a whole classroom, school, district, neighbourhood, or community may be the focus of services. The emphasis for intervention and transformation may also be considered to be on teachers and administrators. The broad area of concentration of a school social worker's assistance may be influenced by local requirements and financing arrangements.

Since the majority of children in the United States attend public schools, social workers in the schools are familiar with the spectrum of experiences and issues that exist in our community. Many college students are poor. Students or a member of their family may suffer from a mental condition, have experienced abuse or neglect, or have run afoul of the law. Many kids have educational needs that call for a special education services advocate. Some people may be struggling with bereavement, loss, or being apart from loved ones. Families may have often moved or been homeless. It's possible that some pupils or a family member misuse alcohol or other substances. In response to these concerns, school social workers may be asked to take action at all scales, from one-on-one crisis intervention to community- or school-wide prevention or education campaigns. When focusing on a single kid, the school social worker employs evaluation and counselling techniques, seeks advice from others as necessary, and attempts to connect the student with other resources and support systems to solve issues. When an individual needs intervention, the school social worker often provides the required service directly, works with a community organization to bring the needed service into the school, or connects the client with resources offered outside of the school.

Knowing and using therapies that have been scientifically established or have a substantial track record as clinical best practices is necessary for effective and ethical practice. These requirements are satisfied by a sizable variety of school-based intervention techniques for specific kids. A wide range of other student-specific issues, such as adolescent parents, sexual assault survivors, students who are grieving and experiencing loss, and students who are gay, lesbian, bisexual, or transgender, are also covered. Intervention information is also provided for the majority of mental health diagnoses and developmental disabilities. The sourcebook provides an overview of strategies that have scientific evidence for school social workers looking for advice on how to handle a particular issue. For instance, details on integrative, quick solution-focused therapy and cognitive and behavioural intervention are given in the case of kids who self-mutilate.

Families and Parents

To address issues pertaining to a specific kid, school social workers may interact with parents and families, or they may choose to approach parents directly. For a student who often skips class, the social worker can pay a visit to the house to determine the cause and work with the parent on a solution. The parent's engagement in school events like teacher conferences and PTA meetings may also be encouraged by the social worker. Parents are their children's best teachers, and schools and parents work together to meet the requirements of the kid in terms of learning. The particular youngster can be under stress because of an issue in the parents' or family's life. The value and advantages of parental participation in their children's education are well supported by research.

Models of Assessment Used Today

Whether they are working with a single kid in an intervention or the whole school community in a preventative program, school social workers must evaluate the efficacy of the services they provide. They must determine whether initiatives are successful for ethical reasons, for their own planning needs, because they are responsible for the services they provide to others, and maybe because they must disclose results to various stakeholders. School social workers may evaluate their work at all levels using a range of designs, techniques, and assessment instruments. Although the objectives of the educational system and the result priorities of social work practice first seem to be at odds with one another, both sets of objectives are driven by shared concerns. For instance, a school social worker may define substance abuse as a problem in multiple areas of the student's life, such as the development of healthy peer relationships and

personal identity, whereas school personnel may be primarily concerned with student substance abuse as a barrier influencing academic outcomes like grades and test scores. Experts in social work and education are in agreement that drug addiction is a problem, and that solving the issue would advance the goals of both sectors. The school social worker will find it easier to define, measure, and report information about social work services in a way that connects them with the priorities of the educational system if they are aware of the significant overlap between what must be done to meet the goals of the educational system and the goals of social work practice [9], [10].

Practice-related trends and problems

Schools are impacted by local and national political trends. As was previously said, the No Child Left Behind Act has enhanced the requirement for public schools to be held responsible for the academic progress of pupils. The stakes are high since school financing is dependent on the institution's capacity to show student accomplishment. Since standardized examinations are the main indicator of student accomplishment, the emphasis on them in the educational system is growing. School social workers and teachers are particularly concerned about the public discussion over the topic of testing's rising importance and its impact on the educational system. With greater stress on kids, families, and educators as they adjust to the emphasis on testing, front-line social workers are dealing with some of the consequences of the conversation. The discussion covers topics like how schools are reacting to the legislation, the pressure of high stakes testing on kids, the inadequacy of using standardized tests as a yardstick for school performance, and measurement concerns with students of colour, those with learning disabilities, and those learning English as a second language. Today's public school professionals operate in an environment that is primarily focused on performance and results. The need for social workers to be more responsible for the services they provide and be able to show how their services assist the educational purpose of the school is being exacerbated by the increased focus on accountability for schools. In order to link the interventions, they provide to the outcomes that are crucial to the school, school social workers must be able to evaluate their own services. They also need to be able to communicate or publicly acknowledge their contribution to the welfare of students and the school to stakeholders.

