



1953

## The Analysis of Ten Case Records Focused on the Principle of Client Self-Determination in Social Casework

Martha L. Urbanowski  
*Loyola University Chicago*

Follow this and additional works at: [https://ecommons.luc.edu/luc\\_theses](https://ecommons.luc.edu/luc_theses)

 Part of the [Social Work Commons](#)

---

### Recommended Citation

Urbanowski, Martha L., "The Analysis of Ten Case Records Focused on the Principle of Client Self-Determination in Social Casework" (1953). *Master's Theses*. 1312.  
[https://ecommons.luc.edu/luc\\_theses/1312](https://ecommons.luc.edu/luc_theses/1312)

This Thesis is brought to you for free and open access by the Theses and Dissertations at Loyola eCommons. It has been accepted for inclusion in Master's Theses by an authorized administrator of Loyola eCommons. For more information, please contact [ecommons@luc.edu](mailto:ecommons@luc.edu).



This work is licensed under a [Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License](#).  
Copyright © 1953 Martha L. Urbanowski

THE ANALYSIS OF TEN CASE RECORDS FOCUSED ON THE  
PRINCIPLE OF CLIENT SELF-DETERMINATION  
IN SOCIAL CASEWORK

by

Martha Urbanowski

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

June

1953

## TABLE OF CONTENTS

Chapter	Page
INTRODUCTION . . . . .	11
I. CASE I BEDEAUX . . . . .	1
II. CASE II CARLOS . . . . .	16
III. CASE III GRANDON . . . . .	26
IV. CASE IV LATHAM . . . . .	42
V. CASE V MARSHALL . . . . .	59
VI. CASE VI McKINLEY . . . . .	75
VII. CASE VII MUELLER, MR . . . . .	92
VIII. CASE VIII MUELLER, MRS. . . . .	105
IX. CASE IX PERDUM . . . . .	116
X. CASE X SULLIVAN . . . . .	132
XI. SUMMARY AND CONCLUSIONS . . . . .	145
BIBLIOGRAPHY . . . . .	155

## INTRODUCTION

The purpose of this thesis is to analyze ten case records with the focus on the principle of client self-determination.

The records were selected from those published by the American Association of Schools of Social Work for teaching purposes. An attempt was made to obtain a variety of agency settings and age ranges in the case material.

For the purposes of this study, the following was adopted as a definition of the principle of client self-determination.

In minimal terms the principle can be stated in three propositions:

1. The client has a right and a need to be free in making his own decisions and choices.
2. The caseworker had a corresponding duty to respect that right, in theory and in practice, by refraining from any direct or indirect interference with it, and by positively helping the client to exercise that right.
3. The client's right to freedom, however, is limited by the client's capacity for positive and constructive self-determination, by the framework of social and moral good, by law and authority, by the standards of the community, and by the function of the agency.<sup>1</sup>

---

<sup>1</sup> Felix Biestek, S. J., "The Principle of Client Self-Determination in Social Casework", SCW, New York, XXXII, November, 1951, 369



The following outline, based on the above definition, will be applied to each of the ten cases:

**I Summary of Case**

1. type of agency
2. source of referral
3. identifying information
4. needs - stated and implied

**II Choices and Decisions**

1. in the form of actions
2. in the form of attitudes

**III Need for Self-Determination**

1. as expressed by client
2. as implied by client

**IV Worker**

1. relationship
2. community resources
3. helping client to see problem
4. stimulation

**V Limitations of Self-Determination**

1. capacity
2. social and moral good
3. law and authority
4. community standards
5. agency function

**VI Conclusions**

The general purpose of this analysis is to test the applicability of the principle to case material. Specifically, it hopes to get some answer to the following questions:

1. Is the client's need for self-determination easily apparent?
2. Is this need more often implied or expressed?
3. In what kind of choices and decisions does the client have a need for self-determination?
4. How important is the worker's participation in the expression of this need?
5. Are there any clear cut or doubtful violations of this principle?
6. Do certain limitations of this right appear more often than others?
7. What questions or problems arise during or following the analysis?
8. May we justly say that the three propositions of this principle are unmistakably applicable to the case records?

The analysis of each of the ten cases follows. In chapter eleven, the concluding chapter, an answer to the above eight questions will be presented.

## CHAPTER I

### CASE I BEDEAUX

#### Summary of Case

Type of Agency Private Family Service.

Source of Referral County school attendance officer through the Information Bureau.

#### Identifying Information

Family Composition The family consisted of Mr. and Mrs. B. and six children ranging in ages from four years to fifteen years. Mrs. B. also had two daughters by a previous marriage. Mr. B.'s sister was living in the city and was able to stay with the family during the day.

Health Mrs. B. was suffering from a thyroid condition which necessitated bed rest from three to eight weeks before an operation could be performed. The other members of the family were in good health.

Financial and Home Situations Mr. B.'s sister was attempting to help in family planning, but there was some question as to how long she would be able to stay. Mr. B. was worried about his family because of inadequate income, and at times he was unable to keep the children in school because they

did not have shoes. Betty, the oldest child, had not returned to school because of the lack of money for clothing, school lunches and carfare. Mr. B. was sincerely interested in his family and had definite feelings of responsibility and love for each child. He began buying their home four years ago and now owed approximately one thousand and six hundred dollars. The monthly payments were twenty-one dollars and fifty cents, and groceries ran about thirty-five dollars every two weeks. Mr. B. borrowed three hundred dollars from a loan company for the down payment on the home. There still remained two hundred and seventy dollars of this to be paid, and the monthly payments were twenty-one dollars. Mr. B. was unable to meet these payments and had kept up only the interest which amounted to six or seven dollars per month. Mrs. B.'s married daughter had given her fifty dollars toward the operation. The other daughter had been unable to help. Mrs. B. also used a dollar bottle of medicine every two weeks.

Employment history Mr. B. was employed as a switch tender for the Union Pacific Railroad. The work was not steady nor was he considered a regular employee. Prior to this employment he had worked for several factories in the city. If he worked full time, he earned approximately fifty dollars per week. To supplement his earnings he drove a cab. However, he was an extra driver for the cab company and did not always succeed

in getting a cab.

### Need

Stated Mr. B. came to the agency for help in planning for the care of the family while Mrs. B. was resting and preparing for surgery. He told the worker he did not know what to do about his situation and would be grateful for any help. His expressed need regarding this planning was for financial assistance for the family's urgent needs. These urgent needs consisted of shoes and clothing for the two younger children and lunch money and carfare for the teen-age daughter.

Implied Mr. B. implied, in his request for assistance, he wished to retain responsibility for his family. As he presented his difficulties, there were definite indications that he was in need of acceptance of his role as head of the family. He was in need of understanding and support for the future which did not appear too bright. As Mr. B. discussed his financial situation, with the worker, he implied a need for assistance in budget planning and proper food preparation for the children. Mr. B.'s employment presented a problem to him, and he was in need of guidance and advice as to the advisability of remaining at his present job. He also needed help in understanding the necessity for his teen-age daughter to return to school.

### Services Given

Mr. B. was given assistance in planning for his

family. He was helped financially with the clothing, carfare, and school lunches for the children. The worker was aware of Mr. B.'s need to continue as head of the family and gave him support and encouragement in the employment area. The worker was understanding and accepting of Mr. B.'s position. Assistance was given in the budgeting, and Mr. B. was assured that a worker would continue to help him until the family situation was relieved of its difficulties.

### Choices and Decisions

#### In the Form of Actions

1. Choice of accepting agency services for the family.
2. Choice of discussing his financial situation, which included an itemized account of the money he had borrowed and his encountered bills.
3. Decision to keep his car.
4. Choice of explaining, to the worker, his sister's position in the family.
5. Final decision to accept financial assistance.

#### In the Form of Attitudes

1. Acceptance of a discussion regarding the budget.
2. Acceptance of the budget plan.
3. Agreement for the worker to discuss certain points in budget with wife and daughter.
4. Acceptance of future assistance from worker.
5. Agreement for worker to visit Mrs. B. at any time.

### Need for Self-Determination

#### As expressed by Mr. B.

Mr. B. realized his responsibility for his family. He came for assistance as a last resort when all other attempts had failed. The situation had evidently been discussed in the home, and it was Mr. B.'s sister who made the first move.

"Mrs. Garcia, Mr. B.'s sister, telephoned to inquire about our willingness to help the family."

Mr. B.'s interest and concern over his family indicated that he could take an active part in the plan-making. It was the man's own decision to speak with the worker over the telephone and to make an appointment to discuss these needs.

"Mr. B. answered the telephone. He expressed anxiety about the situation and was responsive to my suggestion that he come in to discuss it with me."

During the office interview it appeared that Mr. B. wanted to express his problems and chose to open the interview with the worker.

"Mr. B. took the initiative in opening the interview."

He told the worker, without hesitation, the details of his employment and financial conditions.

"He began talking about his employment."

"Mr. B. gave the actual amount spent on each item."

While the budget was being discussed, the subject arose concerning what he would do with his car. The pros and cons were

presented. The worker suggested selling the car as he could get a better price for it at that time rather than waiting until later. Mr. B. showed some resistance and finally decided the car meant more to him by keeping it than by selling it.

Mr. B. was accepting of the agency requirements and cooperated in every way. The necessity for wage verifications was explained, and Mr. B. immediately showed the worker his wage stubs.

"He voluntarily showed me a Union Pacific Railroad pay stub for half of February."

At the end of the interview Mr. B. had made the final decision to accept financial assistance.

"It was agreed that I would give him a check for \$9.60."

As implied by Mr. B.

Mr. B. was receptive of the worker's support and assurance that some plan could be worked out for him. He realized he was in need of this sort of assistance and was able to accept many of the suggestions of the worker. In the relationship with the worker he felt he had found a reliable person with whom he could discuss his problems. He agreed to a discussion of the budget and the final plan for its use.

"We worked out a budget together and discussed each item in some detail."

The budget was followed by a discussion of the loan and debts he had run into in the past four years.



"He mentioned his loan by saying that he supposed all poor folks had a loan."

Mr. B. understood the need for the worker to discuss certain points with other members of the family and agreed for the worker to do so.

"He agreed that we would discuss this with Betty and her parents later."

He was accepting of the fact that another worker would be seeing him, and it was possible that the contacts would last for a period of time.

"I said we could give them some immediate help with their urgent needs and consider further with him and his wife the future needs and the advisability of remaining with his present job. He said that this would be very helpful to them."

### Worker

#### Relationship

With Mr. B.'s first interview the worker established a relationship by combining a listening, receptive attitude so that Mr. B. could realize his problems and develop strength to help himself and his family. The worker accepted Mr. B. and assured him she would help him.

"I said that he certainly was in a difficult position and I thought that we could be of some help to him."

Mr. B. was helped to express himself as fully and as freely as he wished. The worker listened with patience as Mr. B. gave a detailed account of his earnings and employment history. As Mr. B. told his story, the worker was active in observing and

evaluating his expressions and actions. Illustrations of the worker's activity and conclusions in her observations were seen in the following passages.

"His vocabulary and enunciation were good."

"Throughout the interview there was evidence that he wished to retain the responsibility of his family."

"He seemed to be a somewhat submissive, beaten down, sort of a person."

The worker was careful to recognize sensitive phases of discussion. Several examples of this were seen in the record. Mr. B. appeared sensitive to a discussion of the children's health. Several of the children were overweight, and Mr. B. was questioned as to whether metabolism tests had been made. The worker's reaction to Mr. B.'s attitude was seen in the following:

"I felt this was a sore spot for him so did not pursue it further at this time."

At another point during the interview the worker recognized Mr. B.'s resistance to her suggestion of selling the car. She listened to and accepted his reasons for wanting to keep the car.

"I agreed that it would mean a sacrifice to sell the car, and that the savings might be worth keeping it."

The worker made Mr. B. comfortable during the interview. She indicated that they would work together before Mr. B. made any definite plans.

"I said I thought we should consider together how his present earnings were meeting his expenses."

"We discussed each item in some detail."

### Community Resources

Mr. B. was not clear on the agency services given within the community. He was apparently concerned about the functions of county attendance officers and what part they would play in determining his ability to keep his family together. The worker clearly and carefully interpreted the functions of the agency Mr. B. was attending and others in the community.

"We would accept money or he could give it to the community fund. He said he had never understood very much about this, and I explained how money was apportioned by the Community Fund to the various agencies."

"I mentioned the work done by our agency and that of the children's agency. I added that our agency was interested in trying to help families remain together and to retain their family strengths."

Mr. B.'s main concern was regarding the word "investigate". The worker explained this in the following manner:

"I said we did not investigate but were interested in talking with the families about their needs as they saw them."

### Helping the client see problem

The worker identified with Mr. B. and was understanding and accenting of his problems. Mr. B.'s reaction to the worker's identification with him were seen in the following:

"I said that of course he certainly did have a burden and that there must be times when he wished that things could be easier, or that he could 'get out from under'. He nodded saying that things had been pretty tough for the past few months."

Evidence of further acceptance on the part of the worker was seen as the worker expressed an understanding of Mr. B.'s employment situation.

"I agreed that his reason for wishing to remain with the railroad was practical and that it did seem wise to give it further consideration before resigning."

"I said that I thought he needed time to make his decision about work and that I thought we could help in the meantime so that the decision could be made on the basis for their real needs and best prospects, rather than in relation to an emergency."

Mr. B. also expressed some guilt feelings over his loan for the home and other debts. The worker was receptive to Mr. B.'s implied need for acceptance in this area when she indicated that he had done the right thing in paying on the interest.

"I mentioned that the amount he was paying in interest was very high and that it would seem important to pay on the principle as frequently as possible."

"I expressed recognition of his ability to plan in buying the home."

Mr. B. reacted favorably to the worker's acceptance of and identification with his problems so that he had some relief that there was someone who could and would help him with his difficulties.

"He seemed to be relieved by the fact that I had expressed an identification with his desires to keep the children at home with him."

#### Stimulation

Mr. B. needed help in activating his own ideas and

resources. This had been hindered by his fears and tensions as to where he could turn for help and what could be done for his family. He told the worker that his fear of not being able to obtain sufficient employment to support his family had forced him to consider joining the army. The worker's participation to help help him get rid of some of this tension was seen in the following passage from the record.

"I said that I could understand that he might think of enlisting as a last resort - perhaps as the result of feeling desperate about the ability to make ends meet. He agreed with this and some of the tension that began to appear as he talked about this, was released."

The worker wanted Mr. B. to release his feelings further in connection with his plan.

"I asked how he thought he would have liked the army, and he said that he hadn't thought very much about that part of it as he was just anxious to provide for his family."

The worker introduced stimuli by offering suggestions and presenting questions which might help him to gain a clearer picture of what he wanted.

"I said I would be interested to know how he felt we could help him, i. e., how he saw us fitting into the situation."

"I suggested that we could help directly toward Betty's return to school by giving an allowance for lunches and helping with her clothing."

Mr. B. was undecided as to what to do about selling his car. In the following passage we see the worker stimulating Mr. B. to realize the value of the car and the necessity for

him to keep it.

"I mentioned that he would be able to get a better price for it now than later. This stimulated resistance on his part and he said that that was true but he certainly hated to sell it because it had been of such great use to them."

### Limitations

#### Capacity

Mr. B. was mentally and physically capable to act for himself and to make his own constructive plans and decisions. He was, of course, discouraged to a great extent but, with proper support and encouragement, this would in no way limit his capacity for self-determination. His discouragement was indicated by the following quotations:

"He guessed that things had caught up with him, and he was now at the point where he just didn't have enough money to go around."

"He said he had not known what to do about his situation."

#### Law and Authority

Law and authority were only involved with Mr. B.'s self-determination in his consideration of having his teen-age daughter remain at home to care for the children. Mr. B. realized it would be best for the girl to finish school, but did not know just how to handle the problem. The worker did not use an authoritative approach but explained what was involved in the laws of the state.

"I said that law required that the children attend school until the age of sixteen."

### Community Standards

The norms of the community were one of the main pressures on Mr. B. as he requested assistance. Because of the clothing conditions in the family, the children had been unable to attend school. The county attendance officer had telephoned the Information Bureau because Betty, who was in 9B at the Main High School, had not been attending classes. Later it was learned that the attendance officer had threatened Mr. B. with the removal of the children from the home.

"The school attendance officer came and threatened them with having the children removed from the family."

Mr. B. told the worker he would never permit this to happen and hoped she could help prevent this from happening.

### Agency Function

Mr. B. cooperated to the best of his ability with the agency requirements. He chose to accept their policies, consequently, there was no limitation on his freedom of choice.

A problem might have arisen from the following:

"I said that we would need evidence of his employment wages, saying this was an agency requirement."

Mr. B. immediately accepted this as a reasonable request and voluntarily showed his pay stub. Mr. B. was free to turn down the services if he would have been unwilling to produce the required evidence.

### Conclusions

The case record consisted of one intake interview. The brevity, however, in no way enhanced the application of the principle to the material. The first five questions proposed in the Introduction, which pertain directly to the individual case, are clearly answered.

The first three questions refer to the client alone. The expressed and implied need for self-determination were noted at the first interview with the worker and continued throughout the record. Mr. B.'s need for self-determination was easily seen in the choices and decisions which showed action, and those which took their form in attitudes. The expressed choices and decisions revolved about the acceptance of the agency's financial assistance while those of attitude involved what was actually connected with this assistance, i.e., budget planning, discussion with other family member, etc. Had the choices and decisions of attitude not been allowed as sufficient freedom as those expressed by the client services would have been incomplete and most likely unsuccessful.

The fourth and fifth questions include the role of the worker. The worker was of prime importance in meeting and assisting in the problem. Details, not pertinent to the problem, were not insisted upon. Suggestions and advice were offered, but in



no way was it directed to make Mr. B. feel obliged to accept what the worker presented. We may say, then, that through this client-worker relationship sufficient strength was gained, by the client, to work out his difficulties.

There were no violations of the principle seen in the record. However, it might be wise to mention the approach used in bringing Mr. B. to the agency. At first he did not attempt this help himself; rather the request was sought through his sister. It was felt that rather than a violation of the principle, there was an involvement of limitations which befell the client, those of community standards and, to some extent, capacity of the client.

## CHAPTER II

### CASE II CARLOS

#### Summary of Case

Type of Agency Social Service Department of hospital setting.

Source of Referral Patient had attended pre-natal clinic at the dispensary of the hospital before the birth of the baby.

#### Identifying Information

Present Situation Mrs. C., age twenty-two, was an attractive Puerto Rican woman who had just given birth to a daughter. She impressed worker as being out-going, charming and with a good deal of common sense. Her general condition during pregnancy had been good, and she had worked in a factory until the seventh month. Mr. C., age twenty-four, also Puerto Rican, had been in the United States Army eighteen months. He appeared to be intelligent, understanding, and very much in love with his wife. On the evening of departure from the hospital, Mrs. C. developed an embolism. Mr. C. was notified immediately and was granted an emergency furlough. He was greatly disturbed about the change in his wife's condition. Mrs. C.'s condition became extremely serious, and she bordered between life and death for several day.

Relatives Parents of both Mr. and Mrs. C. were living in Puerto Rico. Nearest relatives in the city were a brother of Mr. C. who was married and had four children. There was also a cousin who was expecting a baby at that time.

