

Shiva Mani Risal

**EXPERIENCE OF ADULT CAMPERS
ABOUT THE SUMMER FAMILY CAMP
2012 IN LAPLAND, FINLAND**

Pro gradu-thesis

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Autumn 2013

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Shiva Mani Risal 0341468

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Author: Shiva Mani Risal

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ABSTRACT:

The aim of this study is to examine the experience of adult campers participating in family camp in Northern Lapland. The camp used group work method and strengths perspective for strengthening families against their vulnerability associated with child protection. Therefore, it discovers campers' experience on service received, client-worker relationship and impact.

The theoretical frameworks of this study are family social work, group work and strengthen perspective in social work practice. The group work approach with strengthen perspective in family social work strengthens families and increases their resilience towards well-functioning and effective parenting through positive group experiences and client-worker relationship.

This study is qualitative research where data was analyzed using content and thematic analysis. The data was collected at two summer family camps of 2012 from interview with six respondents.

The thesis explains free time and group experiences acquired through camp contributed in awareness, understanding, analyzing and accepting campers' family situations. It motivated them towards problem solving. Despite supporting role of workers, there was revealed vertical camper-worker relationship and therefore their needs were found unmet.

The central argument of this study is intervention focused at group work and strengthen perspective can bring changes in clients at individual, family and societal level. The findings reflect there is significance of harmonizing the needs of the service deliverer and receiver and it can be assured through service users' participation in planning process. Also for achieving set goals, there is need for cautious effort from practitioner to ensure positive working relationship and healthy group environments.

Keywords: Family Camp, Service Users' Experience, Qualitative Method, Family Social Work, Group Work, Strengthen perspective

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1 INTRODUCTION

1.1 Background of the Study

The tradition of family structure as nuclear family with mother at home and father as breadwinner is changing (Waterhouse & McGhee, 1998). Similarly, the divorce phenomenon has been increasing and it is influencing the socio-economic, educational and cultural status of families. In family social work, the family structure is significant as it determines parenting as well as well-being of family and children. Therefore, it is important to understand this changing family structure for planning and developing support services for children and families (Waterhouse & McGhee 1998, 276).

In family social work, the effectiveness of family-focused intervention is found relatively higher as compared to interventions aimed at individual family members (Kumpfer & Alvarado 2003). Furthermore, Wycoff & Cameron (2003, 148-152) has highlighted that social support provided to families has contributed significantly in well-functioning of families.

Likewise, the literature review around 1990s reflects on urge from scholars (Waterhouse & McGhee 1998; and Hunt 1986) for attention over community and group work approach with families for supporting them. The discourse for intervention with families further developed and hence, Brandon (2001, 193) believed that the time spent together in a family is the best investment from parents towards their children. In addition, Saleebey (2000) and Black (2003) further stress on need for looking at strengths of clients in order to develop intervention and strengthen them for overcoming their problems. Therefore, there is need for family interventions like family camps which aims at strengthening families by providing free times through group work and community approach.

Hence, this study explores the experience of adult campers participating in family camp. Their experience about the camp activities, camp worker-camper relationship and immediate change experienced explored in this study add further to the body of knowledge

on experience of service users about the service received in social work practice. However, it is very important to understand that this is not an evaluative study.

Since I had my practice training at Pohjois-Suomen sosiaalialan osaamiskeskus (POSKE), I got an opportunity to acquire knowledge on service development approach in social work sectors in Northern Finland. I also deepen my knowledge on service users' participation in service development process through "developmental clients" approach used in POSKE. Later I came to know about family camp as social work intervention and it was interesting for me as it used strengthen perspective in social work practice with families vulnerable to child protection. Therefore, I was interested in exploring the experience of service users about the services received. And I could materialize my interest through this study.

I believed that any interventions with focus on strengths of clients motivates and encourages them to solve their problems in their own. Likewise, I also believed group work methods as an effective social work method for strengthening and empowering clients. Furthermore, I am interested on exploring the client-worker relationship in social work intervention programs. Therefore, my belief of focusing on strengths of clients with healthy client-worker relationship through group work methods could bring changes in clients' life could be established through this study.

There have been number of research and studies on family camp in between 1950s to 1970s but less document have been documented and published since 1970s (Mishna, 2001). The studies, research and literatures show that there have been numerous family camp targeted for planned change in children (for behavior change as well as normal functioning). The studies by Henderson & et al. (2007); Baughman & Elmer (2011); Garst (2012); Brookman & et al. (2003); Sullivan & et al. (2010); and Thruber & et al. (2007) show that most of the family camp are targeted at children and almost majority of the studies are aimed at measuring the change in children as a result of camp participation. Likewise, the review on studies about group work with families made by Zlotnick et al. (2000); Thorngren & Kleist (2002); Ruffolo et al. (2005); Ceglie & Thümmel (2006); Gruber et al. (2006); McDonald et al. (2008); and McWhirter (2011) focused more on exploring impact of intervention over families. There have been fewer studies about interventions where multi-family participated. However, still such studies by McKay et al. (1999); and McKay et al. (2011)

reflect that those studies are also directed towards exploring the impact of intervention over participating families.

Therefore, it can be said that there are less research on perception of service users about the multi-family interventions in family social work. There have been studies about multi-family interventions but are directed towards the change experienced with children. In this regard, this study meets the need for a study which aims at exploring the experience of adult service users about the multi-family interventions.

1.2 About the Summer Family Camp 2012

POSKE is an institution which has been working for developing social work services in Northern Finland. It collaborates and coordinates with municipalities, social workers and service users for developing services. Thus it can be said that POSKE is offering consultation and services to different municipalities through several projects. As part of developing services, POSKE introduced the concept of summer family camp in 2011. It was implemented as a trial project in Mountain Lapland (Tunturi-Lappi). As continuation to the first family camp, it was again planned in the year 2012 for Mountain Lapland and Sea Lapland (Meri-Lappi).

The peculiar feature of the summer family camp is it strengthens families without focus on problems of the families. Its target groups are families with special needs and care for improved parenting. The family ranges from single parent family, divorced family to bi-parent family. The camp planning is usually led by one in coordination with different municipalities and workers working there. The families for participation in the camp are decided and invited after discussion in regular camp planning meetings. The general basis for selection is the application form submitted by the potential campers.

The basic activities of the two camps were similar. The camp had normal day to day happenings like breakfast, lunch, afternoon food and dinner. It also had sauna, and

discussions among the parents on particular topic and theme like memorable photos, parenting skills, making children do home works and alike. There were also group activity like trip and hiking (to island, mountain, and lake), canoeing, swimming, and games. The children were looked after by the camp workers when the parents were having discussions and interactions. Some workers especially social worker or psychologists facilitated the discussion and interaction among the parents and at the same time the rest workers were looking after the small and grown up children. The workers participating in the camp is not necessarily the family workers of the families participating in the camp. However, some families did have their family workers in the camp but it was not that common.

In Sea Lapland, there were 10 families. The number of adult family members was 12 and there were 22 children from age 1 month to 14 years. Likewise, there were 11 camp workers. They helped families who needed most and who asked for help. Similarly, in Mountain Lapland there were 9 families, 10 adults, and 24 children of age group 20 months to 18 years. Likewise, there were 8 camp workers. Here, each family was allocated one camp worker and the camp workers were with the particular family especially with children during the adult discussion program and trips. The camp workers in the family camp were social workers, psychologists, family workers and social work students from university.

It is therefore, this study attempts to explore the experience of adult campers on their experience about their participation in the camp organized by POSKE in 2012. Unlike the other therapeutic camps, this is more out door and recreation based camp where focus is more on strengths of families than their problems. Hence, it is interesting to explore the experiences of service users regarding the activities in the camp; relationship with the camp workers; and impact of camp over families and individuals. This experience is significant in the field of knowledge production because service delivery agents need to be acquainted with service receivers' perception on services. It also provides baseline for developing services in family social work practices. The study also reveals the effectiveness and bitter experiences associated with group work and strengths based perspective.

The study report has been divided into seven parts. Family social work, group work and strengths perspective in social work practice as theoretical frameworks are discussed in chapter two followed after this chapter. Likewise, purpose of the study; research questions; data collection; challenges and limitations of the research; and data analysis are discussed

under research process in chapter three. Similarly, findings of the study about the experience of campers on camp's activities and their participation; relationship with the camp workers; and immediate impact of the family camp are discussed in chapter four, five and six respectively. Chapter four to six tries to answer each research question. And chapter seven has discussion and conclusions over the findings of the camp.

2 THEORETICAL FRAMEWORK

2.1 Family Social Work

2.1.1 Background for Family Social Work

The history of social work with families has remained long. The social work practice in 20th century got high priority in family issues. Therefore, Waterhouse & McGhee (1998, 273) argues that the importance of social work services for supporting families to rear children in partnership with the parents and adult care takers for the purpose of child welfare and child protection needs was receiving renewed attention.

The family with less supportive networks and less child care facilities often results into the isolation which ultimately leads to depression and health problems as well as social problems and therefore, Waterhouse & McGhee (1998, 275) discuss that the family in poverty and family disruption may have poor physical and mental health in both the parents and children. Therefore, it provides threat of safety, health and children development and as a result, such families and children are often encountered for services and care from social work services but these mental and health problems together with social problems has challenged social work services with families and children by putting a demand for attention over community as well as individual interventions (Waterhouse & McGhee 1998, 275). This idea suggests that the social work practice with families need to have focus on services targeting at community and individual level.

There can be various ways for working with families and children based on the objective and nature of treatment and intervention process. Dunst, Trivette, & Hamby (2007, 370) has defined family centered practices as “An approach to working with families that honors and respects their values and choices and which includes the provision of supports necessary to strengthen family functioning.” This notion of family centered practices has strong aspects as the service beneficiaries never need to compromise with their belief system and at the same time get supports for strengthening family functioning with honors and respects.

Understanding Family Problems

It is important to understand the problem in a family and then develop intervention plan and strategy. However, Kumpfer & Alvarado (2003) discuss that the family-focused interventions is more effective than the interventions targeted at individual members of family, for e.g. interventions targeted solely on a child. It is true because family itself is a network and it functions as group. In order to address the family problem, it is very important to understand and address the problems existing at different level. Interventions set at individual level may not work effectively as that individual cannot function independently in relation to the family. Therefore, it is very important to develop intervention plan targeting the whole family system. The literature review by Kao et al. (2012) shows that in early 2000s, there were activities targeted for families which focused on strength aspects for building and strengthening family function and parenting skills. Likewise they also found that the family interventions were targeted for families for providing services, support programs, developing family interactions, and parent-child communication. This also highlights the intervention plan set for whole family system instead of individual family members and it also clearly indicates that the interventions at family level are focused towards strengthening families and their interaction for well-functioning. Furthermore, Hawkins et al. (2010) believe that in past 30 years, there has been significant progress in prevention sector especially in developing and testing policies, programs and practices. This highlights the recent trend of social work intervention at family level.

In contradiction, Minnis et al. (2010, 497) believes that “The well-being of children who experience maltreatment in their own family comes dramatically to public attention when

there is a death.” In the globalized modern context of welfare and social policy, the attention comes much more before the death. The attention for maltreated children comes when it is noticed as a threat to the normal growth and development of children.

Hence, in discussion over poor parenting Brandon (2001, 287) has linked parenting skills with the family economics and discuss that the deficiencies in the parenting skills and lower economic status of the families for the purchase of substitute parental care are major causes of child neglect and abuse. This highlights the economic aspects related to the child care in the modern world.

Therefore, Teicher et al. (2003) discuss that any sort of maltreatment in a family can negatively influence the mental growth permanently. The maltreatment could be for normal functioning children as well as for children with special needs because of different mental and physical capacity. Thus social work with children and families need to pay special attention in working with vulnerable families in order to control and prevent maltreatment.

According to Hawkins et al. (2010) risk factors (opposite to promotive factors) are the characteristics the individual or environment has and its contribution is more towards the increase in undesirable outcome like negative mental, emotional and behavioral growth. Therefore, the attention of family social work is more towards the families which possess risk factors.

Preventive Approach

The concept of family has been changing due to shift in the economic roles of women as compared to the past. Since the women are participating in labor market, the family patterns have been changed and the traditional view of nuclear family with mother at home and father as breadwinner has been changed. Likewise, now-a-days the phenomenon of divorce has become very common and it has created a transition in a family. This phenomenon of divorce has a significant effect on parenting, with consequences for children depending on their age, gender and post-divorce arrangements. Therefore, it is very important to understand this changing pattern within families in order to develop supportive social services for children and families (Waterhouse & McGhee 1998, 276). The functioning of a family is based on different factors, however Riesch et al. (2012) discuss that a family is said to be functioning based on family cohesion, communication, involvement, and

supervision. Lack of any of the above mentioned components means the family is not functioning properly and there is a need for family social work.

Likewise, Wycoff & Cameron (2003, 148-152) has introduced the role of social support in well-functioning of families. Therefore, they argue that the well-functioning of family members, either it is in work for adults or in academic performance of children, is strongly determined by social support. Therefore, family social work interventions need to think and develop services for families that promotes and contribute for acquisition of social support.

As discussed above, the general trend in family social work intervention is towards the prevention approach. In prevention approach, it is important to reduce the risk factors in a family. The time among the family members is one strong factor that contributes in reducing the risk of any families. Therefore Li et al. (2000) discuss that the significant factors that contributes in reducing the risky behaviors in children in a family is time factor that family members have together and also availability of parents for children. This shows that if an intervention is created for families to have time together and the increase in availability of parent's time for family members, there is possibility for reducing the risk behaviors in families with children.

In designing and developing the interventions for families, it is important to remember that "No outside person is likely to hold more or longer or better fulcrumed levers of power for creating problems or for promoting strengths than the members of an individual's family." (Guerney 1988, 99). Even after two decades, Riesch et al. (2012) discuss families as the primary actor for the socialization of children. These arguments and ideas from different scholars suggest and highlight the significance of developing social work intervention for families keeping all members of a family together.

Therefore, Brandon (2001, 289) discuss that the parents and state both have same notions of children's welfare but it is determined more by the parents' relative skills for raising children. This means that the parents do not want to be bad parents by intention. The trait of bad parents has a lot to do with their socialization process; mental and physical capability; economic, social and educational status. Therefore, it is very important to engage and allow the participation of parents in family social work intervention designed for child protection.

Proper Need Assessment

In family social work, the service and intervention development process need to consider the needs of the service users rather than the needs of the service providers. In relation to the expected outcomes from the developed services, Epley et al. (2011, 203) states “services that do not align with families’ perceptions of need are less likely to have a positive impact on family outcomes.” During the process of developing services for families, there is need for proper need assessment otherwise its expected outcomes after the intervention process remains less. Furthermore, Epley et al. (2011, 205) has highlighted in their study that, the harmonization in the needs perception of families and practitioners in the service development process, can positively contribute in bringing the desired immediate and ultimate outcome. Therefore, there should be co-ordination and collaboration among the service provider and the service user for developing services as it ensures the incorporation of service users’ need in the developed services.

Similarly, Wycoff and Cameron (2003, 148) states “If effective counseling services are to reach vulnerable families leaving welfare, the delivery of services need to reflect the needs of those being served.” This is not applicable to counseling services only but its practicality is seen on all social work services including family social work. It further highlights the significance of proper need assessment in service development and delivery approach if the families are to be elevated out of the existing vulnerability.