Evidence-Based Interventions

Similar to educators, health professionals, and social workers in other practice contexts, school social workers are being urged more and more to choose and provide treatments that are backed by empirical evidence. According to this practice trend, school social workers must base their work with clients on the best available research data. proof-based practice promotes best practices that adhere to particular criteria and are generated from research in the lack of empirical proof. Dupper outlines actions school social workers should take to provide services that are supported by evidence, including guidance on how to recognize acceptable treatments and how to evaluate efficacy research.

More and more assistance is being provided in public schools for children and teens who are thought to be at risk. This covers children with mental health problems, with a focus on kids from low-income backgrounds and from racial and ethnic minorities. More than 70% of students who get mental health treatment do so in their schools, according to the Centre for Health and Health Care in Schools. It is projected that there is an even bigger total unmet demand for mental health treatments for kids and teenagers. It's probable that many kids won't get the resources they need unless they're offered via schools. Receiving high-quality mental health care might be particularly difficult for certain populations. Access to mental health care may be particularly challenging for Latino and African American kids. When mental health

treatments are not offered by public schools, these two groups have the greatest rates of need but are also the least likely to obtain high-quality care. Children of colour are overrepresented in special education services as well. Children who are homeless, immigrants, and parents who are adolescents are other groups that are likely to obtain the necessary resources via schools.

Future school social workers may face both possibilities and difficulties as a result of technology. School social workers may need to be even more watchful regarding client confidentiality given the increased usage of technological communication tools. As more communication takes place online, particularly in the context of interprofessional cooperation in schools, efforts to ensure confidentiality may need to be evaluated periodically. However, quicker communication with other professionals working with a kid or family has evident benefits for the team's capacity to resolve challenges. Electronic communication may help prevent crime by enabling the spread of information. For instance, in September 2001, one of the chapter writers was working as a school social worker. She was one of at least 30 school social workers who received electronic mail warning them of episodes of intimidation and threats against Muslim students on that campus in the days after the 9/11 terrorist attacks. The social worker who received the email was able to immediately tell her principal of the facts. Together, they created a preventive plan for their school that included prompt information distribution to instructors through email. Many of the 30 social workers who first received the letter are likely to have followed a similar course of action, and some may even have passed the information to other school social workers who weren't on the email list.

The expectations on schools to effectively teach more difficult and diverse populations have made it more crucial for school social workers to be well-versed in a variety of knowledge and skill areas. Clearly, educating children in the twenty-first century is highly complicated. Franklin advises anyone thinking about a career in school social work to carefully evaluate their general professional competence, cultural competency, professional values, ethical concerns, and transference and countertransference difficulties. All facets of school social work need strong evaluation abilities, from identifying students' specific needs to assessing the sociopolitical concerns at stake in the school or community. As previously mentioned, expertise is also required in the fields of intervention, assessment, communication, managing multidisciplinary teams and community collaborations, marketing, and linking social work initiatives to the school's overarching objectives. Along with these abilities, it is obvious that personal adaptability and a readiness to deal with uncertainty are important qualities that help school social workers handle the diverse and complicated regions they deal with on a daily basis. School social workers utilize their personal qualities and professional knowledge to meet students' needs in the context of their school, family, and community surroundings throughout their lives. School social workers carry out a variety of activities, but their four main responsibilities are evaluations, system-wide consultations, direct intervention with people, families, and groups, and program creation. The underlying mandate to support all students in achieving academic achievement and to assist in removing obstacles to learning for vulnerable children has largely not changed despite adjustments made to school social work practice to reflect developments in the profession and in education reform. School social workers fulfill this mandate via commitment, advocacy, adaptability, and inventiveness, and they will undoubtedly do so as their job develops.

