

# Definition of Social Work according to <http://ifsw.org/policies/definition-of-social-work/>

## Definition

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

## Commentary

Social work in its various forms addresses the multiple, complex transactions between people and their environments. Its mission is to **enable all people to develop their full potential, enrich their lives, and prevent dysfunction**. Professional social work is focused on **problem solving and change**. As such, social workers are **change agents** in society and in the lives of the individuals, families and communities they serve. Social work is an interrelated system of values, theory and practice.

## Values

Social work grew out of humanitarian and democratic ideals, and its values are based on **respect for the equality, worth, and dignity of all people**. Since its beginnings over a century ago, social work practice has focused on meeting human needs and **developing human potential**. Human rights and social justice serve as the motivation and justification for social work action. In solidarity with those who are dis-advantaged, the profession strives to **alleviate poverty** and to **liberate vulnerable and oppressed people** in order to **promote social inclusion**. Social work values are embodied in the profession's national and international codes of ethics.

## Theory

Social work bases its methodology on a systematic body of evidence-based knowledge derived from research and practice evaluation, including local and indigenous knowledge specific to its context. It recognises the complexity of interactions between human beings and their environment, and the capacity of people both to be affected by and to alter the multiple influences upon them including bio-psychosocial factors. The social work profession draws on theories of human development and behaviour and social systems to analyse complex situations and to facilitate individual, organisational, social and cultural changes.

## Practice

Social work **addresses the barriers, inequities and injustices** that exist in society. It **responds to crises and emergencies** as well as to **everyday personal and social problems**. Social work utilises a variety of skills, techniques, and activities consistent with its **holistic focus on persons and their environments**. Social work interventions range from primarily person-focused psychosocial processes to involvement in social policy, planning and development. These include counselling, clinical social work, group work, social pedagogical work, and family treatment and therapy as well as efforts to help people obtain services and resources in the community. Interventions also include agency administration, community organisation and engaging in social and political action to impact social policy and economic development. The holistic focus of social work is universal, but the priorities of social work practice will vary from country to country and from time to time depending on cultural, historical, and socio-economic conditions.

Adopted by the IFSW General Meeting in Montréal, Canada, July 2000.

\*This international definition of the social work profession replaces the IFSW definition adopted in 1982. It is understood that social work in the 21st century is dynamic and evolving, and therefore no definition should be regarded as exhaustive.



# Social Work in its Broad Sense

Explain the following terms in English

- solidarity
- unification of the allowances
- regional authority
- municipal office
- self-employed person
- gross salary
- subsistence minimum
- living costs
- recipient
- institutional social care
- field social care

**Social policy** aims to improve human welfare and to meet human needs for education, health, housing and social security.

Modern-day social policies deal with the following issues:

- the rules surrounding issues of marriage, divorce, and adoption
- poverty, welfare, and homelessness and how it is to deal with these issues

Social policy may be influenced by religion and the religious beliefs of politicians. Right-wing political parties as a whole generally favour a more traditionalist approach that favours individual initiative and private enterprise in social policy. Left-wing political parties, on the other hand favour the guarantee of equal rights and entitlements to all people and tend to favour state regulation or insurance to support this.

## **Social safety net**

The social safety net is a term used to describe a collection of services provided by the state (such as welfare, unemployment benefit, universal healthcare, homeless shelters, and various subsidized services such as transit), which prevent any individual from falling into poverty beyond a certain level.

A practical example of how the safety net works would be a single mother with several children, unable to work. By receiving money from the government to support her children, along with universal health care and free education, she can give her children a better chance at becoming successful members of society, rather than be caught up in the hopelessness of extreme poverty.

## **Social Security**

Social security is sometimes used to refer specifically to social insurance, but more generally it is a term used for personal financial assistance, in whatever form it may take. It is also referred to as "income maintenance".

The reasons why financial assistance are given include:

- the relief of poverty and
- social protection.

The idea of 'social security' implies that people ought to be able to feel secure. This involves, not only being protected against poverty, but being protected against the hardships that may arise through a change in circumstances.

1. Redistribution. Benefits which go to people who have inadequate incomes, at the expense of people who have more.
2. Solidarity. Social security is seen not simply as charity, but as a form of mutual co-operation. It is a principle which can be extended to the rest of the welfare state.

## Welfare state

The concept of the welfare state remains controversial, and there is continuing debate over governments' responsibility for their citizens' welfare.

