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PERMISSIVENESS AS AN ELEMENT
OF THE CASEWORK
RELATIONSHIP

by

Ann Snelus

A Thesis Submitted to the Faculty of the School of Social Work of
Loyola University in Partial Fulfillment of the Require-
ments for the Degree of Master of Social Work

June

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CHAPTER I

INTRODUCTION

The topic of this thesis was chosen with the thought that any attempt to clarify one aspect of the casework relationship would be of some help to those engaged in social casework. Possibly this study may be a means of stimulating other thinking about permissiveness, or the expression of feelings, in the casework relationship. Further study and thought may crystallize ideas about this element, may question or deny some of the notions here presented, and may result in clearer concepts of the element. It is hoped, however, that this study will provoke consideration of permissiveness as an element of the casework relationship.

Purpose.

The purpose of this study is to examine the concept of permissiveness as an element of the casework relationship. The term permissiveness itself connotes certain notions not desirable in social work. As used in casework, the term means an atmosphere in which the client feels free to express his feelings. In this study this concept will be expressed by permissiveness, freedom of the client to express his feelings, or any other phrase

embodying this notion which is used by writers in the field of social casework.

In the field of social casework, there is a great and evident need for clarification of terms. Father Bowers recognizes the need for a definition of social casework itself,¹ and Miss Garrett writes that while interviewing as an art can be perfected primarily through continued practice, skills can be fully developed only when practice is accompanied by knowledge and self-conscious study of interviewing.² While there is general agreement that casework is an art, at least in that skill in practice is immeasurably more important than theoretical knowledge, casework is also a profession. Characteristics of a profession include its being based upon clear principles and concepts, consciously held and teachable.³ This is impossible without a definition of terms.

The term permissiveness, particularly as an element of the casework relationship, has been loosely used even in the

1 Swithun Bowers, O. M. I., "The Nature and Definition of Social Casework," Journal of Social Casework, XXX, October, November, and December, 1949.

2 Annette Garrett, Interviewing: Its Principles and Methods, New York, 1942, 8.

3 Eleanor Cockerill, "The Interdependence of the Professions in Helping People," Social Casework, XXXIV, November, 1953, 374.

literature of social work. It has been particularly confused with acceptance, the non-judgmental attitude, and client self-determination. Although it is granted that the elements of the casework relationship cannot be separated in practice, it is essential to the growth of the profession that there be clear understanding of the components of this all-important relationship. Toward a better understanding of one element of this relationship, this study is directed.

Method.

The method of this study has been to read books representative of the field of social casework, especially those published since 1940, and to scan articles in Social Casework⁴ from 1940 to the present time. In the journal articles it was necessary to read entire articles or sections dealing with any aspect of casework skills and techniques, because the concept of permissiveness was contained although seldom identified as such. Further, it was necessary to read sufficient material to determine the frame of reference and the concept of the casework relationship held by the various writers.

Notes from the literature thus surveyed were recorded

4 Social Casework was published under the name of The Family from its inception March, 1920 through February, 1946, when it was changed to the Journal of Social Casework. The journal was published under this title until January, 1950, when it was changed to Social Casework. In this paper reference will hereafter be by the name of the journal at the time the article appeared.

on small cards and used as the basis for the material presented.

Sources.

Books listed in the bibliography, considered as representative of those in the field of social casework published from 1940 to the present time, were used as sources. Two exceptions in regard to the date of publication were made in that Mary C. Richmond's Social Diagnosis, published in 1917, and Virginia P. Robinson's A Changing Psychology of Social Case Work, published in 1934, were included. As Bertha C. Reynolds expresses it, these two books are milestones in the growth of social casework into a profession.⁵ The inclusion of these two books seems warranted because of their great contribution to the field and because of their value in presenting concepts of casework prior to 1940.

Also used as sources were all issues of Social Casework from January, 1940 through February, 1954. Since this journal is the major vehicle of expression in the field of casework and since the variety of articles represents the views of many persons regarding current trends and practices, it seems important to include these articles in a survey of the literature.

Plan of Presentation.

To give a basis for consideration of permissiveness as

⁵ Bertha C. Reynolds, Social Work and Social Living, New York, 1951, 107-108.

an element of the casework relationship, some definitions and historical background will be given. Since the client is endowed with certain attributes which he brings to the casework situation, these will be considered as needs common to every man and as differing in degree and intensity from individual to individual. Having the need to express his feelings, the client has some rights concerning this, and these will be examined in the following chapter. These needs and rights which the client brings to the casework situation, in turn, impose certain duties upon the caseworker, who, in this professional relationship seeks nothing for herself, but who participates with the client toward a better adjustment to his environment. The caseworker's duties and means of creating a permissive atmosphere form the content of another chapter. Following this, the practical aspects of permissiveness will be considered, i. e., its relationship to study, diagnosis, and treatment. Limitations as to expression of feelings and conclusions drawn from the study complete the examination of the element in this present study.

CHAPTER II

DEFINITIONS AND HISTORICAL BACKGROUND

Inasmuch as some background seems necessary to provide a basis for discussion, several definitions of the term permissiveness will be set forth. The note of expression of feelings on the part of the client will also be traced through a brief history of the major casework trends. It is thought that this will provide a framework for the present study.

Definitions.

Webster's New International Dictionary has no such word as permissiveness. Permission is defined: Act of permitting; formal consent; authorization; leave, license or liberty granted. Permissive is defined: 1. Permitting. 2. Permitted; tolerated; granted on suffrance (now rare). 3. Allowable; not prohibited; also, optional; not compulsory.

From the foregoing, it is evident that the term applied to an element in the casework relationship is a poor choice. Connotations of power or authority on the part of the worker, of tolerance and condescension, or of license are not applicable to an element of the casework relationship, which is a dynamic interaction, one in which the client participates fully and should be

in no way controlled or viewed with condescension by the worker. On the other hand, permissiveness to express feelings does not mean license. The casework method is not that of free association or of solely mirroring back the client's expressions; nor are moral and ethical norms, the rights of the worker, the rights of the agency and others, or the duties of the client abrogated in the casework relationship. Casework is purposeful and embraces the total good of the client.

In the literature surveyed, the only definition of permissiveness as such is that of Gordon Hamilton writing of "The Therapeutic Attitude": "The central dynamic of all psychotherapy may be regarded as permissiveness--a special kind of 'love' called 'acceptance.'¹ This scarcely bears the test of a definition because it does not encompass the essential qualities nor does it set permissiveness apart from other things but rather confuses the term with acceptance, another element of the casework relationship. As Miss Hamilton expands, however, the concept becomes clearer:

1 Gordon Hamilton, Psychotherapy in Child Guidance, New York, 1947, 125.

A therapeutic relationship is different from other human relationships in that its purpose is healing. . . . The therapist uses himself as the chief dynamic in treatment. . . . the healing element in the main lies in the relationship which enables the client to use better the resources within himself and his environment. . . . The therapeutic attitude permits the client to learn that he has nothing to fear. Here he may talk about forbidden matters and here find the courage to make new efforts on his own behalf. . . . The "love" of the therapist consists of warmth, concern, therapeutic understanding, interest in helping the person to get well. This is a clinical or professional development of a natural quality. The therapist does not give love in the ordinary sense, just as he must not disapprove of or dislike what the client is, says, or does.²

If Miss Hamilton intends the last sentence to be interpreted literally, there would be disagreement as to approving whatever the client says or does. In all her writings, however, Miss Hamilton holds to norms and shows herself a person of values. Later in the same book she writes: "Acceptance does not mean denying the actuality of 'badness,' but accepting the child when bad as well as good. It is the old and valid religious distinction of not approving the sin, but loving the sinner."³

In defining purposeful expression of feelings as "the recognition of the client's need to express his feelings freely, especially his negative feelings,"⁴ Father Biestek emphasizes the need of the client and the purposefulness of his expression of

2 Ibid., 126.

3 Ibid., 149.

4 Felix P. Biestek, S. J., "An Analysis of the Casework Relationship," Social Casework, XXXV, February, 1954, 60.

feelings. This terminology is certainly more compatible with present casework concepts and practices than permissiveness, since a note of power is inferred from such a statement as this: "In short, we give her permission to realize and to express her genuine feelings."⁵ Miss Young is much too sensitive to and understanding of unmarried mothers to be authoritative or condescending, and this in no way implies criticism of Miss Young but is used to illustrate the connotation of giving permission.

In summary, permissiveness is seen to have connotations incompatible with good casework practice. The term purposeful expression of feelings seems a better definition of the activity which takes place within the casework relationship.

History.

Miss Robinson writes that in 1930 social workers were no longer dealing with the same concepts, the same values, or the same facts that they were in 1880, and continues:

The case work relationship between worker and client is essentially different from what it was in 1880, or 1900, or 1920, because personality has grown in these years not only in understanding but in capacity for relationship. . . . These values are psychological in contrast to economic, religious, moral, or sociological values.⁶

5 Leontine R. Young, "The Unmarried Mother's Decision About Her Baby," Journal of Social Case Work, XXVIII, January, 1947, 31.