CONCLUSION

The many facets of school social workers' responsibilities and their significant influence on students' educational experiences. We have looked at the historical foundations, significant contributions, and changing roles of these committed individuals who act as the link between the realms of school, family, and community throughout this chapter. The essential idea that

every child has the right to not only get an education but to do so effectively is emphasized by school social work, which is a cornerstone in the basis of contemporary education. This dedication to the success of students goes beyond only their academic performance; it also includes their emotional and physical health. School social workers are aware that in order to help children reach their full potential, the hurdles they encounter outside of the classroom must be addressed. School social workers address a broad variety of problems, from individual student crises to school-wide preventative programs, using a holistic approach. They serve as coordinators, facilitators, counsellors, advocates, and other roles to make sure that students have the help they need to succeed. School social workers are at the forefront of adjusting to new problems and possibilities in an educational environment that is continually changing. Evidence-based practice, accountability, and efficient communication have all become more important. However, these professionals rise to the challenge, navigating the intricate interplay of educational aims, ethical issues, and the variety of student needs utilizing their experience.

The function of school social work is still changing as we go into the twenty-first century. In order to address the complex web of issues that children and families encounter, community schools and cooperative efforts between educational institutions and other organizations are becoming more and more important. Technology and conventional methods comingling creates new channels for communication and service provision. In essence, school social workers are crucial enablers of the success and well-being of students. They are vital in the lives of kids and families because of their constant devotion, flexibility, and adherence to a holistic approach to teaching. They relentlessly seek to eliminate obstacles to learning and make sure that every kid has the chance to realize their full potential as they stand as champions for those who need it most. In the end, school social work is more than simply a career; it is an essential force that determines how our pupils and ultimately our society will develop. School social workers play a crucial role in leading kids toward a better, more hopeful future as we struggle with the difficulties of education and the wellbeing of our children.

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CHAPTER 13

EVOLUTION OF SOCIAL WELFARE AND SOCIAL WORK: FROM ANCIENT FOUNDATIONS TO MODERN CHALLENGES

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ABSTRACT:

This historical investigation explores the development of social welfare and the establishment of social work as a profession, tracing its origins from prehistoric times to the present. The story focuses on the fundamental ideas that underlie early initiatives to help the weak and poor in society and are derived from Judeo-Christian, Islamic, and Greco-Roman traditions. It looks at how informal acts of kindness gave way to the planned creation of social welfare laws and programs in Europe, the US, and other places. The story goes on to discuss the creation of organizations and regulations to control poverty as well as the contrasts between worthy and undeserving poor. As the story progresses, important turning points are explored, such as the creation of orphanages, the Elizabethan Poor Law of 1601, and the institutionalization of mentally ill people. It also clarifies the development of charitable organizations and their ethical strategy for combating poverty and dependence. The story recognizes the conservative and progressive viewpoints that have moulded the social welfare environment and shows how these historical roots still have an impact on discussions and policy today.

KEYWORDS:

Environment, Poverty, Poor Law, Social Welfare, Social Work.

INTRODUCTION

The growth of social welfare laws and programs in the United States, Europe, and Muslim nations is largely responsible for the profession of social work's development. Many of the early initiatives to aid the underprivileged, the ill, the aged, widows, orphans, the "insane" and "imbeciles" were based on Judeo-Christian and Muslim customs and beliefs. This history starts with a review of the evolution of social welfare in Middle Eastern and European nations before moving on to the dissemination of social welfare practices and policies to the American colonies' New World. The development of the field of social work as we know it today followed the activity of government officials and "people of good will," who provided assistance and controlled the poor [1], [2].

A Babylonian king called Hammurabi established the defence of widows and orphans a central tenet of his law two thousand years before the birth of Christ. Helping the poor was a concern shared by the ancient Greeks and Romans. We get the biblical adage that it is more fortunate to give than to receive from the Roman senator Cicero, who saw man as a social animal who should "cooperate with and assist his fellow men." The terms "philanthropy" and "charity," as well as the ideas they stand for love of people, love of humanity, and brotherhood are of Greek and Latin origin, according to social welfare historian Walter Trattner.

Traditions of charity have also been influenced by the Arab culture. Islamic philosophy distinguishes between charity and social justice. The Prophet Muhammad's support for women, children, and the weak gave rise to the faith's long history of social reform. This custom is put into practice by the stipulation that every financially capable Muslim must give 2.5% of their net worth annually to help the less fortunate. This custom, known as zakah, is not seen as a

charitable gesture but rather as a means of achieving social justice via the equitable allocation of resources. Any further payments are regarded as charity, or *sadaqa*, one of Islam's five pillars. Aid to the destitute, the needy, those who collect the donations, "those whose hearts must be reconciled," debtors, wayfarers, the redemption of prisoners, and "for God's cause" are among the eight kinds of applications for charitable donations listed in the Koran.