The social work programs targeted at families in risk has some limitations as well. Fewer scopes for service users’ participation in service development process have systematically made service users dependent over the service providers. It is further supported by Guerney (1988, 100) as “...taken for granted by the participants, that the family members are hardly aware that these may be open to choice and to change.” And therefore, it is often found that the service users are unaware of their participation in the services.

As Wycoff & Cameron (2003, 151) believe, there needs to be different service delivery approach for helping families to overcome their present state of vulnerability. Therefore, service users’ need should be the center for developing the preventive approach services for working with families and children under risk. The participation of whole family for the

promotion of well-being and strength of family in intervention process is growing in family social work.

2.1.2 Family Interventions

The family intervention and its nature vary according to the service developed and target families. However, Kao et al. (2012) have described family interventions in general as programs developed and designed for families where family serve the role of stated target group.

The families are set as target group because of the risk factor they hold and the vulnerability of the children resulting from those risk factors. Basically the common risk factors that family possesses are domestic violence, substance misuse, serious mental health problems, and problems with housing, immigration status and debts. It is very important to understand that the parents in families with such risk factors are still capable of taking care of their family. Sheldon & Macdonald (2009, 194) support this idea by arguing that the families having these sorts of problems do not mean they are unable enough to be a good parents but it draws attention for family support services and activities. Therefore, they further believe that for the well-being of the children in a family, the problems associated with the adults should also be addressed well.

It is important to understand that there can be various dynamics or focus of family interventions. With this regard, Loveland-Cherry (2006) has proposed behavior modification or skill building, behavioral therapy, problem solving or some combination of these, as the dynamics of family interventions. Similarly, Bayhan & Sibal (2011, 782-784) believe that the interventions are highly effective when they are in early phase of vulnerability. The implication of these two different ideas in family social work is early prevention approach for the behavior modification or skill building, behavioral therapy or problem solving is the core of family interventions.

Preventive Approach

In family interventions, the preventive approach has been common. Hawkins et al. (2010, 519) argue that “Prevention science seeks to alter malleable risk, promotive, and protective factors in individuals and environments in hopes of changing the probability that future problems will occur.” The family social work interventions are underlying this definition of preventive science as it is focused more towards reducing the future problems and helping families acquire well-functioning environments. This highlights the need of family social work in prevention work for protecting families and children from possible future malfunctioning.

According to Guerney (1988, 99-100), the goal of prevention and enrichment programs in social work practice with families is to use the already existing strengths of families and also helping them to build in new strengths. This dimension in family social work is growing as it focuses more on strengths keeping the problems aside. Therefore, Guerney (1988) discourses that the preventive program need to integrate community based approach as opposed to individualized clinical approach and furthermore these programs need to build strength for resolving problems.

The process of helping families to build new strengths needs group and community approach. However, the programs and interventions in social work including family social work are focused towards individual level and it has less activity at group and community level. Therefore, Waterhouse & McGhee (1998, 295) suggest that models of practice need to include a community orientation, which appears to have lost ground to models of individual surveillance and supervision.

Furthermore, there is also need to consider the whole family instead of considering individual family members as client. Therefore, Hunt (1986, 149) states “...the practice goals would seem to be best achieved through methods of intervention that involve the active participation of the whole family.” This idea supports the significance of group work and other community work methods with families and children in preventive approach for supporting their well-functioning and strength developing.

There is a need of critical thinking and thereby developing innovative services and interventions in family social work. With this regard, Brandon (2001) highlights the need of

understanding the potential of parents (either as a competent parent or a productive worker) and therefore further discuss the intervention in social work should be based on their capability. It is critical thinking in family social work as it provides insights for intervention with focuses on strengths of the family.

In family social work, the role of social worker and other service delivery agents is crucial. Therefore, Millham et al. (1986) stresses the role of social worker in helping and maintaining the linkage of children with their families, friends and wider social networks. It is very important to be critical and reflective in developing services for families that can consider these aspects.

The role of practitioner in family social work has further been crucial in the beginning of 21st century. Therefore, Corby (2003, 205) states that “It places much more responsibility on front- and second-line workers to make key decisions at the early intervention stage. Indeed, it encourages them to be less defensive and more broad-based in their thinking about the needs of children living in deprived and abusive circumstances.” Thus it can be seen that the role of practitioners in family social work for child protection is important.

In family the existence of any risk factors is a threat for child development and therefore, the attention of modern social work with families and children should be directed towards preventive approach of intervention. In the preventive approach, group work and community methods needs to emphasized for strengthening families. And hence the role of service delivery agents should be critical in this process as it has authority for decisions regarding the intervention approaches and strategies.

2.1.3 Need for Family Social Work

It is hard for families to overcome their risks and problems on their own. It needs a capability of family to assess the risk and problem for developing suitable strategy of addressing the risk factors and problem solving. Therefore, Brandon (2001, 298) states that “Without a multitude of services and the simultaneous correction of as many problems as

possible, the parent's skill will remain unchanged and the child's wellbeing will remain at risk." This shows the need of family social work for the well-being of children and families. It is true that proper assessment of families is necessary and proper planning is needed for strengthening and developing parenting skills for ensuring the child's wellbeing.

The vulnerable families do possess strengths and resources together with limitations and risk factors. Likewise, there are also various resources and services available to vulnerable families for children's growth and development. In this context Trivette et al. (2010, 14) state that "Family systems intervention practices help put in place those resources and supports that ensure parents have the time and energy to interact with their children in ways that provide them development-enhancing experiences and opportunities promoting learning and development." It shows the significance of family interventions for enhancing family experiences and opportunities for well-being and development of children in vulnerable families.

According to Waterhouse & McGhee (1998, 286-287), the aim of family social work is to support the parents in maintaining their parental responsibilities for their children. It also focuses on developing strategies and appropriate means of communication between the children and parents together. This approach of social work helps in positive focus in their relationship. Likewise, Brandon (2001, 193) also argues that for some families, the most efficient investment from parents to their children is allocating time; whereas for other families, the efficient investment is providing services and provisions of goods that substitute the parents' time with children. These arguments and debates stresses on family social work intervention that focus on communication, interaction and relationship among family members.

Similarly, Brandon (2001, 298) argues that the dysfunctional families need a broad range of human services which needs to be coordinated, intensive and occur simultaneously if a child is to be safe in a family and parents acquire high parenting skills. This attempts to explain the need of family social work in families with less parenting skills.

In family social work, it is very important to consider the belief and trust among the parents for the well-being of children. It is believed that the well-being and self-esteem in parents contributes in well-being of children as well. Therefore, Trivette et al. (2010, 6) in their

study showed parents' self-efficacy beliefs and well-being (both or either one) has direct and indirect influence on parent-child interaction and child development. Therefore, the interventions need to be critical and reflective towards developing and promoting the self-efficacy belief and well-being in parents.

It has been observed that family social work can contribute in the well-being and development of children. Therefore, Waterhouse & McGhee (1998, 274) believe that family social work contribute to help children gain access to early years services; to support parents and adult caregivers in developing their parenting skills; to promote a range of flexible child-care services for children and families; and in balancing the need for support and protection.

Family social work believes that social capital like social relationship, social support group and social interaction can reduce risk factors of families and therefore contributes in building and developing social capital in vulnerable families. With this regard, Terrion (2006, 174) states "Clearly, although low income, stressed, and isolated families are at risk for myriad negative health and developmental outcomes, it is possible that effective interventions that enable families to build social capital may also provide the protective factors to mitigate these risks." Therefore in family social work, an effort should be made towards developing and building social capital in risk and vulnerable families.

The social capital, communication and interaction with families and other adult members in a family is important for the development and well-being of children. And hence Minnis et al. (2010, 500) state "Lack of interaction with adults, such as happens in the context of neglect or the fearful withdrawal that result from an atmosphere of violence, deprives the young infant of the environment necessary for normal development." It is therefore an effort is needed to facilitate the interaction and communication in the family system. The interaction and times together among family members contributes to relationship development. It also promotes wellbeing and reduces the risk of violence and abuse in a family.

The family centered intervention contributes in wellbeing promotion and growth in a family. Trivette et al. (2010, 5) in their studies have tried to show the positive impact of family centered interventions on parent-child interaction and child development stating

“Help-giving and family-systems practices were expected to be directly related to both self-efficacy beliefs and parent well-being and indirectly related to parent-child interactions and child development mediated by either or both self-efficacy beliefs and parent well-being.”

Likewise, Corby (2003, 205) states “..... supporting families is the best means of protecting children.” This signifies the significance of developing and designing services and provisions for families that are vulnerable in relation to child protection. Similarly, Epley et al. (2011, 203) argue that the early interventions concept to families having infants and toddlers with different need (such as disability needs) is aimed at supporting and enhancing children’s development and overall family well-being. Thus it true that supporting families is the best way to protect children.

The families should be supported to increase children’s experience within the family and for social capital. Hence, Sheldon & Macdonald (2009, 193) argue that the quality of children’s experience within the family can impact upon their educational achievement, their employment, their psychological and emotional adjustment, their physical and mental health and the extent to which they feel part of their community and society as a whole. In discourse of supporting families, it is easier and important to highlight capacity building approach based on family potentials and strengths. Therefore, Trivette et al. (2010, 14) state “.....capacity-building help-giving practices and family needs, strengths, and supports exert influences on parent and child functioning.”

The family therapy alone is not necessarily enough for addressing the family problems but in addition there should be development of such intervention strategies which focus more on participation of whole family. Therefore, Hunt (1986, 151) states “Family therapy is no panacea; individual counseling, group activities and other resources will be required to meet some family problems.” This suggests that there is need of family social work interventions for increasing social capital among parents and children together.

Thus, it can be said that the vulnerable and risk families cannot manage risk factors on their own. It is necessary that those dysfunctional families need broad range of services from social work. These services need to focus on support provisions to parents in maintaining their parental responsibilities for their children. The effort should also be directed towards increasing self-belief and well-being of parents as well as families and it is possible only if

the already existing strength and resources in a family are critically used. There is also need for interventions that aims at developing social capital in family and in this process it is better if whole family is allowed to participate. Therefore, it can be suggested that the best way of dealing with vulnerable families is supporting families to have positive experience from family itself.

2.2 Group Work with Families in Social Work

2.2.1 Group Work and its Impact over Families

Group work in social work profession according to Kurland & Salmon (2006, 125) is a practice in group where members and group dynamics are viewed in relation to group size, roles, norms, communication patterns, members' interaction and influences and group stages. For group work practice, there is a need for group of people where each other are related through the happenings in the group; however the motive behind the group should always be communication and interaction for helping each other.

In group work, since there are unknown members of different background it is very important to ensure safer environment. The set goals of bringing change in clients through communication and interaction in group can be met only through such safer environment. Therefore, Newstetter (1935, 297) believed that the underlying principle of group work is contributing personal growth through social environment.

The group members attain personal growth when they feel the group environment to be supportive for their problems. Thus, Kleinmuntz (2011, 222) argue that the group work with safe and supportive group environment provides an opportunity for the group members to overcome the fear from other members as they feel accepted and not-judged. Furthermore, DeLucia-Waack & Gerrity (2001, 281) believe that group work provide a safe and supportive environment for families and children where they get an opportunity to overcome their behavioral disturbances. The safe environment, non-judgmental attitude and

acceptance contribute to the process of inclusion and respect. Therefore, Drumm (2006, 20-22) argue that inclusion and respect; mutual aid; stage management; use of conflict; conscious development, use, and implication of purpose; breaking taboos; value of activity; and problem solving are the major principles that contribute to the unique working modality of group work in social work profession.

The literature review reflects the shadowing of the group work methods in social work curriculum and practice despite its unique way of functioning. Therefore, Kurland & Salmon (2006, 122) argue that the group work has been deemed in social work profession but other professions are integrating it.

Group work is effective social work method for working with families. Therefore, Thorngren & Kleist (2002, 174) state that “..... the literature indicates that the social nature of such groups has been helpful in alleviating some of the familial stress surrounding diagnosed mental illness in a member and in providing support for families who are experiencing disruption.” The effectiveness is significant as it provides an opportunity for interaction and discussion among different families experiencing similar problems. Furthermore, Thorngren & Kleist (2002, 174) stress that “Putting families together in a group provided more social support and opportunities for expanded awareness than the counselor could ever offer each family on a one-on-one basis.” Similarly, DeLucia-Waack & Gerrity (2001, 281) argue that as compared to the individual counseling, the families and children can achieve better support, altruism, universality and cooperation from group work methods. Furthermore, Drumm (2006, 20) argue that group work helps in bringing truths and conflicts to the surface and the member participants are guided to understand and experience the situation in relation to real life experience.

Likewise, the peculiar feature of group work practice is allowing opportunities for the group members to experience different life situations in relation to one's own life experiences. Therefore, Kurland & Salmon (2006, 126-127) argue that the group work provides an opportunity for all group members to learn and experience from the issue raised by one individual member, despite its relevancy in the group. Furthermore, Kurland & Salmon (2006) argue that group work provides an opportunity to group members for gaining, considering, understanding, appreciating and building on each other's real life experiences, situations, problems, dilemmas, point of view, strengths and weakness. These

happenings in the group process reduces the isolation feeling of the group members and therefore, Drumm (2006, 28) state that group work is effective in reducing feeling of powerlessness, self-hatred, and thereby improving social functioning.

Hence with these discussions over group work practice, it can be said that group work with families can contribute in preventing the risks of families and promoting their well-functioning. In response to the emerging social problems with families, an effort has always been directed towards developing new interventions for effective family social work. Therefore, Honig (2005, 466) believe that in search of effective treatments for families, attempts have been made towards bringing families together in a group and thereby provide therapy. In this process, Swank & Daire (2010, 241) argue that it is important to consider whole family as the client instead of considering the individual family member as a client. It is significant bringing all family members to a group because the group work with families provides opportunities for children, adults and families to grow and learn from each other (Thorngren & Kleist 2002, 174).

The group work influences its members at the individual level as well as the societal level. About the impact at individual level, Stone et al. (1996, 399) state “.....groups offer the opportunity to decrease the stigma often associated with mental health services and increase the opportunities for engagement of at-risk children and families.”

Likewise, McDonald et al. (2008, 54) state about the influence on societal level as “Multi-family groups (MFGs) provide an opportunity to address the risk factors of conflicted relationships and social isolation, while also building the protective factors of social inclusion and social connection within the family and across families.”

If the above discussion about impact at individual and societal level is connected to group work with families it reflects influences at familial as well as societal level. Therefore, group work with multiple families contributes to inclusion process by challenging the existing social disapproval experience; enhancement in child-parent bond and increased belief on parental efficacy; and reduction in stress and social isolation (McDonald et al. 2008, 52).

Thus it can be said that group work methods used in social work is an effective method of working with families as it helps in empowerment of families. With this regard, Shaffer and

Galinsky (1989) highlight that group work holds the power to empower the group members despite their dependency over the therapist.

In another word, the empowerment process is contributed by the members of group itself. Thus, Kurland & Salmon (2006, 130) believe “Group work is a method of working with people that is affirming of their strengths and their ability to contribute to others.” This indicates that the group work method believes in inherent strength of people to help self and the others. Furthermore, Kleinmuntz (2011, 220) argue that group work has a peculiarity of working on strength of group members and supporting mutual growth.

