TOPIC TO BE DISCUSSED

1. Identifying problems.
2. Setting goals in problem solving.
3. Evaluating goals.

"Welcome aboard as our new problem solver, here are a few to get you started."

Define the Problem
What is the problem and why is it happening?

Evaluate
Did our plan work?

Develop a Plan
What are we going to do?

Implement Plan
Carry out the intervention.
1. IDENTIFYING PROBLEMS

- **Routes for problem identification.**
  - **Client initiation.**
    - Client express complaints which are then explored.
  - **Interactive.**
    - Problems emerge through a dialogue b/w practitioner and client.
  - **Practitioner initiation.**
    - The practitioner is clearly the initiator.
Problem Exploration (PE)

- A factual description of typical occurrences of the problem.
- Frequency of occurrence.
- The seriousness with which the client views it.
- Its apparent origins.
- What clients have done to alleviate it?
- How well these efforts have worked.
CONTINUE

- The relevant context of the problem needs to be examined to locate possible causative factors, potential obstacles to problem solving action and resources that might facilitate a solution.
- After some initial exploration, the problem may be formulated or defined with the client to determine if it is one the client want to work on.
- Exploration may then resumed.
CONTINUE

- PE is the **data gathering tool** for assessments activities – involve efforts to understand the dynamics of the problem and its contextual features as well as to describe the frequency and severity of its occurrence.

- **Largely cognitive process** – assessment is led by the practitioner but should involve the client as collaborator.

- While the practitioner can contribute professional knowledge; the clients has unique personal knowledge of the problem and its context.
Selecting Target Problems

- What could be target problems?
  - Those concerns that the practitioner and client explicitly agree will become the focus of their work together.
  - These problems are based on what the client wants as these are examined and expressed in the initial encounters with the practitioner.
• In this process, the client’s initial conception may undergo change or unexpressed difficulties may be brought to light.

• Target problems are acknowledged problems i.e., the client must explicitly agree that a concern is his or her problem to be solved.
Prioritizing Target Problems

- Following the effort in targeting problems or problems are identified:
  - Their problems are ranked in order of importance to the client.
  - This ranking is usually the basis for deciding in which order the target problems will be addressed.
Exploring target problems

- Following problem identification and initial exploration, the practitioner attempts to formulate the problem.
- Usually practitioners initiate the process by stating the central concerns clients have expressed.
- This formulation is not a simple summary
Practitioners attempt to frame the problem in a way most likely to foster constructive problem-solving actions on the client’s part while still reflecting on the client’s own concerns.

Set problem statement for client:

- To set the stage for client tasks/action
- The problem statement should reflect how clients might act differently to obtain what they want.
Identify and Explore Problems and Opportunities

- Practitioner need to help clients to understand their problem.
- The three Principles of helping clients understand their problem include:
  
  i. *Stories:*

  Help client tell their stories in terms of problems situations and unused opportunities.
CONTINUE

b. Blind spots

• Help clients identify and move beyond ‘blind spots’ to new perspectives on their problem situation and opportunities.

• In other words, view their problems and opportunities differently.

c. Leverage

• Help clients choose issues that will make a difference in their lives.

• The most impactful issues in their client’s life.
Story Telling

- For stories: Learn to work with all styles of story-telling:
  - Individual and cultural differences.
  - Single issues/multiple issues.
  - Deal with inner world / outer world.
  - Voluntarily / referred.
  - Core story/ secondary.
Start Where Your Clients

- Clients have different starting points - Stay with clients.

- Types of starting points:
  - Failed solution.
  - Choosing a goal.
  - Strategy.
Failed Solution

“I thought I knew how to handle my soon when he reached his teenage years. ‘He is trying all sorts of crazy things, so keep the reigns that’, I said to myself. Well now things are awful. It is not working. He is out of control.”
Choosing A Goal

“I don’t know whether I want to be a doctor or a politician, or at least a political scientist. I love both but I can’t do both. I mean I have to make my mind up this coming year and choose my college courses. I hate being stuck with a decision.”

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Clarify Key Issues

- Practitioners need to help clients to clarify their key issues by:
  - Discussing problem situation and unused opportunities.
  - Exploring the background or context of concern.
Assessing The Severity of Client’s Problems

- Various clients, various degree of severity.
- Problems: inconsequential to critical.
- If clients think/feel that the problems are critical - to him/her they are critical.
- It is often than not, clients judge problems as severe than they actually are.
- Role of SHS workers to help clients distinguish between the two.
HOW TO CONTROL THE SEVERITY OF PROBLEMS?

- Discuss and explore problem situation/context:
  - Some problems are not clear.
  - Need to understand in the context of their historic roots.
  - Practitioner need to facilitate and guide clients to talk productively about their past.
  - Create liberation from the past.
Talk Productively of The Past

- Help client to make sense of the present:
  - How past is discussed is more important than whether it is discussed or not
  - Be relating the present into the past, clients may feel that his/her current nasty style is not his/her fault, then he has a new problem
Helps liberate clients from the past.