Walter Trattner, a social historian, highlights the contribution of Jewish heritage to the growth of contemporary charity. Throughout the aged Testament, we see commands to give to others, notably the aged, the ill, the disabled, and the impoverished. He emphasizes that ancient Jewish ideas taught the obligation of giving and "equally important, the right of those in need to receive." Giving in this case is motivated by justice rather than altruism. The Scriptures go on to teach that "thou shalt not harden thy heart nor shut thy hand" to the unfortunate in addition to stating that "one might break off his iniquities" by having compassion on the impoverished [3], [4].

The Jews created a number of social welfare activities based on these concepts and precepts. These included visiting the sick and elderly, caring for widows and divorcees, caring for the elderly, burying the deceased, educating orphans, comforting the grieving, and burying the dead. Agricultural methods such as "gleanings," or the practice of leaving grain fallen during the harvest that might be picked up by the hungry, were the main method used to provide for the poor. Christianity continued the generous practice while emphasizing love and compassion in particular. It is not unexpected that many sections of the New Testament focused on charitable giving because Jews were the founders of the Christian Church. Early Christian approaches to social welfare shared a fundamental tenet with Hebraic notions that poverty was not a sin. Evidence of need is still the most important consideration for delivering assistance, even if discretion should be used and criteria for distinguishing between different kinds of impoverished individuals have been established. It was believed that need resulted from tragedy, which society should bear responsibility for.

At first, charity was a loose network of aid, but as Christianity gained ground as a religion, Church fathers thought it was crucial to build a more organized network of aid. Monasteries started acting as fundamental agents of aid starting in the sixth century, especially in rural regions. Some monastic orders were established specifically to help those in need. These orders utilized the money they received in gifts, bequests, and collections to support the needy people who showed up at their doors. They also took food and other supplies to the ill and destitute in their towns, foreshadowing what we may today refer to as "community outreach." Other monasteries built on the Hospitallers' efforts by establishing a medieval network of hospitals for the destitute and ill, including lepers. However, these hospitals offered more than just medical care to the ill. They also provided housing for "weary wayfarers," pilgrims, orphans, old people, and the poor. Hospitals were first located along major thoroughfares and eventually in urban areas, similar to the "community-based social services" of today. These hospitals were eventually taken over by municipal authorities, establishing a connection between secular and religious philanthropy. The development of feudalism in Europe around the eleventh century gave rise to a form of government that, at least in theory, addressed issues of poverty or social hardship. By the late eleventh and early twelfth centuries, the majority of "common" people in Western Christian nations were serfs to the lords who held the estates, living on feudal estates. Serfs were expected to be safeguarded by the landlords against the risks of disease, unemployment, and old age even if they had little freedom. Serfs were therefore given a type of societal insurance against life's problems at the price of their own freedom. This might be seen as a simple social insurance system.

The social, craft, and commerce guilds often assisted those city dwellers who were not serfs. Similar to modern labour unions, guilds offered advantages to its members. Additionally, they offered some support to the town's underprivileged residents by giving out food such as maize and offering free shelter to stranded travellers. People began making a difference between the "deserving" and the "undeserving" impoverished as early as the Middle Ages. The voluntary poverty of persons in religious orders was typically what the monks meant when they commended poverty. However, they also mentioned the "blessed poor" presumably referring to people who had not chosen to be in need. They felt sorry for those who put forth a lot of effort but were nevertheless deprived of things. The unworthy poor were those who begged, did not work, "drank themselves into torpor," and both men and women "hired out their bodies for sex [5], [6].

DISCUSSION

In 1388, the first "law of settlement" in England was enacted. This edict punished able-bodied beggars, apparently because the state was in desperate need of workers. According to Blanche Coll, a social welfare historian, at this time, "those seeking employment at higher salaries and under freer circumstances. ..In other words, individuals should consider themselves fortunate to acquire any work offered and poverty among the able-bodied was becoming to be considered as a crime. The Statute of Labourers, a statute created in 1349 in response to the issues of the fourteenth century, may be seen as the first step in the establishment of a social security system in England. Workers were required to labour for whomever needed them and were paid a maximum pay under the law. It made it unlawful for an able-bodied man to beg and barred labourers from travelling. Although it scarcely looks like a first step toward social security, this oppressive act marked the beginning of an effort to connect poverty and labour issues. Additionally, it hinted to a schizophrenic approach to tackling poverty that would eventually be reflected in the social security laws of the United States. Instead of providing individuals with the assistance and skills they need to thrive, the public welfare section of the Social Security Act has evolved into a system that all too often focuses on suspected "cheating" in the system.