6 Virginia P. Robinson, A Changing Psychology in Social Case Work, Chapel Hill, N. C., 1934, xiii.

Miss Robinson notes that the methods of the friendly visitor of 1884 were advice, persuasion, and exhortation.⁷ Although she attributes the emergence of the individual to the latter half of the 19th century, she says that the emphasis on causes and preventive work from 1900 to 1910 was toward the social order with some attempt to analyze causes in the individual.⁸

In Social Diagnosis, Miss Richmond sets forth her primary purpose in "attempting examination of the initial process of social case work" as making "some advance toward a professional standard."⁹ While Miss Richmond's own warm and rich personality is evident throughout the book, the emphasis is upon factual information directed toward a social diagnosis, and there is no analysis of a casework relationship. Even her remark that the proper attitude is "a cheerful willingness to listen to the present symptoms which seem so important to the one interviewed," is followed immediately by "but a quiet determination to get below this to a broader basis of knowledge, by carrying the client's mind forward to hopes and possibilities ahead and backward to the happier, more normal relations of the past."¹⁰ Miss Richmond does

7 Ibid., 8.

8 Ibid., 14.

9 Mary C. Richmond, Social Diagnosis, New York, 1917, 26.

10 Ibid., 113.

caution against detective attitudes, against hurrying, and against over-questioning; and says that "we must give our client a patient and fair hearing, merely guiding the trend of talk enough to encourage a full development of his story."¹¹

In discussing the period which followed that of emphasis on fact-gathering, Miss Garrett writes:

. . . it is no wonder that caseworkers grasped so eagerly the new concepts of psychological motivation. . . . These pendulum swings went from a paucity of knowledge about both factual and emotional factors in a case to an excessive piling up of facts and information without focus or direction; from indiscriminate use of resources to exclusive exploration of emotional factors; from earlier over-activity and directiveness to excessive passivity and drifting; from overintellectualized analysis of cause and effect relationships to unscientific wallowing in feelings and belittling of intellectual knowledge.¹²

Of the 1920's and 1930's, Miss Sytz says that if any generalization is valid, the hypothesis then prevalent was that "if the client were given an opportunity to associate freely, widely, and deeply around his problem . . . he would reveal himself to himself" and that this would motivate him to make constructive changes in himself and to deal with his problem.¹³ In

¹¹ Ibid., 343.

¹² Annette Garrett, "Historical Survey of the Evolution of Casework," Journal of Social Case Work, XXX, June, 1949, 222-223.

¹³ Florence Sytz, "Development of Method in Social Casework," Journal of Social Case Work, XXIX, March, 1948, 85.

the field of child guidance particularly during the 1930's the caseworker changed her role from that of interpreter to that of a person to whom the parent might express his problems freely.¹⁴

In the 1940's the reaction to the era of passivity is seen. While there is emphasis upon expression of feelings and the client's telling his story in his own way, interviews are becoming focused; talking is specifically about the client's problem. Emphasis in the late 1940's and early 1950's is on the psychosocial nature of casework, on the relationship, and on the joint participation of client and caseworker.

A summary of the stages of progress in social casework might be expressed in Miss Hamilton's remark about recording: "Putting it succinctly, one might say that the first stage showed what the worker told the client; the second stage what the client told the worker; the third or current stage shows a developed process of interaction."¹⁵

14 Lois Meredith French, Psychiatric Social Work, New York, 1940, 157.

15 Gordon Hamilton, Principles of Social Case Recording, New York, 1946, 34.

CHAPTER III

THE CLIENT'S NEED TO EXPRESS HIS FEELINGS

The client brings to the casework relationship certain needs which are common to every human being, although they vary in degree and intensity from individual to individual. Among these needs are the expression of self, of which his emotions are an integral part. Too, the client comes for casework help at a time when his emotions are likely to be greatly heightened. This need to express his feelings is, therefore, something which the client brings to the casework situation as a human being, as this particular individual, and as an individual in need of help. The client's need to express his feelings will be considered in this chapter.

Social casework is concerned with human beings. Good casework, therefore, must conform to the essential nature of man. Father Bowers, who seems to have given more consideration to a definition of social casework than any other writer in the field, says that it is "an art in which knowledge of the science of human relations and skill in relationship are used to mobilize capacities for better adjustment between the client and all or any part

of his total environment."¹ If casework is to help a man mobilize his own capacities, it can in no way contradict his essential nature; rather, the greater the conformity to man's essential nature, the better the casework.

Essential to the nature of man is a desire to communicate, to participate in something more than himself. What is this "something" with which every man desires to communicate? First of all, the end of every man is some kind of participation in the Divine Goodness, the Goodness of God, a Person. As well as a sharing in the Divine Goodness, or taking into self, this participation means an expression of love, an expression of self. While this need to communicate is ultimately realized in some kind of interpersonal relationship with God, it is so essential a part of man's nature that it is expressed in all his interpersonal relationships. It is common experience that man's greatest satisfactions even in this life are derived from interpersonal relationships, of which communication is an integral part.

Psychology is generally agreed that man's basic psychological needs are for affection, security, status, expression, achievement, independence, and possibly novelty. Man's psychosocial needs are for participation or the sharing of experiences,

¹ Swithun Bowers, O. M. I., "The Nature and Definition of Social Casework," Journal of Social Casework, XXX, December, 1949, 417.

conformity to the pattern of the group, social approval, and recognition. If man's drives, feelings, and emotions are denied expression in some effective way, frustration results. This is not to say that all frustration is harmful, for one of the marks of maturity is a certain capacity for frustration tolerance; but frustration may give rise to unhealthy mechanisms or undesirable behavior.²

While it is certainly true that the degree of these needs varies from individual to individual, these are the needs of every man. Needs may be reinforced or inhibited, manifestations of the same need may be different, and men want much beyond their basic needs so that the dynamics entering into the formation of this particular personality are unique. The foregoing are needs, however, not merely desires; and the need for expression and the sharing of experiences are among them.³

Although nowhere in the literature surveyed was there found a detailed discussion of this need to express feelings from a philosophical or psychological viewpoint, a number of writers give recognition either explicitly or implicitly to the fact that it is a need. Miss Spaulding writes of the basic needs and individual differences:

2 Notes from lectures in Abnormal Psychology by Dr. Frank J. Kobler, Loyola University, 1952.

3 Ibid.

Basic need for security, comfort, love, and self-expression exists for all individuals, but the form and method of gratification, as well as personal and reality potentialities and limitations, differ from individual to individual.⁴

Miss Robinson speaks of the client's need to tell;⁵ Miss Riggs of the client's need to express her (A. D. C. mothers) own hopes and fears, plans and ideas;⁶ and Miss Spitz says:

The interviewer has a responsibility to the applicant, which involves a skill of quick awareness, of sensitivity to the needs of the specific situations, and a warmth and understanding of the individual's need to express himself, in his own way.⁷

That this need is something the client brings to the situation and not something engendered within the interview or even within the relationship itself is implicit in the generally accepted notion that casework deals with people not only in a physical, environmental, and social sense but also in their feelings about their experiences.⁸ Miss Hamilton implies that the client brings to

4 Rita G. Spaulding, "Techniques in Casework with Displaced Persons," Social Casework, XXXI, February, 1950, 71.

5 Robinson, A Changing Psychology, 139.

6 Frieda W. Riggs, "Individualized Employment Planning in A. D. C. Families," The Family, XXIII, December, 1942, 297.

7 Helen R. Spitz, "The Interviewer's Responsibility in Determining Eligibility," The Family, XXI, June, 1940, 122.

8 Gordon Hamilton, Theory and Practice of Social Case Work, 2nd ed., New York, 1952, 4.

the relationship this need when she says: "The therapeutic permissive attitude in the work toward disappointments, anger, hostility, anxiety, and guilt feelings must be present from the start."⁹

In the only article found in the literature surveyed which gives an analysis of the needs the client brings to the casework relationship, Father Biestek writes that within the differences from individual to individual "there is a pattern of basic feelings and attitudes that are common, in varying degrees of intensity, to all people who need help, however temporarily, from others."¹⁰ These basic feelings and attitudes spring from seven basic needs, among which is the need to express both negative and positive feelings. Directly related to the needs which the client brings to the relationship are the seven elements of the casework relationship, of which the first is purposeful expression of feelings, defined as

. . . the recognition of the client's need to express his feelings freely, especially his negative feelings. The caseworker listens purposefully neither discouraging nor condemning the expression of these feelings, sometimes even actively stimulating and encouraging them, when they are therapeutically useful as a part of the casework service.¹¹

9 Hamilton, Psychotherapy in Child Guidance, 284.

10 Felix P. Biestek, S. J., "An Analysis of the Casework Relationship," Social Casework, XXXV, 58.

11 Ibid., 58-60.

Just as man is rational, having intellect and free will, he is animal with drives, impulses, senses, feelings, and emotions (which have both an intellectual and a sensory component). Moreover, the vital activities of man, rational, sentient, and vegetative, are interrelated and interdependent. Emotions are frequently regarded as something to be tolerated, not encouraged. In many instances even the caseworker is afraid of emotional expression because of his own needs and feelings. Caseworkers must remember that emotions are God-given, that they are an essential part of man's nature, and that they are desirable and necessary in the development of personality. The aim should be to channel and express them in healthy legitimate ways, not simply to repress them. This means that emotions should not control the person, but conform to reason and leave the will free to make a choice.

Since the total person with his problem comes to the casework relationship, effective casework must deal with how the client feels about his problem. Moreover, clients frequently seek casework help at a time when emotions cloud their thinking or when problems have even been created by misdirected emotions. One of the caseworker's first tasks is therefore to help the client rid himself of unhealthy emotions, so that both may then work together toward his better adjustment.