Living Arrangements Mrs. C. had been living with friends and had planned to return to them following her discharge from the hospital. It was felt that they could not assume the responsibility of the baby until the mother fully recovered.

Needs

Stated Mrs. C. came to the hospital for the birth of her baby. Consequently, we found a stated need for medical services which turned out to be more extensive than anticipated. Following the illness there was a need for assistance in planning for the baby since the mother would be unable to assume this responsibility for a period of time. It was necessary for Mr. C. to obtain an emergency leave from the army. He requested help in obtaining an extension of this furlough.

Implied Mr. C. implied a need for supportive help from the worker regarding the decision to be made regarding further plans for the baby. With this need for support there were also indications of the need for the worker to indicate her understanding and identification. Together with this, the role of interpretation played an important part. Mr. C. showed a need for information regarding his wife's illness and needs

of his infant daughter.

### Services Given

The worker extended her support to Mr. C. during the crisis of his wife's illness. She interpreted the function of the social service department, and the nature of his wife's illness. There were indications of the worker's willingness to share Mr. C.'s problems, of appreciation of his feelings, and acceptance of his insecurity in handling so traumatic an experience. Mr. C. was encouraged to participate in plans for his daughter and to make the final decision regarding a foster home placement. Other agency functions were also interpreted to Mr. C., and he was helped in finding where he could go to obtain an extension on his furlough. After Mrs. C. passed the danger point, arrangements were made for the baby to be brought in to her for a few minutes every morning and afternoon.

### Choices and Decisions

#### In the form of action

1. Decision to go with worker to see daughter.
2. Decision to have baby placed in foster care.
3. Mrs. C.'s decision to see her baby.
4. Mrs. C.'s decision to have worker take baby to the foster home.

#### In the form of attitudes

1. Acceptance of suggestions presented by the worker.

2. Choice of discussing future plans about baby with worker.
3. Acceptance of worker's interpretation of wife's illness and agency services.
4. Acceptance of baby as being something belonging to him.

### Need for Self-Determination

#### As expressed by client

There were some conflicts in Mr. C.'s ability to accept the baby during the immediate onset of the wife's illness. The worker felt it best for Mr. C. to see his baby as often as possible. His acceptance of this was seen in the following:

"Mr. C. made a feeble effort to smile as he said that he would like to go with worker to see his daughter."

The need for self-determination was also expressed by Mrs. C. in her request to see her baby and have the worker take the baby to the foster home. Examples from the record were cited:

"Mrs. C. asked if she might see Martha for a few minutes."

"Mrs. C. asked worker, as a favor, to take the baby to the foster home, because she would bring back an accurate report of how Martha acted."

Further self-determination was evident in Mrs. C.'s decision to exert herself to sign her name to the letter she dictated to her husband.

"As she was unable to write him, she dictated her letter to worker. One day, she announced that she thought she could sign her name."

As implied by the client

The need for self-determination was centered around the decision of placing the baby in foster care until the mother's recovery. With the action of a decision for this plan came the acceptance of suggestions and interpretations which the worker expressed. Illustrations from the record are the following:

"He would like to talk to us about the baby. What would we suggest?"

"He looked intently at worker and said that whatever plan we would make or suggest would meet with his approval because he feels we like Mrs. C. and the baby."

Worker

Relationship

The relationship, which was active in the client's expression of self-determination, was centered in the area of support to Mr. C. The worker's skill in observation to the possible feelings of Mr. C. toward his child were noted in the following quotations:

"Worker was aware of the fact that father might develop resentment leading to possible rejection of infant who had indirectly caused his wife's serious illness."

"Worker felt that father still cannot see Martha (the baby) as something belonging to him."

The support to this man was able to take hold through the understanding which the worker expressed to the client.

"Worker stated that she regretted the necessity of having to speak with him at this time about the future care of the baby, realizing how anxious he was about his wife that any additional

worries would seem like more that he could bear."

"We told Mr. C. that we appreciated that it was going to be difficult for Mrs. C. to be separated from both him and the baby. . . . We also appreciated the meaning of separation to him."

The worker's encouragement was further evidence of the support she was able to lend to Mr. C.

"Worker said that he had shown remarkable understanding and appreciation of what this would mean to his wife and that he was best qualified to prepare her for the coming separation."

### Community Resources

Neither Mr. nor Mrs. C. were aware of community services or the functions of a social agency. In all probability this was due to the lack of need for these services previous to the birth of the baby. It was necessary for the worker to not only explain the function of her own social service department but that of the Foster Home Care Agency. The skill of interpretation of the latter was most important. The evidence of the worker's activity in explaining community resources was seen in the following quotations:

"Worker interpreted the function of the social services."

"Worker explained Foster Home Care and interpreted the service without financial obligation. . . . We were careful to have Mr. C. understand that this did not mean giving up the baby."

### Helping the client see the problem

From Mr. C.'s statement that his wife was such a gay little person, and it was hard for him to think of her being so sick, there was a need for the worker to help him understand

what had happened and to plan for the future. Before any interpretation could be given, which was vitally necessary, Mr. C. had to feel accepted and be reassured during the crisis of his situation. The worker's acceptance and assurance were seen in the following:

"Worker explained it was natural for him to feel extreme anxiety at this time."

"We reassured Mr. C. that the doctors were doing all in their power to help his wife."

"We said that Mrs. C. had much to live for, a loving and devoted husband and a baby, and we thought his presence was a stimulus to her."

Most important was the worker's skill in interpreting Mr. C.'s problems and situation which he was able to positively accept. The following are several examples of interpretation as found in the record:

"We interpreted the nature of Mrs. C.'s illness."

"We said that frequently sick people appear to look much better than they really are and impress us as being on the road to recovery, whereas they are actually more sick than we imagine."

#### Stimulation

Mr. C.'s main decision was in the plans for his baby. He was somewhat confused in his thinking in this area, and there were indications that he was avoiding thinking along this line. The worker began to stimulate Mr. C. to think about this by asking if he had talked with the doctor about his wife's condition.

"We asked if he had spoken to the doctor."



It was felt that the most important quotation stimulating Mr. C. to realize what was to be considered about his baby was the following:

"We explained the dangers to which an infant was subjected to in a hospital and the need for being in an environment that was more normal, like a home. . . . We touched on the need for affection and for belonging, even in so young an infant."

### Limitations

Limitation of client self-determination was at a minimum in the Carlos record. We may, however, not pass it by without mention of "capacity" of both Mr. and Mrs. C. Mrs. C. was limited, to an extent, by her illness; nevertheless, she was consulted, and the plan explained by her husband whom she trusted. In spite of her grave illness she was mentally alert and her consultation in the plan was seen in the following:

"When mother realized she would not be able to care for the baby, she discussed this with father, and he explained the plan for foster home care."

Mr. C.'s capacity was somewhat limited by the shock and confusion of the sudden set-back of his wife. However, his capacity was strengthened through the support and interpretation of the worker, and the final decision and choices rested on him. The final capacity for self-determination was noted in the following:

"Mr. C. would be able to make his own application and to clarify with the worker of the placing agency any questions he might have about their service."

"Father was able to make all necessary arrangements with the Department of Welfare himself."

### Conclusions

The medical and social treatment of illness did not only take into account the individual dynamics of the ill person, but also family dynamics. Casework services were important to Mr. C. during the crisis of the illness and immediate planning for the baby, while help was to be more intense with the wife during the convalescent period.

With reference to the first three questions in the Introduction, the need for self-determination was evident throughout the record. The implied need was more evident because of the circumstances of the problem. Mr. C. was suddenly faced with a turn of events due to the complications of his wife's illness. The choices and decisions were seen in both the action and attitude forms. Both Mr. and Mrs. C. came to the decision for foster care for their baby. The choices of attitude were concerned with planning around the decision which was verbally noted, having a direct bearing on this decision.

The worker's participation played an important role in rendering support through which Mr. C. could plan realistically for the baby. Interpretation of the illness was important as a basis for this planning. Without the worker's skill in observation there would have been no recognition of the immediate

occurrence of the illness affecting Mr. C.'s ability to make the correct decision. Thus the worker's support and encouragement were vital in strengthening the process of decision making. Violations of the principle were not noted in the case material as presented.

## CHAPTER III

### CASE III CRANDON

#### Summary of Case

Type of Agency Home for Girls.

Source of Referral Family Welfare Agency in Upton, Missouri.

#### Identifying Information

Reasons for Placement Mary, a fifteen year old girl, was referred for placement because of her delinquent behavior. She had stolen since she was four years, but this had not been extreme until she was about ten. Knowledge of her behavior had been kept within the family until it necessitated the placement.

Relationship with Parents The mother was described as rigid and unpredictable; apparently, openly rejecting Mary at times and fairly warm at other times. The mother had tricked the child into thinking the institution was a glorified boarding school, and throughout Mary's stay the mother had encouraged her in believing she was going home "next week". In the main she was protective of her mother and projected the blame for her predicament on the Upton Agency. Mary resented her step-father whom she felt exploited her mother and abused her sexually. Shortly after the placement the mother secured a divorce from

the step-father and moved to a small town where she obtained employment teaching school.

Relationship with Siblings Mary was the second of four children. She assumed a good deal of responsibility for her brother and sisters. When she took money, Mary spent half of it on the family, and gave many of her own possessions, particularly clothing, to the younger sisters. She presented herself as being fond of her siblings, but her rivalrous feelings appeared strong.

Relationship with Worker Mary's behavior with the worker was erratic, confiding, and then protective. She tried to be the favorite but was confused as to who was responsible for her.

Sexuality Mary presented considerable anxiety in this area. She was reported as doing a lot of "necking" at the Home and refused to discuss it in any way with the housemother. There was conflict over maturing vs. remaining dependent. A great deal of Mary's anxiety regarding sexuality was related to a physical examination which she had to have. She made much of her menstrual periods and talked anxiously about her appearance. Mary frequently attempted to erotize being in trouble. She was suspended from school several times, one time being when she used the special authority of the Dean to get a boy friend out of class.

Adjustment in the Home Mary dwelt at length on the fact that the Home was a place for "bad girls". When she was moved to the "girls' club" several months later, she was able to see the Home as an ideal spot. She was provocative with the housemother and asked for things she could not have, feeling angry and unwanted when refused. She resented any attention given to the other girls.

### Need

Stated Mary actually stated a need for assistance from the worker only twice: when securing holiday employment; in being reinstated in school.

Implied Mary was confused as to who was responsible for her. She was in need of a reliable mother figure to whom she could turn for the support she had never found in childhood. Mary lacked clarity and knowledge in many matters pertaining to sexuality, particularly in her desire for immediate marriage. There was an emotional need to establish herself as an independent person in her struggle toward maturity. She was in need of assistance with her difficulty in handling money which might have resulted from a weakened super-ego.

### Services Given

The services given to the disturbed adolescent child were mainly directed through relationship therapy. Mary's stated

needs were answered as the worker gave her assistance in the job situation, and in taking her back to school to be reinstated after her suspensions. The worker began the therapy by being completely consistent and taking full responsibility for Mary. She became an adequate parental figure in order to give what the parents had failed to give. The child was able to place some of her burdens on the worker and was assured of warmth and sympathy, with assistance in thinking through conflicts in the areas of sexuality and maturation. Progress was made toward building the super-ego and budgeting her money.

### Choices and Decisions

#### In the form of action

1. Acceptance or rejection of appointments.
2. Decision to have medical examination.
3. Choice of telling the worker of her various activities, such as her two suspensions from school and relationship with boy friends.
4. Requests for assistance in obtaining employment and in obtaining glasses.
5. Mary's own plan to remain at the Home until March rather than returning to her mother the previous summer.

#### In the form of attitudes

1. Acceptance of the fact that worker would be responsible for her.
2. Trust in the worker during a conference with the Home worker.
3. Acceptance of the worker's interpretation of her

behavior and need to grow up.

4. Final acceptance of her role in the R-Home.

Need for Self-Determination

Mary's need for self-determination was not expressed until after a relationship with the worker was established. The first three months of contacts were briefly summarized in the record, consequently there was no direct evidence of the client's expressed need for self-determination until after Mary had been in the home six months. She then requested that the worker call her.

"On 10/2, a few days before she left to visit a friend in Upton, Mary called, wanting urgently to talk with me."

This urgent request was for permission to date her boy friend, John, while she was in Upton. It was not necessary that the child obtain this permission. Rather, she chose to do so.

There were several other occasions when Mary felt she needed help and chose the assistance of her worker. Evidence was seen by the following:

"I called Mary at her request."

"On this date Mary wished me to take her to look for jobs."

"I offered to take her back to school to be reinstated - Mary accepted."

In the last quotation Mary accepted the worker's offer, but the child was limited in the decision. She realized if the worker had not returned with her, she would not have been able to get



back into school for the remainder of the year.

The need for self-determination was well expressed over the subject of a physical examination which was necessary for Mary because of the severe cramps she suffered during her menstrual periods. Mary expressed her feelings concerning this in the following manner:

"She absolutely will not have a physical examination. They can't make her and she'll run away if they do."

With considerable interpretation and explanation of the causes of the cramps and the importance of a physical examination, Mary was able to accept the reasons.

"She decided she would go to the doctor and find out if there was something the matter with the food she was eating, and if there wasn't, she'd have that 'old examination'."

As Mary continued seeing the worker weekly, there were questions which arose in Mary's mind which she chose to ask the worker. We might discuss this under implied need for self-determination as they were questions which could only have come through a good relationship. However, it was felt that since the questions were direct, they could, without error, be discussed at this point. After the worker had talked with Mary over problems in the sexual area, we were able to see her expressions to the worker in the following:

"As Mary began to accept this, she was able to ask me why she had such severe cramps."

"She then began to talk freely, expressing her concern

because the boy was not in school and she had not heard from her mother. She finally did tell me what occurred."

The worker's attempts to guide Mary in making her own decisions, so as to prepare her for responsibilities and independence, were illustrated as the worker placed, on the child, decisions which were concerned with her own well-being.

"I said I could pay for glasses through a clinic or could talk to the Dean for her. She chose the latter."

As implied by Mary

The implied need for self-determination was mainly centered around Mary's relationship with the worker.

"Mary's behavior with me was erratic, confiding then protective."

Mary had received almost no love throughout childhood. With her experience in the placement it was not surprising that she was somewhat fearful of a relationship with the worker. As Mary realized her need and desire for someone to be responsible for her, we see the beginning of successful therapy. With the success in her testing of the worker, Mary found she had someone she could trust and who would help her.

"I said we would have the conference any way she liked it. If she would like to be present, that would be fine. Mary decided she would trust me to be alone in the conference with Miss A."

The relationship with the worker was further revealed with Mary's acceptance of the interpretation given to her regarding her attitude in the sexual area and what is encountered

in maturity.

"As time went on she permitted me to make the tie-up between her fear of the medical examination and her guilt about sexual activities."

"I remarked, 'Look Mary, your trouble is one all kids your age have. Part of you is dying to grow up, have boy friends, and be a young woman, and part of you is a little scared and wants to stay a little girl.' She smiled and nodded."

There were many things Mary chose to discuss or keep from the worker. Mary often gave an explanation or excuses for her behavior. Here again this was her own choice.

"She was forty-five minutes late, explaining she had offered to work in the advisor's office because she couldn't get out of it."

"Following this, Mary was very careful to keep the discussion away from sexual material. At first she was anxious, but as she realized that I was not going to force her into this area, she became easier."

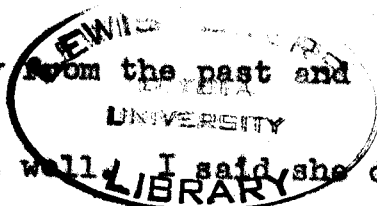
### Worker

#### Relationship

Relationship therapy played an important part in the treatment of this child. The worker participated actively in guiding Mary toward maturity in which she was able to gain some realization of her difficulties. The worker realized the importance of understanding and began by expressing confidence in Mary. This was seen in the following quotations:

"To bolster her ego, I must veer away from the past and express confidence in her."

"Mary didn't think she made decisions well. I said she did



beautifully. Naturally she needed help lots of places."

The worker had to help Mary feel sufficiently secure so that she could express herself and ask the questions which would bring out her difficulties. The worker attempted this by having Mary feel her sincere interest in the child's situation.

"I handled all this lightly, though she knew I was seriously interested."

"I promised her they wouldn't make her take the examination since she felt that way - I wouldn't let them."

"Since Mary denied my interpretation regarding the examination, I followed her realistic reasons for not wanting this."

The worker was active in recognizing and evaluating the actions and emotions of the client. This activity was seen in the various passages from the record.

"It was our feeling that the tremendous anxiety precipitated by the discussion of her mother and money was due to the fact that the mother's grudging giving reactivated this child's feeling of rejection."

"I recognized her hurt at feeling unwelcome, her resultant anger, and also her hurt feelings because she had given the dress to her friend and this had not been appreciated."

"It was my impression that she is quite anxious during her menstrual period, but that mothering handles the anxiety."

In the relationship the worker was not led by the child's problems so as to overidentify. There were several points in the record which brought out the necessary firmness displayed by the worker.

"Mary was restrained, finally explaining that something had happened that she wished me to find out from the housemother."

This I flatly refused to do, explaining that it was important to me to have her version of the situation, to know how she felt about it, and I did not care to hear it from anyone else."

"Mary confessed that she used to stay out rather late. I responded that that was then and this was now."

"Mary and I went shopping, and she tried to prolong the tour well past the appointed hour. I finally said I was afraid I would have to go, but I would meet Mary to complete the shopping later in the week."

### Community Resources

The worker's role in this area was in helping Mary to understand the services given by the Upton Agency on whom Mary seemed to have projected the blame for her predicament.

"I recognized that perhaps Mary had some of this feeling, too, and made a generalized statement in speaking of the local agency, that everyone liked giving to free."

### Helping the client to see problem

Mary was puzzled and bewildered over the placement in the R-Home for Girls. She was confused in her thinking and had little super-ego. She was, above all, in need of acceptance and understanding which had been so obviously neglected in the past. In the discussion with the psychiatrist it was felt that Mary could be expected to work out her difficulties only by living through a satisfactory relationship. Mary had many problems in which clarification was blocked by emotional disturbances. The worker attempted clarification through interpretation as Mary came to express her feelings.

"Mary muttered something about these darn rules. I said

they were terrible nuisances. She 'did not say she would stick to them'. I said we're stuck with them okay, but we'll manage. That was the end of the matter."

"I laughed and said she probably thought there had been; she probably thought that with the thinking, or kissing and necking she'd been doing, it showed. This time there wasn't any denial."

"I commented that this hurt her feelings as it would anyone's."

The worker was able to express her acceptance of Mary's behavior by her attitude concerning the child's difficulty in school.

"I responded that vacations were nice but this was a bad time for them. Mary responded that she had gotten into trouble. I said she wouldn't have wanted to do this if she had been more certain of my friendship."

"I said what she was finding out was that special honors, like working for the Dean, involved a lot of responsibility. It was okay, we'd get it straight."