### Arguments in favour:

- Humanitarian - the right to the basic necessities of life is a fundamental human right, and people should not be allowed to suffer unnecessarily through lack of provision.
- Democratic - the gradual extension of social protection is increasingly favoured by the citizens of developed economies, who have approved these as part of political election campaign promises.
- Ethical - reciprocity (or fair exchange) is nearly universal as a moral principle, and most welfare systems are based around patterns of generalised exchange.
- Altruism - helping others is a moral obligation in most cultures; charity and support for people who cannot help themselves are also widely thought to be moral choices.
- Religious - major world religions emphasize the importance of social organization rather than personal development alone. Religious obligations include the duty of charity and the obligation for solidarity.
- Economic - social programmes perform a range of economic functions, including e.g. the regulation of demand and structuring the labour market.
- Social - social programmes are used to promote objectives regarding education, family and work.
- Economies of scale - some services can be more efficiently paid for when bought "in bulk" by the government for the public, rather than purchased by individual consumers. The highway system, water distribution, the fire department, universal health, and national defense might be some examples.
- Anti-criminal - people with low incomes do not need to resort to crime to stay alive, thus reducing the crime rate. Empirical evidence indicates that welfare programmes reduce property crime.

### Arguments against:

- Moral (compulsion) - libertarians believe that the "nanny state" infringes upon individual freedom, forcing the individual to subsidize the consumption of others. They argue that social spending reduces the right of individuals to transfer some of their wealth to others.
- Anti-regulatory - the welfare state is accused of imposing greater burdens on private businesses, of potentially slowing growth and creating unemployment.
- Efficiency - advocates of the free market believe that it leads to more efficient and effective production and service delivery than state-run welfare programmes. They argue that high social spending is costly and must be funded out of higher levels of taxation.
- *Motivall a* Motivation and incentives - the welfare state may have undesirable effects on behaviour, fostering dependency, destroying incentives and sapping motivation to work.
- Illogical - As more people go onto welfare, the people that have jobs will have to pay higher taxes, thus reducing the amount of money they earn from work. If the amount of money people get through welfare is near the amount of money that people earn through legitimate work, they will quit work to go onto welfare. Criticism of welfare states concern the idea that a welfare state makes citizens dependent and less inclined to work.

# What Is a Welfare State?

<http://education-portal.com/academy/lesson/the-welfare-state.html#lesson>

So let's discuss the welfare state and its development within modern European history. What exactly is a welfare state? A **welfare state** is a nation-state whose government is committed to ensuring economic and social well-being through redistribution of wealth and other government-sponsored programs. While the precise components of a welfare state vary, most modern welfare states tend to contain elements of democracy and socialism.















Welfare states typically value universal human rights and economic equality. To achieve this, high taxes are often levied, usually in the form of a progressive tax. A **progressive tax** is a tax in which those with larger income are taxed to a greater degree.

Universal nationalized healthcare is a common component of the modern welfare state. Access to education and employment opportunities are also emphasized. The concept behind a welfare state is that all individuals are entitled to economic and social well-being, and the government ought to take an active role in orchestrating this. In a welfare state, the government, to varying degrees, 'levels the playing field' for its citizens. Privatization is typically kept to a minimum, especially in the areas of healthcare, education, and industry.

Welfare states are common throughout Europe. The Scandinavian counties of Sweden, Norway, Denmark, and others are often cited as stereotypical welfare states.

## Effects of welfare on poverty

[http://en.wikipedia.org/wiki/Welfare\\_state#Modern\\_model](http://en.wikipedia.org/wiki/Welfare_state#Modern_model)

Country	Absolute poverty rate (1960–1991) (threshold set at 40% of U.S. median household income) <sup>[53]</sup>		Relative poverty rate (1970–1997) <sup>[54]</sup>	
	Pre-welfare	Post-welfare	Pre-welfare	Post-welfare
 Sweden	23.7	5.8	14.8	4.8
 Norway	9.2	1.7	12.4	4.0
 Netherlands	22.1	7.3	18.5	11.5
 Finland	11.9	3.7	12.4	3.1
 Denmark	26.4	5.9	17.4	4.8
 Germany	15.2	4.3	9.7	5.1
 Switzerland	12.5	3.8	10.9	9.1
 Canada	22.5	6.5	17.1	11.9
 France	36.1	9.8	21.8	6.1
 Belgium	26.8	6.0	19.5	4.1
 Australia	23.3	11.9	16.2	9.2
 United Kingdom	16.8	8.7	16.4	8.2
 United States	21.0	11.7	17.2	15.1
 Italy	30.7	14.3	19.7	9.1

## Effects of social expenditure on economic growth, public debt, and education

Researchers have found very little correlation between economic performance and social expenditure. They also see little evidence that social expenditures contribute to losses in productivity; economist Peter Lindert of the University of California, Davis attributes this to policy innovations such as the implementation of "pro-growth" tax policies in real-world welfare states. Nor have social expenses contributed significantly to public debt.