“I am what I am today because of my past. But I cannot change my past. So, how can I be expected to change today?”

- This is not a liberation talk.
- Clients may see themselves as prisoner of their past.
- But practitioners need to assist clients in moving beyond such self-defeating beliefs.
CONTINUE

• Help client prepare for future action.
  • Discussion should lead to action.
  • Help client spot early opportunities for changing self-defeating behaviour or engaging opportunity-development behaviour.
Problem Exploration (PE)

- Help clients invest the past proactively in the future.

“When I let it out last week, it was like throwing off a dirty cloth that I had been wearing for years. Getting it out was so painful, but now I feel so different, so good. I wonder why I had to hold it in for so long.”

SA’ODAH BINTI AHMAD, JPMPK, FEM
“Although many of us have been traumatized in the past, we are not the victims of our past unless we presently choose to be.”

(William Glasser)
2. GOAL SETTING

- Goal setting is a technique that helps people achieve their goals. It is used by all sorts of people and provides them with long-term vision and short-term motivation.
- The use of a structured goal setting method can greatly increase chances of attaining goals.
- By setting goals on a routine basis you decide what you want to achieve, and then step-by-step move towards the achievement of these goals.
GOLD SETTING

- The process of setting goals allows you to choose where you want to go in life. By knowing precisely what you want to achieve, you know what you have to concentrate on to do it.

- By setting clear goals, you can measure and take pride in the achievement of those goals. You can see forward progress in what might previously have seemed a long pointless grind.

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WHAT IS A GOAL?

- A GOAL is a statement of specific work-related achievement to be accomplished within a specified time frame.
- Goals should be written so that they describe how the results are to be obtained, how results will be measured and when the work will be done.
- Types of goal: long term, short term, immediate - interrelated.
Goal is a projected state of affairs that a person or a system plans or intends to achieve:

- A personal or organizational desired end
- Point in some sort of assumed development.

Goal is a powerful tool that can yield large returns in all areas.

Goals can be seen as aims, intentions, or purposes.
CONTINUE...GOALS SHOULD BE SMART

- **SPECIFIC**: Make sure the goal specifies what needs to be done, with a timeframe for completion – involves definition of how and what needs to be done, clear understanding.

- **MEASURABLE**: Contains numeric or descriptive measures that define quantity, quality, and cost. goals.

- **ACHIEVABLE**: Can the goal be completed in the timeframe stated/outlined? Issues: authority, influence, resources, environmental support.

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CONTINUE

- **RESULTS-FOCUSED:** Measures actual outputs or results (not activities) such as products, deliveries and accomplishments.

- **TIME-BOUND:** Identifies target date. Involves: specific date, calendar milestone, relative to the achievement of another result.
GOAL SETTING AS A TOOL OF EMPOWERMENT

- Focus client’s attention and action
- Mobilize client’s energy and effort.
- Motivate client to search for strategies to accomplish them.
- Goals stated in specific terms increase persistence.

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EVALUATING GOALS

- Involve learning in our goal performance
- A way we know about our goals and evaluate it before going on to another step/take action
- Evaluating goals can help client to know the ways to solve the problem
THINGS TO BE CONSIDERED IN EVALUATING GOALS

- Measurable
- Controllable
- Conceivable
- Achievable
- Believable
GOALS MUST BE CONCIEVABLE

- Must be able to imagine, conceptualize and understand the goal.

- By visualizing success in the mind and preparing to achieve the desired goal.
GOALS MUST BE BELIEVABLE

- Goal should be consistent with personal values system
- Believe and self-confidence that can reach the goal
- See yourself with the goal in hand.
GOALS MUST BE ACHIEVABLE

• Have mental and physical capacity to reach the goal.
• Be important for your goal to cause you to stretch beyond normal self-imposed limits.
• Find a goal that gives the most satisfaction.

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GOALS MUST BE MEASURABLE

- Must set a dateline so that it can be implemented.
- Deciding to do better which can measure/evaluate progress.
- Be sure to relate your goal to every aspect.
GOALS MUST BE CONTROLLABLE

- Able to achieve the goal or gain the willing cooperation between clients and workers to reach the goal.
- This emphasizes the importance of building team spirit.
- Make sure goal is not in conflict with others
- Create a situation that consist one purpose to form goals.
- The situation must be controllable and the goals must be realistic.
THE ROLES OF SHS WORKER IN GOAL EVALUATION

1) Participating together in setting and evaluating goals.

2) Conceptualize client’s problem.
   - Making a clear picture of what they have discussed.
   - Can be in the form of mind mapping
   - Explain the framework and the technique if client don’t understand
CONTINUE

3) Offering suggestion and identifying alternatives to solve problems.

4) Assisting clients in upholding their rights to receive resources and services.

5) Must keep secret on client’s information.

6) Revisiting goals

- If new problem occur, revisiting goals and define new goal if needed.
- Re-evaluating if there is problem occur and identify new goals.