Miss Towle expresses this idea very well when she writes:

Since we deal with people in time of trouble, when they are "in the midst of emotions that come from the major catastrophes in life," it is important that we help them as they talk to us to express their emotions and that we try to understand the meaning which their problems have for them with a twofold purpose: First, that as they give expression to their feelings they may be relieved of pressures and tensions which have made the problem deeply disturbing. Thus, as they experience some change in feeling, they may be enabled better to bear the problem and cope with it more resourcefully and realistically. Second, through understanding the person's feeling we, as representatives of an assistance agency, may through thus sharing his problems afford each individual a relationship which strengthens him.¹²

This need to express feelings on the part of the client is not expression for expression's sake, but has a purpose. It is directly related to his need for response and recognition; to his need for acceptance; to his need to be treated as this individual, different from every other person who ever has lived or ever will live; to the purpose of the client-worker relationship; and to his need to participate in the solution of his own problems.

Summary.

From the foregoing, it is seen that the client has a need to express his feelings about himself and his problem. This need to communicate, to express himself, flows from his human nature and is common to every man. The client also has a need to express his individuality, since feelings differ in intensity from

12 Charlotte Towle, Common Human Needs, Chicago, 1945,

individual to individual. His need to express his feelings is particularly important because feelings and emotions are an integral part of self, and because they are heightened at the time the client needs help. Further, how a client feels about his problem is a part of his particular problem.

CHAPTER IV

THE CLIENT'S RIGHT TO EXPRESS HIS FEELINGS

The client has certain needs to express his feelings, because of his human nature, because of his individuality, and because of the casework relationship. Since the client has the need to express his feelings, it is appropriate to consider his right to do so. His right to express his feelings will be examined under the aspects of (1) his right to his own personality and individuality, (2) his right in a Christian democracy, and (3) his right within the client-worker relationship.

Every man, therefore every client, has the right to his own personality because of the unique nature of the individual. While all men possess certain needs and rights in common and have certain essential characteristics in common, every man is an individual because of his singular and unique nature, because of his innate capacities, because of his opportunities to realize them, and because of his own experiences and their meaning for him.

Miss McCormick gives the thinking of St. Thomas Aquinas regarding the unique nature and personal identity of every man:

Man is a being who results from the personal union of physical matter, or body, with an animating vital form called "soul" or "mind." This union of body and soul produces a single nature that is complete in itself and is wholly individual in the sense that it is a reality and is capable of integrating and directing its own forces in a way that is different from that of every other individual nature. This nature is further described as incommunicable; that is, it cannot be shared with other natures or impart anything of itself to them. The person who is the product of this union of body and soul takes his place in society as a complete individual who possesses a mind that is isolated and separated from all other minds. Moreover, each mind or soul is particularized; that is, it exists expressly to animate, not any body, but a particular body. This means that the singular and unique nature, of which body and soul are co-principles, possesses a personal identity and a personal value that belong to it alone, for which there is no substitute, and which cannot be duplicated in any other being.¹

From psychology, social work has learned that the natural endowment of the individual varies in intellectual capacity, in sensory perception, in motor activity, in structure and reaction of the nervous system, in temperament, in energy, and in physical structure. From religion, social work has learned that while there are certainly objective norms of morality, the individual is obliged to follow his own conscience. From psychiatry, social work has learned that the individual is greatly affected by his early experiences, that many of his norms he adopts from his family, and that even individuals within the same family have

1 Mary J. McCormick, Thomistic Philosophy in Social Casework, New York, 1948, 5-6.

widely different experiences and vary greatly in personality. From sociology and anthropology, social work has learned that cultures differ greatly and that even within the same broad culture there are vast differences in opportunities for education, for employment, for housing, for health, for recreation, and for all of life's activities.

Although all human beings are endowed with the capacity to think, to love, to hate, to fear, to be curious, and to react, the original strength of the capacity may vary, according to Dr. Lowrey. He goes on to say that personality development is related both to innate capacities to respond and to environmental situations in which native potentials are developed.² Because of this mosaic of patterns and influences which go to make the personality now presented and needing help, every client is a unique individual. "Respect for others," Miss Hamilton reminds us, "includes respect for their differences. To us, each one is different not only as to thumbprints but as to his unique vision of himself and his world."³ Aptekar speaks of the client's right to preserve an opinion of himself,⁴ and Miss Regensburg says: "There must be

2 Lawson Lowrey, M. D., Psychiatry for Social Workers, New York, 1950, 276.

3 Gordon Hamilton, "Helping People--the Growth of a Profession," Journal of Social Case Work, XXIX, October, 1948, 295.

4 Herbert H. Aptekar, Basic Concepts in Social Case Work, Chapel Hill, N. C., 1941, 32.

recognition of any person's right to his own feelings, opinions, wishes, standards, and behavior."⁵

To deny a client the right to express his feelings, his hostility, his hopes and fears is to deny his individual personality within the professional relationship. This same right also accords him the right to determine how much or how little he will reveal, always, of course, within what is therapeutically useful and is needed to render service. This does not negate the pliability of the personality or the desirability of change in order that the client may better adjust to his environment, which the caseworker may readily see; but any change in personality must be predicated on the client's wish to change. Miss McCormick says that the caseworker

. . . strives to uncover through the relationship the hopes and the fears, the inhibitions and the desires that a person has previously hesitated to express. At the same time he leaves that person entirely free to decide how extensive those revelations shall be and what use shall be made both of the relationship itself and of the services that accompany it.⁶

Within a Christian democratic society such as America, the client has certain rights, among them the right to express his needs. These rights are enumerated in the following statement:

5 Jeanette Regensburg, "Classroom Instruction in Social Case Work," The Family, XXI, June, 1940, 115.

6 McCormick, Thomistic Philosophy, 97.

Judaic, Christian, and democratic cultures developed the concept of the dignity and brotherhood of man, and therein provided the basis for social welfare. American culture has further emphasized certain related rights of the individual in promoting his welfare and meeting his needs. Some of these are: his right to self-determination; his right to participation in the solution of his problems in a way that is acceptable to him as well as to society; his right to equal opportunity; his right to use and to increase his capacity to use existing resources, including his own strengths; his right to express his needs and to feel as comfortable as is realistically possible in having them met.⁷

That the client has a right to his dignity and that this is not forfeited when he asks financial assistance is a basic premise of our system of public welfare. The client has feelings about a request that seems very simple, such as asking for a ton of coal. His feelings are a part of the problem. If the relationship is such that he cannot express his negative feelings, he may repress them, feel that he has little right to the assistance, and build up a strong sense of obligation, resulting in a sense of inferiority and possible dependence.⁸

Further, casework itself recognizes in its processes rights which are inherent in man, particularly in a democratic society. Miss Hamilton speaks of these rights:

7 William Gioseffi, "The Relationship of Culture to the Principles of Casework," Social Casework, XXXII, May, 1951, 191.

8 Towle, Common Human Needs, 22.

In casework, the value system--the worth of the individual, the significance of the family, individual, group and inter-group responsibility, self-determination, self-involvement, and a mutually cooperative society--has been translated into process, into interviewing skill, into participant eligibility study, into the use of social resources and the life experience as means of treatment. Recognition, not only of human needs but of human rights and responsibilities, thus becomes incorporated into professional method as values and as techniques.⁹

The purpose of casework is not to make another individual subservient, to intensify his feelings of insecurity and inadequacy, but to mobilize his own capacities. Unless the client is free to express his feelings, to be himself, accepted as a person with his negative feelings, he is not free to move on to a solution; and casework defeats its own end. As a client, he has the right to expect the best casework services the agency and its professional representative can give in his particular situation.

Moreover, to subject a client to a question-and-answer technique, to draw conclusions hastily even though un verbalized, to give premature interpretations, to require that a client express himself in some way acceptable to the caseworker (what is meant here is not a question of morality but of subjective standards and desires of the caseworker) is to give to the worker an authority which is not his.

Although it is maintained that a client has the right

9 Gordon Hamilton, "The Role of Social Casework in Social Policy," Social Casework, XXXIII, October, 1952, 316.

to express his feelings, especially negative ones, in his own way, this right is not absolute but is limited by other rights and duties of his own and by the rights of the agency, the caseworker, and other persons, which will be discussed later under "Limitations."

Summary.

It is concluded that the client has a right to express his feelings because of his unique nature, because of his own particular endowment at birth, and because of his own experiences, all of which influence in great degree his personality. While modification of personality may be desirable, the client has the right to decide upon this and to participate. In a democratic society, such as ours, the right of a person to express his needs, of which his feelings are a part, is recognized. Finally, the purpose of casework is to help the client mobilize his own capacities toward a better adjustment to his environment, and this is not possible unless he is free to express his feelings. It is recognized that this right is not absolute.

CHAPTER V

THE CASEWORKER'S DUTIES IN CREATING A PERMISSIVE ATMOSPHERE

Since the client comes to the casework situation with the need and the right to express his feelings and since every request for help is psychosocial, it is the responsibility of the professional person, the caseworker, to provide an atmosphere in which the client feels free to express himself. What this atmosphere is and some means toward achieving it will be considered.

This atmosphere in which the client feels free to express his feelings flows from the attitude of the caseworker toward this particular individual. This attitude has both intellectual and emotional components. Certainly it is presumed that as a disciplined professional person the caseworker has an intellectual recognition of the client's rights and needs as a human being, has self-awareness and objectivity achieved primarily through intellectual processes, and has knowledge of factors of causality and of goals. However, the attitude of the worker is conveyed almost entirely on an emotional or feeling level, and necessarily involves feeling elements. What is this attitude of the caseworker, conveyed to the client largely on a feeling level, which

makes the client feel free to express his feelings about himself and his problem?

The first and most important element of this attitude is a real desire to help this individual, different from every other individual, realize his capacities and achieve a better adjustment to his environment. Caseworkers are human, too, and must derive satisfaction from their work; they have their own needs for achievement; and they have to account to supervisors, boards, and communities. The caseworker's own satisfactions, however, must be like by-products of the casework relationship. This desire to help this individual for his sake must be the caseworker's primary motive (always, of course, allowing for a supernatural motive, the love of God).