According to the OECD, social expenditures in its 34 member countries rose steadily between 1980 and 2007, but the increase in costs was almost completely offset by GDP growth. More money was spent on welfare because more money circulated in the economy and because government revenues increased. In 1980, the OECD averaged social expenditures equal to 16 percent of GDP. In 2007, just before the financial crisis kicked into full gear, they had risen to 19 percent – a manageable increase.

A

Here are some situations where we typically choose a passive rather than an active.

\* In an active sentence we need to include the agent as subject using a passive allows us to omit the agent by leaving out the prepositional phrase with *by*. Consequently, we prefer passives when the agent is not known.

- is not known:  My office was broken into when I was on holiday.
- is people in general:  An order form can be found on page 2.
- is unimportant:  He is thought to be somewhere in Russia.
- is obvious:  She is being treated in hospital. (the agent is clearly 'medical staff')

\* In factual writing, particularly in describing procedures or processes, we often wish to omit the agent and use passives.

Nuclear waste will still be radioactive even after 20,000 years so it must be disposed of very carefully. It can be stored as a liquid in stainless-steel containers which are encased in concrete. The most dangerous nuclear waste can be turned into glass. It is planned to store this glass in deep underground mines.

\* In informal contexts, particularly in conversation, we often use active sentences with a subject such as *people*, *somebody/someone*, *something*, *they*, *we*, or *you* even when we do not know who the agent is. In more formal contexts, we often prefer to use a passive so that we can avoid any mention of an agent. Compare:

- Somebody will give you the questions a week before the exam. *and*
- You will be given the questions a week before the exam. (or The questions will be given to you.) *(both more formal)*
- They re-installing the new computer system next month. *and*
- The new computer system is being installed next month. *(more formal)*

B

Notice also that some verbs have related nouns which express the same meaning. These nouns can be used as the subject of passive sentences, with a new passive verb introduced. Compare the example above *and*:

The installation of the new computer system will be completed by next month.

In English we usually prefer to put the topic (what is already being talked about) at the beginning of a sentence (or clause) and a comment on that topic at the end. Choosing the passive often allows us to do this. Compare these two texts and notice where the topic (in *italics*) is placed in the second sentence of each. The second text uses a passive where the emphasis is on the equipment.

- The three machines tested for the report contained different types of safety valve. The Boron Group in Germany manufactured *all the equipment*.
- The three machines tested for the report contained different types of safety valve. *All the equipment* was manufactured by the Boron Group in Germany.

It is often more natural to put long subjects at the end of a sentence. Using the passive allows us to do this. So, for example:

I was surprised by *Don's decision to give up his job and move to Sydney* surprised me, is more natural than *Don's decision to give up his job and move to Sydney* surprised me, although the choice can depend on considerations of style and context.

D

Instead of making a *that*-clause the subject of a passive sentence, it is normal to use an *it*-clause (see also Unit 25):

- Everybody believed (that) the plan would fail. (*active*)
- It was believed that the plan would fail. (*passive*) is more natural than
- That the plan would fail was believed by everybody. (*passive*)

Exercises

24.1 Rewrite these sentences. Instead of using 'people', 'somebody', or 'they', write one corresponding passive sentence or two if possible (as in 1), beginning with the underlined words. Use an appropriate verb form and make any other necessary changes. (A & Appendix 1)

- 1 They presented Maria Svensson with the award last night. *Maria Svensson was presented with the award last night. / The award was presented to Maria Svensson last night.*
- 2 People are blaming climate change for the recent flooding.
- 3 Somebody has described Keith Jones as the world's greatest guitarist.
- 4 Somebody had stolen the painting from the gallery.
- 5 They will have cleared the litter from the pitch before the match starts.
- 6 People were watching the game outside the stadium on a huge screen.
- 7 Somebody will spray the walls with green paint.
- 8 Somebody should have offered Mary a drink when she arrived.
- 9 People will provide you with food for the journey.
- 10 They have planned the fields with cotton.