With a disturbed adolescent the child must not only feel accepted, but must be able to feel trusted and to want to trust others. The worker's activity in this was seen in the following passages:

"I said nobody liked to feel someone didn't trust him; it annoyed Mary."

"I agreed that in a way she had, but it wouldn't happen again, and she knew why I thought it had happened."

### Stimulation

The worker was aware of Mary's fears and tensions. It was important that she attempt, in the relationship to help

free the child of these feelings. One of Mary's greatest fears was seen when she expressed her feelings over a physical examination. The worker wanted Mary to tell her why she was upset and began by saying Mary had sounded anxious to see her when she had telephoned

"Finally I said to her that she had been pretty anxious to reach me yesterday."

Mary was so emphatic in her rejection of the examination that it was necessary for the worker to proceed with a good degree of caution in her interpretation of the examination. Some of the stimuli used by the worker was in the form of questions for the purpose of aiding Mary to realize why certain phases of the examination were important for her. Several examples of the methods used to stimulate Mary to express and free herself from fears and tensions were the following:

"I asked her what she thought the size of the vagina was."

"I wanted to know what Mary thought the instrument was, and just what happened to her."

"Finally I told her that it looked as though she was a little bit ashamed about something."

Mary also feared she was destined to be in continual trouble. The worker wanted her to think about this fear and presented her with the following question:

"Why Mary, you sound as if you think people expect you to be bad. Why do you?"

This brought on a discussion of previous events and the worker was able to give Mary satisfactory reasons for her behavior.

There were implications of fear and anxiety when Mary was discussing, with the worker, her plans for marriage. The worker felt Mary was not giving it the proper consideration and attempted to stimulate the child with questions such as:

"Was she afraid he'd change?"

"What was it? Were they kicking up a fuss about Jeanne?"

"What had put her in a tizzy about this?"

It was possible to see Mary responding in a satisfactory manner to these questions.

### Limitations

#### Capacity

Although Mary felt she had a right to make many of her own decisions she was, of course, limited by her adolescence.

"She faltered about things she's already wished to do, that someone wouldn't permit."

She was mentally a bright child, but was confused in her planning and maladjusted in her environmental setting. We might say that Mary's choice for a placement in the institution was directly limited by the ignorant attitude of her mother.

"Her mother had tricked her into thinking the institution was a glorified boarding school."

Mary's deprived background was, no doubt, another cause for limitation in self-determination.



"This child had received almost no love, yet had to give a great deal to her siblings. She had little super-ego."

Her capacity for self-determination was further indicated when she attempted to find employment.

"Mary was wanting to work at that she would have Christmas money. She was helpless about this, wanting me to take over."

### Authority and Law

Mary's inability to assume responsibility indicated to the worker that an authoritative role might be necessary.

"On 11/15 she used the special authority which she derived from working in the office of the Dean, to get a boy out of class."

The fact that the child was aware of the authoritative limitation was presented when Mary said to the worker:

"She was not objecting to me authority over her, but the court's and the Upton Agency's. They didn't know her of understand her as I did."

"She objected to the method by which she had gotten here."

"There was an objection to the Club's authority."

"Mary muttered something about those darn old rules."

It is possible to say that Mary's self-determination was limited by what the worker's reaction and attitude would be should she proceed with her own choices and decisions.

"Mary said she did not want to do anything I wouldn't approve of."

"She wanted my permission to go out with him."

### Community Standards

A limitation arising from the standards of the com-

munity played a part in the decision for the child's placement.

"Public discussion of her behavior, as well as her great quarrelsomeness in the home, induced the mother to press for placement."

### Conclusions

The case presented the picture of a confused, rejected adolescent girl. Since the attempts toward gaining of independence and striving for maturity were in process, the right and need for self-determination were highlighted.

With reference to the questions in the Introduction pertaining to the client, we saw that the need for self-determination was easily apparent. The problem was one of adjustment, and as the case began, the implied need for this freedom was more apparent than the expressed need for self-determination. However, after the client-worker relationship had been established, the implied and expressed need were equally noted. The choices and decisions were seen and discussed under action and attitudes. Those of attitude form appeared to direct and influence the decisions which the girl expressed or put into action.

In answering questions four and five which refer to the worker's role, we must keep in mind the limitation of self-determination. Although the girl was limited in several ways, there was no evidence of persuasion, or any violation of the right, which would weaken the child's freedom. It was true

that she often acted in order to please the worker for fear of again being rejected, but the worker's role was one of guidance and direction so that treatment plans were never superimposed. It was apparent that the participation of the worker was of major importance. The choices and decisions of action and attitude could not have been successfully expressed without the worker's skills and techniques in establishing a good relationship.

## CHAPTER IV

### CASE IV LATHAM

#### Summary of Case

Type of Agency Private Family Welfare Agency.

Source of Referral Reverend X of the W Methodist Church.

#### Identifying Information

Present Situation Sarah L., age sixteen, was referred to the agency because she was in need of a home during her pregnancy. The baby was conceived out of wedlock, and a forced marriage had taken place. Two days after the marriage the husband deserted her, and Sarah returned to her father's home. The father was interested in finding other accommodations for his daughter. He felt she was a disrupting element in the home because she did not get along with her step-mother. The father appeared to be a rejecting sadistic man who was interested in his own self-satisfaction rather than the welfare of the girl. He was determined that the baby be taken from the girl immediately after birth. Sarah, on the other hand, had no thoughts of giving up her baby, but, rather, there was a genuine warmth and desire to keep the child.

Family Constellation Mr. B., Sarah's father, was a policeman. He and Sarah's mother were divorced in 1934 and both had remarried. At the time of the divorce, Sarah and her sister, Doris, were awarded to the mother. He had seen the girls off and on during this period of time. About six months previous to this referral Mr. B. found out that Sarah had been keeping company with older men, and he followed her one night. Not too long after this incident he learned that she was pregnant. He then arranged for, and carried through, the marriage. Sarah's mother was described by Mr. B. as being morally unfit as a wife and mother. He was positive Doris was not his child. His present wife was pregnant when Sarah moved in, and the double responsibility was too much for him to assume. He felt Sarah did not get along well enough with his wife for them to live as a family unit.

### Needs

Stated There were no stated needs presented by Sarah when she came to the agency. She was tricked by her father in coming to the agency and had no idea of its function.

Implied Although Sarah could not be called an unmarried mother, she presented many implied needs similar to those of a young girl who had conceived out of wedlock. With the direct rejection of her father, and friends in the community, together with the indirect rejection of her mother, there was

a need for acceptance, support, and guidance from the worker. With the security from the acceptance, Sarah could release her fears and guilt centered around her pregnancy. There was an implied need on her part, for a separation from her father who created deeper anxiety and confusion by his sadistic trends. Sarah displayed resentment and anger toward her father which indicated the need for assurance and support to be followed by enough clarification to counteract some of these feelings. Not to be disregarded was the need which arose, during latter contacts, for medical care and advice, and for financial assistance.

#### Services Given

The worker began her services with an explanation of the agency functions and allowed Sarah to make her own choice in accepting these services. With the clarification in the area mentioned, the worker verbalized her acceptance of the girl's situation and proved by this acceptance and interest that her help and support were available to Sarah. The worker realized the need for a mother figure, particularly during this period of the girl's life, and was able to lend support, guidance, and security to her. The worker helped to separate the girl from her rejecting, sadistic father and to establish her in boarding care. Arrangements were made for medical supervision and financial assistance.

### Choices and Decisions

#### In the form of action

1. Decision to keep her baby.
2. Choice of accepting future appointments with the worker.
3. Verbal request for placement after acceptance of worker.
4. Request for the worker to go with her to the hospital at the time of the birth and to visit her while there.
5. Choice of not having her husband arrested.
6. Decision to have a clinic check-up.
7. Choice of having worker contact father about the clothing left in the home.
8. Decision to write to her husband.
9. Choice of not accepting a gift from the worker.
10. Agreement to a discussion, with another worker, regarding the placement.
11. Decision regarding the budget.
12. Decision to remain with Mrs. V.
13. Decision to leave home after a quarrel with father.

#### In the form of attitudes

1. Choice of releasing fears and guilt regarding pregnancy and resentment toward parents.
2. Choice of discussing home situation.
3. Choice of discussing husband and family.
4. Acceptance of worker's advice and suggestions.
5. Choice of letting worker read letter from husband.

6. Acceptance of medical information from worker.

Need for Self-Determination

As expressed by client

In the discussion of the need for self-determination as applied to Sarah, we may begin with Sarah's first visit to the agency. Actually the girl had been tricked, by her father, into coming to the agency. Self-determination was, therefore, not expressed at that time.

"We wondered whether father talked to her about the kind of place this was? Did she know about his coming here before? S. replied that she did not. This morning he told her that they were coming here, and here she is."

Self-determination was immediately expressed by Sarah, to the worker, in her decision to keep her baby. There was definitely an air of finality in this determination.

"She interrupted herself at this point again to say that she is not going to give us her baby."

This decision was also accompanied with the verbal request that her husband not be arrested. In spite of the fact that this was not within the power of the agency, Sarah, nevertheless, felt the need to express this self-determination. This was done in the following manner:

"Before S. left she said there was one other thing, she didn't want us to arrest Fred."

As the relationship was established between the client and worker, the need for self-determination was expressed in



many areas. As the worker interpreted the agency functions to Sarah, she was able to request assistance of her own free will; to ask for placement, and to accept future appointments. The following quotations from the record will illustrate this:

"S. asked if we could help her make arrangements to stay anywhere."

"We discussed various possibilities with S., mentioning the possibility of working at the M. Maternity Home. S. seized on that."

"S. seemed interested and said eagerly, could we help her like that?" (reference to foster home)

"It was agreed that we would see S. again on 12-19-42."

A financial problem also presented itself to Sarah. The need for self-determination was expressed when she approached the worker about her situation; not only to inquire about a loan, but expressing her need for finances. When Sarah received an army allotment check from her husband, she chose to discuss this with the worker and to agree on how to budget the money. This can be seen in the following quotations:

"S. now said that she understood from Mrs. V. that she could borrow some money from us."

"It was agreed that she was to keep \$6 which will take care of her expenses until the end of the month, as well as \$4 for gifts. . . . Out of her next check S. will keep \$11 and give us the difference of \$39."

One of the most outstanding expressions of self-determination was Sarah's decision to write to her husband. Previously,

she had expressed hostility toward him and showed signs of fear that he would reject her correspondence. Her decision was seen in the following:

"Finally, on Wednesday she just dropped him a short letter and on Friday she had an answer."

Sarah made several important choices and decisions in relation to the birth of the baby. She chose to request the worker to accompany her to the hospital and to visit while she was there. In regard to a gift which the worker offered to give her, she decided that she would rather have something for the baby than for herself. The following quotations illustrate these points:

"She would like us to visit at the hospital."

"She now said that what she wanted to ask us was would we go with her to the hospital when it was time for her to have the baby."

"S. said she did not want it. If we were going to get anything at all, she wanted it for the baby."

One of Sarah's final expressions of self-determination came with her decision to remain with the V. family:

"We said that apparently S. had been thinking definitely in terms of staying with the V's, and she said that she certainly has."

As implied by client

Sarah was able to make the choice of accepting or rejecting the worker. Her acceptance was seen in many ways, however, the most obvious self-determination expressed in the form

of attitudes in this relationship was Sarah's choice of releasing her fears, guilt and resentment toward her parents and the discussion of her home situation. This release of feelings may be pointed out in the following quotations from the record:

"S. relaxed somewhat and then began to complain at great length about her father."

"S. seemed quite relaxed during the interviews and began to talk about her home situation."

Along these same lines we have been able to observe the freedom with which Sarah was able to so easily discuss her husband's family, thus enabling herself to indicate her underlying feelings toward her husband. The following illustrates this:

"On the way S. chatted easily, telling us amusing incidents about various members of the L. family."

". . . On this occasion S. also talked about Fred's brother, Charlie, who she said was her boy friend before she began to go with Fred."

We might say that Sarah's complete acceptance of the worker was seen when she asked the worker to read the letter she received from her husband.

"She took out the letter and said she wanted us to read it."

Further evidence of self-determination was seen in S's acceptance of the guidance and suggestions. S's willingness was seen in the following:

"S. now asked what could be done about this, and we said that

we wonder what she would think if we discuss this with Mrs. G, the other girl's worker and have her talk with Mrs. V. Sarah agreed to that."

"If she wanted to perhaps we could talk these things over together. S. agreed that she would do that."

"Worker talked to her about the necessity for a clinic check-up. S. was eager to go."

"We said that we thought the doctor at the clinic will tell her what to expect, although, if she likes we would tell her some of the things today. S. would be glad for us to tell her."

### Worker

#### Relationship

The worker's fundamental objective was to establish a good relationship which would permit Sarah to express her own story. The worker listened attentively to Sarah's problems, difficulties, and the events of life which seemed important to this teen-age girl. The worker's participation in this area was seen in the following quotations:

"She talked about Doris (her sister) at great length."

"S. talked at great length about the various things she had obtained for the baby. . . ."

"While we ate lunch S. talked continuously about the home situation. . . ."

The worker's assurance played an important role in the relationship and aided Sarah in working out her fears, conflict, and hostilities toward her parents and husband. The following quotations illustrate the worker's assurance to Sarah:

"We agreed but said on the other hand if S. is definitely

decided she wants to keep her child that we might be able to help her work out plans whereby she could do so. We further said there was still enough time so that we could discuss it with her."

"We said we thought this was also something that we could work out."

"We said that she probably wondered why we had wanted to see her, and she probably wondered what kind of a place this was."

"We said that it is perfectly understandable that she shouldn't trust us, after all she doesn't know us at all; but perhaps she could try and see whether she could trust us."

"We assured her we could make other arrangements."

Not to be minimized was the worker's activity in her observation of the client's actions which enabled her to more clearly understand the experience Sarah was going through, and the progress she was making. The following are examples of this activity:

"S. somehow seemed to shrink when her father appeared. She almost scooted out of the door."

"She was much more cheerful on this date, also her hair was becomingly dressed."

"It was our impression that she had asked for a cigarette in order to find out whether we too smoked. Later in the interview when she opened her purse, we noticed that she had a package of cigarettes."

### Community Resources

There was a good deal of confusion and lack of information on Sarah's part regarding the agency services and function. The worker realized the importance of this need for information and interpreted the resources in the following manner:

"We said perhaps we better tell her a little bit about our agency. We proceeded at this point to explain briefly what our function was. . . ."

"We told her about foster homes."

The worker's participation in explaining community resources was also noted in her conversation with Sarah's physician regarding adoption policies.

"We said to Dr. X. that so far as we know at present, S. was determined to keep her baby. . . We wondered whether it might not be better for this couple to go to the Children's Service Agency to make arrangements. We explained the advantage in such an arrangement."

#### Helping client to see problem

The worker was able to help Sarah see her problem through her acceptance, understanding, and identification. When Sarah was able to feel the worker's interest and desire to help, this enabled sufficient security for her to accept the worker's interpretation which permitted a more adequate clarification of her difficulties. This support of acceptance and understanding was seen in the following quotations:

"We said that under the circumstances we can understand how she would be a little worried as to what we would do."

"We said we did not think she was bad, and we would like to help her."

"We said that we realized she was all mixed up and perhaps we could help her straighten some of these things out."

"We said that we knew those things were important to S. and that it was important to feel that they liked her and wanted to have her there."

The worker expressed her understanding and often followed this with guidance. We have seen this in the following:

"We said we realized it was very hard for her and that people probably were not too nice to her. They probably told her she was not a very good girl."

"We said that we can understand how she can feel that way, but that we thought that since she had so many nice things for the baby, it might be well to wait until after the baby's birth to see what else the baby needs."

At this point it was felt wise to comment on the worker's technique in the interpretation and clarification. We were able to see, within the record, passages of interpretation only, and other sources, in the record, of interpretation accompanied with acceptance and assurance. We shall see later, under Stimulation, the clarification accompanying the stimuli. The following are the examples of the worker's participation in clarification which aided Sarah to more clearly understand her situation:

"We said that sometimes when we feel we cannot be very good friends with people even though we want to, we may just say it is all right although we would like something closer."

"We said that of course we couldn't arrest him(husband) anyway because we had no legal power."

"We said this might make her feel that her mother is not particularly interested. . . We said we thought girls often do feel badly when they think their mother is not particularly interested in them."

"We said we know there are some things we couldn't help and perhaps this was one of the things though we did think it was a little hard to have somebody else take your place(referring to the step-father)."

### stimulation

Sarah had to be encouraged to talk about her problems, and in doing so to release her fears and tensions. When she realized there was a relationship in which she could turn for support, we find this release of feelings. The worker's stimulation was seen in the form of questions and suggestions.

"We nodded and then asked why it seemed impossible to have S. continue in his home situation."

"We wondered what S. thought about it, had he talked to her about a maternity plan?"

"We said it sounded as if she had a little trouble with her mother-in-law."

"We asked whether this was a real offer or had they just been talking."

"We wondered where she had gotten this idea?"

"We asked whether S. thought her mother talked about her?"

"We asked why she didn't want her mother to visit the hospital."

"We said we thought S. was still pretty mad at her father. . We wondered if she remembered much of his temper."

"We said it sounded as though S. did not like her."

The worker often followed her stimuli with clarification, interpretation or guidance. The following illustrates this:

"We wondered, however, whether it would not make trouble (sending the police for her clothing) . . . We said that actually he was not holding her clothing, he was willing to have her come and get it."

"We asked whether S. was referring to anything specifically



... We said that when people are like this sometimes it is a bit hard, particularly when we want our own way too."

"We said that we wondered whether S. was telling us that she was sorry she was not with her mother. . . We said that perhaps S. feels it more now because things are a bit more difficult."

"We said we thought it might be hard to live with strangers at a time like this. . . . We said that even though she has had to get used to it, she still may not like it."

"We said we can understand that S. might feel more comfortable in a home where she knew the people. We wondered, on the other hand, whether there might not be some difficulty in such an arrangement."

### Limitations

#### Capacity

Although Sarah was legally married, she presented many of the same problems of an unmarried mother. Her husband had deserted her within a matter of hours after their marriage, and the girl was left to face the community with the coming birth of the child who had been conceived before the marriage. Sarah's capacity might then be considered with the emotional strain of this situation in mind. Her reaction to these strains was seen in the following quotation which actually was a sort of begging for help from the worker:

"Oh, I'm all mixed up, I don't know what to do."

We must, however, remember that before Sarah came to the agency, the major decision, that of keeping the child, had been determined. It was, therefore, necessary to work through the problems

evolving from this decision and from past painful experiences. Here again we are reminded of the individuality of each client. Sarah's decisions were often blurred by her resentment and anger toward her father. The following examples of this will illustrate the worker's need to be aware of S's reasons for her feelings and the importance and necessity for her guidance:

"S. said that she did not want to come at the time when he wanted her to come, she wanted to come during her own good time. She wanted to go right today. We said that of course this was up to S., however, we were interested in her, and we did not want to have to go through anything unpleasant. . . . During lunch she talked about her father again becoming angry and said she would just go out and get her clothing. . . . She will go out and get a police escort. We said when one person was angry with another they wanted to get even with them. However, the thing we were concerned with was that we didn't want S. to have any unpleasantness and we thought she might if she would go out and start a fuss. S. said she guessed she better not go."