Probably in the beginning of each new client-caseworker relationship this desire to help has more of an intellectual element, an awareness that this is a human being in trouble here and now asking and expecting help. The first responses of the caseworker flow from her own personality, from her own evaluation of herself and of all men. During the "passivity" period of casework the professional attitude was thought to be a detached one. Now there is recognition that the caseworker herself must have warmth and understanding. Miss Hamilton writes of this:

The social worker must be a person of genuine warmth with a gift for intimacy. He must be willing to enter into the feeling experience of another, willing to listen to the other's view of his problem, and willing to go patiently along with him in his struggles for a solution.¹

Approaching the situation with this somewhat generalized attitude of wanting to help, the worker with this warmth and ability to relate readily, sees and hears this individual client and empathizes with him. Aptekar says that the client needs to make himself known, "and the only way he can do this is by projecting his desires, fears, conflicts, etc. The worker needs to have enough capacity to identify with these parts of the self which the client projects. However, he must not become lost in identification."² As the relationship grows, this desire to help takes on more feeling tones for the caseworker; there is an understanding of this person and his problem on an intellectual and emotional level, and a reaching-out to him. This in no way means that the caseworker feels like the client, but rather with him.³

This real desire of the caseworker to help is not necessarily verbalized, but is conveyed to the client through feeling tones. When it is verbalized, it is the warmth and feeling for the client, not what is said, that is important; in fact, the

1 Hamilton, Theory and Practice, 28.

2 Aptekar, Basic Concepts, 103.

3 Towle, Common Human Needs, 14.

words may be contradicted by the feeling. The caseworker might never say "I want to help you," but somehow his attitude is conveyed to the client on a feeling level. Even the most disturbed psychotic patients know whether the caseworker really wants to help. The catatonic schizophrenic upon recovery may tell of his awareness of attitudes toward him even though he gave no indication of response at the time.

Then, concurrent with this real desire to help, there must be acceptance of this person with all his limitations, unhealthy attitudes, and negative feelings as well as his strengths and assets. Now, a casework relationship does not automatically occur as soon as client and caseworker get together; it is built step by step. It is expected that the caseworker will approach the client with an awareness that here is a human being, created by an act of God's love, endowed with certain rights and duties, having innate dignity, and destined for eternal happiness with God. Acceptance, too, will at first be based upon an intellectual realization of his attributes as a human being and upon the caseworker's own personality and attitude toward all men.

The acceptance the client seeks and needs in order to reveal himself and express his feelings is more than the caseworker's recognition of his humanity, of that which he has in common with every other man. It is something more than respect for his right not to be judged and his right to make his own

decisions. It involves his need and right to be treated as this individual. It is a positive, warm reaching-out to the client. That this attitude is not an impersonal one and that the client somehow knows what the caseworker's real attitude toward him is, is expressed by Miss Ross and Dr. Johnson:

Another common misconception among therapists is that the therapist should maintain a certain aloof or impersonal attitude toward the client or patient. No specific attitude can be taught; an attitude exists, whatever it is, and the client senses any artificiality or attempt on the worker's part to be other than she feels.⁴

That this attitude of acceptance is something warm and positive is emphasized by many regarded highly in the field of casework. Miss Garrett writes of this:

Real acceptance is primarily acceptance of the feelings given expression by behavior and does not necessarily involve acceptance of unsocial behavior at all; real acceptance involves positive and active understanding of these feelings and not merely a negative and passive refusal to pass judgment.⁵

Of dependent people, Miss Hollis says that the most important thing to keep in mind is their need for assurance of love, and names the qualities of understanding, liking, sympathy, and support as enabling:

4 Helen Ross and Adelaide M. Johnson, M. D. "The Growing Science of Case Work," Journal of Social Case Work, XXVII, November, 1946, 274.

5 Garrett, Interviewing, 23.

If they are not constantly shown that they are understood and liked, they will become unresponsive and hostile. On the other hand, with this assurance they often are able to change to a marked degree. In every single instance in which the women studied were enabled to take help, the caseworker showed warm interest in the client and made it clear that he was concerned about her welfare and wanted to help her. In some of the situations where no progress was made, this was no doubt due to the inaccessibility of the client to any sort of casework assistance. But on the other hand, in a number of instances the lack of success could be traced to the worker's failure to provide a sufficiently sympathetic and supportive relationship.⁶

Miss Reynolds says that only recently has the term warm been safely included in references for social workers.⁷ However that may be, warmth is now generally considered an essential quality for the caseworker.

The client, too, brings to the situation his own personality and his attitudes toward himself and others, and he needs a period of testing the worker before he reveals himself. Frequently exploration of factual information provides this opportunity. Many clients will express only superficial thoughts and feelings until they are satisfied of the worker's interest. Other clients may express much emotion early in the relationship, either because of their great need or even as a testing mechanism. Whatever his behavior, he will not reveal his true feelings and participate in

6 Florence Hollis, Women in Marital Conflict, New York, 1949, 36-37.

7 Bertha C. Reynolds, Social Work and Social Living, New York, 1951, 80.

the casework relationship until he is assured of the worker's attitude toward him. Feeling accepted and knowing that the caseworker wants to help him in his situation, the client is usually able to express his feelings and reveal himself. Genuine acceptance is regarded by Miss Bartlett as a dynamic in treatment:

It can be clearly seen in case material from the field how the capacity to identify with the patient, to understand his need, and to give him genuine acceptance may be a dynamic element in social treatment. This acceptance is, of course, fundamental in work with any emotionally disturbed person. Along with it goes usually an increased ability on the patient's part to express himself freely and thus to get release from pent-up feeling.⁸

While it is the opinion of the present writer that this feeling of freedom to express his feelings on the part of the client flows from an attitude of the caseworker, there are specific things which the caseworker can do to encourage this atmosphere. These, in turn, may help cultivate a proper attitude in the caseworker. It is probably true, as Miss Ross and Dr. Johnson point out, that this attitude cannot be taught.⁹ However, if the seed is there, cultivation is necessary for its full flowering, and some of the following aids may be cultivated.

First of all, the caseworker must help the client relax

8 Harriett M. Bartlett, "Emotional Elements in Illness: Responsibilities of the Medical Social Worker," The Family, XXI, April, 1940, 42-43.

9 Ross and Johnson, "The Growing Science of Case Work," Journal of Social Case Work, XXVII, 274.

and feel fairly comfortable, which is difficult unless the worker himself is relaxed.¹⁰ This sometimes seems quite difficult in a busy day, but clearing one's desk helps to free one's mind of other pressures. The physical environment has an effect upon both the client and the worker. It is the responsibility of the agency to provide a private interviewing room, comfortable chairs, and as much freedom from interruptions as possible. Miss Levey also suggests that the worker's desk be placed so that the client can look out a window or at a picture so that he is not forced to look at the worker constantly.¹¹

Second, the caseworker should clear her mind of what she may already know about the client so that

. . . she is free to observe, to listen thoughtfully, to think with him, to see and feel things from his point of view. We may know what we should like to have the client tell us, since, as experienced workers, we have a fund of knowledge which has been found to be important in the first interview or for later casework. However, we should not allow this desire for information to interfere, nor should we think about what lacks the supervisor is going to find, as this attitude even unexpressed, will have its effect upon the course of the interview.¹²

Third, the caseworker must listen attentively and

10 Garrett, Interviewing, 36.

11 Beatrice Levey, "The Intake Interview from the Standpoint of Supervision," The Family, XX, January, 1940, 290.

12 Ibid.

purposefully. Miss Levey says that the worker gives the client his full attention, and the client feels his interest, sincerity, sympathy, understanding, objectivity, and tolerance, and that this makes him feel at ease and talk more readily.¹³ According to Miss Garrett, the interviewer does not interrupt to interject his own thoughts and feelings but participates by relevant comments or questions since absence of response may be interpreted as absence of interest.¹⁴ The necessity for the client's being at ease, being given an opportunity to tell his story, and for the caseworker's attentive listening is emphasized even in the kind of brief contact in a military setting.¹⁵

Fourth, the caseworker may need to encourage the client to express his feelings. Even when provided an atmosphere in which he is free to express his feelings, the client frequently will not do so without help. Dr. Maeder writes of this: "The client does not always, of his own initiative and without help, present his real difficulty in its entirety or in terms of his basic difficulty. It is the province of the caseworker to elicit

13 Ibid.

14 Garrett, Interviewing, 33.

15 Cynthia Rice Nathan, "Servicemen Face Discharge with Hope and Fear," The Family, XXVI, May, 1945, 96; Pfc. Leonard Goldhammer, "A Case Worker Sees Psychiatry in Action Overseas," The Family, XXVI, February, 1946, 310.

the real underlying problem, and not to accept the fragment or the ostensible solution."¹⁶

How this encouragement is given is a matter of individual sensitivity, mode of expression, and techniques of the caseworker, but it must be geared to this particular client. Although, again, the attitude is more important than how it is done, some of the tools of encouraging the client are general questions, certainly not direct and threatening ones; repetition of words or brief phrases which the client himself uses; directing comments to the feeling tones rather than to the facts presented; and by letting the client know, perhaps quite directly, that people do have ambivalent and strong feelings about important persons and things in their environment, and that it is all right to express them within the casework relationship. Miss Hamilton says that the caseworker will "draw the client out about the facts presented--not only what happened, but how he feels about what happened and how he reacted to the circumstances."¹⁷

Fifth, tempo, or gearing the process to the client is stressed by many writers in the field. "Skill lies in sensing the patient's tempo and in keying our action to his readiness," is

¹⁶ Le Roy M. A. Maeder, M. D., "Generic Aspects of the Intake Interview," The Family, XXIII, March, 1942, 14.