24.2 Rewrite these sentences beginning with (The) + noun formed from the underlined verb and a passive verb. Use the verb given, and make any other necessary changes. (B)

- 1 They will consider the issue at next week's meeting. (*give*) *Consideration will be given to the issue at next week's meeting.*
- 2 They will appoint a new managing director next week. (*make*)
- 3 People have accused the local council of corruption. (*make*)
- 4 They demolished the building in only two days. (*complete*)
- 5 They will present the trophy after the speeches. (*make*)
- 6 Local residents will certainly resist the proposed new industrial area. (*show*)

24.3 Use appropriate forms of the verbs given to complete this text. In each case, decide whether an active or passive form is needed. (A-D)

Slowly but surely the coastline of Britain (1) *is being worn away* (*wear away*) by an advancing sea. The country which once ruled the waves' now (2) *is ruled* (*rule*) by them, with huge forces threatening to destroy vast areas of human and wildlife habitat. Already some of Britain's last wild, natural areas (3) *are disappearing* (*disappear*), and experts (4) *are warning* (*warn*) that this is just the beginning. It (5) *is estimated* (*estimate*) that there will be a 38-55cm rise in average sea levels by the year 2100. According to the Department of the Environment, during the next 50 years at least 10,000 hectares of farmland (6) *will be lost* (*lose*) mud flats and salt marshes by the increases in sea levels. Rather than trying to prevent the erosion, the present government (7) *is using* (*use*) a method of 'managed retreat' by creating new defences further inland and allowing low-lying coastal farm land (8) *to be abandoned* (*abandon*) to the sea. However, many of the country's major cities could also (9) *be affected* (*affect*). London, Bristol and Cardiff all (10) *are at risk* (*be at risk*) (expect) severe flooding as our sea defences (11) *are being weakened* (*weaken*) by the rising tides.

**Environmentalism & Social Work: The Ultimate Social Justice Issue**  
By Claudia J. Dewane, DEd, LCSW, BCD *Social Work Today* -

<http://www.socialworktoday.com/archive/092011p20.shtml>

Vol. 11 No. 5 P. 20

To a social worker the Master said, "I fear you are doing more harm than good."

"Why?"

"Because you stress only one of the two imperatives of justice."

"Name?"

"The poor have a right to bread."

"What's the other one?"

"The poor have a right to beauty."

— From **Awakenings: Conversations With the Masters**

by Anthony De Mello



In 1999, the National Association of Social Workers (NASW) Delegate Assembly proclaimed that "environmental exploitation violates the principle of social justice and is a direct violation of the NASW Code of Ethics." Consequently, a new social work policy statement was issued on the environment.

In 2010, the Council on Social Work Education (CSWE) declared that sustainability is the social justice issue of the new century, with the theme of the 56th CSWE annual program meeting being "Promoting Sustainability in Social Work." The global issue of sustainability has finally garnered the attention of social work, a profession preeminent in the field of social justice.

The social work profession, although governed by the "person-in-environment" principle, has long neglected the environment-in-person. This environment includes not only social and economic contexts but also the natural world.

Social work purports to use an ecological and systems approach to help people with their problems, yet that "ecology" rarely takes into account the implications of the unhealthful and depleted ecology we all share. Besthorn and Saleebey (2003) assert that social work "has always had an ambivalent understanding of its relationship to the natural world."

Although social work previously considered involvement with improving the natural world to be for environmentalists, this exclusion is no longer acceptable. If social workers know that context is a prime determinant for quality of life, the deteriorating natural world must become part of social workers' concern.

### **Sustainability and Social Work**

There are three types of sustainability in social work: social, economic, and environmental. Social work has focused on social, touched on economic, and largely ignored environmental. Social workers are familiar with social sustainability, which recognizes that individual health and well-being, nutrition, shelter, education, and cultural needs must be met (Brennan, 2009).

Environmental sustainability requires that "natural capital remain intact," meaning natural resources should not be used in excess of their rate of renewal. In addition, nonrenewable resources should be guarded and used minimally. It is here where the field of social work has been largely inactive. How can social work address these three elements of sustainability in equal portion?