The mutual aid happening in the group process serves opportunity for self-awareness among the members in the group through the reflection process that takes place among each other and with the group (Drumm 2006, 25). Therefore, Thorngren, Christensen & Kleist (1998) highlight that group work with families strengthen its members about the problem solving skills and abilities to function well. Likewise, Swank & Daire (2010, 242) highlights on group work with families as it focus on strengths and relationship within and between the individual families. In the similar manner, Honig (2005, 474) state that “The direction being that involving families, in ways that enhance their capacity to act as resource for recovery, is more likely to result in a better outcome for the patient.” Hence, it can be reflected that group work with families helps in family empowerment process.

Challenges and Opportunities in Group Work

Group work is effective but is also a challenge for the practitioner to make it effective. Gumpert & Black (2006, 66) found in their study about ethical issues that the major or first ranked ethical challenge for group work practitioners is “Communication among group members outside group meetings”. This shows that as a group worker, it is important to develop and promote safe and supportive environment where group members feel safe, accepted and beneficial to talk and discuss even outside the official set up of group meetings.

In a group work, it is not an easy task to make all members satisfying and happy. The dissatisfaction in group members could lead to the failure in meeting the set goals of group work. Therefore, Ceglie & Thümmel (2006, 390) argues that in a group it might not be appropriate to address individual needs and issues and therefore it is important to deal with

individual members separately by the practitioner. This is another challenge for the group worker to make group work effective and well functioning.

In a group, there are members from diversified backgrounds. They have differences and similarities. And hence, Kurland & Salmon (2006, 123) argue that group work provides opportunities to its group members to learn and benefit from the existing differences, diversities and commonalities of the group. They further add that the peculiar feature of group work is the group members apply the issue or problem of other group members to themselves, their experiences and situations (Kurland & Salmon 2006, 126). Likewise, Kurland & Salmon (2006, 128) further believe that the group work provides an opportunity in exploring the issues and problems raised in a group and this process helps individual members to empathize the situation in relation to their own relevant experiences and dilemmas. The above discussion suggests that differences and contradictions existing in the group provide an opportunity for the growth and development of group members. Thus, Drumm (2006, 22) believes that group work provides an opportunity to work on contradictions for making connections and thereby illuminating bonds and differences in an advantageous way.

Therefore, it can be said that the group work method serves the function of mutual aid among the group members. It is agreed by Steinberg (2004) that group work provides opportunities to its members for mutual aid and reduction of isolation feeling as they realize that the problem is not only theirs.

In group work, there is possibility of increasing competency of the group members' social relationship skills. It is thus Thorngren & Kleist (2002, 168) argue that "...group process provides fertile ground for exploring individual behaviors in the context of interpersonal relationships and for increasing the social support necessary to make desired behavioral changes." However it is very important to understand that behavior modification is not an easy task and some bad experiences could affect the behavior modification process.

Studies on Group Work

There are number of studies on group work with families and they have shown positive results. Thorngren & Kleist (2002, 174) argue that the group work with families helps in

constructing realities for family lives based on the shared experience in the group; and therefore contributes further interpersonal and intrapersonal awareness.

Likewise, Ceglie & Thümmel (2006, 394) state that the study on group work with families was successful in demonstrating that the isolation feeling of parents' were diminished and they had better understanding about their problem. Similarly, Zlotnick et al. (2000, 108) found that the group work with families raises the level or morale in caregivers; and also helps in avoiding ineffective or destructive parenting behaviors. Likely, Zlotnick et al. (2000, 108) argue in their study that the families participating in the group work reported change in parenting behavior and this contributed in family functioning and unused resource identification.

The study on group work with families having domestic violence from intimate partner by McWhirter (2011, 2471) was successful in demonstrating that group work helped women in decreasing depression, family conflict, and alcohol consumption and thereby increase in family bonding and self-efficacy and social support. Likewise, Ruffolo et al. (2005, 209) report in the study about the group work with parents or caregivers of youth having emotional problems that the group work provide an opportunity for them to develop social support from family and friends; decrease in the feeling of isolation and hopelessness; together with increase in problem solving and coping skills.

It is seen that group work with families is successful and effective in bringing positive change in families. Therefore, McDonald et al. (2008, 48) believe that group work with families helps in preventing negative outcomes in a family and thereby bringing positive parenting practices in families. In other words, the group work provides opportunities for families to talk and decrease their sense of isolation (Ruffolo et al. 2005, 209).

It has been found from studies that the group work is equally effective for children as well. Smead (1995) discusses that the children from divorced families in a group of similar children get an opportunity to discuss their feelings; relate self to the others; and develop solution for their problems. Similarly, Sayger (1996) stresses group activities help families and children in providing belonging to the community and social support. Furthermore, Meezan & O'Keefe (1998) highlight that the group experience for families and children increases social competence against abuse and neglect. Likewise, in the modern days, the

divorce rate is increasing and the group work method is equally significant and effective for children from such divorcing families. Therefore, McConnell & Sim (1998) discuss that the group work among the children from divorced families increase their self-esteem and relationship with the single parent.

Likely, McKay et al. (2011, 670) in their study about multifamily group with families and children found that the intervention was effective for treatment of children behaviors and dropped the symptoms of behavior disorder significantly; and it also reduced significantly the stress level in parents. Similarly, McWhirter (2011, 2471) believes that group work with families having domestic violence from intimate partner helped children in the decrease of conflict at family and peer level; and also increased emotional well being and self-esteem.

The group work method is effective with teenage parents too. And hence, McDonald et al. (2008, 48) refer a group work intervention designed for teenage parents to highlight that group work activities can reduce stress and social isolation; and increase responsiveness towards the children building stronger parent-child bonds.

The group work with families and their study has shown significant positive effect on child rearing skills, addressing children behavior problems and parent-child bonding. It is supported by McDonald et al. (2008, 51) as they highlight feeling of effectiveness and confidence over parenting, improvement in parent-child relationship, and decrease in parenting stress are the major outcomes reported by families after group work intervention. Likewise, McKay et al. (1999, 603) found in their study about multiple family group intervention that the intervention helped in improving the child behavior especially reduction in behavior problems; parent-child communication; and ability of parents to cope and solve the problem.

The group work helps families in addressing their problems at the family level. It is important to identify that group work also contributes in addressing their problem at societal level by reducing their feeling of isolation and inclusion process. In this regard, Gruber et al. (2006, 498) conclude in their study about the group work with the parents of patients who suffer from schizophrenia that group work helped parents to overcome the stigma which was burden to them; and also was helpful to parents as they can talk easily

about self, find friends and way out for their social isolation. This implies that group work helps in providing ease feeling to the parents about the problems they have been facing alone. In a group, it makes them feel that it is not only their family which is having the problem and this helped in gain confidence over the problem of the family.

2.2.2 Communication and Relationship in Change Process

The basics that contribute to the effectiveness of the group work are the process of mutual learning happening through communication and interaction. And therefore, Swank & Daire (2010, 242) argue that the suggestion and feedback happening in group of families serve as a powerful experience and opportunities for change; and the ongoing observation among the group members helps in learning and gaining insight for the family. Ultimately, it helps in building confidence for communication within family (Swank & Daire 2010, 242). Similarly, Asen (2002) discuss that the focus of group work with families should be at interaction within and between the family and the families in this process function as consultants to each other under the guidance and supervision of group worker. As the group work has impact on inter as well as intra family level, the suggestions and feedback acquired in group work serves as a platform for developing and enhancing communication skills within and between the families.

The basics in family therapy according to Thorngren & Kleist (2002, 168) is “All schools of family therapy believe that individuals are strongly influenced by family interaction.” Therefore there have been demands as well as attempts for developing and designing services for families which provide opportunities for communication and interaction. And in this context, group work with families could be a good social work intervention for promoting and developing communication and interaction skills. However, group work is not an easy intervention method in social work with families. Thus, Gumpert & Black (2006, 62) state that “ Social work with group is a complex, multi-leveled practice modality that requires assessment and intervention of interactions among group members, each group member and the worker, each member and the group as a whole, and the group and the

worker.” It reflects the complexity of the group work; highlights the significance of interaction and communication process in the group; and reveals the client-worker relationship in the group.

Client-Worker Relationship

In social work profession, the relationship between the client and the social worker has always been in the center as social work is considered a profession of bringing change through the relationships. Therefore, Alexander & Charles (2009, 6) argue that the social work is a profession which aims at bringing change in service groups through the relationship but the professional guidelines limits relationship somehow, thereby limiting the effectiveness of social work profession. However, it is important to set the ethical guidelines regarding relationship between the clients and social workers in order to prevent possible abuse from the worker.

Anyway, the relationship between the social worker and the client has been identified as a corner stone in social work profession since long back (Alexander & Charles 2009, 6). Likewise, Maiter et al. (2006, 167) argue that worker-client relationship is central in social work intervention and it is expected to contribute in achieving the set goals. Therefore, Nelson et al. (2004, 157) argue that key theme related to boundaries in professional-client relationship in social work are availability and accessibility; and breadth of responsibility. This shows that the professional relationship is determined strongly by their accessibility to the client group and the responsibility they undertake. It has implication that client-worker relationship is significant in achieving the set goals and it can be maintained through different efforts from the worker, whether it is in case work, group work or community work.

In child protection services, Maiter et al. (2006, 181-182) found that the qualities of social worker like caring, empathetic, exceptionally helpful, non-judgmental, and accepting are highly valued and respected by the parents in the service. These qualities can be considered as the basic requirement for the good professional relationship between the worker and clients in social group work.

The issue of relationship between the worker and the client is significant in group work as well. In a group the helping process is a result of interaction between the group members

and the group worker; and therefore, as a group worker for mutual aid process, one should consider the entire group as a single unit rather than focusing on individual members at a time (Brandler & Roman, 1991). Likewise, Maiter et al. (2006, 182-183) found in study that "...clients wanted to be fully informed, appreciated the extra support they received from their workers, valued workers who did not judge them, appreciated workers who emphasized the positives, and those who disclosed some personal information, making them appear more human in the process." This reflects on challenge over maintaining and balancing the professional relationship with the clients in social work process.

There are number of studies made on client-worker relationship in social work practice. In social work with child welfare, Lee & Ayón (2004, 357) found that quality relationship between the client and worker helps in bringing desired outcomes as it supports and assists clients to address their individual and societal obstacles. Likewise in care services, Timonen & Doyle (2010, 32) found that talking functions as integral part in the relationship between the care provider and the care receiver. It is further supported by Northen and Kurland (2001, 110) stating that as a group worker, one need to be "able to listen better to clients, to be more responsive to them, to be less rigid and more flexible." Further, Denhov & Topor (2011, 421) believed that the simple process of talking and listening contributes to the positive professional relationship and is perceived as helpful by the service users. Therefore, they state "Just being able to tell about something to someone who listens was in itself helpful." (Denhov & Topor (2011, 421).

The above findings from studies show that the simple act of concern and respect from worker towards client contributes in developing positive working relationship. Furthermore, Denhov & Topor (2011, 421) argue that the simple allocation of time to the service users by the professional make service user feel that one is considered as important and it contributes to the development of positive relationship. Likewise Denhov & Topor (2011, 422) further explain that the positive relationship between the service users and the professional is possible through extra effort from the professional and reflection of non-stigmatized attitude towards the service users.

It is not an easy task for the professional to maintain positive working relationship with the client. It is determined by number of factors. Therefore, Lee & Ayón (2004, 356) believe that the factors like receipt of public assistance, level of education, ethnicity of counselor,

ability to openly communicate, and frequency of counselor visits are significant in determining the relationship between the social worker and the client and they found in their study that out of these, ability to openly communicate and frequency of the visit to the client served as strong factors for developing positive and helping relationship. Therefore they state that, “The ability to openly communicate with a client was a strong predictor of developing positive relationship.” (Lee & Ayón 2004, 357).

Similarly, there are also traits and qualities of the worker which are not considered helpful and promotive by the clients. These traits and qualities function as a barrier in working relationship. Therefore, Maiter et al. (2006, 182) argue that the bad qualities of workers like judgmental attitude, cold and uncaring, poor listening, critical and insincerity basically destroys the professional relationship in social work as these are perceived negatively by the service users. Denhov & Topor (2011, 419) further support this through the findings in their study that lack of interpersonal continuity between the professional and the service users made the relationship unhelpful and was a kind of obstructive factors in the care process.

The service users consider the relationship between the worker-client has played a vital role in the change process. Denhov & Topor (2011, 422) state in their study that “From a user perspective, the quality of the relationship to the professional is a major factor in determining whether the care the user receives is of any help.” This reflects and highlights the significance of relationship between the clients and the professional in social work. Likewise, Topor & et al. (2011, 92) state that research findings on recovery process of psychiatry patients has shown that the patients remember and refer individual person (more often helping professional) more than the methods of treatment. Therefore it can be seen that the helping relationship is equally significant as the treatment process and therefore it is very important for the helping professional to have positive and balanced relationship with the service users. It can be maintained from everyday events and it is good for creating a working alliance as it provides service user the experience of being seen, heard and respected. (Topor & et al. 2011, 93.).

Furthermore, Lee & Ayón (2004, 356) found in their study that positive relationship with the social workers helps parent to improve their discipline and emotional care for children’s physical care and parental coping. This shows that the positive relationship with the social

worker helps parent to have positive and preventive action in relation to the child protection. Similarly, Denhov & Topor (2011, 419) argue that the positive helping relationship helps both the professional and service users to further develop the direction for the care. Therefore, the relationship between clients-worker plays an important role in social work processes as well as in group work processes. It motivates client for accepting and internalizing the change and thereby meeting the set goals in social work practice. It is equally applicable in group work with families.

2.3 Strengths Perspective in Social Work Practice

2.3.1 Understanding Strengths Perspective in Social Work Practice

The traditional approach of social work practice has been criticized as it considers individuals to be solely responsible for their dysfunctioning. This highlights on the deficits and weakness of the clients. In this regard, Guo & Tsui (2010, 236) believes that in social work intervention process, the focus on positive traits of clients instead of their problems is more effective and it empowers them. Likewise, Postmus (2000, 248-249) argue that the traditional approach of focusing on problems in welfare services has led to the conclusion that poor people are responsible for being poor and they should be punished if they do not stop being poor. This approach was not successful as it could not put poverty and other social problems to an end. In this way, the pathological view in social work practice got criticized and discourse shifted towards the strengths perspective.

Though the discourse for interventions with focus on strengths of clients is becoming prominent now days, it was also discussed in earlier decades. However, though literatures and social workers claim that the strengths perspective has been in practice for years, but real practice of strengths perspective came in to effect few decades ago. (Saleebey 2000, 128.).

Therefore, Kennedy-Chapin (1995, 507) suggested that looking at positive aspects and strengths of the client is based on belief that people do hold potential to change and grow. Furthermore, Saleebey (2000, 129) supports the idea that the clients do hold the power to change self and if this possibility is denied, it is like denying the problems. Hence, Brun & Rapp (2001, 278) argue that the strengthen perspective has been an alternative over the traditional social practice which used to focus on pathology and sickness of clients. The discourses indicate that valuing clients' strengths and expertise towards their problems is influencing social work intervention programs.