¹⁷ Hamilton, Theory and Practice, 60.

the way Miss Bartlett expresses it.¹⁸

Under this heading of tempo, much of the casework process might be considered, since even skilled workers err in this area. To move with the client requires much sensitivity on the worker's part, but skill can be developed and constantly improved. Caseworkers must always guard against too early and too much interpretation, of which Mr. Ormsby writes:

Early interpretation, quite apart from the likelihood of error, interrupts the client's story and interferes with getting the basic data on which to formulate a diagnosis. . . . Another important reason for avoiding early interpretations is that the kind and quality of interpretations must be based on the relationship that has developed between the client and the case worker. . . . Interpretations may be made only with the highest respect for the unique personality of the client and with recognition that his defenses and behavior patterns may be of the utmost necessity to him for the preservation of his personality organization.¹⁹

The client may also be blocked in expressing his feelings by false reassurance and even by a more subtle support, which may flow from a strong wish of the worker to relieve the client of his anxiety. Again, the caseworker must be sensitive to this individual, must know how much anxiety the client can tolerate and how much he needs to express his feelings and to participate in treatment.

18 Bartlett, "Emotional Elements in Illness: Responsibilities of the Medical Social Worker," The Family, XXI, 43.

19 Ralph Ormsby, "Interpretations in Casework Therapy," Journal of Social Case Work, XXIX, March, 1948, 136.

Sixth, the caseworker helps the client focus on his problem and his feelings about it. That the client is free to tell his story in his own way and to express his feelings does not mean that the interview takes no direction, for this is a professional relationship directed toward helping the client. Both presentation of facts and expression of feeling must be therapeutically useful. Miss Garrett sums up the caseworker's role quite simply:

From all that has been said thus far it may seem as if the interviewer assumes very little activity and direction, since so much stress has been put upon leaving the client free to express himself in his own way. Indeed, the inexperienced interviewer often feels as if the client were running away with the situation, setting the topics for discussion and determining the pace of the conversation, so that all the poor interviewer can do is try to keep track of what is being said. Actually, however, the skilled interviewer does assume leadership throughout. He consciously decides to allow the client to express himself. He knows the function and policy of his agency; he knows, in general, the areas in which he may be of service to the client; and with these things in mind, he guides the conversation along paths that enable him to help the client and if so, in what respects. . . . He unobtrusively directs the interview throughout, deciding when to listen, when to talk, what to observe, and so on.²⁰

Summary.

In this chapter it has been shown that it is the responsibility of the caseworker to create an atmosphere in which the client is free to express his feelings. The most important factor in creating this atmosphere is the attitude of the caseworker.

20 Garrett, Interviewing, 43.

This attitude is based first upon the caseworker's rather general wish to help and to accept every man and upon her own personality, but is directed toward this particular client and becomes a wish to help this individual with his problem and acceptance of this individual with his strengths and weaknesses. The attitude takes on more emotional tones and is conveyed to the client largely on a feeling plane. Certain aids may be consciously employed to create the desired atmosphere, among which are (1) helping the client relax, (2) clearing the caseworker's mind of preconceived ideas and of other pressures, (3) encouraging the client to express his feelings, (4) gearing the tempo to the client, (5) focusing on the client's problem and his feelings about it.

CHAPTER VI

PERMISSIVENESS IN RELATION TO STUDY, DIAGNOSIS, AND TREATMENT

In this chapter, permissiveness as related to study, diagnosis, and treatment will be considered. Although the three processes go on simultaneously, for purposes of clarity, they will be examined separately. What knowledge about the client is necessary for the study, the best source of this information, and whether it is best obtained in a permissive atmosphere will be explored. Next to be considered is whether a valid diagnosis is better based upon material obtained when the client is free to express his feelings and, in turn, the effect of a differential diagnosis upon the degree of permissiveness. Finally, the client's freedom to express his feelings will be evaluated as a factor in treatment.

Study.

Feelings are facts and how a person feels about himself, about his interpersonal relationships, and about his problem is at least as important a part of the study as the objective facts of the situation. This notion is well expressed by Miss Hamilton:

Always the person's attitude towards his situation, his emotional involvement, must be considered as part of the situation itself. People not only are in situations, they create situations. The caseworker, therefore, is educated to understand not only the external objective facts in a social situation, but the person's behavior towards his situation, his feelings about himself in his situation.¹

Miss Garrett expresses the same idea, that is, that feelings are facts;² and Miss Towle says that we start with the assumption that how this person feels will determine to a considerable measure how he thinks and acts and how he uses the agency's services.³

Now, the best source of knowledge as to how this particular individual feels about his problem is the client himself. The trend of present casework practice is certainly toward limiting the use of collateral sources of information and toward spontaneous but focused and purposeful expression from the client himself. Actually, no one but the client can tell how he feels about his own problem. In the early 1930's, Miss Robinson wrote: "Only the individual himself can reveal the true meaning of his experiences. Therefore the individual's own story is the first and most significant evidence in the history."⁴ Information received

1 Hamilton, Principles of Social Case Recording, 2.

2 Garrett, Interviewing, 14.

3 Towle, Common Human Needs, 11.

4 Robinson, A Changing Psychology, 97.

from the client in an interview in which he is permitted to present his problem as he sees it⁵ is the data from which caseworkers formulate a diagnosis and come to an understanding of the dynamics of the situation.⁶

How the information is obtained from the client is an important factor in the study itself and in treatment. A rigid study in which the worker obtains information by questions which follow an outline can be a destructive experience for a client and unproductive so far as material is concerned. Outlines should be used only as guides to what information the worker may need and should not set a sequential pattern for an interview.⁷ Recognizing both the necessity for obtaining factual information and for preserving the spontaneous quality of the client's verbalizations, Miss Hollis says that the caseworker can achieve this by following "the client's spontaneous thread of thought in the main, asking for elaboration here and there, and introducing new trends of thought either when the client has temporarily reached the end of his own associations or when there is a logical transition."⁸

5 Regina Flesch, "The Problem of Diagnosis in Marital Discord," Journal of Social Case Work, XXX, November, 1948, 351.

6 Lowrey, Psychiatry for Social Workers, 18.

7 Ibid.; French, Psychiatric Social Work, 205.

8 Hollis, Women in Marital Conflict, 169.

Miss Hollis further answers the question as to how information may be obtained without destroying spontaneity and the permissive atmosphere, and gives a concise analysis of the two extremes in history-taking:

It is not necessary to bombard the client with a succession of questions in order to secure a broad, factual picture. If the caseworker provides a receptive atmosphere, revealing his interest in the client, his sympathetic understanding and his desire to help, much significant information will emerge without probing. Often an explanation to the client of why the caseworker wants to know about a particular subject provides sufficient impetus. A question or comment here or there is enough to guide the client's mind to significant details. A few direct questions fill out the necessary details.

. . . History taking in casework has gone through several different stages. When we first began to take psychologically oriented histories we did so in a stiff and formalized fashion, pursuing rather directly the answers to a series of specific questions in the "history outline." Consequently, interviews were not fluid, the client did not produce his own ideas freely, and the real crux of the matter was often missed. Furthermore, the type of interviewing this required was not well adapted to the all important process of building a therapeutically useful relationship between client and worker. We often lost sight of the fact that treatment as well as diagnosis begins with the first interview.⁹

Second, if the client is permitted to tell his story in his own way, to express his feelings about it, the caseworker gains valuable material for the study. Gestures, smiles, other facial expressions, posture, mannerisms, and all behavior on the part of the client are part of the totality of communication, as

9 Ibid., 168-169.

well as the verbal content.¹⁰ Miss Hamilton also talks of recognizing defenses and noting affective quality and emotional overtones, and says that there is "constant interaction between what one understands and what one is able to see."¹¹ All these clues to his real feelings and patterns of reaction are much more in evidence when the client feels free to be himself than when he is inhibited by the attitude of the caseworker or by what he says. If the client feels attacked by numerous questions, he will either retreat or attack himself, neither of which is conducive to a good relationship or toward revealing himself.

Third, until feelings are released it is frequently impossible to learn what the real problem is, and it is certainly unlikely that the client can move toward a solution of his problem. If the client is not free to work through his feelings, he can never see his problem clearly, and it is unlikely that he will reveal enough for the caseworker to have a clear picture. Frequently the client is so disturbed and so involved in his own problem that he cannot see it clearly until he has released his feelings.

Fourth, if the caseworker controls the interview so that the client is not free to express himself, there seems little

10 Lowrey, Psychiatry for Social Workers, 49.

11 Hamilton, Principles of Social Case Recording, 33.

possibility of beginning where the client is, which is so much emphasized in casework literature today. His own expression of his problem and how he feels about it tell best "where the client is." Mrs Studt expresses this idea well and simply:

Meeting the client exactly where he is--in his resentment and fear and possible guilt--is one of the best ways to meet the anxieties and confusions he has hidden beneath his defenses. Once he expresses these feelings and they are recognized by the worker, it is usually not too difficult to help him identify areas in which he can begin to make use of help. . . . The opportunity to express these feelings and to meet a new kind of response frequently frees him to look at his problems in a way that was impossible to him while his own way of life was undisturbed.¹²

Implied in this notion of meeting the client where he is are several others essential to good casework practice: (1) that one can work with a client only in an area which he sees as a problem; (2) that letting the client tell his story first enables the interviewer to see it from his viewpoint, not clouded by any preconceived ideas the caseworker may have had;¹³ (3) that it is the client's problem and that the role of the caseworker is to help him with it, not to take it away from him. Only in an atmosphere in which the client is free to express himself is this possible.