Mary (2008) proposed expanding social work values. Mary's model encourages workers to be stewards or caretakers of the Earth. Cowley (1994) suggests that exposing social work students to a transpersonal perspective that includes the spiritual dimension could have far-reaching implications for the relevancy of social work education to current human events. The interconnectedness that both Cowley and Mary endorse comes at a time when political and global environments demand it. Besthorn (2002) proposes that our Western focus on humans as the center of all ecosystems, called anthropocentrism, essentially keeps us isolated and disconnected and thus incapable of spiritual, psychological, and social fulfillment. He says anthropocentrism is at the root of racial and gender oppression and is "responsible for exploiting both humans and the environment while increasing poverty and ecological devastation."

Students are introduced to the person-in-environment. ... A logical consequence of the exploitation of natural resources is the exploitation of people. Both directly and indirectly, populations have suffered as a result of environmental damage. The lost homes and livelihood resulting on the Gulf Coast due to Hurricane Katrina in 2005 and the BP oil spill in 2010 show this all too clearly.

Coates (2003), who sees social injustice in the “quest for economic growth and profit,” lists several environmental concerns that are simultaneously exploitive to people and the environment, as follow:

- Deforestation has deprived indigenous people of their homeland.
  - The toxic pollution of Love Canal in upstate New York resulted in unprecedented disease counts in members of the community.
  - Environmental racism is rampant, demonstrated by industries dumping waste in poor neighborhoods.
  - Overfishing has depleted both the oceans and the livelihood of people dependent on the industry.
  - Environmental illnesses have dramatically increased in recent years, including higher rates of asthma in urban children.
- Coates: “When the Earth has been senselessly exploited and polluted, social injustice has been a result” (p. 24).

### **The Nexus of Environmentalism and Social Work**

One example where social work and environmentalism intersect and are recognized is environmental racism. Environmental racism refers to the intentional or unintentional targeting of minority communities or the exclusion of minority groups from public and private boards, commissions, and regulatory bodies. It is the racial discrimination in the enactment or enforcement of any policy, practice, or regulation that negatively affects the environment of low-income and/or racially homogeneous communities at a rate disparate from affluent communities.

### **New Directions**

Additionally, the ConservationSocialWork.org website notes, “Conservation Social Work (CSW) expands the social work ecological model that focuses on persons-in-context to include the consideration of natural physical environments, interrelationships with nonhuman animals, thoughtful stewardship of natural resources, and advocacy and skills for environmental health and resilience. Conservation Social Work provides a unifying and global approach for addressing problems centering on human-animal, human-nature, and human-human interactions with the vision of promoting well-being for humans, animals, and nature alike.”

***The Life Model of Social Work Practice:*** it was the first social work approach to incorporate the natural world by taking “problems in living” and putting them in an all-inclusive environmental context. As explained by Gitterman and Germain (2008), “The purpose of the life-modeled practice is to improve the level of fit between people and their environments, especially between human needs and environmental resources . . . to influence social and physical environmental forces to be responsive to people’s needs.”

The Life Model of social work practice recognizes three categories of problems in living: life transitions or crises, dysfunctional interpersonal relationships, and environmental pressures. Environmental pressures are described as the lack of resources or social provisions from social and physical environments. In addition to the lack of supportive social or organization networks, the Life Model speaks to unsupportive physical settings. It is not difficult to stretch this definition to include the dwindling natural resources that disproportionately affect those in deteriorated neighborhoods or unsustainable living conditions.

### **Supporting Environmental Justice**

Environmental justice demands that social work education look at the ways in which social workers can help improve the world of their clients, both figuratively and literally. Rather than a mention of environmentalism as a social justice concern, courses and fieldwork should provide the opportunity for students to explore the nexus of environmentalism and social work. Social workers must think differently about social justice, with more community-focused action regarding environmental policy.

Social workers should consider making the Life Model their overarching approach to practice in addition to specific intervention models or techniques used. Social work’s reliance on “systems” thinking implies that a change in one system has a ripple effect on another. Life Model asserts a “rebound” effect—that what we do has a ripple effect which in turn rebounds to affect us. Using Life Model as the meta-theory to our work will impel us to more consistently work to improve the natural world of our clients.

Social workers may support environmental justice through personal efforts at sustainability and financial support of environmental causes, but more collective advocacy is needed.

— Claudia J. Dewane, DEd, LCSW, BCD, is an associate professor in the College of Health Professions and Social Work at Temple University in Harrisburg, PA.