"As we were ringing the doorbell, S. told us not to take off our rubbers, that we can just track all over their new rug. We smiled and said we thought S. was still pretty mad, but maybe it would be easier if we both took off our rubbers."

### Community Standards

We have seen from several indications in the case record that Sarah's decisions were somewhat influenced by community opinions. In a situation, such as in Sarah's case, there was bound to be some reaction within her social life. It was the function of the worker to help Sarah accept and adjust to these community standards. The following are the indications from the record illustrating this area of limitation:

"We said we realized it was very hard for her and that people probably were not too nice to her, they probably told her she was not a very good girl. S. looked up and said that they certainly did."

### Conclusions

Sarah Latham presented additional problems to those found during the adolescent period. The struggle toward independence and maturity was coupled with the sudden responsibilities of motherhood.

In answering the questions which concern the girl's need for self-determination and the kinds of choices and decisions, we must, first of all, take into consideration the important factor of the already determined decision to keep the baby after the birth. The expressed need for self-determination was seen after the security of a relationship was felt by the girl, while the implied need was seen from the beginning, i.e., before the relationship was established. The choices and decisions in the form of attitudes, revolved about the discussion, understanding, and acceptance of the situation, while those of action form, resulted from the guidance of the discussion and the assistance given so that the acceptance could take constructive hold.

Again we have seen the importance of the worker's role in the expression of this need. The worker's awareness of the great necessity for the decisions to be made by Sarah was the

key to the success of the case. This went hand in hand with guidance from an experienced person who helped in removing the cloud of confusion which hung over this young girl. Regarding the question of violations of the principle, we might consider the lack of self-determination in the method used in bringing the girl to the agency. She had been tricked by her father into seeing the worker. In contrast to this negative approach, the worker spoke to the girl, interpreted the agency's function, and allowed her to make the decision of returning for another visit.

## CHAPTER V

### CASE V MARSHALL

#### Summary of Case

Type of Agency Family Service.

Source of Referral American Red Cross

#### Identifying Information

Health Mrs. M. was six months pregnant when she and her husband came to the agency. They had been to the American Red Cross to inquire about an abortionist; it was suggested that they see a gynecologist to discuss their problem with him. They returned to request information regarding arrangements for the adoption of the baby immediately after birth. The pregnancy was normal and no complications were expected.

Present Situation Mr. and Mrs. M. had planned to be married in February, but at the request of their parents, had postponed their marriage until last July. In April Mr. M. had had a furlough from the Army, at which time Mrs. M. became pregnant. They could not let their parents know the situation and had gone through with a big church wedding. They both felt the best solution to the problem was placement without ever seeing

the child. Mr. M. explained that it was not that they did not want children; rather it was felt that they could not have one at this particular time. He expected to return to school, and a child would be a serious handicap to him with three or four years of college work ahead of him.

Family Relationship Mrs. M's father was a business man. She described her parents as being nice kindly people, and, in general, indicated a good relationship with them. Mrs. M. had had two years of college and then had gone to work in the finance department of an army camp where she remained four years. Mr. M. went into the Army immediately after graduation from High School. Mr. M's father was engaged in politics. He was the only boy in the family, and his mother displayed a progressive, overprotective attitude toward him.

Financial Situation Mr. M. was recently discharged from the service and planned on returning to school for a college education. He was undecided as to whether to register for the winter term or to wait until the following summer. In the meantime he planned on obtaining some sort of employment. Mr. M. had been a paratrooper and during one fall had injured his back. He received thirteen dollars a month compensation for this injury. The M's were concerned about their doctor and hospital expenses. The Blue Cross Insurance would not care for the expenses as they had not held membership for the required number of months. Mrs.

M. had twelve hundred dollars worth of war bonds. However, this was being held in her father's strong box and withdrawing them would mean an explanation.

### Needs

Stated Mr. and Mrs. M. asked that arrangements be made for the adoption of their baby immediately after birth.

Implied With the stated need for placement of the baby, Mr. and Mrs. M. implied needs that were numerous. Both had a need to talk freely and express themselves. Mrs. M. particularly seemed to want to discuss her pregnancy. She needed help in preparing an explanation to her friends and relatives about the early birth of the baby, and both she and her husband were in need of reassurance and support with their problem.

Mr. M. was concerned with his financial situation and his ability to take on college work. He was confused and disturbed in his relationship with his mother and needed help in thinking through his problems in this area. Mr. M. was in need of guidance in making a decision with his school and employment plans, and in making plans for his wife while he had to leave her for a few days to begin his class schedule.

### Services Given

The services given to the M's were centered around the plans for the unborn child. Before any plans could be completed, the worker had to help them work through their implied needs.

The worker was accepting of their problem. Mr. and Mrs. M. were allowed to express themselves and talk freely of their problem. Both of them appeared intensely relieved to be able to talk with someone, and several times expressed appreciation of this opportunity. Through reassurance and support Mr. and Mrs. M. were able to clearly see their difficulties and to make the necessary plans for their baby. Mr. M. was given guidance in his decision regarding his schooling and employment.

### Choices and Decisions

#### In the form of actions

1. To go to the agency to discuss their problem.
2. To discuss plans with the doctor.
3. It was decided that Mrs. M. would not make the automobile trip home should the baby arrive early.
4. Mr. M's acceptance of a new worker.
5. Decision to wait until June or September to return to school.
6. Decision not to return to parents to live.
7. Decision to tell both parents about the baby.
8. Decision to keep the baby.

#### In the form of attitudes

1. Acceptance of appointments.
2. Mr. M's complete description of family background.
3. Acceptance of worker's suggestion and guidance.
4. Choice of thinking through other factors regarding



the baby.

5. Choice of discussing guilt feelings of both Mr. and Mrs. M.

6. Discussion of reasons for sexual relations before marriage.

7. Choice of discussing problems in the areas of finances, employment, and college.

### Need for Self-Determination

#### As expressed by Mr. and Mrs. M.

The first evidence of self-determination was seen in the short write-up on the contact with the American Red Cross. Mr. and Mrs. M. chose to return to the Red Cross and to accept the suggestion that they go to another social agency.

"The ARC worker suggested that they discuss their problem with another social agency, which they were willing to do."

Mr. and Mrs. M. began by coming in together and discussing their problems with the same worker. Mr. M. was given the choice of seeing another worker or remaining with the same one.

"It was agreed that he would call for an appointment with the new worker - he would like to see her."

Many problems and necessary decisions presented themselves before the scheduled birth of the baby. Mrs. M. was undecided about a necessary automobile trip when Mr. M. started back to school. During one of the first interviews self-determination was exerted in the following:

"We finally agreed that even if the baby came earlier, Mrs. M. would not be ready for a long automobile trip."

"We agreed that it would be much better for him to go ahead and start even though it would probably mean that she would have to follow later."

During later interview Mr. M's plans in returning to school were somewhat modified.

"He told me they had been able to work one thing through the past week to the satisfaction of both, and that was that he was not going back to school until June or next September."

Mr. M. had to work through problems of his own which could only be done by him. He had to make a decision about returning to his home town. The following passage indicated Mr. M. expressed need for freedom in making his own decision.

"He is going to tell his parents that they are not to come for him in January, that he will take the train home, that he will borrow the car later and return for Mrs. M."

The final and most important example of self-determination was seen as Mr. and Mrs. M. came to a decision about the plan for the baby.

"We decided to keep our baby."

"She had written to her mother about the baby."

As implied by Mr. and Mrs. M.

The implied need for self-determination was mainly found in the relationship with the worker. Mr. and Mrs. M. were given freedom to express themselves as they wished. They were free to accept or reject any future appointments.

"Mr. M. in office without an appointment."

"He seemed to appreciate being able to return for appointments."

Mr. and Mrs. M's acceptance of the worker was seen as they clearly discussed their family. Mr. M. did not hesitate to confront the worker with his problem:

"He made as if to go, then seated himself again and said he had one more thing he would like to ask."

This was further seen when Mr. M. chose to discuss his relationship with his mother coming to specific incidents.

"He said he wanted to tell me about some incidents to show how possessive his mother was and how narrow her thinking was."

"After giving me this information he edged rather close to my desk and said what had happened was all his mother's fault."

Mr. and Mrs. M. were receptive for the worker's suggestions and appeared grateful for her support. Mr. M. was also free to discuss his problems regarding choice of employment and his indecision as to when to return to school.

"I said it was a decision he had to make for himself."

### Worker

### Relationship

Mr. and Mrs. M. were frightened in the situation in which they had found themselves. They were immature in their judgments and considerations. When they came to the agency they were both mainly concerned over their parents' possible reaction and unwilling to consider any plan except the one they

had first presented. It was obvious that the M's were in need of someone to listen to and understand their problem. Examples of the worker's activity in observing and evaluating the clients' presentation of their difficulties are the following:

"She showed so much concern over this that I wondered if she wanted help in talking with Dr. M."

"Throughout the interview Mrs. M. was somewhat tense. She did not talk readily but was rather inclined to let me talk and to agree with me."

"Apparently Mr. M. was less sure of his own parents."

The worker was able to observe the characteristics of the M's as she listened and allowed them both to talk freely.

"He went on and on."

"I talked with her at some length about the emotional upheaval that war brings and that a good many people acted in ways during this emotional period which they would not ordinarily."

"He went into a long conversation about his relationship with his father."

The worker was receptive of what Mr. and Mrs. M. had to offer. She encouraged them to continue talking and to vent their feelings. When they were at a loss for what to say or how to say it, the worker was at hand to help them.

"She seemed a little at a loss as to how to proceed and I suggested that she tell me a little about her and Mr. M's parents since they were so much involved in her problem."

"I said that he is going to feel under pressure in the future, and I thought it would help him to come in and talk over his feelings with me."

The worker attempted to help the M's face the reality

situation. After Mr. M. had decided to keep the baby, there was still a spark of unreality.

"I laughed and said, who did he think he could kid in passing a two month old baby off as a new born one."

Probably the most important factor in this good relationship was the reassurance that was required to be given by the worker.

"I also reassured her that she need not come to the final decision in regard to the baby immediately upon its birth, and if she wanted further time undoubtedly some boarding-home could be arranged."

"I did not offer to go to the hospital myself or take responsibility for any more activity but did try to reassure her that she would be able to carry this through without any real problem."

"I again reassured her regarding my feelings that their behavior had been based on mutual love."

### Community Resources

Clarification of community resources was necessary during one of the first interviews when Mr. M. inquired about the exact procedure for placement.

"I told him that while we did not do placement here, we could refer them to a child-placing agency, and if at the time of the child's birth they still felt that placement was the best plan, I thought it would be best to have it placed immediately."

The need for further community services was indicated after the M's had decided to keep their baby.

"I discussed the Visiting Nurse Service, the possibility of using the visiting housekeeper service, and also the fact that his cousin is on the second floor."

### Helping the Client to see the problem

The worker began helping Mr. and Mrs. M. to clearly see and understand their problem by her acceptance of what had happened. Her understanding and encouragement in this acceptance was adequately seen in the record.

"I commented that I was interested in having the information, that it was not at all burdensome, and made me more understanding of the situation."

"I said indeed it was difficult and sometimes it put us in a state of confusion and we have two ways of feeling but that is part of growing up and maturing."

The worker accompanied her attitude and expressions of acceptance with clarification of many points which were disturbing to the M's. This clarity was necessary before the M's could come to any definite decisions and to feel their freedom in making their choices and decisions.

"I commented that he had had a great struggle to grow up, and because he had been blocked at so many points he was naturally angry at times and perhaps would hold this against his parents."

"I said I could certainly understand this and wondered if they could not just forget their panic in the situation; after all, they are a married couple."

"I said this naturally made them panicky and put them in a difficult position when the C's have so completely taken them in."

"I commented that it would seem natural that they would need money to establish themselves in a community where he would be going to school. . . . I said I thought this difficulty arose because of the panic over their secret."

"I said it seemed to me that their problem was to be able

to think their situation through from all points of view, and to arrive at the best conclusion possible. . . . The most unfortunate thing, I thought, would be to choose a path and not be prepared for the problems which would follow their decision."

"I told him a good many mothers were possessive of their sons in this manner and agreed it did mean a problem for the daughter-in-law unless she understood the situation and was patient in working it out."

The identification of the worker with Mr. and Mrs. M. also played an important part in helping them to understand their problems. The following are examples of this identification:

"I said I thought she was an understanding person and I realized that she was willing to help."

"I agreed with her saying that when one started concealing facts a great many other problems arose around this."

### Stimulation

The worker presented the M's with ideas, suggestions and facts that would stimulate them to become more aware of their responsibility. Passages from the record verifying this are the following:

"I suggested that along with this feeling on their parents' side, they must try to think what their parents would feel if they knew their children had given up their grandchild."

"They would have to face the fact that they would always wonder about it."

The worker questioned Mr. and Mrs. M. at various intervals so that they might think about what had been discussed or what was about to be discussed.

"I asked if he and his wife had made the decision together."

"I commented that he had stated that he felt pressed by some complicating situations and I wondered if he would like to discuss these with me."

"I wondered if he ever felt panicky as to whether or not they could keep this secret from becoming known."

"How could they bear this burden of deceit through the years."

"I inquired further about their parents and what they meant by their being religious, whether it meant they were also narrow-minded."

The M's were overburdened with guilt, hostility and fear. At times the worker directly stimulated these feelings. This was seen in the following passages:

"I finally suggested to her that I thought one of her main problems was her own guilt feelings about the situation."

"I said I thought that perhaps he had some fear of being around his own people."

"I said let's look at some of the experiences some people go through in terms of breaking away from their parents."

The worker was particularly concerned with Mrs. M's feeling about her pregnancy and the tension involved in discussion when it was necessary for her to consider the actuality of giving up the baby.

"I wondered if it was not possible for her to tell her mother at least that she was pregnant."

"I wondered if she would like to fantasy with me a little bit about what it would be like if she considered plans other than relinquishing the baby."



LimitationsCapacity

When Mr. and Mrs. M. were first seen at the agency they appeared bewildered and confused with their difficulties. They had one plan in mind which was the placement of their unborn child.

"Under the circumstances she does not see how they are going to handle it."

They were strongly lead by their guilt and confusion over the attempts to conceal their sin. This was seen in their inability to come to an adequate decision.

"She said she thought if she were in the hospital they might tell the M's Sr. that she had a miscarriage. Of course the nurses and the doctors would have to be forewarned."

Mr. M. indicated a need for guidance with constant reassurance before he came to any decisions of his own. There were definite signs of immaturity on his part which probably resulted from an overprotective environment.

"He asked what I thought about it, almost pleading for my approval."

"He asked what I thought about his postponing going to school until June."

The worker was aware of this lack and gave her support in the following manner:

"I asked what his own thinking was about this matter."

"I said it was a decision he had to make, but if he wanted

to make another decision I would help him work through his feelings about it."

We see that the worker was active in her support only to encourage Mr. and Mrs. M. to realize their responsibilities.

### Community Standards

A reason for the desired placement of the baby was implied as the M's discussed their feelings for their parents and their positions in the community. There was the dread fear of the community finding out what had happened to them.

"Both said they simply could not let their parents know the situation. They had had a big church wedding in I., but it had been in the papers in Mrs. M's home town as well."

Even after the decision was made to keep the child Mr. M's feelings about the community reaction were seen:

"He said their parents needn't feel that they had to tell other people in the community."

### Social and Moral Good

Mr. and Mrs. M. had a right to make their own decision and to ask for placement of their child. The worker, in this situation, realized that these two people were capable of being good parents and, if adoption took place, the child would be deprived of his natural birthright. Also, to be kept in mind, was the parents' later attitude should the adoption take place. The worker did not make any final decisions for the M's; rather she helped them to avoid a decision she felt would be wrong. The results of this were seen in the M's positive reaction as

they decided to keep the baby.

"He came into the room briskly, smiling while he took off his coat and said he had hardly been able to wait to see me and tell me how happy they were."

The worker's guidance in the decision was seen when Mr. M. stated:

"He knew the way I was leaning all the time."

#### Agency Function

The need to emphasize agency functions was seen at only one point in the record. The M's realized what was required and did not hesitate to give necessary information. An example of this was seen in the following quotation from the record:

"I suggested that I would need to have more definite information about her family background and wondered if she would like to give it today."

#### Conclusions

The clients requested help in one area which was the placement of their baby. Yet this one stated need was accompanied by a multitude of implied needs.

The clients' need for self-determination was easily apparent; the implied and expressed need being noted from the beginning of the record. The choices and decisions were discussed according to those seen in action form and those presented through attitudes. These two groupings of choices and decisions

had a direct bearing on one another from the influence of the attitude toward the action. For example: the choice of thinking through other factors regarding the baby preceded their final expressed decision to keep their child.

With reference to the questions regarding the role of the worker, there were no signs of violating the principle through her participation. The importance of the worker's assistance cannot be overemphasized. The worker's judgment was sound, and Mr. and Mrs. M. were guided in the direction of this judgment. This, however, was not done in such a way that the M's would be unaware of the guidance. Here again the success of the case rested, almost entirely, on the relationship established between the worker and clients.

## CHAPTER VI

### CASE VI Mc KINLEY

#### Summary of Case

Type of Agency Child Guidance Clinic.

Source of Referral Referral by a neighbor who had been to the clinic. Mrs. M. had consulted a child psychiatrist who also encouraged her to take Michael to the clinic.

#### Identifying Information

Present Situation Mrs. M. came to the clinic because of her inability to handle her six year old son, Michael. The child's current problems were enuresis, frequent asthmatic attacks, school difficulties, thumb sucking, and dishonesty.

Mother's Background Mrs. M. was the second of six girls. Her father was a university teacher, and she felt that she was his favorite daughter. After high school, Mrs. M. attended a small northern college. She did poorly in her studies and during her first year began to drink. She finished work on her degree and obtained employment. After two years she met, and quickly married, her first husband (Michael's father). When Michael was wighteen months old, she left her husband and re-

turned to her parents' home. Michael was placed in a nursery school while she was employed at a nearby army camp. Mrs. M. met her present husband while he was stationed at this army camp. She spent several week-ends with him, and they decided to marry when Mrs. M. discovered she was pregnant.

Psychiatric consultation revealed that Mrs. M. cut corners to attain what she wanted regardless of the consequences. Mrs. M. was seen as an anxious, dependent woman with many hostile attitudes, but could react positively when her emotional dependency needs were met to any degree. Her history showed hostile and sexual elements in her actions toward her father. She identified Michael with her first husband. She expressed resentment toward her present husband and voiced dissatisfaction with her marriage.

Michael's Background Michael was born one month prematurely. He was fed on a rigid schedule. During his first two years he was hospitalized several times for pneumonia which was later diagnosed as asthma. When he was about three years old he was placed in a nursery school while the mother worked. Michael was prepared for the coming of his baby brother and seemed to have a fairly good relationship with him. Michael's main playmate was a little girl who lived in the same building. He displayed hostile feelings toward his mother, and there appeared to be a seductive element operating in their relation-

ship. The child had been exposed to sexual activity on the part of his parents and showed guilt and confusion over these feelings. Michael presented a good deal of anxiety which probably was motivated by his fear of aggression and resulting punishment.