Likewise, Saleebey (1992, 171-172) has stated "At the very least, the strengths perspective obligates workers to understand that, however downtrodden or sick, individuals have survived (and in some cases even thrived). They have taken steps, summoned up resources, and coped. We need to know what they have done, how they have done it, what they have learned from doing it, what resources (inner and outer) were available In their struggle to surmount their troubles. People are always working on their situations, even if just deciding to be resigned to them; as helpers we must tap into that work, elucidate it, find and build on its possibilities." This view of Saleebey reflects that strengths based perspective assumes that every individual do hold the real life experience as strength and this experience serves them in meeting their desired change. Therefore it is important as a practitioner to view on strengths of the clients, and work on it for achieving the set goals in the change process. It is irrational and unethical to underestimate the potential of the clients despite their adverse situations. And hence Saleebey (1997, 49) believes that a) despite their difficulties, people have potential to manage their life with the available resources; b) people survive and learn from their difficulties and therefore these qualities should be highlighted during their change process; and c) change from the intervention is possible only through the collaboration between the client and helper- as the three basic assumptions to strengths perspective. This suggests that in strengths perspective, first we need to explore the strengths of clients and then these strengths should be capitalized in change process followed by collaborative working relationship.

The view over potential in clients is further supported by Black (2003, 335) arguing that strengths perspective believes clients have inherent strength and therefore they should be encouraged to discover their strength with acknowledgement and support on their expertise

over the problem. Similarly, Yip (2005a, 438) argues that the target in strengths perspective is to maintain and revive the residual strengths and abilities of the clients.

In addition, the coping as well as resisting strategies used by the clients in adverse life situations is their inherent and existing strength. Therefore as call for reforming strengthen perspective social work practice, Guo and Tsui (2010) suggests that the clients' resilience as well as resistance and strategies used in adverse condition are also their strengths. Hence, Guo & Tsui (2010, 238) states that "Social workers should support the attempts of people to enhance their strength by resisting and even subverting power relations instead of forcing them to be rehabilitated according to middle-class values and behaviours." Hence it can be said that they proposed for the social work practice with strengths perspective which does not focus only on strengths of resilience process but also the strengths in clients born and grown during the resistance and strategies used in difficult situations.

Strengthen Perspective and its Features

The strengths perspective is applicable in social work practice at child welfare, substance abuse, family services and gerontological services (Guo & Tsui 2010, 235). Therefore, Saleebey (2000, 127) argues that it is obligatory to understand and believe that every individual struggles in life and this experience leads to the strengths like assets, competencies, or resources in them which might or might not be used and realized. As a practitioner it is important to understand it and work accordingly. If the clients reveal their strengths, it is important to keep it alive and promote it for change process and if it is not realized and used by clients then it is important to reveal and re-explore it first, keep it alive and use it for the change process. Therefore Yip (2005b, 453) argues that in strengths based practices; exploration over clients' needs, interests, and strengths is more significant than diagnosing and labeling.

Around Mid of 1990s, Jong and Miller (1995, 731) believed that highlighting on clients' strengths, rather than their limitations and deficiencies in relation to the goal set, is beneficial for the practitioner as it supports clients to use these strengths to address their problems. In a decade time, it is further supported by Black (2003, 343) arguing that the intervention designed for problem solving and change process is successful only when it has client's expertise. This indicates that the change process is possible when clients

collaborate with the practitioner for planning the intervention and this is feasible only if the practitioners believe in strengths perspective and accept that the client has expertise required in the problem solving process. It is therefore respect shown to the client group matters significantly in strength perspective. Therefore, Black (2003, 343) states that “The central core of the feminist and strengths perspectives is the concept of respect- holding the client’s life journey, abilities, and goals in esteem.”

As compared to traditional approach of social work practice, the strengths based social work practice does not label the clients to be dysfunctional, defective or ill (Guo & Tsui 2010, 235). The main working philosophy and ideology of strengths perspective is looking at the strengths and expertise of the clients in relation to their problem and capitalizing it for making the change process happen. However, different scholars have proposed their own ideas on philosophy and principles.

Simmons & Lehmann (2009, 41) state that strengths based practices are based on “.....ideologies and processes that (a) facilitate client-directed change, (b) focus on strengths and resources, not deficits and problems, (c) are fair and respectful of clients regardless of the harm they have inflicted on others, (d) put values of respect and social justice into action, (e) enable clients to identify and embrace their unique personal, social, and cultural strengths and abilities, and (f) assists clients in making changes that are meaningful, significant, and reflect how they want their lives to be.” This reflects on overall working approach within the strengths perspective framework. Likewise, Black (2003, 35) referring to different authors argues that the common principles of strengths perspective are: belief of client groups having strengths; clients as an expert of their life; and existence of resources in every environment. It reflects on belief that clients do hold enough strengths and expertise towards their problems. It is therefore important as a practitioner to help them realize, use and mobilize the resources available in their environment to address problem on their own.

Likewise, the basic principles in strengths perspective according to Black (2003) are the respect to the client’s view and acknowledging their expertise; the provision for information to the client; and collaborative working practice with the client. Likewise, Brun & Rapp (2001, 279) believe focus on clients strengths and their self-direction in the change and problem solving process to be the basic principles of strengths perspective in social

work practice. Similarly, Saleebey (2000, 133-134) proposes five basic principles of strengths perspective in social work and they are as: 1. Believing the client and believe in the client; 2. Affirming and showing interest on clients' view; 3. Focusing on the dreams, hopes and visions of the clients and making them feel how it can be achieved; 4. Exploring and building on the assets, resources, reserves, and capacities of the clients and their environment; 5. Believing that the forces of change, healing, self-fighting and wisdom with clients itself or around the clients; and therefore exploring and utilizing it in the change process. It can be seen that common underlying values and beliefs of principles of strengths perspective is respect the clients because they hold strengths in themselves to change their problem. Therefore, as a practitioner it is our duty to help clients realize and use their available strengths as well resources in their problem solving in a way they need and desire.

These values and beliefs got sanctioned from the study made by Brun & Rapp (2001, 281) about strengths perspective in case management with substance abuse clients as they state "Consumers said that several areas of the strengths process were valuable, including the strengths assessment itself, the assistance with goal planning, and the overall importance of the relationship between themselves and their case managers." It highlights strengths perspectives from the clients' experience and clients found strength perspective practice is successful in revealing their existing strengths; participation and self-direction in problem solving process; and their collaborative relationship with the practitioners.

There are certain components which are necessarily be in all strengths perspective practices. Therefore, Saleebey (2000, 129) believes that all helping process in social work must have: capacities, competencies, character; promise and possibility; and resources, resilience, and reserves - that are with the clients.

Challenges in Strengthen Perspective

It is not an easy task to incorporate social work practice within the framework of strengths perspective. It needs reflectivity, creativity and genuineness from the practitioner. However, there are certain steps which guide social work practice towards the framework of strengths perspective. Hence, Postmus (2000, 249-253) has proposed 1. Identifying strength; 2. Understanding and identifying basic needs; and 3. Identifying barriers to self-sufficiency; and 4. Designing creative programs as four steps for empowering women and

practicing strengthen perspective in domestic violence. It looks applicable in social work practice with families and other intervention units as well. The good aspect of the above proposed step is developing services based on the strengths of the clients, however the basic needs and hindering factors for growth are also considered.

It is true that social work practice and process becomes effective if clients recognize the strengths they hold (Brun & Rapp 2001, 286). But it is not necessary that clients recognize their strengths when they are suffering through adverse life situations. It is therefore, not an easy task to work with clients in strengths perspective framework.

Hence, Cowger (1994, 265-267) believes that one way of practicing is having strengths assessment and thus proposes guidelines for it as: focus more on clients' understanding about their problem and situations; believing and respecting the clients; identifying personal and environmental strengths; and collaborating and accepting the clients as experts in the process. Likewise, Jong and Miller (1995) discuss that the strengths in clients can also be re-explored through interview process and it is important to remember that these interviews need to highlight on well-formed goals; clients' strengths; scaling the helping process; coping questions; and questions about ongoing better things.

2.3.2 Significance of Strengths Perspective and Roles of Practitioner

The pathological and sickness view over clients believe that the clients are in helpless situations and they furthermore do not hold any resisting power on self. But, it is not true. In fact, they do hold power of strengths that can be used for addressing their problems. Therefore, Cowger (1994, 262) state "..... that focuses on deficits provides obstacles to client exercise of personal and social power and reinforces those social structures that generate and regulate unequal power relationships that victimize clients." It reflects the need for the strengths perspective in social work practice as the focus on deficits contributes to further problematic situations.

Strengthen Perspective Empowers Clients

Likewise, Brun & Rapp (2001, 279) argue that if people in challenging situations are supported in exploring their abilities, they hold the power within self to cope-up and overcome it. It is further supported by Black (2003, 345) in a study about battered women where it was found that the strengths perspective used in the intervention process helped women to discover their strengths and they were able to use it for their life process. This leads to the conclusion that strengths based perspective and its framework in social work practice contributes in the empowerment of clients.

The simple process of letting clients know that they possess competencies and resources, contribute in clients' motivation and belief for their participation in the treatment process (Karoll 2010, 271). Likewise, Karoll (2010, 272) further stress that that strengths perspective encourage clients to see their disorders as something which they need to deal for living rather than viewing it as a label. This concludes that strengths perspective contributes positively in strengthening and well-functioning of clients.

The social work intervention with focus on strengths of clients is always effective. With this regard, Karoll (2010, 273) states that the real life experience of clients is important in strengths perspective because it promotes personal strengths and wisdom; and working in its maintenance and promotion contributes in increasing their self-efficacy, self-confidence, and self-motivation for living and acquiring the desired changes in life. Likewise, the strengths perspective believes that knowledge, skills and resources can be enhanced for the client groups using their strengths (Simmons & Lehmann 2009, 40). Similarly, Yip (2005a, 434) believes that the strengths perspective has advantage of decoding, exploring, discovering, and developing the strength of the client; and helping clients cultivate the resources available to them to solve their problem in a way they want. These discussions reflect over the implications of strengths perspective in social work practice.

The strengths perspective is also effective as it holds the power where clients regain their identity and recall the past motivating and energizing positive memories (Yip 2005a, 439). Likewise, Simmons & Lehmann (2009, 42) believe that strengths perspective promotes mutual respect and positive interpersonal relationship; and these can bring long lasting and real change in the clients. Similarly, it also helps in expansion of inner and outer human

resources through synergic relationship (Jong and Miller 1995, 735). These arguments further claim and support effectiveness of the strengths based perspective in the social work practice.

The change process in clients is possible when they promote self-reliance towards their problems through emphasis over relationship. And hence, Roff (2004, 203) argues that strengths perspective contributes in promoting it. Likewise, Guo & Tsui (2010, 236) argue that the strengths based practice in the current context has been focusing on empowerment of clients through emphasis on resilience enhancement programs.

The strengths perspective contributes in empowerment by believing that clients can make their decision which indicates that human beings have strengths and potential to resolve their problems and also contribute to their society by sharing the expertise. (Cowger 1994, 264). Therefore, the center of social work practice is empowerment of client and it is triggered forward by their strengths (Cowger 1994, 263). Similarly, Jong and Miller (1995, 734) state “Those who practice social work from the strengths perspective try to empower their clients by encouraging them to define their own worlds, problems, aspirations, and strengths to create more satisfying lives.”

Likewise, Black (2003, 336) argue that strengths perspective is needed for client’s empowerment and it is basically done through helping client to identify, use and mobilize the strengths and resource on self and surrounding environment. Thus the above discussions supports Saleebey’s (2000, 127) argument that strengths perspective has same goal and process as empowerment.

Role of Practitioners

The strengths perspective in social work practice contributes in empowerment of clients but it demands dedication and commitment from the practitioner. The effect of practitioner’s role is stated by Yip (2005b, 457) through the excerpt of psychosis client as “...He simply treated me as a normal person, a person with integrity, normal interests, needs, and strengths. In front of him, I was just a normal person.In front of him, I felt relaxed, secure, and open to disclose my past history.He gave me hope to recover and live a normal life as many others in the community.” It is a successful case to discuss

but not an easy task. Therefore the role of practitioner is crucial and vital for the change process in strengths perspective.

The practice of strengths perspective over focus the clients' interest and ability and therefore practitioner need to have effective strengths assessment, capability development, and supportive environment nourishment, which is possible only through empathetic understanding of clients' feelings and life experiences. (Yip 2005b, 459). These are the basics that practitioner need to incorporate when they are practicing strengths based perspective. Likewise, exploring interest, leisure activities, special capabilities, strengths, and ventilation of the personal feeling and experiences of clients is possible only if practitioners have participatory and collaborative approach in intervention process with clients. (Yip 2005b, 456-457). This reflects that empathetic relationship between the clients and worker is also a significant and crucial component in strengths perspective in social work practice. Furthermore, Yip (2005b, 454) shares his experience with a case study of psychosis patients that the openness of practitioner towards strengths of clients helps them to understand the personal feelings and experiences of the clients and vice versa.

The practitioner in strengths perspective needs to create a sense of hope and possibilities in clients (Saleebey 2000, 133). It is significant in change process as it promotes high level of motivation and self-esteem which is needed for achieving the desired goal. Therefore, Brun & Rapp (2001, 287) argue that in strengths based practices in social work, the practitioner should be prepared and skillful to put emphasis on strengths of clients throughout the intervention process especially during the interaction and goal setting process. This reflects that the practitioner needs to be skillful and motivated for creating a sense of hope and motivation for clients.

The possibilities and strengths in clients become visible only when they are accepted. The acceptance is reflected through empathetic relationship and interaction. Thus, Yip (2005b, 447) believes as a strength perspective practitioner, it is important to consider and accept that all clients are communicative and they possess positive assets and strengths.

Likewise, Cowger (1994, 264) proposes guidelines for the practitioner as “..... to nourish, encourage, assist, enable, support, stimulate, and unleash the strengths within people; to illuminate the strengths available to people in their own environments, and to

promote equity and justice at all levels of society.” This idea insists strengths perspective practitioner that clients do hold strength enough in them to overcome their problems and as a practitioner it is our duty to help them analyze and identify the resources and strengths available with them which addresses their social exclusion and isolation.

The strengths perspective can be effective practice with different intervention units like individual, family, and community. Saleebey (2000, 127) believes that “We are called to venerate the remarkable abundance of human experience, to acknowledge that every individual, family, and community has an array of capacities and skills, talents and gifts, wiles and wisdom, that in the end are the bricks and mortar of change.” This supports the belief of Postmus (2000, 255), as a social worker there are challenges to explore and focus on the strengths of the client groups. However, it is significant to understand that the empathetic relationship with clients helps in revealing their strengths and these strengths contribute significantly in achieving the collaboratively set goals.

3 RESEARCH PROCESS

3.1 Purpose of the Study

This study is aiming at exploring the experience of adult campers about their participation in the family camp organized by POSKE in coordination with different municipalities of Lapland region. The study, therefore, helps in i) exploring the perception of the service users participating in the family camp; and ii) contributes in integrating the needs, experience and opinions of the service users in further developing and strengthening the social work intervention for families. The experience of service user is always beneficial for the development of services. The positive experience provides sanctions for the intervention to continue whereas the negative experience provides an opportunity to develop and further strengthen it.