## Unit 2

### Personal Assistance Services

#### Lead In – Speaking

2.1 What do you think about the following utterance?



“You are not just helping somebody out, you are not just doing things for me. You are enabling me to be me! To be seen for who I am and what I am by helping me out with the stuff that I just can’t do by myself.”  
“Too many people think disable means unable, but it does not. We are all really different!”

#### Reading

### General information on Personal Assistance Services

#### 2.2 What Are Personal Assistance Services (PAS)?

A personal assistant (sometimes called a personal care attendant or PCA) provides the support necessary for someone with a disability to live and work in the community. Typically, a personal assistant works directly for the individual with a disability, although similar services may be provided by home health aides who work for an agency.

At one time, personal assistants mainly performed hands-on activities such as bathing, dressing, using the bathroom and transferring between bed and wheelchair. Other activities included cleaning the home, running errands, and driving the person with a disability wherever he or she needed to go.

Over the years, personal assistance has come to mean any support a person needs to maintain his or her independence. This can include caring for children, using a checkbook, or translating speech that might be difficult to understand. A person with an intellectual disability who has good physical function may need verbal coaching to accomplish the tasks of the day.

The definition of a personal assistant has continued to expand as people with disabilities increasingly join the workforce. A personal assistant may come into the workplace at lunchtime to assist the employer (the individual with a disability) with lunch and using the restroom. Or a personal assistant may accompany the employer all day, driving him or her to meetings, assisting with paperwork, note taking, and phone calls as well as personal tasks.

<http://www.ct.gov/brs/cwp/view.asp?a=3955&q=465118>

#### Vocabulary

attendant (n)	ošetřovatel, provázející	necessary (adj)	nutný, nezbytný
accomplish (v)	dosáhnout, splnit	perform (v)	vykonávat, plnit, zahrát
aid (n)	pomoc	provide (v)	poskytovat
although (conj)	ačkoli, sice, i když	restroom (n)	toaleta
coaching (v;n)	připravovat; vést	run errands	dělat pochůzky
continue (v)	pokračovat	speech (n)	řeč, mluva
disability (n)	postížení, nevýhoda	support (n;v)	podpora; podporovat
expand (v)	(roz)šířit se	task (n)	úkol, úloha
checkbook (n)	šeková knížka	transfer (n;v)	přesun; přemístit
include (v)	obsahovat, zahrnovat	wheelchair (n)	invalidní vozík
increasingly (adv)	stále víc, narůstající	workforce (n)	pracovní síla, zaměstnanci
maintain (v)	pokračovat, udržovat		

**Speaking**

**2.3 Answer the following questions:**

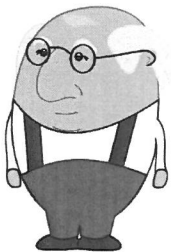
1. What are the main aims of personal assistants in social services?
2. Name some typical activities personal assistants usually do.
3. What skills and personal characteristics should a personal assistant fulfil? (Use the table below to write down the words.)
4. Is personal assistance in social work only about hard physical work?
5. Would you like to work as a social personal assistant?
6. Can you imagine any pros and cons of such a job?



SKILLS of a PA	CHARACTERISTICS of a PA

**Writing**

**2.4 Based on your knowledge of personal assistance services, create a small advertisement asking for somebody to become an assistant of a person with a disability. Two examples are given below.**



eg. I'm a disabled gentleman living in my own house with a little garden. I require a friendly reliable PA to assist me to remain independent. Tasks include personal care. You will be part of my small team of PAs and must be able to provide some cover for Annual Leave and sickness.

- Mon to Fri: £8.00/hr Sat to Sun: £10.00/hr
- Various shifts available:
  - Monday-Friday: Mornings and afternoons to be agreed
  - Saturday & Sundays: Mornings and afternoons to be agreed

Please apply if you can do any of these shifts. You are also required to be flexible in order to cover other shifts worked by another PA if they are unwell or on annual leave.

eg. Personal assistants are required to help support a disabled teenager living at home in this area, to access the most out of life and have fun! Help is needed with all aspects of personal care and with life and participating in sensory activities in and outside of the home.

Applicants must have a good sense of humour be flexible and innovative to support someone with complex and challenging needs. We are looking to build up a fun and friendly care team so it's desirable that applicants have held a clean driving license. Training for specific care needs will be provided but a willingness to learn and have a patient approach is essential.

Successful applicants are required to provide an enhanced DBS disclosure. Disclosure expense will be met by employer and hours are flexible across the week days for £8.50 per hour.