### Needs

Stated The stated needs in this situation were presented by Michael's mother who requested psychotherapy for the child in order to forestall future difficulties. When Michael appeared at the clinic for the first time, he had not been prepared for the interview, nor had he any understanding of why he was there.

Implied Michael's asthmatic attacks indicated his extreme fearfulness of being separated from his mother because of forbidden impulses. This indicated that the child was in need of someone with whom he could feel secure in knowing that nothing he confessed would be disturbing. The child implied a need for acceptance of his wishes for independence and masculine identification. Michael's need to be dishonest and to cheat indicated a weakened super-ego which needed to be built up. He was in need of an individual who would be consistent in her treatment which had been so obviously lacking in his relationship with his parents. He needed reassurance so that he would have enough self regard to talk about his success. In

general the child was confused by many of his feelings and thoughts and was, consequently, in need of clarity. His sexual curiosity was particularly in need of direct handling.

### Services Given

The therapist began with Michael by developing a confidential relationship so that the child knew there was someone who wanted to help him. In the play room the worker was able to observe the child and direct her activity toward helping him to express himself freely. The worker attempted to be completely consistent in her relationship to overcome the inconsistent treatment given by the mother. He was given reassurance in an attempt to rebuild his super-ego and self regard. Treatment continued with Michael, by talking to his preconscious rather than interpreting the symbolic nature of the unconscious material. During the play therapy it was necessary to counteract the need to cheat by helping the child stick to the rules of the game which he himself had set-up. It was important that the worker bring out Michael's anxiety in competitive situations with women in order to demonstrate that all women would not deprive him of his masculinity and independence, and that all grown-ups do not disappoint children. The worker was sensitive to Michael's hostile and guilt feelings. She recognized and accepted these feelings. The child was made to feel that his sexual interests, openly expressed, were not frowned upon by



the worker nor would she depreciate him in this area. This sexual curiosity was directly handled by the worker.

Services, through another worker, were rendered to the mother. Frequent consultation with the agency psychiatrist were utilized in helping both mother and child.

In the form of actions

1. Freedom of expression in play.
  - a) choice of toys he wished to use.
  - b) choice of games he wished to play.
2. Expression of choice in several gifts he was to receive from the worker.
3. Request for worker to do certain tasks for him.
4. Request for interviews to be increased to two per week. Later decision to come only once per week.
5. Request for worker to read to him.
6. Choice in the selection of greeting cards from the worker.
7. Decision to remain away from one interview - later the decision to attend the interview.

In the form of attitudes

1. Acceptance of interviews.
2. Rejection of worker during play or acceptance of worker during play.
3. Attitude in leaving at the end of interviews.
4. Acceptance or rejection of worker's suggestions.
5. Release of hostile attitudes.
6. Acceptance of worker's affection for him.

7. Choice of giving his ideas to worker.
8. Choice of expressing his feelings to worker.
9. Acceptance of worker's explanation of sex.

### Need for Self-Determination

#### As expressed by Michael

Although Michael was only six years old, he needed freedom in making the choices and decisions that were a part of his child-like world. Michael was in the latency period of development with natural wishes for independence. Consequently, we find the need for self-determination as important to this age as to the adult level. Michael adjusted quickly to the play room and was allowed complete freedom in his choice of toys and games. The following quotations from the case record will illustrate this freedom:

"He goes immediately to the toys handling first the gun."

"He decides to blow bubbles and does so for about fifteen minutes."

"He puts the doll down and decides to play marbles."

"Michael decides to play ball."

Other decisions Michael made were in the number of interviews per week he wished. He later requested one interview per week, and at one time decided he would not come at all. Michael also had a choice in the gifts he was to receive from the worker. He made several requests that the worker do little

tasks for him. Examples of these choices and decisions are given in the order stated above:

"He lingers as he departs and asks why it is that the play hour is only one hour long. He would like to come more often."

"Michael says he thinks he only wants to come once a week because now that it is summer he would like to play outdoors with his friend."

"Mother phoned to say Michael did not want to come and that he had said he did not want to feel better."

With reference to a valentine - "Would he like it now or later? He wants it now."

"As he gets ready to leave he asks if he is to get a present. . . . He would like a batman suit."

"What kind of a card would he like? He wants one of Buffalo Bill."

"He requests a doll house and six-shooter."

"Michael requested that worker draw him a picture."

#### As implied by Michael

With Michael's freedom in play he was allowed self-determination in his attitude with the worker. The reasons for the visit to the clinic were not explained to the child; however, it was his own decision to enter the interview without resistance. There was no interference with the play, and Michael was free to include or reject the worker's participation in his activities. This was seen in the following:

"He looks at the book for twenty minutes without uttering a word or without giving evidence that worker is making . . . He then includes worker in what he is doing."

"He does not clarify and goes immediately to the coloring books and crayons. . . . worker is shut out entirely."

"When he starts to build he takes worker into his confidence."

"Michael starts to construct an airplane propellor from the tinker toy set, asking worker to assist now and then."

"The rest of the play is concerned entirely with the father and boy dolls. . . . He tends to exclude worker as he does the other dolls."

Michael's relationship with the worker was further seen in his attitude toward leaving when the interviews were over. He felt free to express himself when he did not wish to leave.

"He pays no attention. Worker asks if he wants something to remind him of the play hour. He says he does. . . . He then leaves with no further delay."

"He acts as if he doesn't hear."

"It is time to leave and he carefully replaces the pieces of candy in the box, stuffs all the ribbons in his shirt pocket and starts to go."

"Worker tells him it is time to go. Michael says that that's what she thinks and continues building his engine."

In the relationship with the worker Michael was allowed to express his own ideas and to discuss what he wished with the worker. The child felt free to release his hostile feelings toward his parents and the worker, and was ready to accept the worker's discussion and interpretation of sex. Examples of Michael's attitude concerning these were seen in the following quotations:

"He ponders several minutes before giving his ideas."

"Worker asks what he will do with the horn and Michael answers with feeling none of your business."

"She thinks he doesn't like for Carl to come here. No, he doesn't."

Michael's hostile attitudes were expressed in the following manner:

"He is talking about going to the circus and with a burst of resentment he says father is taking him but mother promises to do things with him and then fails."

"With great hostility in his voice he says he even cut Jimmy's face with the broken glass."

"He claims worker was too close. He is angry about this."

Michael's acceptance and attitude toward the worker's explanation of sex was seen in the following quotations:

"Michael very seriously says worker is right; he should know these things because if he does not, how will he ever know what to do."

"Michael listens attentively and completely absorbed."

"He agrees all the while standing seriously and calmly by his hammer and nail set."

During several incidents in the interviews Michael allowed the worker to show affection. He in turn expressed his acceptance with small signs of affection on his part.

"He asks worker to tie the whistle to his wrist and as shee does so he leans against her."

"In the reception room waiting for mother herpermits worker to put her arm around him while he rests back on the couch."

WorkerRelationship

The important factors involved in the relationship between the worker and Michael was allowing freedom for the child to express himself as fully as he wished. The worker's participation in allowing this freedom was seen in the following passages from the record:

"He then constructed an engine and talks all the while about what he is doing."

"He talks all the while during this play explaining what the planes are doing."

"He talks about how mad he gets at Jimmy and Sally, playmates."

Throughout the record it was clear that the worker was alert in her observations of Michael's attitudes, actions and expressions. She listened with interest to his chatter and was receptive of his behavior. Examples are quoted from the record:

"Worker senses that he does not throw himself into the play."

"Up to this point his activities have been aimless, the uneasy laughter and comments that certain things were "dumb" characterized his behavior."

"No thumbsucking, withdrawal into drawing or reading or wheezing were apparent."

Helping the client to see problem

Michael was made to feel that at last he had found

someone who would accept him. As he sensed this acceptance, he was able to release his fears and problems. The worker could then give him the reassurance which he needed. The worker's acceptance and reassurance were seen in the following passages:

"Worker says he can blow the whistle in the playroom all he likes."

"Worker says the room will never get too full for Michael to get in, he can be sure of that."

"Worker says she'll still be here next week and she wants him to come back. She thinks he is a fine boy."

"Worker said he can be assured that he is not the only little boy in the world who has thoughts that scare him"

"Worker assures him she will be back just as she says."

"Worker says he will find that he is safe here and that his Mommy has said that it is OK for us to talk."

Michael's problems required a good deal of clarification before he could understand his difficulties as to why he had certain thoughts and why he was confused at times. The worker's explanations were aimed at this clarification. Passages from the record illustrate this technique used by the worker:

"Worker tells him mother had told her he had been unhappy at school and she wants him to feel better about things there; so we have arranged for him to come here. While he is here we will play and have fun, and at the same time will talk about those things which are bothering him so that he will feel better!"

"Worker says some kids find it hard always to pay attention to their work and they just can't write. . . it is because they are unhappy about something, and when they are, no matter how badly they want to do their work, they just dream about it or

play around."

"Worker says she thinks Michael gets frightened at the things we talk about sometimes. When he feels less frightened he will be able to talk easier."

"Worker says he probably has a lot of things on his mind and makes him feel better to come here."

"Worker says when he says these words it's because he's curious about his body and he's not quite sure if it's alright to be curious. . . He is old enough to know these things as he is old enough to go to school."

"Worker says she thinks the real trouble is that Michael feels badly because he hates to lose his pretty marbles."

The worker's acceptance of Michael was often combined with clarification. This was usually involved when Michael tested the worker's acceptance of his difficulties.

"Worker says he won't always wet himself, and he does it now because he has a few little troubles."

"She wants him to know that all children get mad at their mother's sometimes and because he feels that way sometimes doesn't mean anything dreadful will happen to him."

"Worker says it doesn't make him feel very good to have kids hit him. . . However, worker knows he doesn't want to cut children with glass because that will get him into trouble."

Regarding an eraser he took from the playroom - "Worker knows Michael doesn't want to do those things and it's only when he is a little worried about how grown-ups are going to treat him that he does it. She knows he is an honest boy."

The worker did not hesitate to express her identification with Michael. This too was necessary so that he could freely express himself to the worker. The following are several examples of this identification:



"Worker praises him for this."

"Worker says even if the other kids came, she will not desert him."

"It would make no difference between her and Michael, Worker will not stop liking him."

### Stimulation

With careful observation of Michael the worker was able to present simple questions which would aid Michael in releasing many of his fears which had been repressed. The worker often followed this type of stimulation with interpretation of why the fears and confusions were present in the child's mind. One incident was seen when Michael related how Larry, his classmate, had called him a name. This was handled in the following way:

"Worker wonders when Larry does this . . . What does Michael do about it? . . . Maybe Larry's mother and Daddy haven't told him these things that Michael already knows . . . kids don't do those things just to be mean. Maybe Larry's unhappy about things."

The following are other examples of stimulation involving interpretation:

"A boy at school likes to play with his bee-bee gun. He told Michael he was going to blow his brains out with it. Worker says Michael knows he is just teasing as he could not do that with a toy gun."

"Worker said she also thinks he should know what the little sack is right below his penis. Has he noticed this too? The little sack holds the seeds the Daddy gives to the Mother to make a baby."

"He may have been afraid because of some of the things he

told me last week. Does he remember about that?"

The worker directly handled Michael's fears and tensions involving the problem of sex. The following are examples of the types of questions the worker asked Michael so that he would be required to think through the answer:

"Does he know the difference between boys and girls?"

"Worker says that's right and what do little girls have and how so they urinate? . . . Worker asks if he wants her to tell him again and he says yes."

Questions used by the worker involving other fears and conflicts were directed in the following manner:

"Worker asks if he is wondering if worker sees any other children."

"Worker says maybe Michael would rather have a sister than a brother, that's why he gets mixed up."

"Why does he want someone to play with him right now?"

### Limitations

#### Capacity

The limitations of self-determination in the case record, were focused on the capacity of the individual. Michael's age limited him to decisions in matters pertaining to the world of a six year old. Major decisions were, of course cared for by the parents or worker. However, in Michael's own decisions, which were involved while with the worker, were limited by his past experiences and what had taken place in his own home.

"He fills his lungs with air, but seems to hesitate about blowing as loudly as he appears to want to."

### Social and Moral Good

Because of his age, Michael was unaware of what was best for him during the interviews. In his decision to attend the clinic only once a week, the worker answered him in the following manner:

"Worker says we will not decide definitely that he is not to come the extra time because she thinks he will find that he feels differently about it later on. He agrees."

It was noted that Michael agreed to this suggestion, and, although the child's right to self-determination was not taken away, we might say it was limited by the worker's better judgment.

Michael also requested a playmate at several different points. Here again the worker was cognizant of what was best for him and the decisions were followed in these ways:

"Worker says no, Carl can't come and no other boys."

"Can Sally come up and play with me today? Worker says she is sorry but she can't."

### Agency Function

Agency function played a somewhat minor role in the limitations on self-determination. It was Michael's decision to take some chosen toys home with him. Agency rules had to be followed, consequently, there was a limitation in granting some of Michael's wishes.

"He asks to take the wood home. Worker says if he makes

the gun he can take it home, but otherwise it belongs to the playroom."

"Michael begs worker to get the dolls now. Worker says how sorry she is, but she will have to wait for the janitor to get them out."

### Conclusions

This was the case of a child who was insecure in his relationship with his parents and unable to adjust satisfactorily and become part of a group. Treatment consisted in talking to the boy's preconscious rather than stressing interpretation of the unconscious material. It was important to keep in mind the difference between the interview of a six year old child and that of an adult while testing the principle.

In answering the first three questions of the Introduction which refer to the child, we find the need for self-determination was seen as frequently and as easily as in those cases dealing with adults. In this particular case the implied need for self-determination was seen immediately while the need was expressed after the relationship with the worker was established. As with adults, choices and decisions were discussed under those of action form and those of attitudes. The choices and decisions of action were on child-like level, but it was interesting to observe that the attitudes were quite similar to those of the adult and influenced the expressed choices and decisions.

The answers to the questions referring to the worker again stress the importance of her participation in the expression of this need. The worker was careful not to interfere in this freedom, and persuasion was indicated during the interviews in no way. It was, however, necessary for the worker to help the child carry through his own plans during his play. The worker specifically avoided the authoritative role or anything connected with force, and the boy was encouraged in his independence and responsibilities. It was the worker's skills and techniques, used in child therapy, which enabled many of the child's conflicts to be uncovered, understood, and solved.

## CHAPTER VII

### CASE VII MUELLER, MR.

#### Summary of Case

Type of Agency Family Service Division.

Source of Referral Mr. M. was referred to Family Service through Dr. Conrad, his family physician.

#### Identifying Information

Health Mr. M. was a large, heavy-set man of forty-seven years, who presented a healthy appearance. He developed tuberculosis about four years ago following a severe case of whooping cough. He had spent five months in the Veteran's Hospital and then obtained leave to go home because he realized how lonely his wife was without him. He did not return to the hospital because he felt he could gain as much by complete rest in his own time as he could by remaining in the hospital. He had been unable to learn anything definite about his present condition from the hospital where he had been confined, at the Veteran's Hospital in the city where he was located, from the County Health Department, or from his private physician. The importance of a recent medical examination was emphasized to

Mr. M, and, with some reluctance, he agreed to have his x-rays taken at the Chest Clinic, and the physical examination completed at the Diagnostic Clinic. The medical reports from these places indicated arrested tuberculosis with the recommendation that the patient do light work with the usual precautions.

Relatives Mr. M. was an only child, and his mother died when he was six years old. He had a very close relationship with his father in spite of the fact that his father had remarried and had two children by this second marriage. When he was twenty-two years old, he married his first wife much against his father's wishes. The marriage was unsuccessful, and a year and a half after this divorce, he married his present wife.

Financial Situation Mr. M. stated there was no financial urgency as he was a veteran of World War I and received a veteran's pension. He also owned his own home and rental property. There was some question, in Mr. M's mind, on the continuance of his pension should he obtain employment.

Employment History Mr. M. had been unemployed for the past four years because of his tubercular condition. Previously he had participated in the following types of employment: painters' trade; fireman on the railroad; installing and repairing furnaces and air conditioning. He had also served a period of time in the armed forces.

Needs

Stated Mr. M. came to the agency to talk about possible employment and for help in obtaining information regarding his physical condition.

Implied Mr. M. described himself as being a "worrywart" and feeling lost and quite afraid. He was in need of guidance and encouragement as he did not know where to start looking for employment; nor was he sure of just what type of work he could do or what he wanted to do. In his confusion and insecurity as to whether he would be able to return to work without having a relapse he implied a need for support and assurance. Mr. also indicated that there was some question in his mind on the continuance of his pension should he obtain employment.

Services Given

The agency functions were explained to Mr. M. and he understood that the actual job-placement would be made through the Red Cross Vocational Counseling. Mr. M. was given support and assurance to the extent that he was able to accept fully the reasons for a physical examination, which was completed at the Diagnostic Clinic, and chest x-rays which were done at the Chest Clinic. He was given guidance and encouragement regarding his employment problem. An appointment was made with the Red Cross for vocational study. It was learned that if



Mr. M. earned under \$2,500 a year, his government pension would continue. He accepted employment with the News Company helping to allocate magazines.

### Choices and Decisions

#### In the form of actions

1. Mr. M.'s final decision to use the agency which was suggested to him.
2. The acceptance of the plan for obtaining a medical report after which Mr. M. attended the Chest and Diagnostic Clinics.
3. Mr. M. accepted the referral to American Red Cross where he went for Vocational Counseling.
4. Several types of employment were suggested to Mr. M.; he chose to work with the News Company for seventy-five cents per hour.

#### In the form of attitudes

1. Mr. M. was free to accept or reject suggestions given by the worker.
2. There was freedom of choice for Mr. M. in discussing intimate matters.

### Need for Self-Determination

#### As expressed by Mr. M.

Mr. M.'s expressed problem was that of finding employment. Although he was anxious and confused in attempting the first steps, it was necessary that he exercise freedom in making his own choices and decisions. His first choice was that of coming to the agency and asking for help. When the necessity for a referral to American Red Cross was explained to Mr. M.,

he was given freedom to make his own choice of continuing with the agency or withdrawing his application.

"I gave him some interpretation of the agency's work, principally in terms of his own need to find out what he can do and then make plans accordingly. He said he needs this kind of help."

We see that Mr. M. was free to express his need for freedom of choice in the many times he was able to choose between accepting or rejecting suggestions and future appointments. This choice was exercised beginning with the first interview and continued throughout the remaining contacts. Several examples are the following:

"I suggested that I talk with Mrs. Moore and the Veteran's Hospital. He agreed and signed a permission slip for us to obtain a medical report wherever it might be available."

"He said he had nothing to do and could easily keep the appointment."

"I suggested that he come in on 12-8 so that we could have a more satisfactory talk. He accepted this appointment."

Mr. M's need for self-determination was again seen as he expressed concern over his physical condition. He wanted definite information about his condition, yet there were certain people he did not wish contacted. In this area there was complete cooperation from the worker.

"Mr. M. said he had rather let the matter of the report from the Veteran's Hospital drop. I said I would tell Mrs. Moore."