Fifth, permitting the client to express his feelings is the most practical approach to the problem and the best casework.

12 Elliott Studt, "Learning Casework in a Juvenile Probation Setting," Social Casework, XXXII, October, 1951, 344.

13 Garrett, Interviewing, 36.

Miss Garrett writes of this:

Even where considerable information is desired, it is often best obtained by encouraging the client to talk freely of his problem. . . . Once convinced of the worker's sensitive understanding, of his desire to know not out of wanton curiosity but only in order to help, and of the confidential nature of the relationship, the client will welcome an opportunity to talk about things which earlier he would have suppressed.¹⁴

Later Miss Garrett says: "In general, we seem to get further by being encouraging and sympathetic, by leading the client to talk freely, than by trying to drag information out of him by belaboring him with questions."¹⁵

Diagnosis.

As the term diagnosis is used in social work, it means understanding not only the problem but the person who has the problem; it is a "professional opinion about the real nature of the problem the client presents."¹⁶

Even though the diagnosis will be refined, added to, or changed, the caseworker begins at once to formulate some notion of the person with the problem. This formulation is based upon his knowledge of people generally and his knowledge of this person as he reveals himself in the casework relationship. The knowledge of this particular individual includes his ways of reacting to life

14 Ibid., 26.

15 Ibid., 39.

16 Hamilton, Principles of Social Case Recording, 66.

situations, his own way of regarding his problems, his own attitude toward himself and others, his attempts to solve his problems, the quality and depth of his interpersonal relationships, his motivation for change, his idea of a solution to the present problem, and his capacities for solving his problem. Factual information is not enough to give this knowledge. The client's feelings about his problem are a part of the problem, and the emotional components weigh heavily in knowing the foregoing about a person.

Miss Hamilton gives a somewhat different interpretation of the knowledge the worker needs and relates it to the diagnosis:

One must notice the affective tone--spontaneity or repression; depth or brittleness or shallowness; rigidity or flexibility; and appropriateness of response. Finally, the relationship pattern: primary narcissism or little relationship (normal for infants and toddlers); poorly developed or limited relationship; passive dependency and defense, or active offense and aggression, or detachment; the quality of object, but immature, relationship; excessive submission, or guilt and fear of punishment; ambivalence, with other mixed types of relationship, such as disturbed identifications. The psychoneurotic gives himself more fully in relationship than does the behavior disorder, but with anxiety. The psychopathic personality has shallow and unsubstantial ways of relating himself; the psychotic is autistic, and so forth.¹⁷

The three processes of study, diagnosis, and treatment begin as soon as the client comes to the casework situation, and,

17 Hamilton, Psychotherapy in Child Guidance, 38.

as noted previously, the worker begins at once to formulate some notion of the person with the problem. In making a more complete and careful evaluation, however, the caseworker will compare, analyze, evaluate, and draw his conclusions using the more structured study as a framework. Since diagnosis is based upon study and a good study is possible only when the client is free to express his feelings, it follows that a good diagnosis is possible only when the client is free to express his feelings.

Diagnosis has another important aspect in relation to permissiveness, for the degree of expression of feelings warranted in the casework relationship is influenced by the diagnosis. When pathology is indicated, one must be very careful of the diagnosis before too much feeling is released. Miss Hollis says that the presence of psychosis warns immediately against uncovering early experiences and feelings, and that since psychosis represents a breakdown in the part of the personality which holds id impulses in check, its controls should not be lessened but emphasis should be upon helping the client perceive external realities more accurately.¹⁸ Miss Hamilton cautions against too much permissiveness in some types of disorder in Psychotherapy in Child Guidance, but uses the term to mean decision and other activity as well as expression of feeling. In Theory and Practice of Social Casework,

¹⁸ Florence Hollis, "Relationship Between Psychosocial Diagnosis and Treatment," Social Casework, XXXII, February, 1951, 69.

she says that "release of impulsive feeling may be contra-indicated in mental illness and other forms of psychopathology. . . . Obviously there are occasions when release of feeling should not be further stimulated."¹⁹

The neurotic, too, may have repeated his story over and over so that the mere repetition is not a healthy experience, unless, of course, goals of treatment have been set which call for the release of feelings about early experiences. Miss Garrett writes of expressing feelings relating to past events:

There is, however, a danger in allowing the client un-directed expression of his feelings. They may be due not to a recent upsetting experience but to a long chain of experiences going back into the remote past. These early experiences may have become twisted and distorted and inter-related with other things through the years so that mere talking does not bring relief. His need to talk may not be occasional but constant, and if the interviewer encourages too much release of feelings, areas may be opened up with which both interviewer and client are unequipped to cope. In general, catharsis through talking is more effective the more the disturbing feeling is related to a fairly recent experience, and it becomes of dubious value the more the feeling is due to long repressed experiences. If a difficult situation may be immediately aired, the danger of its being pushed from consciousness but remaining an active source of anxiety is lessened.²⁰

The areas and intensity of feeling to be released in this kind of situation would, of course, depend upon the kind of treatment being undertaken.

19 Hamilton, Theory and Practice, 64.

20 Garrett, Interviewing, 35.

Treatment.

Before any kind of treatment as a positive constructive moving toward the goal of the client's better adjustment can begin, there must be a relationship between client and worker. This relationship, according to Father Biestek's definition, is "the dynamic interaction of feelings and attitudes between the caseworker and the client, with the purpose of helping the client achieve a better adjustment between himself and his environment."²¹ The meaning the situation has for the client becomes the starting point for treatment, according to Miss Hamilton, because an initial relationship is set up when the worker accepts the feeling and shows interest.²³

Although it seems generally accepted now that study, diagnosis, and treatment begin as soon as the client comes to the casework situation and that they go on concurrently, there are still some who see treatment as following study and diagnosis. Treatment in its stricter sense may not begin as soon as the client and caseworker meet, but the stage is set and attitudes are formed from the beginning. Nothing within the casework situation can be considered indifferent or insignificant, for every statement and every attitude of the caseworker have their positive or

²¹ Biestek, "An Analysis of the Casework Relationship," Social Casework, XXXV, 58.

²² Hamilton, Theory and Practice, 215-216.

negative value for the client. Naturally, the client will not at once feel as comfortable as it is hoped that he will later, nor will the relationship be as deep, but the pattern begins to take shape. If the client is bombarded with questions, if it is a stilted kind of interview, if the caseworker is controlling, if the caseworker is not accepting, then in all probability this is the kind of relationship it will be. On the other hand, if the client feels accepted, if he is encouraged to express his feelings but not pushed beyond his pace, if he feels relatively comfortable, then in all probability this will develop into a warm and trusting relationship. As the relationship continues, it deepens, and the client feels free to reveal more of himself and to work within this relationship toward treatment goals. Both the client's verbalizations and his expression of feelings are a means of beginning and deepening the client-worker relationship.

Second, release of feelings, especially strong negative feelings, is therapeutic in itself. Most persons have had the experience of feeling relief after expressing strong and disturbing emotions to a sympathetic friend,²³ and this kind of release, alone or combined with other techniques, has its recognized place in therapy.²⁴ That release of feelings is beneficial, halts the

23 Garrett, Interviewing, 34.

24 Hamilton, Psychotherapy in Child Guidance, 16.

spread of repression, and releases the energy for more constructive purposes is expressed by Miss Hamilton:

Ventilation and release of the repressed fears and aggression may have far-reaching therapeutic benefits. For repression tends to spread, just as anxiety does, and if the child represses more and more into a rigid structure of negation, the ego cannot mature. The awareness of inner reality and the reduction of crippling anxiety free the ego so that it can use more energy in growing up, form more constructive defenses, and adapt better to the ordinary demands of living.²⁵

The value of expression of feeling is not only that it is a positive experience, but that further repression can be a damaging one. Within the heightened atmosphere of the casework relationship, where clients are especially sensitive, every act, attitude, and feeling tone is significant.

Third, release of feeling frequently removes the blind spots²⁶ and enables the client to see his problem and to move toward a solution. "In social case work we help to free the mind somewhat of certain inhibitions or impediments which have interfered with the individual's ability to think, to reason, and to act," according to Miss Levey.²⁷ As Miss Reynolds expresses it, it is not lack of intelligence that prevents people from dealing

25 Ibid., 97.

26 Charlotte Towle, "The Contribution of Education for Social Casework to Practice," Social Casework, XXXI, October, 1950, 323.

27 Beatrice Z. Levey, "Case Work as Education," The Family, XXII, June, 1941, 112.

with their problems but emotional involvement:

People fail to deal with their own problems successfully not necessarily because they do not have the intelligence or the information to do so (though these may be limited too), but frequently because fear or hostility or anxiety has made them repress knowledge which is essential to them for action. The effect of a relationship to a person in whom they have confidence is to give them the support that comes from sharing a burden, to release energies formerly tied up in fear and hostility, and to free them to see more than they were able to bear to see before of the meaning of their situation.²⁸

Not only can the client think more clearly after his strong feelings surrounding his problem have been discharged, but the worker's acceptance and support enable him to look at painful aspects of his own personality.²⁹ In many of the cases Miss Hollis illustrates in her book, she speaks of the importance of expression of feelings; in several she shows that upon release of feelings, the woman was able to separate feelings for her husband from those actually directed toward another person, to reduce the amount of suppressed hostility by expressing it, and to effect a better marital adjustment. Where treatment was successful in these cases, Miss Hollis says that it included "some or all of the following factors: encouragement in expressing feelings of hostility about the situation directly to the caseworker, leading the

²⁸ Bertha C. Reynolds, Learning and Teaching in the Practice of Social Work, New York, 1942, 26.