## ***SHOULD + OUGHT-TO***

**Should** and **ought to** are interchangeable for advice and conclusions :

- You **should** / you **ought to** write to your grandmother.
- He has revised all day, he **should** / he **ought to** be ready for his exam.

**Should** is also used :

- In hypothetical situations :
  - **Should** anyone call, please take a message.
  - **Should** you need any help, just call me.
  - If I were you, I **should** leave.  
(In this last example, 'would' is often used today.)
- With '**imagine**', '**say**' and '**think**' to give tentative opinions :
  - I **should think** the journey will take about two hours.

## ***NEED***

**Need** expresses necessity.

- In summer we **need** to drink more often (= it is necessary for us to drink often.)
- You **needn't** / you **don't need** to take notes. You'll get a summary.  
(=it is not necessary to take notes.)
- **Need I** / **Do I need** to do this? (=Is it necessary for me to do this?).

## ***NEEDN'T HAVE / DIDN'T NEED TO***

- **Needn't have** is used to refer to an **action** which **was performed** but later turned out to be unnecessary.
  - We **needn't have** rushed to the airport; the flight was delayed.
  - He **needn't have** taken a sweater; the weather was warm.
- **Didn't need to** is used to refer to an **action** in the past which **was not performed** because there **was no need for it**. It was not necessary.
  - We **didn't need to** show our passports - ID cards were accepted.

## 2.5 Hiring a personal assistant - The steps you should follow when getting a new PA

1) Read the following steps.

2) Order the steps as you should proceed when looking for a new PA.

3) Match them with further explanations of the particular steps.

### *Training – Checking – Recruitment – Hiring – Supervising – Interviewing – Terminating - Self-assessment*

I. Contacting applicants' references helps you narrow down the choices. Many employers don't take this step seriously enough, but it is critical.



II. You are the boss. Talk to other employers of personal assistants about developing these skills. Good supervision can make the difference between a successful relationship and one that is problematic. Make gentle corrections where needed.

III. Determine how much assistance you need and what kind. For example, do you just need support getting up in the morning, or assistance throughout the day? Someone to drive? Someone to provide support at work? Can assistive technology fulfil any of these needs?

IV. Teach your assistants what you want them to know about you and how you like things done.

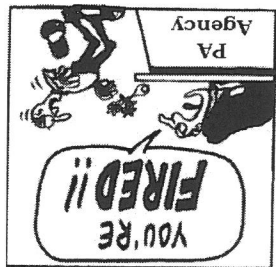
V. Telephone interviews are the first step in screening candidates. In-person interviews are important in making hiring decisions.

VI. You may choose to put up flyers; place ads in the newspaper; post the position on job-search websites; purchase a subscription on a particular web page, which has a searchable database of resumes; or use several methods at once.

VII. Choosing the right assistant is a skill that develops over time. There are dependable, competent, and caring people out there. Your job is settle for anything less.

VIII. Nobody wants to fire an employee, but if you have a assistant whose performance is poor and repeated warnings caused improvement, you may have no choice.

<http://www.csl.gov.br/cwp/view.asp?a=3955&q=465118>



Don't many not to personal have not

ad (n)	reklama (advertisement)	občasný	occasional (adj)
assessment (v)	hodnocení, stanovení	určitý, jednorázový, zvláštní	particular (adj)
dependable (adj)	spolehlivý, důvěryhodný	postoupit, ubírat se, vzít	proceed (v)
determine (v)	určit, vymezit, vypočít	nákup; (na)koupit, pořídit	purchase (n/v)
employer (n)	zaměstnavatel	nábor, najímání, doplňování	recruitment (n)
fire (v/n)	vyhodit (někoho); oheň	resumé (n)	resume (n)
flyer (n)	leták (US)	screening (n)	screening (n)
following (adj)	následující, další	searchable (adj)	vyhledatelný
further (adj)	dál(e), další, pozdější	seriously (adv)	vážně, opravdově, skutečně
gentle (adj)	jemný, mírný, laskavý	settle (v)	usadit se, urovnat
hire (n/v)	nájemně; najmout, zjednat	subscription (n)	členský příspěvek, předplatně
check (n/v)	kontrola; kontrolovat, ověřit	terminate (v)	ukončit, zakončit
improvement (n)	zlepšení	throughout (prep; adv)	během, skrz, po celou dobu
narrow (v/adj)	zúžit; úzký, omezit	warning (n)	varování, výstraha

## Vocabulary