As implied by Mr. M.

Mr. M. had not only lost confidence in himself but with

those to whom he had previously been sent for help. At first he was cautious in his relationship with the worker and somewhat questioned her ability to help.

"As he was leaving he said he had been to these different places and they had talked but didn't tell him anything nor do anything."

Mr. M. wanted to see progress and to gain security within himself which he so definitely lacked. He did not know where to start looking for a job and felt lost and out of everything. Here Mr. M. implied a need for self-determination. He did not want to be told directly what to do or where to go. Rather he needed acceptance, encouragement, and guidance in order to gain the confidence in making his selections and decisions. When he realized he was free from pressure and coercion in making his decisions, he was able to gain a more adequate picture of his situation which was so important in clarifying his problem.

The worker realized that treatment would not be profitable unless Mr. M. actually felt he was making his own plan, and the results could not have been successful had the client not participated in developing these plans. Toward the end of the contacts with Mr. M., his emotional adjustment, personality growth, and maturity were seen in the following passages:

"Mr. M. said that in his experience here and at the Health

Department, and at the ARC, he has met with an entirely different class of people. They have listened to his tale of woe with such a different attitude from that of other people he has tried to talk with."

"He said that these contacts had initiated some ambition in him."

"I asked if it had not been helpful to know that now he could do something about bringing about a change in his way of living. He said yes."

"Since starting the present plan he and his wife had been having some pleasure."

"He was a different man, he said, since the first day he came here."

### Worker

#### Relationship

The important part of the relationship environment played in this record cannot be over emphasized. We may begin with the worker's ability to recognize the client's need for freedom of choices and decisions. We see that Mr. M. was able to grow and work out his own problems. If the worker had not recognized Mr. M's need for self-determination, she would not have been able to positively participate in the relationship as she did, nor would Mr. M. have been able to comfortably discuss intimate matters with the worker. Actually the relationship was established immediately, and at the end of the second interview Mr. M. said:

"I've told you things that I've never told anyone. I'm the kind who keeps things pretty much to myself."

Mr. M. told the worker the complete story of his illness and why he considered himself a "worry-wart". An example of the case-worker combining a listening, receptive attitude with active participation in which the client is helped to gain a deeper realization of his own person and of his problem is the following:

"Mr. M. said he guessed he was stubborn or sour on the world. I said I thought he had a reason. I thought it was very hard for him to have gone on this long without knowing his condition and uncertain as to what he could safely do. It was intolerable situation and I wanted to help him get out of it."

From here Mr. M. was able to understand the reasons for a complete physical examination before proceeding with the plans for Vocational Counseling.

#### Community Resources

Mr. M. came to the agency on the recommendation of his doctor and without an appointment. He realized he needed someone to help him obtain employment but was not clear on the functions or services of this particular agency. After the worker was able to obtain enough information as to what Mr. M. wanted from the agency, she explained their services in the following manner which also acquainted Mr. M. with the resources in the community:

"I explained that we were not a job placement agency but perhaps we could help him think about his situation and come to some determination of what he might like to explore in the way of work. I said we had agencies to help us in job situations and told him a little about the RCVC."

The worker presented suggestions in such a way that Mr. M. did not need to feel obliged to accept her evaluations or follow her suggestions. After due consideration he accepted the worker's evaluation of the Chest and Diagnostic Clinics from which he gained a very satisfactory experience at both places.

The worker functioned passively by helping the client to express himself as freely and as fully as he wished. From most of the worker's questions he was able to readily go into detail and talk freely. Several of the questions were directed in the following manner:

"I asked Mr. M. to tell me about the man for whom he was working at that time and how he would feel about going back to work for this man?"

"I asked about the job he was in at that time."

"I asked about his experiences at the Veteran's Hospital."

"I wondered if he could not go to the VH for a check-up."

"I inquired about Mr. M's father."

With the answers to these in mind, together with a knowledge of personality patterns, the worker was able to gain an understanding of Mr. M's strengths and deficiencies so she could further stimulate him to his own activity.

The worker functioned actively in observing and evaluating the activity of the client. This can be seen in the following excerpts:

"His expression did not seem anxious, except at a few points

in the interview where the material aroused anxiety."

"It was evident he was confused and insecure as to whether he is really able to work and what he can do."

"I saw no evidence of fear at the prospect of being expected to function as a well person with limitations."

#### Helping Client to see Problem

It was necessary, too, that Mr. M. be helped to see his problem or need clearly. The worker began directly by saying:

"Let's look at your present situation. You tell me you have a lovely ranch type home all paid for, have money in the bank, your wife's condition is improved and your condition is improved to the extent that you are able to light work. Just looking at the present situation, things don't look so bad."

The worker realized Mr. M. had lost confidence in himself. She told him this and said that something needed to be done about it. Mr. M. responded positively to this approach and accepted the worker's reasons for his attitudes. This was particularly seen in the following:

"Most men felt that it was in some way a reflection on their manhood to admit physical weakness. They felt that they had to be big and strong and manly. Mr. M. replied, 'That's just exactly the way I feel.' "

#### Stimulation

Mr. M. expressed fears and tension at the prospect of returning to work. The worker realized the necessity for support and encouraged him to go slowly at first and to do just the things he felt confident in doing. His depressed attitude and

need for activity were indicated to the worker, and she suggested that he buy a new suit and then start thinking about a place to wear it. The worker helped Mr. M. to understand his problems by the stimulating suggestions and questions such as:

"Perhaps the best thing would be to go to a specialist and have a complete examination including x-rays."

### Limitations

#### Capacity

Mr. M's main problem was, of course, to obtain employment. In the approach to this end he was confronted with one decision which seemed to overwhelm and stand out against the many other minor choices he made. This decision was centered around the necessity for a physical examination. It was part of the agency's function that a recent report on the physical condition of the client be obtained before the individual be referred for vocational counseling. Generally speaking, Mr. M. was limited in his decision, i.e., whether he secure this report or he was not eligible for the agency's services. However, within this limitation, he was free to make the choice of where the examination would be made. His decision was the following

"He decided he would go to the Chest Clinic but he had no confidence in their being interested in him or that they could give the information needed."

Another limitation of the client's self-determination was, in a minor way, involved in Mr. M's capacity at this



particular period of his life.

"Doctor Conrad doubts that Mr. M. will accept employment unless it is something easy at first. The doctor seems to think that someone needs to push Mr. M."

When Mr. M. came to the agency he was discouraged to the extent that he actually admitted the following:

"He had gotten to the point where he thought it would be better not to go on living."

With careful handling, less the worker impinge on this man's right, his actual capacity was realized. We see the worker encouraging him in his choices and decisions with her support and direction in the following illustration from the record:

"I called the social worker with the Health Department, I told her of Mr. M's medical history, of his interest in going to work, and of his apparent dismissal from the nearby Veteran's Hospital. I said we were very much interested in a doctor's recommendation as to Mr. M's ability to work. She suggested he come to the clinic the following morning, and that he see her first so that she could steer him."

### Conclusions

Mr. M's stated request was in the employment area; however, most important was clarification of his physical condition. This he had been unable to obtain by himself.

The need for self-determination was seen, without difficulty, throughout the record. It was more apparent when a physical examination, which Mr. M. felt unnecessary, was proposed. Both expressed and implied need for self-determination were apparent at the beginning of the contacts with the agency and were seen throughout. Choices and decisions were observed

in the action and attitudes forms. The choice of utilizing the encouragement and support, given by the worker, was the root from which the expressed choices and decisions sprang.

There were no violations or variances with the principle of self-determination. The worker was immediately aware of Mr. M's ability to relate his story, which would indicate that he could assume the responsibility of his own decisions. Persuasion, on the part of the worker, did not interfere with the client's freedom in the right. The worker guided the client along those channels which seemed most appropriate to the specific circumstances of this case.

## CHAPTER VIII

### CASE VIII MUELLER, MRS.

#### Summary of Case

Type of Agency Public Assistance which administered only the categorical aids.

Source of Referral Mrs. Kendall requested an application for Old Age Assistance for her mother, Mrs. Mueller, who had no source of support.

#### Identifying Information

Background Information Mrs. M. was born August 5, 1885 in Leipzig, Germany. Her parents had been very poor and the family was supported by a brother whom Mrs. M. assumed to have been killed by the Nazis. Mrs. M. came to the United States in 1909 and had lived in Illinois since this time. She lived at her present address for the past two years, and previous to this time lived with her son who is now in the armed forces. Mr. M. had little knowledge of English.

Relatives Mrs. M. was living with her husband. She had one son and two daughters, all of whom were married.

Living Arrangements For the past two years Mr. and Mrs.

M. had lived in the home of their daughter and her husband and child. The son-in-law was called to the army, and the daughter followed him when she received word that he had been in an accident.

Financial Situation Mr. M. had received assistance for three years previous to Mrs. M's application. At that time Mrs. M. felt she could support herself by raising a flock of chickens given to her by her son-in-law. When the son-in-law was in the accident she was forced to sell the chickens for transportation so that her daughter could visit her husband. Mrs. M. had never owned any real estate or life insurance. Information indicated that none of the children had sufficient income to support anyone other than their own families.

Health Mrs. M. complained of pain in the region of her abdomen. Her mother had died of cancer, and she assumed this was what was causing her pain. She appeared unwilling to see a doctor. It may be noted that her health improved with the knowledge of her eligibility for assistance.

### Needs

Stated Mrs. M. requested that a worker visit her so that she might place her application for Old Age Assistance. She was unable to get to the county office because of her failing health and lack of transportation from the country to the

city.

Implied Although Mr. M. was already receiving assistance, Mrs. M. showed signs of hesitancy and nervousness in placing her application. She implied a need for encouragement in placing this form which seemed to threaten her independence. Mrs. M's inability to clearly speak and understand the English language implied a need for acceptance and understanding from the worker. Mrs. M. was also in need of medical guidance and clarification of the medical service should her application be accepted. Mrs. M. appeared to be in need of releasing her feelings regarding assistance, her past life experiences, and the inability of her children to support her.

#### Services Given

Worker visited Mrs. M. and assisted her in placing an application for GAP. Mrs. M. was assured that her reasons for this need were understandable and that she would be given every consideration. The worker was accepting of Mrs. M's language difficulty, and succeeded in having Mrs. M. feel this acceptance. Mrs. M. was encouraged to care for her health and the medical program was explained to her. The worker allowed her to express herself to the best of her ability and to release her feelings regarding the assistance and what was involved with it.

### Choices and Decisions

#### In the form of action

1. Decision to request assistance for Old Age.
2. Decision to sign request forms.
3. Choice of giving information regarding family background.
4. Decision to wait before seeing a doctor.
5. Insistence that worker accept the birth and citizenship papers.

#### In the form of attitudes

1. Acceptance of agency policies.
2. Acceptance of help regarding a physician.
3. Acceptance of worker's suggestions.
4. Willingness to answer questions.

### Need for Self-Determination

#### As expressed by Mrs. M.

Mrs. M's self-determination was first expressed with her decision to apply for assistance. We see from the following quotation that Mrs. M. had previously refused help for herself in spite of her husband's willingness to accept it for himself.

"In April 1942 Mrs. M. had refused to make application as she was partially supporting herself herself by raising a flock of chickens and selling eggs."

When Mrs. M. lost her only means of support, she was able to turn to the agency for assistance, thus indicating the need

for self-determination. This was seen in the following quotation from the record:

"Mrs. Kindall called the county office to request that a worker call to see her mother, Mrs. Mueller, in order to take the latter's application for OAA."

This decision to accept assistance was further stressed when Mrs. M. actually signed the necessary application papers.

"Mrs. M. signed the required forms at the worker's request and was given the proper forms to send to her children."

The worker explained to Mrs. M. that they had most of the necessary information, concerning her situation, from the case record of her husband. However, it was Mrs. M's own decision to give additional and more detailed information about her family and background. The following quotation will point this out:

"Mrs. M. gave the additional information that her parents were very poor, etc."

Mrs. M. again expressed self-determination in her decision to wait before seeing a doctor and with the insistence that the worker take the birth and citizenship papers. The following quotations refer to this:

"Mrs. M. did not think any of the doctors could help her, and she would not go to one unless she got worse."

"Worker attempted to explain that citizenship was no longer a requirement, but Mrs. M. insisted that the worker take the papers. . . she wanted the worker to see the paper and to record them in the agency record."

As implied by Mrs. M.

Mrs. M's self-determination was first implied by her readiness to accept agency policies. She was familiar with the agency through her husband's contact with them and was prepared for the worker.

"She opened the interview by saying that she had the papers ready."

Mrs. M's attitude toward the worker implied acceptance and trust, thus, a good relationship was successful. The acceptance of the worker was seen in Mrs. M's greeting of pleasantness to the worker. Her trust of the worker was seen in her willingness to answer questions and with her requests for medical recommendations. The following quotations point out the above statements:

"Mrs. M. seemed very glad to see worker."

"Mrs. M. walked to the car with the worker, showing her the flowers and vegetable garden which she cultivated."

"She said she had no special doctor and wanted worker to recommend one."

"Both (mother and daughter) were around and answered any questions put to them."

WorkerRelationship

The worker attempted to establish a good relationship before entering into, and inquiring about, personal information. The need for this relationship was seen as the worker observed



her client. The following are several quotations which point out the worker's observations:

"Mrs. M. seemed very ill at ease, was nervous and tense. She talked in a low pitched voice, almost guttural. . . ."

"She was sitting on the edge of the dining room chair and seemed to be wringing her hands."

"In discussing this Mrs. M. again began to show signs of nervousness and to talk very fast in German. . . Her nervousness increased greatly with these efforts, and at one time she seemed on the verge of tears."

The worker attempted to ease Mrs. M's tension and to make her feel she was understanding of her problem. The worker listened, with this attitude of assurance and encouragement, to Mrs. M's verbalization of her difficulties. This was seen in the following quotations:

"There seemed little question about her being eligible and if the children returned the forms at once, her application would be given immediate attention."

"Mrs. M. at once began to tell about the children as she showed the pictures."

"She kept repeating that these were terrible times and she was glad she was no longer in Germany."

#### Community Resources

The worker's role in acquainting Mrs. M. with the community resources was in connection with her own agency. Mrs. M. was in need of medical care and clarification of agency policies in this area was necessary. The following will illustrate the worker's procedure in this area.

Regarding required forms:

"It was explained that these forms were needed to determine the extent and ability of her children to support her, and it was requested that they return them to the office by 8/24."

Regarding the medical program:

"Worker told her about the medical program of the P.A. agency, and went into detail to explain how payment for medical is made."

"Worker told her of three doctors in the community who would cooperate with the agency's medical program."

#### Helping Client to see Problem

In order to help Mrs. M. understand her difficulty the worker identified with her and made her feel accepted and understood. The following quotations from the record point out the worker's identification with and acceptance of Mrs. M.

"She realized this application was important to Mrs. M. and that naturally she might have some feeling about it."

"She knew of her hesitancy in making this application."

Mrs. M. implied a need for clarification of various points to enable her to more clearly understand her problem. The worker was prompt in observing this underlying need and gave clarification in the following manner:

"Worker explained that the United States had a similar plan for the support of older people, but there were some kinds of work which were not included in this plan, and unfortunately farming and farmers were not."

"Worker explained that a person need not be completely without money before making an application for Old Age Assistance, and she could have as much as \$400."

#### Stimulation

We have previously seen that Mrs. M. implied a need to

release certain fears and tension she had regarding the acceptance of public assistance. In order to release these fears the worker approached Mrs. M. in the following manner:

"Worker said she was wondering how she felt about taking public assistance and hoped that she might be able to clear up some of the points about it if Mrs. M. cared to talk about it."

Regarding the financial situation, the worker used the following approaches to stimulate her client:

"Worker wondered how Mrs. M. managed to get along, especially when the hens were not laying very well?"

"Worker wondered what happened to the chickens and income from them."

The worker had observed Mrs. M's appearance and indications of needed medical care. She was interested in learning more about her condition and Mrs. M's feelings concerning it. The following are quotations from the record regarding this:

"During the interview, the worker noted Mrs. M's extreme nervousness and inquired if she were well."

"Worker asked Mrs. M. how she had been in the past few weeks and if she still had pains in her abdomen."

#### Limitations

There appeared to be no limitations of client self-determination following Mrs. M's decision to place an application for Old Age Assistance. Mrs. M. had avoided this community service, and it was obvious that this decision was made only as a last resort. We may say that this first decision was limited in a physical sense. Mrs. M's mental alertness, in spite of

her age, was obvious; nor did it appear to be questioned by the worker. The client did, of course, show signs of nervousness, need for encouragement, etc., which are common to the majority of individuals when presented with similar situations. However, when these implied needs were cared for, by the worker, they in no way handicapped the decision-making ability of Mrs. M.

### Conclusions

Mrs. M's primary decision to ask for assistance was based on the process of elimination. We can trace the sincerity of this decision to her attempts to support herself during the period of years her husband was receiving assistance. In this situation the case was simplified by the agency's requirements being met without difficulty or questions.

The need for self-determination was illustrated in the years of life which fall into the later age range. It was, however, as easily apparent as those seen with the other age groups. The implied and expressed need were noted at the beginning of the contacts with the client. The kind of choices and decisions were also discussed under actions and attitudes. The choices and decisions of action were, for the most part, connected with meeting the agency requirements, while those in the form of attitudes centered around the acceptance of the agency's policies.

With reference to the two questions connected with the

worker we may say, without hesitation, that there were no violations of the principle. Again we have seen the importance of the worker's participation in the client's right to self-determination. With observation of the anxiety and confusion under such circumstances, the worker was able to guide and clarify, rather than direct and persuade, in attaining successful results in working out the problem.

## CHAPTER IX

### CASE IX PERDUM

#### Summary of Case

Type of Agency Social Service Department of State Hospital for Mental Disease.

Source of Referral The patient was admitted to the hospital seven years ago. The condition was diagnosed as schizophrenic, paranoid type.

#### Identifying Information

Background Information Wilson Perdum, age twenty-two, was admitted to the hospital because of his behavior which had become increasingly abnormal, being highly imaginative and seclusive. Two years after placement in the hospital he was paroled to his father, who wished to see if a change of environment would help him. He showed little or no progress and a return to the hospital was recommended. However, before this could be done, he was picked up by the police because he had attempted suicide. He continued to be preoccupied with suicidal ideation for a period of time after his return to the hospital. Insulin shock therapy was used, and he quieted down but remained

preoccupied and seclusive. He worked in the library and established no meaningful relationships until after the sixth year in the hospital when he began agitating to go to college. He was then referred to the pre-parole worker and later to the Social Planning Staff.

Family Relationship Mr. P. was non-committal when asked about his family relationships and was reluctant to discuss anything about them. He admitted that his father was extremely emotional and apt to "fly off the handle" with little provocation. He stated that he was closer to his mother than to his father, but there seemed little deep family warmth and affection.

### Needs

Stated As the road to recovery became evident to both Mr. P. and to the medical staff, the need for assistance in finding employment and living arrangements presented itself. Mr. P. expressed his need for the social worker to keep his case opened until he had discussed his plans with the doctor.