²⁹ Hollis, Women in Marital Conflict, 153; Hamilton, Psychotherapy in Child Guidance, 139.

client to recognize her pattern of suffering, and actively encouraging a change from this pattern to a more aggressive one."³⁰

Fourth, expression of feelings enables both the client and caseworker to use the material which has been expressed. As shown previously, when attitudes and feelings have been expressed, the client can then examine them and himself. This has another value, too, in that the worker is then free to deal with them openly with the client. The worker is frequently aware of the presence of such attitudes and feelings, but cannot comment on them and help the client directly to deal with them until they are shared with the worker.

Fifth, expression of feeling is a dynamic in the client's participation in the solution of his own problem. If the client is not free to express his feelings but has the caseworker's own feelings and solutions imposed upon him, he is not active in his own problem. This kind of treatment usually has one of two effects, neither one of which is successful: either the client fails to continue, or he places responsibility upon the worker and becomes dependent himself. The latter may also result from a deluge of expression, which will be discussed under "Limitations." If the casework is to be successful, the client must involve himself in any real change, and feelings are part of the problem in

30 Hollis, Women in Marital Conflict, 83.

which he must involve himself. Too, acceptance by the worker of the client's hostile and negative feelings conveys to him a feeling of worth as a person, which is a first step in motivation toward change and a solution.

Summary.

Expression of feelings is seen to be important to the study because how a client feels about himself, about others, and about his situation are facts. The best source of this knowledge is the client himself, and whether the material is obtained spontaneously or rigidly has a direct bearing upon the content and value of material the client gives. The client's telling his story and expressing his feelings in his own way gives the worker a much better picture, because behavioral clues have much more meaning when the client feels free to express himself. Expression of feelings has further value to the study since it is often impossible to learn what the real problem is until emotions are released, and since, without seeing how the client feels about it, it is almost impossible to begin where he is. Encouraging the client to talk freely is the most practical and productive approach to the problem. It would, therefore, seem that if a complete study is to be obtained, the client must be free to express his feelings.

In conjunction with diagnosis, which is the professional opinion, a valid diagnosis is impossible without a good study,

which, in turn, depends upon the client's being free to express himself. Another important aspect here is that the diagnosis frequently has a bearing upon the degree of feelings it is healthy for the client to release. This applies particularly to pathological cases, but there are fine gradations and distinctions necessary in dealing with many other types of clients.

Freedom of the client to express his feelings is essential to treatment for the following reasons: (1) it is a means of beginning and deepening the client-worker relationship, which is necessary for any kind of treatment; (2) release of feelings is therapeutic in itself; (3) release of feelings often removes blind spots and enables the client to see his problem and move toward a solution; (4) once the material has been expressed, both client and worker can deal with it directly; (5) the client must be free to express his feelings if he is to participate in the solution of his own problem.

Actually, study, diagnosis, and treatment cannot be separated in the casework process; and study and diagnosis are not ends in themselves but are means to effective treatment, which has as its end the better adjustment of this particular client. Because expression of feelings on the part of the client is essential to each of these and because the three processes are interrelated, its value is seen in good casework practice.

CHAPTER VII

LIMITATIONS

In this chapter, limitations of expression of feelings in the casework relationship will be considered in the areas of (1) purpose of the relationship, (2) morality, (3) rights of other persons, (4) differential diagnosis, (5) agency function and structure, (6) confidentiality, (7) intake interview.

Since the basic notion of the casework relationship is that it is a purposeful and professional one, expression of feelings should be limited to those which help further the purpose. Free association is not a technique of casework, but interviews are focused upon the problem, with the diagnosis and treatment goals well in mind. During the passivity period of casework, there seems to have been considerable talking on indefinitely without focus, but to work toward the goal, the focus must be on the client's problems and his situation.¹ That irrelevant talking it out may not be good for the client and that it fails to give the worker the needed information is expressed by Miss Spitz:

¹ Beatrice Z. Levey, "Case Work as Education," The Family, XXII, June, 1941, 112.

The interview also needs direction so that enough information is obtained to give a clear picture of the situation but precludes an indulgence in irrelevantly "talking it all out" or a deluge of self-sympathy. It calls for guidance if the time spent is to be productive in obtaining information and in giving what help is possible within the short time available. The interview can aim toward a free spontaneous and friendly flow of conversation, a sense of rapport and yet a confidence for the applicant in knowing that his problem is receiving the real and understanding consideration of the interviewer.²

It is the opinion of the writer that until the real problem is determined, there may be less limitation as to areas of verbalization and expression of feeling, but when diagnosis and treatment goals have become fairly well crystallized, the caseworker should approach each interview with long-range and immediate goals well in mind and should focus the interview accordingly. This in no way negates the need for flexibility or expression of feelings in areas not anticipated when it is purposeful. Mr. Aptekar, who treats quite fully of the professional relationship, says that in the beginning the client may not know where to begin because he is overwhelmed, and that the worker

. . . selects some one part of the total problem-situation, and uses this as a starting point or, if it is later on in the process, as a focus around which the client can assert his conflict, hostility, fear, guilt, and so forth.³

2 Spitz, "The Interviewer's Responsibility in Determining Eligibility," The Family, XXI, 122-123.

3 Aptekar, Basic Concepts, 114.

In emphasizing the importance of purpose and focus, Aptekar also says that feelings are related to purpose and that by dealing with the purpose back of the casework contact one reaches the important feelings; and adds a hopeful note when he says that although purposiveness and direction pervade the casework relationship, spontaneity and humor need not be lacking.⁴

Too, recall of past experiences and the emotional release accompanying this must be related to the current problem and behavior. Knowledge on the worker's part and release on the client's part is not for its own sake but is to enable the client to understand "the inappropriateness of his present behavior and the residual emotions that stand in the way of more realistic behavior."⁵ Another factor of which the caseworker must be aware is that simply pouring out everything to the worker may signify giving to the worker responsibility for the problem and further dependency in the client.

Expression of feelings, even the most negative and hostile, is licit in the casework relationship unless a new act of hatred is engendered. In such instances the worker would have a responsibility to discourage the act. Such instances, however, seem to be the exception. Father McKenney, in treating the moral

4 Ibid., 49, 50, 58.

5 Hollis, "The Relationship Between Psychosocial Diagnosis and Treatment," Social Casework, XXXII, 72.

aspect of expressions of hostility, says that the therapist hopes to obtain a verbalization of what is already on the client's mind and not to encourage a new act of hostility; that in many instances the client expresses what his feelings have been and not his present thinking; that the client has frequently made strong efforts to overcome these feelings and is guiltless of them.⁶

Here, too, there seems to be a distinction between the degree of intensity of therapy. While caseworkers are certainly aware of unconscious factors, they do not treat them directly and are not encouraging the re-living of unconscious repressed hatreds. Insight in casework may show the client that hostility directed toward one person or a group of persons is really hostility toward another, but this does not usually engender a new act of hatred. Rather, when the client realizes what the object of his hostility is, the hostility is partially spent and the way opened for improvement in the present adjustment.⁷

The client's right to express his feelings, especially his negative ones, is limited by the rights of other persons. Generally, this would not be a danger within the casework relationship, for expression of feelings about third persons would be therapeutically useful. Expression of quite hostile feelings

6 Charles R. McKenney, S. J., Moral Problems in Social Work, Milwaukee, Wisconsin, 1951, 65-66.

7 Hollis, Women in Marital Conflict, 71, 152.

toward the worker or the agency would be in the same category and should be objectively received and evaluated by the worker. There are situations, however, in which another's right to his good name might be violated, or the caseworker might even be in physical danger. Other considerations would ordinarily be involved, too, such as whether this was a new act of hatred, whether the client was psychotic with his defenses not operating and actually afraid of his own hostility, and such. This kind of thing might best be handled by lack of interest on the worker's part rather than by encouragement.

The degree of expression of feelings warranted in the casework relationship is certainly related to a differential diagnosis, as already mentioned under "Diagnosis" in the previous chapter in conjunction with psychosis and neurosis. Mention has also been made in this chapter of the need to guard against furthering dependency if the client feels that he is transferring the responsibility to the worker by pouring out his problem and his feelings about it.

In connection with diagnosis, the worker must evaluate the meaning that the expression of feeling has for the client. In some instances expression of feeling about one thing may be only a kind of smoke-screen for something exceedingly painful to the client. If the client is permitted to stop here, therapy will probably be limited and the client will not receive help in the area

needed. Painful as further expression of feeling may be for the client, and possibly even for the caseworker, the client must be enabled to face this. In such instances, considerable skill is required of the worker so that the relationship is not strained and that, to use Dr. Jacob Finesinger's expression, a balance is maintained between stress and support.