In this regard, this study has made an effort to explore the experience of adult campers about the three dimensions of the family camp. The three dimensions are 1) activities of the camp, 2) the relationship between the camp workers and adult campers, and 3) immediate change or impact experienced by adult campers after their participation in the camp.

Therefore, the purpose of this study is to explore the experience of adult campers about the above discussed three dimensions of the summer family camp organized by POSKE and municipalities of Lapland region in 2012. The objective is tried to meet with the help of three research questions. In order to meet the purpose of the study, there are three research questions and they are:

- a. What is adult campers' experience about the activities of the camp?
- b. How do adult campers view their relationship with the camp workers?
- c. What immediate changes do adult campers experience after participating in the family camp?

3.2 Data Collection

Initially it was targeted that eight adult campers from different families participating in two family camps (at Kemi and Ennontekio) will be the respondent of the interview. The research interview was conducted with the targeted respondents, but due to the problems associated with the translation the respondent for the study was reduced to six adult campers eliminating two campers with whom the interview process involved translators. Therefore, the use of English language for the research interview served as the basis for the selection of the respondents.

There were four families from mountain and four families from sea Lapland out of which I interviewed six respondents in English language. At the end, I decided not to use the interview from two respondents of mountain Lapland as it involved the translation process and therefore, there are six respondents at the end which served as a material for this research. Out of six respondents, four were females and two were males. Three females were single divorced mother and one was in divorce process whereas the male were father, but unmarried to their partner. Two respondents were unemployed though they have

university degree and the rest four were employed. All respondents have children and it varied from one to three in number and 1 year to 12 year in age. The basic reason for them to participate in this camp is associated with their problems related to parenting. The respondent can be represented through the table number 1 which is presented below.

R. N.*	Age	Sex	Profession	About children	Support needed on	Camp
1	37	F	Unemployed but university graduate	3 children; in Kindergarten and school	Parenting	Meri-Lappi
2	35	F	Working	1 children; at home	Parenting	Meri-Lappi
3	28	M	Unemployed but university graduate	2 children; go to school	Parenting	Meri-Lappi
4	24	M	Working	1 child; at home	Parenting	Meri-Lappi
5	40	F	Working	3 children; go to school and Kindergarten	Parenting	Tunturi-Lappi
6	47	F	Working	2 children; go to school	Parenting	Tunturi-Lappi

Table 1: Tabular representation of the respondents

*=Respondent Number

As I am a student from Nepal in Finnish University, there existed cultural and language differences in the camp. Therefore, there was a need for ice breaking program with the participating families. After planning with the camp director I had presentation about myself, my country and culture on the first night of the camp. The families were found interested to know about my Nepali culture. After my program, with the help of a translator I told families about my purpose being in the camp. I beforehand prepared a set of interview questions that I would be using for the interview and it was also translated into Finnish language with the help of the staffs from POSKE. Therefore, on that night I handed over that set of open ended questions to families participating in the camp. It was done for making the respondent clear about the interview and also for taking their consent. It was same in both the camp.

After my two days experience of interaction and communication with the adult campers and families, I decided the potential respondents for my research interview. And then I asked if they were interested for the interview and all of them were positive. In this way I

selected eight adult campers from different families in two family camps and interviewed them.

Still I was not sure if they were appropriate respondent for the interview. Therefore, I decided to break down the rest of the interview into two parts. In first two days, I interviewed adult campers about their social life. It contained introductory interview between me and the respondents. It helped in preparing the respondents for the main interview and making them feel easy with the next interview. And then I asked them if they were ready for the main interview. They were found to be positive and then finally I had main interview on last two days. I interviewed one respondent from Tunturi Lappi camp in Rovaniemi as it was not appropriate time for interview during the camp. The main interview contained set of pre-planned open ended questions followed by spontaneous relevant and in depth questions. The pre-planned open ended questions are attached as the Appendix 1. The introductory and main interview together lasted between 45 minutes to one and half hour.

3.3 Challenges and Limitations of the Research

Since the camp was happening in different culture and context than where I was born and brought up. Initially, I planned of making the study ethnographic research. I planned accordingly but it was hard for me to make my research ethnographic. It was hard for me to understand the pattern of communication among the families, camp workers and between the two. The body language was also not easy to understand and note down although I had camp workers who were helping me by translating the overall process and happenings in summary. Therefore, my plan of collecting data through observation was not successful and thus could not make it ethnographic research though I participated in the family camp.

Likewise the language also became a barrier for my interview process. I was lucky that I could manage six respondents who could speak English but had to eliminate two respondents with whom I need to use translators. As Temple and Young (2004, 175) believes that as a researcher in cross language research when opting for using translators, it

is very important to ask "...how they represent other people." Likewise, Temple and Edwards (2002) believes that in the translation process in different languages, instead of being exact translation like word to word, there is often an attempt from the translator to select words and language that convey the meaning in general. In my research interview, I tried to find the answers to the question set by Temple and Young (2004). The translator I opted is the university student of social work, so it is assumed that he knows the basics of social work profession and he was a Finnish student. Therefore, he can represent the respondent as he was also in the profession of social work and he is also Finnish like the respondents. But I strike with the ideas of Temple and Edwards (2002) because I could see translation was just the summary of what is shared by the respondent. I was observing that there was going number of discussions and interactions among the translators and the respondent during the interview process but I as a researcher only got summary. And hence I decided to eliminate the research interview which used translator. I think the translation process I experienced can be explained through the figure below:

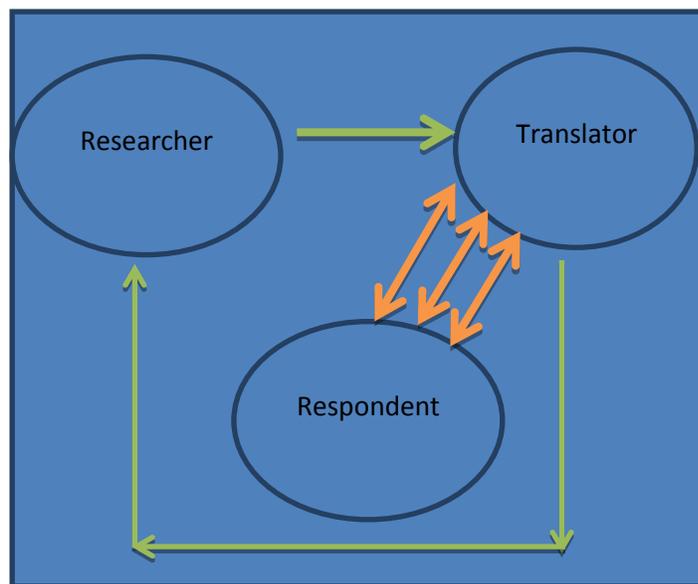


Figure 1: Researcher's experience on translation

As a researcher it is important to be clear on the research topic before the research interview. I finished my practice training from POSKE and got interested in the concept of family camp. I did not have enough time for readings on the topic but need to participate in the family camp as it was immediately after my practice training. Therefore, I think that I decided to go for the research interview without much information on family camp as I had to wait one year more for the next family camp. Anyway, I decided for my participation

and research interview. I designed the research questions and interview questions based on my discussion and interaction with staff from POSKE and my professor from the university. It was nice that at the end, the interview went well and it was sufficient enough to gather the data required for answering the research questions.

I decided also to explore the impact of camp over the campers and their family. The duration of the camp was four days, out of which one day was arriving and one was departing. So, the camp was hardly three full days. In this short period of time, the interview aimed at immediate changes was never easy. The campers found it difficult to realize whether it is a change resulting from camp or if they had any. In fact, the campers should have been interviewed even after the camp if the impact was to be explored in detail. But since there was not any funding for the research and my economic status was not strong, it was hard to decide for follow up interview as it demands frequent visit and travel to different municipalities of Lapland region. It could have been done through telephone as well but it is always difficult to communicate with the respondents in English language without face to face interaction.

I was in the camp as a researcher as well as camp worker. I had to manage interview when I was relatively free. Most of the time, I was busy with the small children as there was separate programs for the adults. The task of being with the small kids is always tiring and cultural difference was always giving mental pressure to me. I think it was same with the respondents too. They too had to look after their children and also attend the programs designed for them. After all these, they had to interview with me in English language. Therefore, it was not an easy task to interview the adult campers as both the interviewer and the interviewee were tired and the communication language was not the original language of both the parties.

3.4 Data Analysis

After series of reading and playing with the data, the trial and error method was used to decide the analysis of the data. First of all, the detail of the interview was transcribed into

word file with the use of DSS player (a media player). The transcription process was re-checked to confirm that all information is written down in detail. After it, the data was read several times. All the responses from the respondents were gathered under the interview headings. The interview heading was in fact interview questions. Therefore, all the responses related to one interview question was gathered and coded. The coding was done in printed copy.

After coding the theme, the categories were identified and all the themes were kept under the relevant categories. The table showing the interview heading, themes, categories, and excerpts from the interview is attached as Appendix 2. After this, the categories aligning together were further separated into sub-wider categories and the sub-wider categories carrying similar ideas were merged to form the wider categories. The table with categories, sub-wider concepts and wider concepts are attached as Appendix 3.

In the data analysis process, the sex and the study units are considered only as adult family camper. Likewise, the study has remained silent towards socio-economic and educational status and family contexts of the respondents. The analysis is directed only towards exploring the experience of adult campers towards their participation in family camp activities; camp workers; and overall impact on their lives as a result of participation. Therefore, the respondents in this study stand at the same level based on their gender; and educational-socio-economic background and family context.

4 EXPERIENCES ABOUT THE ACTIVITIES OF THE CAMP

The activities in the camp were aimed at providing free times to families through activities in group work approach. It was designed after discussion with all the camp workers and I was also one of the participants of the planning process. The indoor activities included discussion among the adult campers; activities for children like painting and individual family task. Likewise, the outdoor activities included trips, hiking, sports, swimming, and canoeing. The activities had special attention over children as they are vulnerable to accidents and also their engagement was crucial for discussion and interaction among the

adult campers. In this section, the experience of adult campers about the activities of the camp; their participation; and camp as group of families is presented.

4.1 Experience on Activities for Families and Children

The planned, adventurous and recreational activities like hiking, boating, canoeing, playing games and being in nature are the activities that are highly enjoyed by the campers. The families and campers considered these activities as memorable activities of the camp. The families were not that economically strong and it is costly for them to be part of such happenings. Since they were tired and not having professional jobs, they could not buy the services that would contribute in well-being of family. Therefore the campers felt that it was good experience for families to have such activities. In this context, issue raised by Brandon (2001) is relevant because in child protection and preventive family interventions, it is very important to understand the potential of the parents as either a good parent or a productive worker. The families attending the camp were vulnerable as they lack both the skills of parenting and productive workers. In this scenario, the camp was successful in providing free times to families and it contributes significantly in well-functioning and reducing the risk factors in families. Li et al. (2000) support this finding as they discuss that the time factor the parents and children have together contributes in reducing the risky behaviors of the children. A camper shares his experience on memorable camp activity as:

..... playing some football in the field and as we had teams, one adults and kids against adult with kids. There I tried to get the kids in my side to play better when had the ball there, I told you must run the other side so that I can pass you.....
And it was nice to see that last goal of the game, it was that I was in the goal and two kids, who were brothers, at that time pass it to others who scored the goal.
(Respondent 3)

Likewise, the engagement of children in group activities provided free time to adult campers. The adult campers were just relaxing; discussing and interacting with other adult campers; and looking at their children. These happenings provided an opportunity for the adult campers to develop self as efficient parent through discussion, interaction, and observation process. Swank & Daire (2010, 242) therefore argue that experiences acquired through suggestions and feedbacks in group is powerful in bringing changes in group work.

The adult campers were happy over the level of participation of their children and it helped them in revealing the strength of their family. They realized that their family and children are normal like other families. As supported by Yip (2005b, 457), it is important in problem solving process to help them realize that they have normal functioning families. Therefore the camp helped them in revealing their strength, both in self and family. This positive realization contributes in reducing the risk factors thereby increasing motivation and active participation in problem solving process. Therefore, Karoll (2010, 271) discusses that focusing on clients' strengths contributes in adding motivation and belief for addressing their problem.

The adult campers experienced that the child's happiness is connected to the happiness of the parents and vice-versa. They shared that it is hard and tiring to keep their children happy at home. The outdoor activities are not that much feasible in normal life because of their economic situations. Through the engagement in different activities children were happy and felt that they are doing something good and proud. It meant something to their parents. It is shared by a camper as:

.....the most important thing is that you have to think about the children. They are the first because if the children are feeling good, the parents are feeling good. And then you have to think of about the parents. If they are feeling good, the kids are feeling good. (Respondent 1)

The above finding is significant because it reflects that the campers are having problems associated to child protection because they are tired. They do have concern for their children. It is always important for practitioners because these concerns and attention serves as the strengths in addressing the issues of child protection. Therefore, it can be said that parents are lacking skills and practices necessary for efficient parenting. And hence, the intervention like the family camp aimed at supporting and strengthening families. Brandon (2001, 298) therefore, argues that lack of support services leads to no change in parenting skills and thus children remain in risk in vulnerable families. Likewise, Waterhouse & McGhee (1998, 286-287) highlight the aim of family social work at supporting parents for making parental responsibility. Thus, supporting and strengthening nature of camp made adult campers feel that their decision to be at family camp is right.

The availability of the food to the campers also contributed in providing free time to families as they don't need to be concerned over making food. The free time is significant in a family because it contributes in strengthening the family bond thereby reducing the risk factors through interactions and different happenings in relaxing environment. In this regard Waterhouse & McGhee (1998, 286-287), Brandon (2001), and Li et al. (2000) argue that the time factor among the family members helps in addressing the issues of child protection.