Implied Mr. P., as is characteristic of most schizophrenic of paranoid type, had suffered emotional deprivations. His retreat from reality and inability to form relationships implied a need for understanding, acceptance and assurance. This was evidenced by a reaching out for encouragement and need for support in order to avoid another disappointment. We may say, then, that the implied needs were centered on a strong

relationship through which, to some degree, interpretation and clarification could take hold.

### Services Given

A relationship was established through which the stated needs for assistance in employment and living arrangements could be met. The worker showed kindness, indulgence and faithfulness during this long drawn out process of decision making. Mr. P. was helped to see how he had misjudged the world of reality on the basis of his own peculiar unfortunate experiences and interpretations. He was encouraged to express his feelings of hostility and resentment without any fear of disapproval which thus helped him to regain some of his composure and self-confidence.

### Choices and Decisions

#### In the form of actions

1. Decision to see Dr. K. and Dr. J. to discuss his plans for leaving the hospital.
2. Choice of keeping his case opened until an agreement was reached with Dr. J.
3. Choice of waiting to see Miss N, regarding employment, until he knew what could be done for him at the hospital.
4. Decision to see Miss N. - later decision to cancel the appointment.
5. Decision not to go home to live.
6. Decision to go to United States Employment Service and to call Mrs. S. at this office.



7. Decision regarding employment.

- a) choice in the field of library science.
- b) acceptance of job at the University Library.

8. Decision to write to father.

9. Choice of not having a roommate while living at the YMCA.

10. Choice of releasing contacts with worker after a year probation period from the hospital.

11. Decision to go home for Easter.

#### In the form of attitudes

1. Acceptance of appointments.

2. Response to worker's stimuli regarding decisions.

3. Choice of talking to worker before writing his letter regarding the employment.

4. Acceptance and rejection of worker's suggestions.

5. Choice of breaking appointments with worker.

#### Need for Self-Determination

#### As expressed by client

As the case opened we found Mr. Perdurum on the road to recovery so that self-determination could be seen without severe authoritative limitations interfering in this process. Mr. P. stated of his desire to return to school, however, as we shall note later under Limitations, this choice could not be recommended by the hospital staff. We, therefore, see the exercise of self-determination in Mr. P's decision to discuss this subject with the hospital doctors. The evidence was seen in several quotations

from the record:

"Mr. Perdum was willing to see Dr. K. and he will do so before our next visit."

"Mr. Perdum decided that he would see Dr. J. and see what could be worked out."

Following this decision to see the doctor, Mr. Perdum was approached on the subject of his choice of keeping his case opened or having it closed.

"Mr. Perdum wants us to keep his case open in case no agreement can be reached with Dr. J."

Mr. P's need for self-determination was centered in the area of living arrangements and employment after his release from the hospital. After several interviews with the worker there were indications of the need to investigate the job possibilities in the city. Mr. P's various decisions finally worked toward the final decision regarding employment. The following quotations illustrate Mr. P's action in his decisions to go to the city for job planning:

"I told Mr. Perdum of my conversation with Miss N., and he was interested. However, he said he would rather not see her until he knows what can be done."

"We concluded this interview with the understanding that Mr. Perdum could go into the city with me the following Thursday in order to see Miss N. . . ."

"Mr. P. contacted me this afternoon stating that he did not feel quite well enough prepared as yet to go into the city regarding job possibilities."

Regarding the attempts to have Mr. P. visit the United States

Employment Office the following quotations were noted:

"After a time he said that he thought he would like to go to USES if it was only an exploratory visit."

"We were to call Mrs. S., at USES, after lunch so I asked him whether he would like to do it. He hesitated then said he guessed he might as well."

Mr. P's final expressions of self-determination for employment were seen in the following:

"He felt that the right job was the one at the University . . . He was interested in the general field of library science . . . ."

"He said he had come to his decision to accept."

Besides employment, there was a need for self-determination expressed with Mr. P's family relationships and contacts for living arrangements. Illustrations of these from the record were noted:

"He said he would like to write to his father about the other plan before he made his decision."

"I asked whether he had considered going home and he said his mother had invited him but he would stay here."

With the self-determination with living arrangements, Mr. P. expressed the following:

"He didn't know why it hadn't occurred to him before, but now having a roommate seemed impossible."

The final and most important expressed need for self-determination was Mr. P's choice of releasing himself from the worker after he had remained out of the hospital one year. The following illustrates this:

"He does not need us and feels he can plan for himself from this point."

As implied by the client

Mr. P's need for self-determination was implied in his relationship with the worker. His acceptance of her was seen in his request for appointments and expression of confidence. Self-determination, as implied in his desires to see the worker, was pointed out in the following:

"Mr. Perdum had asked for this appointment in order to tell me that his parents had visited. . . ."

"Mr. P. arrived at my office promptly at two as planned. He went directly into his plans around going to the city where he wants to help in the reference room at Palmer Library."

"Mr. P. came to my office under his own steam as our next conference was planned for next week."

Further acceptance was seen in the decision to talk with worker before writing a letter which he considered important.

"He said he would like to talk to me again before he answered his letter."

In contrast to his acceptance of the worker, there was a certain freedom to reject suggestions and ideas offered by the worker. This self-determination may be illustrated by examples from the record:

"He said he could dream of this. I said maybe they could be real too. He couldn't agree to that."

"He did not appear at nine today. . . . I found that he was in the shower and not planning to go with us to the city. . . . He regretted that he had not gone and I said that if the job were still vacant next week we could try again. He said he would like to do so."

Mr. P. often responded, with decisions, to the workers' stimuli which she usually presented in question form. This too was further acceptance of the worker. The following quotations are examples of this form of acceptance.

"I said what does he want? He said he didn't want to go home now."

"Does he want to go on exploring the Palmer Library? He said that he would because we agreed he wasn't sure of either job so far."

"I asked if he wanted to handle it alone. He hesitated and then said he thought he might as well begin now."

### Worker

#### Relationship

Relationship in this type of case was more challenging and important than many casework situations. An abundance of understanding was one of the first steps in helping this client to exert himself to self-determination. The worker's expression of understanding was seen in the following:

"I said that would be quite alright, I could understand that he would not want to go until he felt prepared."

"I said I could understand that but thought he might like his freedom if he could find something outside."

"I said that was a long time, and I could understand that such a change as we were discussing would be fearful for him."

From the past history, stated in the record, of this extremely disturbed man, we saw that particular emphasis was placed on his inability to extend himself in relationships with

both family and peers. The worker showed particular skills in her observations of his overt expressions which cleared the path for the response to the worker's receptiveness. The worker's skills in observation were seen in the following:

"He spoke of the way 'we' do things at the library."

"The patient showed no resentment around this."

"Mr. Perdum showed more out-goingness than ever before, verging on enthusiasm."

The worker's receptiveness was detected in the following:

"I told Mr. Perdum I was glad for him to take him time about leaving the hospital, and I did not want to push him in anything."

"I told him what an important decision it seemed to me and that I hoped it felt right and comfortable to him."

### Community Resources

Mr. Perdum had been in the hospital for seven years, consequently, was insecure as to how to proceed in attempting employment. There was a need to acquaint the client with community resources in this area. The worker presented Mr. P. with this information in the following manner:

"I asked if he thought any more of library training and spoke briefly of Rehabilitation Bureau and its benefits."

"I assured him that U.S. Employment Service would not want him unless he wanted a job himself."

"I said probably the Rehabilitation Bureau could help him to work out some plan as he is not interested in a full time job at the Palmer Library."

With the resource information Mr. P. was allowed to make his

own choice in method of seeking employment.

Helping the client to see problem

Mr. P. had difficulty in releasing himself from the security he found in the hospital. He had not been encouraged in his last experience with a parole, and needed the worker's support and guidance in helping him see what was before him and what was to be overcome. When Mr. P. felt the acceptance of the worker, he was able to understand and adjust to his limitations. The acceptance, which was a strong point through the relationship, may be exemplified by the following quotations:

"His only concern in leaving was financial independence and I could see how real that concern was."

"I told him when you are at a crossroad I knew how hard it is to decide which road to follow and even though we couldn't be sure, we did have to choose, didn't we?"

"Worker agreed he had made an excellent adjustment and she could understand the struggle he must have had with himself at first in leaving the hospital and the security it had afforded him."

The worker's identification with the client was also indicated as a necessity for reducing the problems.

"I said it was still exploring, but I guessed we knew more now. He said yes, he would sleep on it. I said that was how I liked to approach things too."

Further support in helping the client see his problems more clearly was seen in assurance and reassurance which were necessary to rebuild ego strengths. Discussions and reorganization of past plans were also indicated during this period of

guidance toward independence. Several examples of the worker's activities in these areas were seen:

"I told Mr. Perdum that we could help him make arrangements to live outside the hospital, possibly in the city and work toward becoming self-supporting if he decides he wants this."

"We discussed some of the positives and negative factors around his proposed experience and he saw all library jobs as routine except reference room."

"We discussed what he is really saying is whether he wants to leave."

"I pointed out that parole from the hospital would be an opportunity for him to evaluate this and other possibilities."

### Stimulation

Mr. P's main problem was centered around finding suitable employment and leaving the security of the hospital setting. The worker was aware of the importance of the necessary stimulation to help Mr. P release some of his feelings and verbalize his fears in leaving the hospital. The following are some of the techniques used to ease the client into this verbalization:

"I wondered what else Mr. Perdum might do at this time."

"I asked how he sees himself and how he feels about leaving."

"I asked whether financial independence was his only reason for wanting to leave. Did he see any other satisfaction that he could get on the outside?"

With the worker's information of Mr. P's past experience she was able to help him clarify his fears and to stimulate still further in the release of the many problems. Still in the area of the hospital release, the following illustrates



the worker's activities:

"I asked him if what he was saying was that he wasn't sure he wanted to leave the hospital because he had been there a long time. . . . I asked how he thought living outside would feel. . . . I referred to his last parole experience and the fact that it was not a happy one. I asked him if he knew when these episodes that brought him here were coming. . . . I asked whether if he were in the community he would feel comfortable about coming back if he felt things were getting too much for him. . . ."

Mr. P. also presented feelings regarding past college experiences and the desire to return. The worker stimulated the expressions of these feelings in the following manner:

"I asked if he was still considering a return to college?"

"I asked him how he felt about having left college. . . . He fears that if he moves he won't be able to go on with his writing."

The worker was also confronted with the task of guiding Mr. P. to the proper employment. It was a major decision for him to choose the type of work most desirable. In helping Mr. P. to make this decision the worker used the following manner of approach:

"I asked whether he wanted to become a librarian. . . . I said did he want anything very much. . . . I said was he really saying he was a little afraid to go on his own. . . . I asked whether he felt any differently now. . . . I said did he think things would be different this time."

"I asked whether he had made any decision about the job. . . . I asked if he expected to have that much time for writing on the outside and he said, no, he guessed he wouldn't."

"He finally stated that he would prefer the University Library to the Palmer Library. I asked why. . . ."

In stimulating to help release feelings about his

father the following question was used:

"I asked him about his contact with his father . . . ."

### Limitations

#### Capacity

The capacity of this client played a most important part in the expressions of self-determination. We saw this in the apparent insecurity in decision making. This man's past experiences had to be given major considerations so that there would be proper guidance in making the correct decision and in allowing this self-determination to take hold. There remained, to be handled by the worker, the hostilities and resentments, from these experiences which clouded and often blocked the best decisions. The following passage from the record showed some of this behavior, and points out the proper guidance in resolving certain feelings, and with expressions of self-determination:

"I asked how long that would take and he said about three weeks. I asked if he thought that was a long time to keep Dr. A. waiting and he said that Dr. A. had kept him waiting a long time. I said I knew that it was hard to see why he couldn't wait too but my experience had been that when large institutions make jobs they wanted them filled fairly promptly."

We see, then, that Mr. P's freedom was somewhat limited by his capacity in the sense that the decision making was directed through the guidance of the worker.

#### Framework of Social and Moral Good

Mr. P's decision making was also limited by what the

hospital staff felt was best for him. They knew and understood his situation and capacity for making the necessary choices and decisions which confronted him. One of Mr. P's first decisions was to return to school. From the social and emotional background presented by the client it was highly recommended that he not return to this type of environment. This limitation on the client's right to self-determination was illustrated in the following passage:

"I saw Mr. Perdum by appointment at the S.S.O. and learned that he preferred to go to college to any other plan for living outside. . . . I expressed understanding but told him of the staff's recommendation saying that the staff felt it would be wise for him to do practical preparatory work."

In spite of this recommendation Mr. P. still was desirous of returning to school. The following points out Mr. P's reaction to this:

"The staff would not recommend that he go to college . . . Mr. P. acted somewhat blocked and was trying to understand why this decision had been reached."

#### Agency Limitations

There were certain functions within the hospital policies which limited Mr. P's freedom in decisions. It was a watchful eye the hospital wished to place on their patient; keeping in mind his future and welfare. While on parole from the hospital he realized his limitations in that it was necessary to consult the hospital before actually making any decisions.

This was seen in the following:

"In July Mr. Perdur found a room to live in . . . He notified worker of this, raising the question as to whether he would be permitted to move . . . The worker said she could not reply without consulting the doctor."

### Conclusions

Most important of all considerations was the setting under which this activity took place. The case material did not begin until Mr. P. had showed signs of recovery and was able to express the need for help.

In answering the questions which refer to the client's need for self-determination, we have seen that his need, in spite of emotional disturbance, was as apparent as in the other cases discussed. The expressed and implied need were apparent at the beginning of the case material; however, there was a more lengthy time element involved in the expression of the need. The choices and decisions were observed in both action and attitude forms. As in the previous cases, the self-determination of actions centered in the direction of the final decision to leave the hospital, while the implied, influencing the action, was concerned with the acceptance and adjustment to living outside the hospital.

The worker's role was of striking importance. Although there were no violations of the principle, there were decided influences from the limitations imposed. It was true that the

client had a right and need to make his own decisions, but it must be remembered that the man lived in confusion and anxiety during the seven years of hospitalization. We also saw, during this period, the fear and insecurity in making choices and decisions. It was up to the worker to encourage Mr. P to come to decisions of his own accord and in the direction best for him. The lack of security within himself to gain independence, and the attempt of the worker to foster less dependence, were seen in the worker's handling of Mr. P. when he requested help with his decisions.

## CHAPTER X

### CASE X SULLIVAN

#### Summary of Case

Type of Agency Private Family Agency.

Source of Referral First known to the agency in 1933. Services continued until 1936. In February 1945 Mr. S., again contacted the agency.

#### Identifying Information

Health In February 1945 Mr. S., approximately eighty years old, called the agency and requested some clothing. He indicated, to the worker, that during the past ten years his life had not been especially pleasant. He was suffering from increasing blindness resulting from severe burns to his eyes while working for a utilities company. The eyeball was severely burned, and he received treatment in a St. Louis hospital for six months. Although Mr. S. was over sixty-five years, he was unable to qualify for Old Age Assistance because he was not a citizen. He had not been able to obtain his citizenship papers as he did not have a birth certificate. He had never applied for Blind Assistance.

Relatives Mr. S. had no living relatives.

Employment History Mr. S. had worked on the construction of the Landers Building and at the Bland Hotel after he had arrived in the States for Ireland. He later worked for the Utilities Company where he received the injury to his eye.

Living Arrangements Mr. S. was living in the basement of a two-story home which was owned by Dr. Sand. The entrance was at the rear of the home. The bedroom led to the coal bin, and in order to fill the stoker it was necessary to carry each shovel of coal through his room. The Township Supervisor payed ten dollars per month for the living quarters and provided a grocery order for thirteen dollars monthly.

Needs

Stated Mr. S. contacted the Family Service Society and requested only a sweater and some other clothing.

Implied When Mr. S. requested clothing from the worker he indicated his unhappiness. His implied needs centered in the area for security in his old age. He was unable to manage on his thirteen dollars food budget, consequently, was hungry most of the time. His hesitancy in accepting financial help from the Family Service Society indicated his fear of losing his assistance from the township relief fund. Mr. S. indicated a need for clarification of community resources and encouragement in applying for the Blind Assistance. He implied a need

for acceptance and reassurance that he would not be left without help in his old age.

### Services Given

Mr. S. was given assistance with his stated needs. The worker's first attempts to help create a more comfortable life for Mr. S. was with an explanation of Blind Assistance and encouragement to make application. Mr. S. was allowed to release his fears for not accepting supplementation from PSS while his application for B.A. was pending. The worker sincerely accepted the client and assured him that he could turn to the agency for help at any time.

### Choices and Decisions

#### In the form of action

1. Decision to contact the agency for clothing.
2. Acceptance of appointments.
3. Request for information regarding Blind Assistance.
4. Decision to apply for Blind Assistance.
5. Request that the eye examination not be made by Dr. Poole.
6. Decision to wait until there was a definite decision on the B.A. before receiving supplementation from PSS.
7. Later, the decision to accept the assistance from PSS.
8. Request for money for milk.
9. Decision to continue contacts with Mrs. Jones.



#### 10. Decision to move.

##### In the form of attitudes

1. Positive reaction to worker's encouragement.
2. Choice of discussing, voluntarily, living arrangements in detail.
3. Choice of discussing physical condition with the worker.
4. Acceptance of worker's opinions.

##### Need for Self-Determination

##### As expressed by Mr. S.

Mr. S. had been seen by the FSS between the years 1933 and 1936. Following this period he received some assistance from the township relief, and it was not until 1945 that Mr. S. again expressed his need for help from FSS. With his request he expressed a willingness for future appointments. These expressed needs for self-determination were seen in the following quotations:

"In February 1945 Mr. S. called at the FSS, requesting a sweater and some other clothing."

"He said he'd be glad to have me telephone her and call any time I pleased."

"He stated that he'd be glad to come in any time I wished."

During the first interview the worker questioned Mr. S. regarding an application for Blind Assistance. Mr. S. appeared greatly interested and requested further information with the

final decision to place his application. The following are direct quotations from the record which indicate Mr. S's self-determination and the worker's participation in the decisions.

"He asked me to tell him about B.A. I explained that BA did not require citizenship of its recipients but that it did require proof of residence for the year immediately preceding application."

"Mr. S. seemed greatly interested and asked how he should go about applying for BA. I explained that he should talk to Mrs. O'Neal of the County Department of Public Welfare. I gave him the address."

"He said he would make application the following morning."

Mr. S's self-determination was further expressed when he stated to the worker that he would not accept assistance from FSS until a decision had been reached on his application for BA. Evidence of this was seen in the following quotations from the record:

"He agreed that he needed extra assistance but said he would rather that FSS waited until a decision was reached regarding his eligibility for BA. He said he would welcome such an offer after the BA question was settled."

"I did my best to assure Mr. S. that Mrs. Green would want him to take advantage of any extra help which might be offered him. Nevertheless, he said he'd still prefer to wait awhile."

Later Mr. S. reconsidered the offer from FSS and made the decision to accept their added assistance.

"Mr. S. asked if he could have a few dollars to tide him over until his BA check comes."

Mr. S. was determined that he would refuse to be ex-

amined by a certain Dr. Poole should this be required before BA could be given.

"He requested that he not be examined by Dr. Poole."

At the close of contacts, Mr. S. exerted his self-determination in his decision to move and to keep in occasional contact with Mrs. Jones.