Too, expression of hostility may represent a testing of the caseworker or an attention-seeking device. In the first case, the worker must meet the hostility for what it is; and in the second, may have to set limits. Dr. Lowrey writes of this:

The patient also strives to please the therapist and to maintain the cherished permissive atmosphere by doing and saying things he believes the therapist will approve. In some instances the patient may seek attention by the exhibition of unpleasant or unfriendly behavior. More often than not the mischievous behavior is an attempt to test the limits of the therapist's tolerance, which is really an attempt to define limitations for the patient's own ego. For this reason, clearly established limits have therapeutic value, since this process relieves anxiety and avoids confusion.⁸

Also related to diagnosis and the depth of the casework relationship is the matter of timing. Too early release of material which is anxiety-provoking may be damaging to the client and to the relationship. When the relationship is sufficiently strong, the client will be able to give up his defenses and reveal himself, but it usually takes some time to establish this kind of

8 Lowrey, Psychiatry for Social Workers, 359.

relationship.⁹

Agency function and structure limit the expression of feeling to that which can be treated within the agency. It seems obvious that in an agency not equipped to help with deeply disturbing emotional problems as such or to do intensive therapy the caseworker would not encourage, but would even discourage, release of such intense feeling. This does not deny that every problem is psychosocial and that every request for help has its emotional component, but the agency worker would deal with emotional problems relating to the service the agency can offer.

Confidentiality would be violated if the client were encouraged or even permitted to give information and express feelings with which the agency cannot deal. The need of the client and not the need of the worker is of primary concern and must be carefully evaluated.

Many writers are of the opinion that where there is a separate intake section and another worker will continue with the client, the initial interview should be structured,¹⁰ and emotionally charged material should be limited. Writing of intake practice, Miss McClure says:

⁹ Hamilton, Theory and Practice, 31; Elsie M. Waelder, "Casework with Marital Problems," Journal of Social Case Work, XXVIII, May, 1947, 174.

¹⁰ Tinka D. Engel, "The Child Guidance Center and the Community," Social Casework, XXXI, November, 1950, 378.

Despite the unquestioned advisability of listening to the parent's story it is also essential to guard against his giving too detailed information if the initial interview is to be followed at a later date by an interview in which social history is secured by another worker or if the content of the interview is becoming too highly charged emotionally.¹¹

Summary.

Expression of feelings by the client does not mean that he is to give full vent to his feelings or be encouraged to do so in all casework situations. On the contrary, the expression of feelings bears a direct relationship to the purpose and goal of treatment; to the morality of a new act of hostility; to the rights of others; to the diagnosis, since certain pathology contraindicates release of too much feeling, since the expression of hostility may have different meanings in different situations, and since timing is so very important; to agency function; to confidentiality; and to the intake interview, where another worker will continue the case.

¹¹ Dorothea McClure, "Intake Practice in a Child Guidance Center," The Family, XXI, December, 1940, 257.

CHAPTER VIII

CONCLUSIONS

Summary.

The term permissiveness has been used in some of the casework literature to designate an element or atmosphere in which the client is free to express his feelings within the casework relationship. It has, however, been confused with acceptance, with the non-judgmental attitude, and with client self-determination. Moreover, permissiveness has by definition and by connotation implications of tolerance, condescension, and license. These meanings are not applicable to the casework relationship, which is a dynamic interaction and one in which the client participates fully; nor is the casework method that of free association or of solely mirroring back the client's expressions. The relationship between client and caseworker is a professional, purposeful, and focused relationship. The term purposeful expression of feelings is, therefore, a better definition of the activity within the casework relationship.

As a background for the consideration of present-day concepts, the methods of casework were traced from the era of 1884, when the friendly visitor used advice, persuasion, and

exhortation. Emphasis on causes and preventive work from 1900 to 1910 was directed toward the social order with some attempt to analyze causes in the individual. Social Diagnosis was an expression of the best of casework concepts of 1917 and an influence following its publication, but its emphasis was upon securing factual information. From over-activity and directiveness, the pendulum swung in the late 1920's to excessive passivity and probable over-emphasis upon undirected expression of feeling. In the 1940's while recognizing the importance of expression of feelings and of the client's telling his story in his own way, interviews were more focused. At present, emphasis seems to be upon the psychosocial nature of casework, upon the importance of the client-worker relationship, and upon joint participation of client and worker. From this brief resume it can be seen that expression of feelings had little place in early casework, when the worker was very active and the client comparatively inactive. In the next period the client was free to express his feelings, but this seemed to be expression for expression's sake without focus and goals in mind. During the past decade or so, casework has become focused, and the trend is to evaluate the purpose of expression of feelings in the light of the problem and goals of treatment.

The client brings to the casework situation the need to express his feelings. A desire to participate in something more than himself and to communicate is essential to the nature of man.

Psychology has recognized this in giving expression as a basic need of man and participation or the sharing of experiences as a psychosocial need of man. Emotions and feelings are part of the nature of man and good as such, but should be channelled and expressed in healthy, legitimate ways so that they do not control the man, but, according to the hierarchy of man's nature, are subject to intellect and will. Frequently a client is so involved in and upset by his problems that he must first be freed of unhealthy emotions before he can see the real problem and move toward a solution. Further, because of his need to be treated as an individual, the client needs to project his individuality through expression of feelings about himself and his problem.

Every man has a right to his own personality because of the unique nature of the individual, because of the differences in innate capacities, because of his opportunities to realize them, and because of the particular experiences he has had and their particular meaning for him. Christianity and democracy recognize this right of the individual to preserve his dignity and to express his needs, of which his feelings are a part. Moreover, a client has a right to expect good casework.

Because the client comes to the casework situation with the need and the right to express his feelings and because every request for help is psychosocial, the caseworker has a responsibility to provide an atmosphere in which the client feels free to

express himself. The most important factor in this atmosphere is the attitude of the worker toward this individual client. The attitude has both intellectual and emotional elements, but is conveyed to the client largely on a feeling level. The first and most important requisite is an attitude of wanting to help this individual. In the beginning this attitude of wanting to help may be more an intellectual awareness of the client and his need, and the first responses of the worker flow largely from her own personality, her own warmth, her own attitude toward herself and toward all men. As the relationship deepens, this becomes a desire to help this particular client toward a better adjustment and takes on more feeling tones. Together with this desire to help, there must be acceptance of this person with his limitations, his unhealthy attitudes, and his negative feelings as well as his strengths and assets. This acceptance involves more than a recognition of the origin, innate dignity, nature, and destiny of man, which are common to every man and the recognition of which is largely intellectual. This acceptance is a warm reaching-out to this person in need and is conveyed largely on a feeling level. Although this permissive atmosphere flows from the worker's own attitude for the most part, there are means toward achieving it, which may, in turn, foster a better attitude in the worker. These include helping the client relax, to which the physical environment can contribute; the caseworker's clearing his mind of known

facts and preconceived ideas about the client so that he is free to go at the client's pace and catch the feeling tones; the worker's purposeful and attentive listening; encouraging the client to express his feelings where necessary; gearing the process to the client and guarding against too early and too much interpretation; helping the client focus on his problem and his feelings about it.

In relation to the study, feelings are facts, and the best source of knowledge as to how this particular individual feels about himself and his problem is the client himself. This is best obtained by a spontaneous but focused and purposeful expression from the client himself. Gestures, facial expressions, and the total behavior offer valuable material for the study, especially when the client is free to tell his story in his own way and to express his feelings about it. Until feelings are released, it is frequently impossible to learn what the real problem is. Only when the client feels free to tell his story and express his feelings about it is there a possibility of beginning where the client is, since if the worker sets the stage, he begins where he wishes the client to be. This is important because one can work with a client only in an area which he sees as a problem, because it enables the worker to see it from the client's viewpoint, and because it does not take responsibility for the problem from the client. Further, encouraging the client to tell his story and express his feelings is the most practical approach and in the end

yields more information than a structured kind of questioning.

Diagnosis is a professional opinion about the problem and includes understanding the person who has the problem. This means that the client's feelings about his problem, his attitude toward himself and others, and his attitude toward a solution are essential knowledge before a valid diagnosis can be made, and this the client reveals only when he feels free. Further, in making a more refined diagnosis the caseworker will rely upon the complete information of the study, which is best obtained by the client's spontaneous verbalizations and expression of feelings. On the other hand, the diagnosis may contraindicate any or full expression of feelings, especially in certain pathological states.

A good relationship between client and worker is essential for treatment, and both the client's verbalizations and his expression of feelings are a means of beginning and deepening this relationship. Expression of feelings is therapeutic in itself and may be used alone or with other techniques. Release of intense feeling is not only a positive experience, but the alternative may be a damaging experience if the client feels that this material must be repressed or suppressed. With this release, the energy is also released for more constructive purposes. After emotion is discharged, the client is usually better able to see his real problem, and once the material is expressed, then both client and worker are free to deal directly with these feelings and facts.

Moreover, expression of feeling by the client is participation in his own problem and its solution. In the practice of casework it seems, therefore, that expression of feelings, especially negative feelings, is ordinarily necessary for good study, diagnosis, and treatment.

Since expression of feelings in the casework relationship is purposeful and focused, free vent of emotions without limits is not what is intended. Limits are imposed by the purpose of the relationship and the goal of treatment; by morality, since a new act of hostility could not be encouraged or knowingly permitted; by the rights of the worker and other persons in extreme situations; by differential diagnosis, since it may be harmful for psychotics, some neurotics, some overly dependent persons, and others to discharge too much feeling, and what may be appropriate at one time may not at another; by agency function, because only what comes within agency scope should be revealed or released; by the intake interview lest too much emotion be invested initially and in a worker who is not to continue with the client; by confidentiality, because the client should not be encouraged to release more of himself than is necessary and useful to help with his problem.

Conclusion.

From this study, the writer concludes that there is a distinct element in a good casework relationship whereby the client feels free to express both positive and negative feelings;

that this is based upon the need of the client to express his feelings, and that the atmosphere conducive to his free expression of feelings is created by an attitude of the worker, conveyed to the client largely on a feeling level.

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