The centuries that followed brought up fresh difficulties and issues. The feudal structure was disintegrating in England as mercantilism was growing, new trade routes were opening up, and new industries were emerging. The possibility of greater riches rose as the New World started to open up. However, structures like serfdom that at least provided some protection against the rulers of the land fell out of favour. Many individuals lost their rights to the land they lived on and to their homes as industrialisation and urbanization spread. To make matters worse, the Catholic Church was expelled from England in 1536 as a result of the Protestant Reformation. The system of monasteries and its hospitals, which had been mostly responsible for aiding the ill, the elderly, the travelling public, and the impoverished in general, were doomed as a result.

Following the Statute of Labourers, other laws that sought to address the issues of labour, begging, and criminality were enacted. The Elizabethan Poor Law of 1601 finally combined these laws into a single significant piece of legislation. This significant ordinance mandated that each parish or town support for the needy by levying rates on property held within the jurisdiction, creating "the first secure basis for public assistance to the poor." Three main kinds of dependents were specified by the Elizabethan Poor Law, which lasted for over 250 years with very minor amendments. These were the homeless, the forced to leave their jobs, and the defenceless. The statute outlined procedures for handling each. Additionally, it designated the parish as the administrative body for carrying out the legislation, "acting through the overseers of the poor appointed by local officials."

The parish was given the authority to use the tax revenues to build and maintain almshouses, to provide assistance to the aged, the sick, and handicapped, and other helpless people in their homes, and to "purchase materials with which to put the able-bodied unemployed to work." The law held parents, if they had the means, accountable for the support of their children and grandchildren. Finally, vagrants and able-bodied people who refused to work could be sent to a "house of correction," a workhouse, or a common jail. Children were also responsible for the care of their "unemployable parents and grandparents," and those whose parents were unable to provide for them "were to be set to work or bound out as apprentices." "Indoor relief" was defined as placing individuals in almshouses, workhouses, or other institutions; "outdoor relief" was defined as offering assistance to people in their homes. As we will see, these concepts were subsequently introduced to the American colonies and persisted for a while in the social assistance system's lingo in that country [7], [8].

Even orphanages that provided indoor refuge were often unpleasant and harsh environments. Many were hardly more than sheds separated into small, poorly heated quarters. The cuisine was subpar, and there were poor sanitation facilities. A common food was watery gruel. People who refused to enter workhouses were treated cruelly. Vagrants who are "unwilling to work" may be stoned, beaten, branded, institutionalized, or even executed. It was obvious that all of the physically fit and so "undeserving" poor were to be severely and harshly regulated. The overseers of the destitute served as a forerunner to current social workers, despite the fact that their job may appear gloomy and even severe. It was their responsibility to identify those who were struggling to make ends meet, including the destitute, the homeless and vagrants, the jobless, and others. Then they made decisions on what ought to happen to each of these groups of individuals. Additionally, they were a part of a system that held that the government had a duty to assist those who were unable to care for themselves as well as a duty to exert some kind of control over the other groups. They may be comparable to modern social workers in the criminal justice system and child welfare as "government administrators."

In England, opposition to the Poor Law system was escalating by the 1800s. There were concerns raised about the system's efficiency and equality. The system of parish responsibility for helping the needy often resulted in unfair and subpar standards. "Unpaid, uneducated, and frequently incompetent overseers of the poor" More importantly, many of the poorer areas had "a higher proportion of needy residents and less money to spend on relief than the more prosperous ones," making it so that not only were the poor treated differently from parish to parish, but "the communities that could least afford it usually had the highest poor rates," or taxes. Additionally, taxes in wealthier parishes increased. Poor relief expenditures in England more than doubled between 1760 and 1818, while the population almost doubled.