"Mr. S. would like to move . . . He would like the PSS to take back the bed which the agency had given him."

"Mr. S. said he intended to keep in touch with Mrs. Jones."

As implied by Mr. S.

Mr. S's implied need for self-determination was centered around his relationship with the worker. He had indicated that his life had been unpleasant for the past ten years. He was free to accept or reject the worker. This acceptance was seen in the following quotations from the record:

"Mr. S. accepted my identification but didn't warm up to me until I added that I worked for Mrs. Jones."

"Mrs. S. asked me to be seated and started to pull another chair over to where I was sitting."

His acceptance was further seen as he allowed the worker to tour his rooms and to volunteer certain personal information during this tour.

"Mr. S. then showed me the other rooms on the basement."

"As we left the bedroom, he volunteered the information that the township supervisor pays Dr. Sand \$10 per month for Mr. S's quarters."

He took the worker into his confidence regarding his

physical condition and was able to release his fears regarding this:

"He has been unable to obtain adequate treatment for his rapidly failing eyes."

"He asked me to look at his eyes."

As a good relationship continued between Mr. S. and the worker, Mr. S. felt free to request the worker's opinions on various matters and to react positively to the worker's encouragement and suggestions. The following are examples seen in the record:

"He thought for a while and then said that if I thought it was alright then he'd be grateful for any help that FSS could give him."

"I asked how he would like to have the money - \$3.10 twice a month or \$6.20 once a month. He replied that he would rather that I decide this, that he would not mind how the money was given him."

"I asked if he would like a better pair of shoes. He said he would . . . He decided they fit perfectly."

#### Worker

#### Relationship

The excellent relationship between the worker and client enabled successful results. The worker was quick to observe implied attitudes presented by Mr. S. The worker noted, in detail, the poor circumstances under which Mr. S. was living. Through this observance the worker was able to understand Mr. S's needs and to establish a satisfactory relationship. The following are examples of the worker's observations:

"From the bedroom a door led into the coal bin. To fill the stoker it was necessary to carry each shovel of coal through Mr. S's bedroom."

"Worker noted that in spite of these things Mr. S. seemed to have maintained a certain gracious dignity."

Mr. S. was allowed to express himself as freely as he wished while the worker listened carefully; thus assuring Mr. S. he was interested in his difficulties and wished to help. The following are the quotations which illustrate this freedom in expression.

"He told of how his father had come to this country and then sent for him . . . He explained that it was while working for the utilities company that his eyes had been injured."

"He went on telling me again of how a number of people had done their best to establish his eligibility for OAA."

"Mr. S. told of his fear that he might have to spend the last days of his life at the county home . . . He said he wants a proper Catholic burial. I suggested that he talk this over with Mr. Conway."

During their relationship the worker encouraged and assured Mr. S. that the agency would always be available to him for his needs. This was done in the following manner:

"I assured him that Mr. Conway was probably very busy and would certainly call on him as soon as possible."

"Although BA would probably meet all of his financial needs, I would be glad to have him continue to come in for these talks as long as he wished."

"I assured him that the BA program did have some provision for medical care."

#### Community Resources

The client's need for understanding of community

services was in the area of Blind Assistance. Following an explanation of this type of service it was also necessary for the worker to clarify the services of PSS. The following are the examples of the explanations of community resources.

"I asked Mr. S. if he had ever thought of applying for Blind Assistance . . . He asked me to tell him about this."

"The agency's primary interest was in helping him to live more comfortably and in greater security."

"I explained that the PSS was considering the possibility of supplementing the township's relief to Mr. S."

#### Helping the client to see problem

Before any satisfactory relationship could be established so that the worker could aid in the difficulty, it was necessary for the worker to put Mr. S. at ease and to make him feel he was accepted. The worker's acceptance of Mr. S's problems was seen in the following quotations.

"I told him that I would be willing to see him as long and as often as he liked, and I asked when he would like to come and see me again."

"I told Mr. S. that I thought his intentions were commendable but that we had not intended to make him feel he must pay back what had been given him."

The worker further aided Mr. S. to clearly see his problem by identifying with him, thus enabling greater security with and trust in the worker. The following are examples of this:

"I assured him that I appreciated the difficulty he was having."

"I said that I certainly appreciated his wish for some real food."

The worker clarified certain points which were disturbing to Mr. S. With clarification he was able to more clearly understand his situation. Mr. S. was confused about the requirement of a birth certificate. Although it was explained that this was not a requirement for Blind Assistance, he, nevertheless, brought what he thought was his birth certificate. The worker clarified this in the following manner:

"He showed me a birth certificate for Mary Jefferson. I explained to him that this was not his . . . It certified to the birth of Mary Jefferson in 1862."

Mr. S's concern for his food budget was handled thus:

"I told Mr. S. that I had understood that if he received Blind Assistance, he would be allowed to eat his meals wherever he pleased, and I suggested that he ask Mr. Conway about this the next time he saw him."

#### Stimulation

Mr. S's main problem was concerned with his financial situation. He appeared unable to think clearly of his future needs. The worker introduced stimulation, in the following manner, to help Mr. S. to think about and clarify the problems in his own mind.

"I asked if he thought living in the basement was affecting his health."

"I asked if he had ever thought of applying for Blind Assistance."

"I asked him why he was reluctant to accept help now. He seemed unable to put into words what he was trying to say. I asked if his reluctance to accept help from PSS was the result of any fear on his part that the township supervisor would ter-

minate or reduce his present allotment. He admitted this."

"I said that I would see if the Family Service Society could supplement the township relief for a while, and I asked him what his needs were besides a more adequate food budget."

### Limitations

#### Capacity

Through observation and evaluation of Mr. S's words and actions, the worker was able to determine the capacity and ability of this client to make decisions. In spite of the fact that Mr. S. was close to eighty years old, he appeared to be mentally alert and desirous of making his own decision. There was some limitation with the lack of clarity and understanding of the community services. The worker was aware that Mr. S. required guidance but wished to be free in making his own final decision. In the decision to accept supplementary assistance from FSS he hesitated because of insecurity and fear of losing the assistance he was then receiving. With this in mind the worker continued to clarify and encourage his client. This was seen in the following quotation.

"Mr. S. seemed unable to accept my assurance that Mrs. Green would not reduce or terminate his present relief, so I suggested that perhaps Mr. S. might like to think the matter over and then come to the office and discuss it with me."

#### Agency Limitation

Mr. S's choices and decisions appeared in no way limited by agency policies. Without question he was eligible



for his primary request, i.e. clothing. It was not necessary for the worker to stress the agency requirement as Mr. S. volunteered much of the information necessary for meeting requirements.

"He volunteered the information that the township supervisor pays Dr. Sand ten dollars per month for Mr. S's quarters."

Mr. S's only hesitancy in meeting requirements connected with BA was regarding the eye examination. He did not wish to be examined by Dr. Poole. Since Dr. Poole was not a member of the examining board, it was not necessary for Mr. S. to put this decision into practice.

#### Conclusions

This case involved an eighty year old man, mentally alert, but in need of encouragement to take the necessary steps in obtaining assistance.

With reference to the first three questions in the Introduction, the need for self-determination was easily and clearly seen throughout the record. Both the implied and expressed need were observed at the beginning of the case material. The client had a need for self-determination in the choices and decisions in the form of attitudes and actions. Although there was a greater variety of those seen in action form, the choices and decisions of attitudes were an influence on those expressed or seen in actions.

The worker's participation was extremely important.

The task was to stimulate the client to express his fears, and to have trust in the worker so that guidance would be successful. Violations of this principle were not seen; however, one point was in need of clarification. In one of Mr. S's statements to the worker he used the word persuade. It may be best to quote the statement: "Mr. S. thanked me for persuading him to apply for blind assistance." It was felt that the word "persuade" was loosely used. There was no indication, within the case recording, which would indicate that the client was persuaded to apply for Blind Assistance. Mr. S. requested that the worker explain this type of assistance to him. He appeared grateful for the information and, through his own decision, placed his application.

The client was given every opportunity to express himself. Old age did not limit the freedom of choice or decision, nor was the client, in any way, influenced to accept the suggestions and plans of the worker.

## CHAPTER XI

### SUMMARY AND CONCLUSIONS

Ten case records, selected from those published by the American Association of Schools of Social Work, were analyzed with focus on the principle of client self-determination. Each case was individually analyzed, beginning with a brief summary of the content of the material and followed with the activity on the part of the client and worker. Direct quotations from the record were used to illustrate the points under each topic heading as presented in the Introduction.

The following brief statements, to familiarize the reader with the setting and problems of each case, are given for convenience and clarity before answering the questions proposed in the Introduction.

#### Case I Bedeaux

Setting: Private Family Service Agency referred through the county school attendance officer.

Problems: Mother ill; father and six children, four to fifteen years of age, in need of financial help and household planning.

#### Case II Carlos

Setting: Social Service Department of Hospital.

**Problems:** Young mother developed complications following the birth of her first child. Husband on furlough from Army and is confused regarding plans for the baby.

**Case III Crandon**

**Setting:** Home for Girls with casework services rendered through the county agency.

**Problems:** Fifteen year old girl unable to adjust to institution.

**Case IV Latham**

**Setting:** Sixteen year old girl referred to Private Family Agency through her Minister.

**Problems:** Girl had conceived out of wedlock and a forced marriage had taken place. Husband deserted after two days and father would no longer keep the girl in his home.

**Case V Marshall**

**Setting:** Family Service Agency referred through American Red Cross.

**Problems:** Young married couple requested placement of unborn baby. The baby had been conceived out of wedlock and couple felt they could not explain their situation to their families nor were they ready to accept the responsibilities of a child.

**Case VI McKinley**

**Setting:** Child Guidance clinic referred through neighbor.

**Problems:** Six year old boy presented problems of enuresis, frequent asthmatic attacks, school difficulties, thumb sucking and dishonesty.

**Case VII Mueller, Mr.**

**Setting:** Family Service Division referred through the

family physician.

Problems: Forty-seven year old man, fully recovered from a tubercular condition, found difficulties in finding employment. He was unable to obtain any information regarding his physical condition.

#### Case VIII Mueller, Mrs.

Setting: Public Agency administering wategorical aids.

Problems: Mrs. M. unable to continue supporting herself by raising chickens. Husband had been receiving for past three years, but Mrs. M. had found it difficult to accept this type of help.

#### Case IX Perdum

Setting: Social Service Department of State Hospital for Mental Diseases.

Problems: Patient admitted to hospital because of his behavior which had become increasingly abnormal. After his sixth year in the hospital he began to agitate to leave the hospital and lead a normal life.

#### Case X Sullivan

Setting: Private Family Agency. Man known to this agency since 1933.

Problems: Eighty year old man suffering from increasing blindness was in need of financial help. He was unable to qualify for Old Age Assistance.

The answers to the eight questions in the Introduction of this study are given in the following paragraphs:

#### 1. Is the client's need for self-determination easily apparent?

In all ten of the cases analyzed this need, implied and expressed, was clearly and easily observed.

2. Is this need more often implied than expressed?

The implied and expressed need for self-determination was seen in the ten cases. The implied need for this freedom was consistent with all clients. In spite of the type of problem or personality of the client, this implied need was present and could be seen throughout the record. The expressed need, on the other hand, was not as consistently noted as the implied. The appearance of the expressed need, in the ten cases, was directly related to the problem and the individuality of each client. Six <sup>1</sup> of the ten clients came to the agency with a specific request. Of the four remaining clients one was a six year old boy <sup>2</sup> who was unable, because of age, to request this help; two were adolescent girls <sup>3</sup> unaware of agency services; and a married couple <sup>4</sup> who found social services as part of the hospital functions. With the four latter situations, however, the expressed need for self-determination began with the casework relationship and continued, as the implied, throughout the record.

3. In what kind of choices and decisions does the client have a need for self-determination?

---

1 Case I Bedeaux, Case V Marshall, Case VII Mueller, Mr., Case VIII Mueller Mrs., Case IX Perdum, Case X Sullivan.

2 Case VI McKinley

3 Case III Crandon, Case IV Latham.

4 Case II Carlos.

Choices and decisions which took their form in actions and attitudes were observed in all ten of the cases. After examination of these two groupings it was found that the choices and decisions under attitudes had a direct bearing on those which were expressed or seen in action. The degree of relatedness was in proportion to the kind of service requested or goal to be attained, degree of complication, and emotional involvement. It was found possible to divide the ten cases into four groups in order to point out this varying degree of relationship between the choices and decisions of action and attitude. Cases I, II, IV, V, VII<sup>5</sup> had specific final decisions to be reached. There were, in these five cases, definite indications of confusion or lack of security in making the best decision. The attitudes of these clients, consequently, required proper guidance for successful action. Cases III and VI<sup>6</sup> involved psychological factors of environmental adjustment rather than the reaching of a final decision as in the five cases mentioned above. Evidence showed, however, that choices and decisions of action, important in removing the psychological factors, were related to the client's attitudes. Cases VIII and X<sup>7</sup> illustrated specific

---

<sup>5</sup> Case I Bedeaux, Case II Carlos, Case IV Latham, Case V Marshall, Case VII Mueller, Mr.

<sup>6</sup> Case III Crandon, Case VI McKinley.

<sup>7</sup> Case VIII Mueller, Mrs., Case X Sullivan.

requests being met without noticeable changes or influence from the choices and decisions of attitude form. There were some emotional factors existent in these two cases, but the involvement was not so great as in the other cases. Case IX<sup>8</sup> appeared to stand alone because of the circumstances of the problem and setting in which the action took place. There was an interplay of influence between the actions and attitude, i.e., it would be difficult to say that the choices and decisions of attitude had a greater influence on those of action, or visa versa.

4. How important is the worker's participation in the expression of this need?

The most outstanding conclusion of the analysis was the striking evidence which played up the importance of the worker's activity in the client's need for self-determination, expressed or implied. There were definite indications that the clients' choices and decisions, in the form of attitudes, were stimulated through the acceptance of the worker, while those which were expressed resulted from the guidance and direction of this same worker. The worker was the source through which the client was able to find the adjustment and maturity which, consciously or unconsciously, helped him in making constructive

---

<sup>8</sup> Case IX Perdum.



choices and decisions.

5. Are there any clear cut or doubtful violations of the principle?

There were no clear cut violations of this principle in the ten case record analyzed. We must remember, however, that the chosen cases were those used for teaching purposes and emphasized the positives of casework skills and techniques. With reference to the doubtful violations, three<sup>9</sup> of the ten cases required clarification before being removed from this category. Question arose from two<sup>10</sup> of the cases regarding the methods used in bringing the client to the agency. Question arose in the third<sup>11</sup> because of a statement made by the client. It was felt that this clarification could be justly made in the following manner:

Case I Bedeaux: Mr. B. did not come to the agency of his own volition. The family's situation was first reported by the school attendance officer. The second was made by Mr. B's sister who was helping the family at that time. The sister was told the agency would contact her the following day; reasons for the delay were not given in the record. From the presentation of the case material it appeared justifiable to assume

---

9 Case I Bedeaux, Case IV Latham, Case X Sullivan.

10 Case I Bedeaux, Case IV Latham.

11 Case X Sullivan.

that the possibility of help from the agency had been discussed between Mr. B. and his sister, with the agreement that the sister contact the agency. Reason for this belief was Mr. B's attitude during the telephone conversation with the worker. He was given the choice of coming to the agency to discuss his situation. The referral or report made by the school officer can be directed to the limitation of self-determination arising from community standards.

Case IV Latham: There was no self-determination in the method used in bringing this sixteen year old girl to the agency. The violation of the principle, however, can be directed to the girl's father who had tricked her into seeing the worker. Realization of this, by the worker, was immediate. An explanation of agency services was made, and the girl was then given a choice of accepting or rejecting these services.

Case X Sullivan: The following statement used by Mr. S. might imply negative activity on the part of the worker: "Mr. S. thanked me for persuading him to apply for Blind Assistance." There was no evidence in the record to indicate persuasion was used. It was felt that the word was loosely used and could not be given the same meaning as that "persuasion" of the worker which would violate the client's right to self-determination.

6. Do certain limitations of the client's right appear more often than others?

<u>Limitation</u>	<u>Number of cases</u>
Capacity	10
Function of Agency	5
Community Norms	4
Social and Moral Good	2
Law and Authority	2

7. What questions or problems arose during or following the analysis?

The client's right and need for self-determination, and the worker's role in the expression of this right, were clearly and obviously seen in all ten records. However, the discussion of the worker's role was divided into four sections, but upon completion of the analysis there was some question as to whether the complete activity might have been more correctly discussed and divided into sub-headings under "Relationship". The client-worker relationship was extremely important in the expression of this right of self-determination, and the realization of what is contained in this right must be securely founded in the mind of the worker. From this the question arose as to the importance of the skills and techniques of the casework process. Can the client have sufficient freedom of self-determination if the worker is uninformed, even partially, of the Knowledge, Principles, Attitudes, and Methods of Social Casework?

There was some problem in the evaluation of Limitations of self-determination. Specifically the problem was in attempting to distinguish the degree of the limitation, especially the

limitations arising from community standards and the client's capacity for constructive self-determination. Mr. Perdum was the only client of the ten who was denied his decision to go to college. In the limitations discussed in the other cases, it was noted that the interpretation and clarification, given by the worker, removed the feeling that the client was actually limited. The question then arose as to whether we were justified in using the term "limitations" for the material which was discussed in this area.

8. May we justly say that the three propositions of this principle are unmistakably applicable to case material?

We may justly say that the case analysis endorsed the content of the principle as we saw the interrelatedness of the client, worker, and society in general through which limitations of the freedom are imposed. It has further pointed out that a sincere and well practiced philosophy of life is tied up in the understanding of this principle.

## BIBLIOGRAPHY

### A. BOOKS

- Biestek, Felix P., S.J., The Principle of Client Self-Determination in Social Casework, Washington, D.C., 1951.
- Garrett, Arnette, Interviewing: Its Principles and Methods, New York, 1942.
- Hamilton, Gordon, Principles of Social Case Recording, New York, 1946.
- Hamilton, Gordon, Theory and Practice of Social Case Work, New York, 2nd ed., 1951.
- Josselyn, Irene M., Psychosocial Developmentt of Children, New York, 1948.

### B. ARTICLES

Social Casework: formerly called The Family and Journal of Social Casework.

Biestek, Felix P., S.J., "The Principle of Client Self-Determination", November, 1951, 869-75.

Bowers, Swithum, "The Nature and Definition of Social Casework", December, 1949, 412-17.

Clow, Lucia B., "The Art of Helping Through the Interview", July, 1925, 129-32.

Dexter, Elizabeth H., "Activity in Case Work Relationship", October, 1933, 203-7.

Kasanin, J., "A Critique of Some of the Newer Trends in Case Work", April, 1935, 35-38.

Social Casework (continued)

Dubase, Jean N., "The Interview of Persuasion", July, 1924,  
128-32.

Pray, Kenneth L., "A Restatement of the Generic Principles of  
Social Casework", October, 1947, 285-90.

Wright, Lucy, "The Worker's Attitude as an Element in Social  
Casework", July, 1924, 103-9.