Despite the availability of free time, the adults shared their experience on difficulty with the food timing and food eating pattern in the camp. The adults needed to be more attentive and concerned towards their children when they were hungry during the trips and excursion. The few adults also experienced that it was hard for their kids to have food in the common place. The kids are used to with food habit in small family and when they exposed to larger group, they had problem. These happenings did not allow adult campers the time for self especially to enjoy, relax and be in the camp activities. These reflect that campers did not have safe and supportive environment for food pattern in the group. As suggested by Newstetter (1935, 297), Kleinmuntz (2011, 222), DeLucia-Waack & Gerrity (2001, 281), the active participation and belonging of members towards the group can be ensured through safe group environment. Therefore in multi-family group work approach like family camp, it is important to address the needs of individual families in order to increase their sense of belonging and active participation in overall camp activities. However, Ceglie & Thümmel (2006, 390) argue that it might not be appropriate to address individual needs and issues in groups and hence effort should be made to address it separately by the practitioner. Thus, it can be concluded that addressing individual family needs and safe group environment contribute in active participation and belonging of adult campers towards the family camp. A camper shares the difficulty on children's food habit as:

I think it is problem with eating. The kids are not that much used to with that much crowd in one room when eating. We had problem with our son trying to eat with him. Mostly we got bread on him. That was something different. We have not been that much together with the different families except in the trip here. (Respondent 4)

Likewise, they also experienced the activities of the camp to be busy, tiring, and stressful. The busy schedule led stressful situation in the camp and it hindered the effective participation of the campers. Hence, it is important in social work practice to develop

services in the best interest of the service users. It is mandatory as it ensures that the needs of service users and service providers are harmonized. This is the way to increase the effectiveness of the designed services in social work practice and thereby achieve the set goals. Epley et al. (2011, 203-205) and Wycoff and Cameron (2003, 148) therefore highlight on proper need assessment for developing services in social work practice. The tiring and stressful experience of the campers is shared as:

I was more looking for being relaxing but it has not been that relaxing what I was thinking before I came here. (Respondent 4)

Today, at the visit we had problem of Punkki (insect named tick). So I would like to rest and have time for myself. (Respondent 3)

Guerney (1988, 100) argues that the service users consider the social services as taken for granted and are unaware of the fact that the services are aimed at changing them. The same thing was also found among the campers because they were confused if the camp is really aimed at them. The busy and tiring camp schedules let campers feel that is it really a camp for families or is it camp where families are only following workers? The service providers targeted at providing many activities in the camp as it was only of two full working days and two half working days. And after the excursion, the families got tired but they had further discussion and interaction activities. Likewise, they were not aware of the camp activities before hand of the camp. It would be better for campers as well as workers if both of them had known about the activities of the camp beforehand. Hence it is important to have participation of service users in service development process also and therefore Saleebey (2000) and Yip (2005b) highlight on partnership and collaboration with the service users for developing services in social work practice. The unfamiliarity of parents about the happenings in the camp can be illustrated through:

For my children, Like I said, my daughter was wondering, its gonna be boring there, is there any friends, is there any boys or its gonna be boring camp. I said I don't know. You have to wait and see. (Respondent 1)

The misunderstanding and lack of opportunity for its clearance led bad experience among the campers in the camp process. This reflects over communication in the group. The role played by the worker is very important in communication and interaction in the group work methods. Detail on communication and relationship with the worker is discussed in the upcoming chapter. The communication problem in the group made campers feel that their

family was isolated from the camp process. Though the isolation was not all the time, but also it let them had bad experience regarding the camp. The basic belief and principle of group work practice according to Newstetter (1935, 297), Kleinmuntz (2011, 222), DeLucia-Waack & Gerrity (2001, 281) is opportunity for mutual learning and growing through safe group environment. But this was found to be missing in certain circumstances in the camp. As a result, it was hard for campers to see their families isolated from activities. This experience functioned as obstacle to their active participation in the camp. It is shares as:

May be that I am (crying.....) oh sorry. I feel myself so sad when I saw that my children can't be with other children. That's it. But now I felt that it happened that other children get friends together. So, weakly my children left outside little bit..... But, it is me who is suffering about it. (Respondent 6)

The campers also experienced isolation as they did not get enough information about the happenings of the camp even during the camp time. The campers were dissatisfied with the flow of information in the group. Hence, their motivation for participation in the camp activities was lowered because it is stressful to wait and see who will come and tell what to do? It is not easy just to wait and see what happens. This finding is supported by Maiter et al. (2006, 182-183) in their study where they found the service users wanted to be fully informed about the services. The sharing about flow of information is as:

It seems like, sometimes like today's beach, organize did not go that well. So, bit complications like who goes with who. That is kind of little stressing. (Respondent 4)

Despite the busy schedule, the campers liked planned and unplanned discussions and interactions programs of the family camp. Though they were tired, they were expecting to get some feedbacks and suggestions about their family. During the discussions and interactions, they found their needs addressed and hence they enjoyed it. They shared that suggestions and feedbacks from the group process was helpful for their family level as well as personal level. The further discussion on impact from group process is made on later chapters.

The major concern of the campers was over the children and their level of participation with other children in the camp. The campers had good feeling when they saw their children happy with other children. The striking finding is that the children were not with

their parents all the time and it led parents feel that the children were functioning independently. This experience contributed campers in accepting their children more than before and side by side helped them realize over self's family as a normal family. It plays vital role in their problem solving process. It is therefore argued by Yip (2005b, 457) and Jong and Miller (1995, 731) that helping people realize their strengths contributes significantly in addressing their problem. Likewise, the behavior changes in children is reported by McKay et al. (2011, 670) in their study about multi-family groups. A camper shares about independent functioning of dependent children as:

But I think it was good because my children are that kind that they want to be with mother all the time. And one is my point to be in camp is that children are not with me that they are with other. (Respondent 6)

But, the campers who had children of age group 1-3 had less satisfaction with the activities of the camp. As a result the camp and its activities were difficult for them. This sort of happenings in the camp failed to provide an opportunity for mutual growth through safe group environment as proposed by Newstetter (1935, 297), Kleinmuntz (2011, 222), and DeLucia-Waack & Gerrity (2001, 281). The adults felt that the activities targeted at the adults and grown up children became too much for the small kids. It is because the needs of the families were not assessed properly during the service development process. A mother with a child of 1 year baby argues that because of the adult's activities, the child did not get enough time for the day nap or even no day nap at all as:

But with the little one you have to go out when they have had breakfast. Then they can nap. But it was not there. We did go out when they had to have nap. That was only the problem I had said so many time. (Respondent 2)

Therefore, it can be said that the campers had positive as well as negative experiences from the activities of the camp.

4.2 Experience over Participation in the Camp Activities

The families, especially adult campers were tired of looking after their children alone and therefore they were looking for free time where they can be together with their family. The

financial limitation did not allow them to go for holiday and have relaxing time. The camp thus served as a summer vacation for the families. Therefore, this section highlights the experience of adult campers in relation to their participation in the camp activities.

The families are busy at home doing something or being somewhere. But in the camp, it was free time and campers did not need to worry about their day to day normal life activities like cooking food, and cleaning house. Therefore, they had good feeling as they were together in a family without any stress. The good feeling resulting from time together in a family is significant for the well-being of families with parenting problems. As the families participating in the camp were vulnerable to child protection, the time factor within their family should contribute in strengthening parent-child relationship thereby reducing the risk factors of the families. It is supported by Li et al. (2000) as they believe that the risky behaviors in family members can be reduced through having time together in a family as it ensures the availability of parents to the children. Likewise, Brandon (2001) discusses that the time allocation to their children is efficient investment from their parents. The impact of having time together in a family is shared by campers as:

Now, after the camp the children are going to be more close. We are going to spend more time together and we do very much activity whole time. The camp will continue. I have already started this feeling before. (Respondent 1)

My time with my son, I think we are getting more closer. We do somethings at home too but it feels like we have been closer here. (Respondent 2)

As a family, we are probably more together here. Usually it passes outside somewhere if we are home. Yea, the time here was bit more relaxing. (Respondent 4)

In addition to own family time, the families also had time with other families. The campers were just sitting, talking and observing other people and children. They had interactions among each other and it provided opportunity for suggestions and feedback. It contributed in their empowerment as it provided hope and possibilities towards their families. The campers realized and accepted their family situations. Therefore, Swank & Daire (2010, 242) argue that the interaction in groups contributes families for bringing change and addressing their vulnerability. For this, the families functioned as consultant to each other and therefore Asen (2002) discusses that the consultant function of group members is more effective under the guidance and supervision of group worker. The campers see hope and possibilities in families only when their strengths are revealed through the group process.

The details on contribution of camp for revealing the strengths in families and campers are discussed in later chapters.

The families are usually busy and they rarely have free time for self. Hence, adult campers are always busy thinking about their daily work and children. This stressful situation contributes to the vulnerability of families for child protection as stressed parents lack parenting skills and practices. The free time, together with whole family, in nature gave some energy to campers and therefore it was kind of relief. As Thorngren & Kleist (2002, 174) believe that the group work with families contributes in alleviating stress and the family camp did the same function. A camper shares relief and stress reduction experience as:

Now she (girl friend) said that it is so great being in the nature. It is so quiet and peaceful there. So it balances the normal, daily real life. With the kids who are coming and going and all the problems they have. So it is a time to be only with yourself in the nature. (Respondent 3)

The experience about the participation of children was found to be mixed. Some campers were stressed and hurt as it was too hard for them to participate in the camp activities as well as look after their little kids. It is because the camp failed in addressing the needs of families with little kids. Agreeing to Ceglie & Thümmel (2006, 390), the camp workers need to assure that individual family needs are addressed in the camp. This assurance could only lead to reduction of stress and isolation feeling of campers. The campers were in difficulty to manage their participation in the camp as they have to be with their little kids all the time. However, campers of grown up children were happy as their children were actively participating and enjoying being in the camp. This opened up the eyes of the campers for dealing with kids and their need assessments. It reflects improvement in parenting behaviors and skills among the campers. McDonald et al. (2008, 48) and Ruffolo et al. (2005, 209) also found in their study that the group work helped families in developing positive parenting behaviors and well-functioning. The campers share the isolation feeling and changed parenting behavior as:

I think he(social worker) saw at me that I was stressed and that kind of bad feeling. Because my one son cried, that he could not play ball because he should go eat. He said to me that I want to play.....with the ball and he never gets that time. (Respondent 1)

Especially the daughter has been very happy to play with the other kids. Son is bit younger but well today he enjoyed very much that boat trip. (Respondent 3)

Likewise, the adult campers also got some positive energy from camp for making decision that is life changing. Newly divorced mother shared her experience that her participation in the camp helped her to make life changing decision. The camp provided her free time where she could think about her next move and finally it was helpful. This is how camp contributed in reducing stress and increasing problem solving capabilities. The first thing that strikes from this experience is stressful situations leads to wrong decisions, incapability of problem solving, and therefore one can think more rationally when the stress is reduced. In this regard, McDonald et al. (2008, 51) report in their study that parental stress can be reduced through group work and McKay et al. (1999, 603) argue that the group work contributes in increasing ability of parents to cope and solve the problem. The second thing that is raised by this experience is that the group experiences provide an opportunity to empathize self-situation in relation to others and it helps in making rational decisions. Therefore, Thorngren & Kleist (2002, 174) report on interpersonal and intrapersonal awareness; and reality construction among the members in group work through shared experiences. The camper shares about the positive energy from the camp as:

..... I had little bit of time for myself. For me, this was also very good.... I have very important things what I have to talk with..... But now one way is good that there is no signal, now I can think. Like last night I made few very big decision like what is my next move? May be also because of this experience from camp.....
(Respondent 5)

Similarly, the campers also had successful experiences from the camp. The feeling is an outcome of having family time together and participation in camp activities with other families. The participation of their family in the camp helped in addressing their family problems. A mother who has lower self-esteem daughter experienced successful feeling when her daughter was proud of her participation in the camp activities. Therefore the mother believed that the activities helped in motivating and promoting her daughter. It reflects on behavior changes in children participating in the camp. The similar finding is reported by McKay et al. (2011, 670), where he found that multi-family treatment had positive influence over children's behavior problems. The mother shares this experience as:

The daughter going to kayaking is one. Because she did do something that makes her proud. I think that very nice that instructor said, I hope he said to her that she is

very good. She needs that very very much. Because she has no self confidence because it is very little. (Respondent 1)

Likewise, campers experienced that the happenings in the camp contributed towards their problem solving process. A boyfriend shares the level of participation of his girlfriend in camp activities gave him hope that she is functioning well and her problems are diminishing. It is because he always used to see his girlfriend as someone with problems but it was kind of new for him to see the positive things and happiness in her. In the camp, they had different activities and these activities contributed in finding out positive traits in family out of negative traits. It is significant because the camp contributed in revealing the strengths of family and it is necessary as these strengths serve as basis for family problem solving. Therefore, Black (2003, 335) and Jong and Miller (1995, 731) believed that as strengths based practitioners it is important to reveal the strengths of client and use it for developing interventions for problem solving. The camper shares the camp's contribution towards their family problem solving as:

.....I am in the family who runs the daily life and my wife is the one who is having the (X) Problem..... So, it was more like she had the good experience that I made it when she went to canoeing first time. It means a lot to me. She has had quite long period of better life last six months, she has been going in the right direction, more active and less depressive. That is one step in the right direction. (Respondent 3)

The lack as well as need of family sometimes can be realized when it is met. A mother with 3 children has been living alone without a man in her family for years and she never realized that her children are missing man component in her family. In the camp, when the children were happy and playing with other male adults and social workers, she realized that the man component has been missing in her family. Therefore, the camp was also successful in need assessment of the families as it provided opportunity to experience and realize through observation. Kurland & Salmon (2006, 123) therefore argue that the differences, diversities and commonalities among group members contributes to mutual growth. The sharing of the mother is as:

And that is that the male..... gives 110% percent to my children. Because they need this man things. (Respondent 1)

The campers found that the group work motivated them. They felt higher level of satisfaction from what they did in the camp. Therefore, they felt that the things which they

only planned but never tried before, is now possible. A mother shared that her daughter was asking for swimming and she herself loved swimming. But she never dared to swim with her small daughter and other children. But when they did it in the camp with the help of other people, she felt that it is now possible. It can be seen that the camp contributed in raising the morale of the campers. The similar finding was highlighted by Zlotnick et al. (2000, 108) where they state that group work with families contributes in raising morale of caregivers and thereby reducing the destructing parenting behaviors. It is shared by the mother as:

A (daughter) she loves to go to swim. If we are somewhere else we cannot go this swim with three children so that was like yes now we can achieve. I don't know how to express it. But, that's good feeling that yes I made it. (Respondent 5)

Thus it can be said that the campers experienced the growth and well-functioning of their family as a result camp participation. They developed a feeling that their family is normal like other families. Sometime this feeling arises simply by observation process in the group but not necessary all the time. Yip (2005b, 457) therefore stresses that the worker should focus on letting client feel self as normal people. This feeling in campers is important as it contributes positively in the family functioning and their effort will always be directed towards normal functioning. Despite these positive experiences, they also experienced stress because of activities that are too tightly scheduled and unfriendly for little kids. Therefore, they recommend the management to focus more on providing free time to families so that they can just relax and be together.

4.3 Experience as a Group of Families

Since the camp had multiple families, the activities were targeted for different groups like adult campers; children; individual family; and for all participating in the camp. Hence everyone participated as a member of group in different activities. Therefore, this section presents the experience of adult campers about the group and group related happenings in the camp.