The Poor Law was also under assault at this time from both traditional economics and the growing industrial interests in England. The working class's natural condition was considered by economists to be poverty. They claimed that owning money and property was a "natural right," unaffected by the government. The state artificially instituted the Poor Law, which levied taxes on the wealthy to fund the upkeep and care of the poor. Members of the ancient landed nobility who first advocated for the poor law system believed that government intervention was necessary to control human affairs, including discouraging labour movement, in order to maintain the stability of the state. The belief that interfering with the market's normal functioning, which included a flexible labour force controlled by supply and demand, would threaten, if not overthrow the economic order, was caused by the rise of a business class and the emergence of a capitalist economy that replaced the state's role in determining the status of labour with the price mechanism. In essence, a self-regulating market economy was taking the role of the Elizabethan Poor Law.

Another crucial method for helping the worthy poor under the poverty laws was for families to take them in. A widow, for instance, may be sent to live with a family. This was sometimes done in a rota system: two weeks with one family, two weeks with another, returning to the first, and so on. Another technique was placing underprivileged individuals with families so they could assist with farming, childrearing, and other related activities. The municipality or another local government agency would pay the family for caring for the needy individual. As a result, unlike in a typical auction, the lowest bidder—the family that could provide the person being auctioned with food and clothing for the least amount—received care and services.

The orphanage is a different institution that has a lengthy history in America. The first orphanage was created in 1727 by the Ursuline Convent in New Orleans. This was established to provide youngsters whose parents had been killed in an Indian attack a place to live. Bethesda was the second and more substantial orphanage, founded in 1740 by a priest in Savannah, Georgia. In South Carolina, the first public orphanage was founded 50 years later. About 250 orphanages were established between 1860 and 1880, the majority of them by Catholic and Protestant groups. These new institutions tended to be big buildings where strict schedules and daily routines were emphasized, while being an improvement over the poorhouse and other methods of caring for orphaned children. The orphanages of the 1800s practised strict discipline and sought to stifle individuality among the children, conjuring images of Dickens' *Oliver Twist* pleading, "Please, sir, I want some more."

Institutions were mostly shaped by how people with mental illness were treated. Residents of Braintree, Massachusetts, decided in 1689 to fund the building of a small house where a man in the community could "secure his sister and goodwife" because both were "distracted." This decision was based on a Massachusetts statute that allowed town Selectmen to care for rowdy and distracted individuals so that they would not "damnify or annoy others." But it was not until the well-publicized campaigns of Dorothea Dix that instituted the small house program.

In the late 1800s, the concept of "organizing" charity gained widespread acceptance throughout the country. For instance, the New York Association for Improving the Condition of the Impoverished established a system of volunteer home visitors who would attend to the "moral deficits" of impoverished families in addition to their material need. The Association for Improving the Condition of the Poor placed each city ward under the responsibility of an advisory committee which would coordinate relief provision through a system of friendly visitors. The organization's main goals were to ensure investigation of every appeal for assistance, to distinguish between the deserving and undeserving poor, and to blend this with a judicious mixture of moral exhortation.

It was seen as a new beneficent gospel by proponents of the new society. Leaders of the movement considered themselves as missionaries in a noble cause, and they envisioned charity as a "crusade to save the city from itself and from the evils of pauperism." If we don't provide the poor uplifting influences, they'll dominate us with degrading ones, as the New York Charity Organization put it. A conservative view of poverty's causes was mirrored in the COS movement. One of its founders, Josephine Shaw Lowell, believed that individual reliance was one of the worst aspects of contemporary industrial life. Lowell was a reformer who was born into a prosperous Boston family. She emphasized that haphazard generosity must be avoided as it led to the poor's dependence on it and that the reason, they were in need was "largely because of their own shortcomings, including drunkenness and idleness." Lowell believed that well-to-do visitors, often women, could bring not charity, but "kind action," and might serve as excellent moral models for the impoverished. Lowell believed that the answer to the issues of poverty and reliance was to give patient, skillful visiting of the destitute by "dedicated volunteers." Visitors should refrain from offering cash, instead helping "deserving" families

obtain employment and providing loans [9], [10]. But Lowell also thought that other categories of individuals, such as the ill, widows, and orphans, were impoverished by no fault of their own. She believed that in these situations, institutional actions like widows' pensions were suitable sources of solace. She pushed to improve working conditions for women after realizing that one cause of poverty was poor salaries. Lowell understood the significance of environmental elements in poverty, but she also had a tendency to save these insights for the "deserving poor," such as those who made it plain that they wanted to work. In essence, she believed that a person's personal character was the most important factor affecting their place in life. Workers at charitable organizations like Lowell were a significant precursor to professional social workers. The COS system's components, such as caseworkers' investigations and one-on-one counselling with moms of low-income families, also found their way into state and federal child welfare initiatives. State boards of charity established the National Conference of Charities and Correction in 1874. This organization served as a forerunner of the American Association of Social Workers, one of the groups that contributed to the creation of the current National Association of Social Workers.