The campers felt that the camp group included people of different age groups like children, young and adults. They believed that it would be nice to be with people of diverse

background. The campers were expecting to be friend with new people, know them, and learn from them. The campers believed so because it reduced their isolation feelings as they got opportunities for building social capital of their families in the form of friends. Ceglie & Thümmel (2006, 394) and Ruffolo et al. (2005, 209) also found that group work with families reduced isolation feelings of parents in their study. The campers also believed that being in group contributes to each other's growth. About the growth, Gruber et al. (2006, 498) has reported from their study that the group work with parents of vulnerable families resulted in overcoming their stigma, and thereby addressing their social isolation through friends. Likewise, Brown (1991) discusses that the collaborative group experience of sharing ideas and feelings strengthens the giver and the receiver. Therefore, the campers were enjoying being in a group and they had a feeling that they were together as a unit in the camp. The experience and willingness of the campers about building social capital is shared as:

I think, first look you see different family as one family. You have your own family above them. After while when you are more together doing and speaking out something, people see all the time. People are seeing all the time when are speaking more. (Respondent 4)

I think it was fine group. Because it was nice to learn and know other people. It was not too much and not little either. I like to see like how other mom do. That I expect. I would have more opinions when speak with the different moms. They have their different things that we can learn from. (Respondent 1)

The campers shared that they had mutual sharing and thereby learning about their children, problems, and also about the self. Therefore, the campers were helped in realizing their family situations. The camp was successful in helping families construct their realities. Thorngren & Kleist (2002, 174) present similar idea where they think the group experience contributes in awareness development through reality construction. Likewise, the campers understood and related their families with other families which allowed them to understand differences and commonalties. Therefore, Kurland & Salmon (2006, 123) believe that in group process, the group members benefit from the existing differences and commonalties. As a result, the campers were realizing that it is not only their family which has problem, but also other people have similar problems. Hence, Steinberg (2004) discusses that group work provides opportunities for group members to reduce their isolation feelings as they realize that it is not only their problems. The campers therefore experienced that their

family is better and stronger as compared to other families. This experience contributed in revealing the strengths of families and it motivates and increases the level of participation of campers in addressing their problems. Brun & Rapp (2001, 279) and Black (2003, 345) therefore argue that supporting people to explore their strengths helps them in using it for solving their problems. A camper shares about it as:

These families, few families were just divorced. Especially the mother who is pregnant...god! It is really difficult. Compared to that my life is easy, may be. (Respondent 5)

The campers experienced the size of the group to be an appropriate one. Therefore, they did not experience argument and much misunderstanding among the families during the camp time though they were new to each other and had different family structure, context and problems. This reflects that the size of the group is one key factor for group work and it is also supported by Kurland & Salmon (2006, 125). The concept of safe group environment for opportunities to learn and grow as proposed by Newstetter (1935, 297), Kleinmuntz (2011, 222) and DeLucia-Waack & Gerrity (2001, 281) is determined by the size of the group as well. Therefore, the appropriate size of the camp was effective in providing the safe group environment where the campers were working and growing together. It is shared by a camper as:

The families in the camp are really nice. No one is having argument with each other. No one have been angry to each other.The family worked in a group.....It was preety nice to see that different people are working together in a group. (Respondent 2)

This experience in campers is significant in their real life because it motivates and provides energy to mix-up with new people in the societies and it contributes in adding up their social capital. It is an outcome of camp as the campers could see the differences and commonalities among people and this motivates and strengthens them to build social bond in beneficial way. This is also supported by Drumm (2006, 22) in the study where it was found that in the group work process, the contradictions contributes in building bonds and connecting peoples.

The adult campers were having group discussions and at the same time their children were in group activities which was monitored and supervised by the camp workers. The discussion was also under the facilitation of either social worker or psychologists. The

discussion program did not focus on particular problems but was directed towards addressing those problems. Thus it can be said that the topic of the discussion programs were aimed at promoting and strengthening parenting practices and behaviors. Since it did not focus on problems, the campers felt it easy to be in the discussion programs. The argument of Yip (2005b, 453) is true in this context because focusing and exploring needs and interests of the clients is significant as compared to labeling and diagnosing them. Therefore, the campers enjoyed such discussion and interaction programs because they were having problems associated with it. It provided them an opportunity to learn and grow for addressing their problems. The campers functioned as consultant to each other in this mutual growth process. The similar notion on consultant role among the group members in group work through interaction is introduced by Asen (2002). Likewise, they also realized that they need to share their problem with other people and it contributes on addressing it. Thus it can be said that they realized the need of social support in addressing their problems. In this regard, Thorngren & Kleist (2002, 168) argue that group process provides social support to group members for behavior modifications and problem solving. A mother shares her experience about group discussion and interaction as:

The meeting of adult members was really good. Especially today's meeting was ok but I did not talk so much touch with others families. I don't know why but still could not. These type of activities are good. I like these meetings, like today I really felt that I need to talk about family problem with somebody. This was good. All meetings with adult family members was good. I really need those type of times. (Respondent 5)

The first group discussion proved to be milestone in the communication and interaction process in the camp. Since the campers were talking to each other, it helped them in breaking the ice and it contributed for further discussions and interactions. The campers were becoming friend and talking with each other in free time as well. The highly ranked ethical challenge of workers in group work as found by Gumpert & Black (2006, 66) in their study is challenge in communication among the group members outside the group meetings. It was also same in the camp but the first officially set-up interaction program opened up the ways for communication and interaction among the campers. Therefore, it is responsibility of the workers to try different methods for communication outside the official group meetings. It is shared as:

It was kind of hard. In Finland it would be so much easier if you smoke. That you go to smoke and you straight away get connection chatting at smoking place. So, we did not have that but like that chat session yesterday, there we had some bonding or get to know familiar with few parents. (Respondent 3)

The campers enjoyed group discussions and interactions among the adults. They found the discussions and interactions to be less as they were expecting more. They were thinking of more appropriate topics and facilitation. The campers realized that the suggestions and feedbacks that they were having in group discussions were helpful and it contributed in changing their behavior and practices. The similar finding is found by Swank & Daire (2010, 242) where they considered suggestions, feedbacks and observation from group of families as powerful experience for changing and gaining insight about the family. Therefore, the campers were more interested towards such discussions and interactions programs as it could meet their interests and needs. It is shared as:

The idea of group activities in the camp was good... So we could have more those often to get together with the families and adults. There might have been good idea to pick some topics to talk about in such group activities for adults. And may be the topics could be like how do you get your kids to do like the rules are and how do you punish them and then chat with. Try to get every adult to say their methods and the way they think should be. (Respondent 3)

...this meeting yesterday about photo. We speak about that activity with many moms. Everybody thinks that it was too little..... You should go deeper. Therefore, I think may be we need more time that we could speak and learn to know each other better..... Every night, we have waited where is the night program (discussion) for the parents..... For discussion among the parents; I think, that is my opinion, everybody should be there. (Respondent 1)

In order to make such program more effective, the campers felt the need for preparation among the adults as well as the facilitators. It is shared as:

May be there would be some home lesson, that now think about that with some other mom or dad or something like that we discuss about it tomorrow or I don't know. Start thinking about it for tomorrow. And to get the time, I don't know am I that I need time table, but I feel that there have to be some time to talk..... (Respondent 6)

The campers were interested for communication and interaction among the campers even outside the official group meetings. They believed that each camper has experience which is helpful to the other families. Therefore it was constantly heard from the campers that the discussion and time among the adults was not enough. It is because families are vulnerable

and they are kind of isolated. The simple process of talking either with the worker or other campers helps in reducing their isolation feelings. Therefore, Ruffolo et al. (2005, 209) argue that the group work provides opportunities for families to talk and decrease their isolation feelings. Likewise, the campers were also aware of the formation of cabin groups and they believed that it is not good for the camp process. A camper shares as:

If it gets small groups, it is going to be whole camp small groups. But if you have this big groups, they are going to be more like you know each other better and ok. (Respondent 1)

When I was with other.... We talked about us. Many talked that they are tiered. It was really nice to talk. Everybody has not the same problems. We also talked about the problems. Someone, they who have little kids children too, so they understand. Same problems with little kids. We talked about the kids. We talked about the children sickness, how they sleep, how they are. It was helpful and that's why I usually would like to talk about it. It is all about how we are with our children, how they are and about our problem when we are tiered. (Respondent 1)

The campers were interacting with each other during the outdoor activities as well like hiking; trips; and outdoor sports like football, canoeing and swimming. The striking finding is that campers were close to each other and talking when they find themselves interested in same issue. One incident in the camp brought all campers towards the same opinion and as a result they were talking more on the topic. This showed that people with common interest and problems gets mixed up early as compared to those with different issues. It is explained by a camper as:

Then this thing with the Punkki (fear of an insect called tick during the trip), that also get that people in the same line and talking about that topic. So, I wish that would be in the first day of the camp. (Respondent 3)

The above sharing also tells that for effective group work, there is need for ice breaking activities in the beginning of the group process. The campers experienced that the workers failed in bringing all families together for interaction whether it is in planned discussion activities or free activities. The camper-worker relationship and its impact over camp process are discussed in later chapter.

The campers also experienced that, because of officially set up group discussions and interactions, the communication outside the group meetings did not go so well. They believed that the adult's discussion became more official as it was inside the closed door.

And therefore, they think it is better to allow such discussions in the natural environment instead of having closed door and official set up. The campers were feared as they were inside the locked door and it failed in providing fear free group environment. Thus it can be said the official set up leads to unsafe environment and it is against the opportunity to grow through the safe group environment as forwarded by Newstetter (1935, 297), Kleinmuntz (2011, 222) and DeLucia-Waack & Gerrity (2001, 281). Therefore, the discussion under facilitation in a closed room could not continue outside the room and the group got dispersed after it. The officially set up discussion program leads to the feeling that the leader is making interaction possible whereas the natural set up leads to the feeling that the communication is happening naturally and it is not an induced phenomenon. It is expressed by the camper as:

But even, I don't know what is it but it does not start that the discussion would have continued outside the official discussion moment. (Respondent 6)

The campers were aware that the camp is a part of social services to the vulnerable families and therefore each family participating in the camp have their own problems. Hence, they believed that it would have been better if there was discussion on problems of the families as well. Each family has problem but no one spoke about it. They believed that the discussion about the families and their problem would provide an opportunity to learn about the types and nature of problems in families. Therefore, Thorngren & Kleist (2002, 174) argue that the intervention where families participate together provide relatively higher social support as compared to counseling for each families. Likewise, Kurland & Salmon (2006, 128) believe that group process provides opportunities for group members to empathize the situation raised in group in relation to their own situations and dilemmas. Hence, the experience of one family regarding the problem could be beneficial and resourceful to other families. The campers were interested in talking about their problems because they were looking for social support for understanding and solving it. A camper shares the need for talking on problems as:

I thought that may be it would be good to speak little what is the problem with your family. Because now we are thinking it about our mind. Because we know that everyone has something but we don't know what it is. So, it would be good somehow speak it out. (Respondent 6)

These are the experiences of the adult campers about camp as a group. They enjoyed being and talking in the group as it was contributing for reducing their sense of isolation created due to the vulnerability and risk factors of the families.

5 EXPERIENCE WITH CAMP WORKERS

The social workers, family workers, students from the university and the psychologists worked as camp worker in the family camp. The major duty of the workers is to help families when they need support to participate in the camp activities. The campers had mixed experience about their relationship with the camp workers. Since camp did not have any therapeutic programs, it is hard to explore on the influence of camper-worker relationship for the change at family and individual level. However, the camp was aimed at providing free time to families together as a family and group of families. Therefore, the role of the workers and their relationship with the campers is an important factor for the participation of campers in the camp activities. Alexander & Charles (2009, 6) & Maiter et al. (2006, 167) also agree on this as they believe client-worker relationship is significant aspect of intervention programs in social work practice. And hence, in this section an effort is made towards exploring campers-workers relationship in the camp as experienced by the campers.

5.1 Relationship between the Adult Campers and Workers

The campers had mixed reactions on their communication and relationship with the camp workers. Some campers found their communication and interaction with the camp workers to be nice as they were talking enough. Therefore, they were feeling safe, accepted and thus participating actively in the camp process. The safe and supportive environment in group for learning opportunity as discussed by Kleinmuntz (2011, 122) and DeLucia-Waack & Gerrity (2001, 281) was found in the camp as well. The campers felt the group to be safe

for discussion and interaction as they found themselves at ease with the workers. Thus, the positive contribution of professional relationship in the change and intervention process as discussed by Timonen & Doyle (2010, 32), Northen and Kurland (2001, 110) and Denhov & Topor (2011, 421) is also seen in the camp because it was found higher the level of communication with the workers, higher was the level of participation of campers in the camp activities. However, it is very important to understand that the openness among the worker and camper was mainly due to their familiarity before the camp. In some cases, it was also due to enough ice-breaking between them in the beginning of the camp. The experience of campers about communication with the workers is as:

First was little hard with new people. It is different but after while when you get to know, it was easy because in first day we did not know who is camp worker and who is from family. It takes time to coordinate who is who..... It was easier for me to be in camp, when you can speak like freely with the workers. You can ask anything. (Respondent 4)

In contrary, some campers experienced less interaction with the workers as they had problems in communication. Sometime, there was also misunderstanding between them as campers felt judged and stigmatized. Maiter et al. (2006, 182) have listed these characteristics from the workers as negative qualities which destroys the professional relationships as it is perceived negatively by the clients. Therefore, these qualities functioned as an obstacle for the relationship and communication between the campers and workers. This experience made campers think about the importance of having own family worker in the camp. This reflects on lower morality among the campers. The lower was the morality, lower was their level of participation. Hence, it can be said that the relationship between the camper-worker determined campers' level of participation in camp. In this regard, Denhov & Topor (2011, 419) have also found in their study that the negative experience in client-worker relationship is not helpful rather it obstructs the care process. A camper shares stigmatized experience in the camp as:

With the camp workers..... I should have like to speak more with them, and I should have like that they ask the thing. Because I feel that I get this looks--what kind of mom is that? Like my daughter has very bad confidence. I have too. And I think everybody looks at me like I am a very bad mom. I don't know why I think so because I know that I am not a bad mom. But, every day I think that. That has been better if they had talked more and been more real. (Respondent 1)

This is just what campers experienced but this reflects that there was lack of communication between the worker and the campers. As they were having difficulties in their family life, they were looking for more communication and interaction with the workers because they believed that it would help them in addressing their family problems and barriers to participation in the camp activities. Therefore, Denhov & Topor (2011, 422) and Topor & et al. (2011, 92) have also found in their study that the client remembers the worker and relationship with them as more significant component in their change process.