Addams' upbringing had also been marked by a number of diseases. The most severe was spinal tuberculosis, which left her with a small curvature in her back, pigeon-toes, and a slightly bent head as she walked. This tragedy, along with the early death of her mother and the passing of one of Addams' sisters when she was six, may have enhanced her empathy for others who are going through a terrible time in life. However, additional neighbours quickly arrived since they wanted a warm setting to gather with their friends in this busy neighbourhood. They soon brought their kids with them and arrived to Hull House in large numbers. The idea of Addams and Starr was to directly address the needs of the people in their adoptive village by building a nursery and a kindergarten, for example. In response to the immediate need, they paved the way for a novel kind of assistance. Men and women with similar objectives moved in to Hull House to support its activities. The two founders of Hull House started formulating a precise reform agenda as they continued to examine their neighbours' circumstances and the poverty in the neighbourhood. They created a club for working females, a free labour bureau for both men and women, meeting places for neighbourhood political parties, and a visiting nurse service in addition to the nursery and kindergarten. Additionally, Addams and her associates established a Labour Museum at Hull House, a decision that seems especially refreshing in light of the current climate of periodic outbursts of frenzy about the growth in Hispanic immigration to the United States. In this area, immigrants displayed their aptitude at spinning, sewing, constructing furniture, and basket weaving. This "living" museum left an impression on Hull House's many outside visitors. The pleasure that immigrant children felt when they saw their parents in a position where they were appreciated for their abilities rather than their poverty and struggles transitioning to a new country, however, may have been its greatest gift.

The administration of George W. Bush has reinstated a more conservative stance on social welfare and concerns. Bush has used the premise that social welfare "is the historic mission of the churches" to justify reducing funding for government initiatives. According to Bush's "faith-based initiative," religious organizations need to be allowed to work with government agencies and utilize taxpayer money for a range of services for those in need. Millions of dollars in public money have been distributed to organizations that support the president's agenda on abortion and related problems as of 2006 under the auspices of this campaign. Since its early religious attempts to address the issues of poverty, hunger, illness, disability, community breakdown, and other misfortunes of life, social welfare has gone a long way. The field of social work has progressively developed from the humanitarian efforts of religious groups, good Samaritans, and others. While certain motifs and structures have persisted throughout the ages, new concepts and adaptations of traditional strategies are always emerging. We may try

to put present circumstances into perspective and think carefully about the results intended and unintended of our programs and activities by learning the history of social welfare and social work.

CONCLUSION

This historical investigation of the development of social welfare and social work uncovers a complicated tapestry woven with strands of compassion, philosophy, and societal transformation. The path has been characterized by both progress and problems, from the first charitable deeds in ancient civilizations through the formalization of social welfare laws and the formation of a unique profession of social work. Societies have debated responsibility, deservingness, and the role of the state in protecting the weak throughout history. Efforts to lessen suffering and help those in need have historically been guided by the lasting values of compassion and justice, which are firmly established in religious and philosophical traditions. However, the conflict between individual accountability and group effort has often come up, giving rise to different strategies and regulations. As distinct solutions to the persistent problem of poverty, the formation of the Elizabethan Poor Law, the construction of orphanages, and the growth of charitable organizations were all contemporaneous with this period. Welfare regimes have been fashioned by the contrast between the worthy and undeserving poor, and it still has an impact on current discussions. Modern society has recognized social work as a noble profession that upholds the values of compassion and support for vulnerable groups. Social workers are crucial in resolving the complex issues of poverty, inequality, and social injustice because they are informed by historical lessons from the past. This historical perspective serves as a reminder as we look to the future that social work and welfare are always evolving. It forces us to reflect on the past, change with the times, and keep working for a society that is more just and caring. By building on the foundations, they have built and aiming for a brighter future, we pay tribute to those who have committed their lives to the benefit of others.

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