Likewise, there were also respondents who could not decide on their relationship and communication with the camp workers. They felt it to be half good, uncertain or not that good. This uncertainty reflects over existence on negative professional relationship in the camp. Since they were new to each other, the campers did not experienced trust with the workers and it led to less communication and interaction. Denhov & Topor (2011, 422) therefore discuss that it is duty of the worker to develop positive professional relationship with the clients through allocation of time, reflection of non-stigmatized attitude and extra efforts. Hence, it can be said that for positive professional relationship in the group, the worker need to consider ways of developing trust. It is also applicable for the positive working relationship among the campers and therefore effort should also be directed towards developing trust among them as well. A camper reflects on trust factor in the camp as:

I don't know if this is better if you have this few people what you can share.
(Respondent 5)

As a result of lacking trust, the campers were not that open for communication and therefore they were experiencing isolated in the camp. On the other hand, the unfamiliarity among the campers and workers made it difficult for the workers to open up for communication. Thus it is seen that the campers were waiting the worker to begin whereas the workers were waiting the campers. In this way the communication did not go well and campers experienced they were not accepted, isolated and therefore did not have access to enough information required for their participation. Therefore, Denhov & Topor (2011, 421) argue that the simple process of talking is perceived helpful by the client. As the campers were participating in the camp for getting help and support in relation to their problems, they were expecting communication and interaction with the workers. As it was

not there, the campers had bad experience. Thus it can be agreed to Gumpert & Black (2006, 62) as they believe that social group work is a complex practice which needs and demands special attention over interactions in the group. An isolation experience of a camper is shared as:

Then I was little bit out of order like to know who is family worker because then I realized that there are like their own group then I felt little bit that I am outsider but then I understood ok that these family workers with their families so. (Respondent 5)

This reflects that campers who had their own family worker were having higher level of interaction and communication with the workers as compared to those campers who did not have their family workers. Therefore, the campers without their family worker felt that they had difficulty in participation as they were not getting enough information. It is because the campers already had good relationship with their workers and it let them feel that they were helped and heard. Topor & et al. (2011, 93) therefore, argues that positive relationship lets the client experience seen, heard and respected. But in the case of campers who did not have their workers was opposite. The difficulty in participation in the camp as a result of not having own worker is shared by camper as:

If you have family worker, who know you well, it helps in getting things go faster. How everything works is easier like trip information, she is there to go and ask for. And I think the information about the trip would be bit better. We just knew there was boat trip but we did not know even where. I think it is good to have worker who you know much. If we know worker, it would be courage for us to ask questions. (Respondent 4)

However, it was interesting to find the contradictory experience among the campers about having own family or social worker in the camp. The campers were not sure whether it is good to have own worker in the camp or not. Some campers shared that it would be easy to mix up with the group and other workers if there is own family worker but some refused that idea. The campers believed that if they have their own workers, the things would go faster as there is good flow of information about the activities of the camp. This reflects on campers' willingness to be fully informed. Maiter et al. (2006, 182-183) also found in their study that the clients want to be fully informed and it lets them feel valued and respected. Therefore, it can be said that the campers want to be valued and respected by the workers

and it is possible through communication and interaction. The sharing about the significance of having own worker in the camp is shared as:

I think it would be better if we had our own family worker with us in the camp. May be because she have been with us so she know how we are. That may be why they are helping the others because they know them. (Respondent 2)

On the other hand, the feeling of insecurity was also found among the campers if they have their own workers in the camp. The campers reflected that having own family worker in the camp would not be easy as the campers will always have the feeling that one is under observation. The intervention or social work practices with such negative client-worker relationship do not contribute in bringing change as it lacks trust factors. This feeling creates and sets barrier in the participation of the campers in the camp activities. It reveals critical view over client-worker relationship in social work practice. Lee & Ayón (2004, 357) argue that positive client-worker relationship contributes in bringing desired change in clients' life. Therefore, it is very important to maintain positive working relationship between the client and workers. A camper shares her suspicion over her family worker as:

I thought about my family worker in the camp. Is it good that the same family worker is the my own family worker at the camp. Because I hope that the family does not feel that they are healing or what that is. I hope that families get the feeling that they are taking carer that it is normal. It is not that worker who is watching you. I don't know is it good or not. I suppose that it is good for the worker. But is it good for the family? (Respondent 6)

Likewise, the campers realized that it would have been better if the workers were aware of the families beforehand of the camp. The proper orientation about families to the workers would have allowed scope for better interaction and communication between the two and it would have contributed in reducing the isolation and stigmatized feeling of the campers. As stated by Northen and Kurland (2001, 110), the workers need to be more flexible towards clients and respond them through listening. In addition, Denhov & Topor (2011, 422) argue that the worker need to ensure positive working relationship through extra effort and non-stigmatized attitude towards the service users. Therefore, the discussion indicates that there is need for proper assessment before intervention. The assessment contributed in understanding the intervention units and it provides ways for developing positive working relationships. Therefore, it is true that understanding families helps the worker to be more open towards the families and it promotes higher degree of interaction, at least from the

worker side. This interaction increases the feeling of acceptance among the campers and they become more open towards the workers. And this is how families can get the most out of the camp and camp workers. A camper shares it as:

First the workers need to be familiar with the families and mix the other day. The workers get to know how to help the family to get the most from the camp. (Respondent 3)

The understanding of families and campers is also important to identify their individual family needs. As stated by Ceglie & Thümmel (2006, 390), it might not be possible to address individual family needs in a group process and therefore the worker need to deal with that family separately. It was found missing in the camp. Therefore, campers were missing private talk with the workers about their special needs. They were also sorry for self as they did not have any clue on how to do it. A mother of small kid shared on it as:

They could have come and talk with the family much and in private. I did get help but not all the time when I need help. Then I think,uff no....., I think you know I am not asking. I am like that. (Respondent 2)

Likewise, the nature of client-worker relationship in the camp was found to be more vertical than the horizontal. First the campers did not have enough free time and it let them feel that they are participating in the camp for the organizer and workers. Second, the campers did not get enough information and it created the situation where the campers need to wait and see. Third, lots of things were happening together and it created the confusion on the campers what to do and not to do. The campers find it to be directive relationship, as it did not have campers' participation in the planning and emphasized more on "dos" and "don'ts". These experiences do not contribute for developing positive relationship. As believed by Maiter et al. (2006, 182), these sort of negative practices from workers are perceived negatively by the clients and it obstruct professional relationship. The clients do not feel that the intervention is designed for them. They did not participate in the service development process and therefore lack ownership over it. Therefore there is always a need for collaborative and partnership approach in developing and implementing services. Hence, Saleebey (1997) discuss that change process should be accompanied by collaborative working relationships between the service providers and the receivers considering the fact that clients are experts of their problems. A camper reflects on existence of vertical relationship in the camp as:

I think the programs are more do this and that..... You asked me if you can interview me and I said yes. And did go and comes one camp worker and asks me, you have to do this painting thing and I said ok yes. And then other social worker comes and speak with me that he saw that I was sad or like that..... Then it comes other women (camp worker)..... and she says to me that can you come and paint this things? And I said I don't know what to do? I have to go there there there and there..... Everybody come and say you have to go there and there and there. I think, the workers should tell everyone that you have to follow the program. Now it is this way and we do like that. It was missing from the workers and it was more like do this and do that. (Respondent 1)

Similarly, the campers also found the camp's group environment to be unsafe and unsupportive as they experienced workers using cold words to other campers. The campers were induced to have fear and thereby sense isolation. This sort of negative practice from the worker does not ensure respect to the clients and therefore overall intervention programs fails in meeting the set goals. It also supports that there existed vertical professional relationship. Drumm (2006, 28) argues that group work need to ensure inclusion as it increases social functioning by reducing the powerlessness and self-hatred feeling among the members. But it was found missing in the camp and it led to the negative experience among the campers about the professional relationships. A camper shares an experience where other campers were used cold words by the workers as:

....there was one time when we were in the beach..... the kid was crying lot and mom was stressed about it. Then there was this social worker, I think they knew each other very well because the social worker used so harsh or tough sentences or word towards the mom. (Respondent 3)

It is important to look at this sharing from two dimensions. The first one is how the camper who was used the cold word felt? And the second one is how it influenced the other campers participating and seeing the incident? These sorts of practices from worker never contribute to the problem solving process and it always leads to a situation where campers do not have trust and hope over their workers.

5.2 Workers' Role for Professional Relationship

However, all campers agree workers were supportive and helpful. They shared that the presence of a foreigner as a researcher and camp worker was unique experience. The

children experienced it differently and were happy to be with the foreign worker. As a researcher, I was talking with families in English language and as a worker I was playing with the kids using body language. I was talking with the kids and families. The families felt the process of talking helpful and as a result they experienced time with me as supportive and helpful. As discussed by Lee & Ayón (2004, 357) and Denhov & Topor (2011, 421), the simple talking between the client and worker is perceived to be helpful by the clients. Therefore, the campers felt that they are heard, valued and respected. It is important for reducing their isolation feeling and thereby enhancing their social functioning.

The workers were looking after the children and therefore the campers found the role of the workers to be supportive and helpful for having free time. It opened up the possibilities for communication and interaction between the campers and workers. The free time provided them motivation and opportunity to understand about their family and problems in relation to other families. Similar discussion is made by Kurland & Salmon (2006), where they believe that group work provides opportunities for clients to learn and grow from group process as they relate self's real life experience with the others. The supportive role of the worker is shared by a camper as:

when I had plan to go with canoeing, my problem was, my girlfriend does not have driving license. I have a car and must drive. So, she (worker) told me she is going to drive the car..... We wanted to go together with me and my girlfriend to sauna. We had the kids so, she (worker) took the kids and we could go to sauna.
(Respondent 4)

In this way, the simple efforts from the workers are perceived helpful by the campers. Likewise, the campers were considering the workers in the camp to be an expert on family problems. They were expecting some feedbacks and suggestions and therefore they were looking for more discussions and interactions with workers. Denhov & Topor (2011, 419) argues that positive professional relationship contributes to further develop the direction of the care. This idea looked relevant to the camp as well. The campers who had good communication with the workers had some suggestions relevant to their problems and it provided them insights on decision making. And hence, the positive camper-worker relationship contributed in providing direction to the care services. A camper shares her experience on communication with the worker as:

..... what I was talking with...I really noticed that because....This (name of worker) because I know that she is handling those kind of problem this I have. So that was very easy to talk to her because I need to ask few things and how was her opinion about this thing. That was helpful.... (Respondent 5)

The role of workers as care taker of the children is well appreciated by all the campers as they experienced reduction in stress, tiredness and busyness. The campers experienced workers to be friendly, reliable, responsible, trust worthy, and helpful. The campers were noticing that the workers were keeping their eyes open all the time towards the children. In this way, the positive practice from worker were accepted, respected and valued by the campers. The campers trusted the workers and thus it contributed in building positive campers-workers relationship. Maiter et al. (2006, 181-182) also found in their study that the positive practices from the workers are appreciated by the clients and it provides foundation for building helping relationships in social group work. The campers shared their experience on care taking role of workers as:

I was so relaxed that the workers take so good care of my children that I don't need to take care everything and all the time. When we were at the fire place..... they can make those sausages with my children that I don't need to do it. Or they bring my children with shoulder; I don't need to do it all the time. It was so nice. (Respondent 6)

When boys they want to go to boating yesterday and day before yesterday that was very good that I don't have to keep an eye on them and that was very good. Well, I don't know how to say but I am very happy. (Respondent 5)

It reflects that the campers were having more or less negative experience with the workers when it was associated with their communication and interaction. But the same campers were appreciating the workers when it was associated with the children. It is because the campers' need in relation to the children was met whereas their personal expectation for getting suggestions, feedbacks, and having good interaction with the worker was not met. Therefore, Epley et al. (2011, 203) and Wycoff and Cameron (2003, 148) argue that the desired outcome and professional relationship in the intervention process is strongly influenced by the need assessment process. In order to achieve the set goals and have fruitful campers-workers working relationship, the needs of service receiver and giver should be harmonized. The campers were having their expectation and therefore were looking only for such activities. The campers whose needs were met were in the camp process but those whose needs were not addressed found themselves difficulty in

participating in the camp process. But in case of children, they did not have any expectation and therefore they were open to everything and hence could mix-up easily. Therefore it can be said that the good working relationship and efficiency of intervention programs depends on proper need assessment. The expectation from workers is shared by campers as:

Camp worker, they should have more directions how to do things. When they see that someone has problems, if they see that mom is angry and stressed up and the children are going everywhere.... That person has to come and say do like this or go there or I pick the children..... Then when the problem is solved up, you talk about it. you did that wrong you did that good and bla bla bla..... I have looked at your child or children. He is like that and she is like that. Then they are very nice and bla bla bla and more discussions about this. (Respondent 1)

.....that they could keep in order, if they see like me not handling the kid...they can say now listen to me and do that...keep order. (Respondent 5)

Therefore, it can be seen that the families were viewing the camp workers as an expert and they were expecting supportive and counseling role from them. However it was not that easy as the camp workers were not that familiar with the families and it was not possible for them to counsel and suggests through few days observation and experience. Thus it looked like there existed gap between the understanding among campers and workers. This happened as the campers were not oriented properly about the camp; role of the camp workers; and happenings of the camp. The main reason for this was there was not enough communication and interaction between the workers and campers about the family camp.

On the other hand, campers experienced biasness from the workers. The above discussed experience of vertical relationship and in contrast familiarity of some families and workers let rise in this feeling. The campers were induced to feel that the workers were more open, communicative and helpful to the families they know than to the families they don't know. This biasness seen in the workers also served as a factor for obstacle in relationship. As opposed to inclusion principles by Drumm (2006, 20-22) in group work, the campers did not experience inclusion and respect in the camp. It is shared by camper as:

I think our family worker is not here. I think they (camp worker) are more with them (other campers) because they know each other. I think that's the reason why they are more with the other family. And they know them better of course. (Respondent 2)

Therefore, it looked like the familiarity of families among the workers was confined to the knowledge from application form submitted by the campers. The campers experienced that the workers were unaware of the family needs though it was mentioned in the application form. Therefore, camp planning need to be done in such a way where special needs of the families are incorporated and thereby each individual family feels that their issues are addressed either in a group or separately during the group process. In this regard, Ceglie & Thümmel (2006, 390) also believe that the needs of families should be addressed properly for making intervention efficient and effective. A camper shares on understanding the needs of families by workers as:

The families should be understood by the camp workers. The morning program is little bit hard too because it was when my son was going to sleep. I told about it to the camp workers many times..... I don't know if they understand or have they forgot the notes they had. They have little children or it is different when they are 10 years and 1 year. 10 year one don't need to have day nap but small one need to have. (Respondent 2)

The campers experienced limitation in camp planning as they did not get any response from the workers when they needed support and help. They believed workers were not properly oriented about their roles and duty. In pre-planned activities, the workers were clear about their roles. But in free time activities or trips, the concern of the campers was noticed. Therefore, the flexibility in roles of group workers as highlighted by Northen and Kurland (2001, 110) was found missing in the camp. Difficulties for communication followed by unclear roles somehow messed up the functioning of the workers. However, this feeling was reduced among the campers in Tunturi (mountain) Lapland. In mountain Lapland, each family was allocated a worker and the families felt there is a worker for their family. The contribution of client-worker relationship for change and intervention process as discussed by Alexander & Charles (2009, 6) was found in the family camp as the campers were more secured when they had a worker for their family. Therefore, they could easily ask support and help from the worker. The communication and interaction with the worker was also found to be good. But the problem associated to it was the family was talking and interacting more with the particular worker only.

The campers experienced the camp planning and activities missed service users' perspective. Therefore, campers believed that it would have been better if they were participating in the camp planning process together with the camp workers. In fact, the

experience of the campers is their resource to function as an expert on their problem. And hence, it is significant to have service users' participation as it contributes to the effectiveness of the services or interventions. Saleebey (1997, 49) and Yip (2005b, 456-457) also argue for service users' participation in service development process as they are expert to their problems and they themselves can design the best intervention for self. The willingness of a camper to participate in the camp planning is shared as:

I think it would be better if we could have called before coming to the camp.
(Respondent 4)

Likewise, the campers also expressed their interest for having private time with the workers. They shared that they want to mix up with other families but also wanted to have privacy. The campers were excited to be in the camp but the camp context was new to them. Therefore, it was a challenge and in this context it was hard for them to express their emotions and feeling in the group. The concept of safe and supportive group environment for learning as proposed by Newstetter (1935, 297), Kleinmuntz (2011, 222) and DeLucia-Waack & Gerrity (2001, 281) is hard to maintain in a group. For such safe and supportive environment, there is need for an effort from the worker. In the camp, talking privately with the campers could contribute significantly in building safe and supportive environment in the early stages of group. The ice breaking activities could be the other. Such activities help in breaking the barriers and contribute in bond formation. The need for such ice breaking activities and privacy in the camp is shared as:

Like the first day, we could have had like few rooms or something like switching families and workers, speaking about....going better and if you have something then maybe you can tell that probably in private. You don't need to tell it everyone. Something in private between family worker and family...can inform each other. Much easier. You can inform something that you don't want to share with everyone. That would probably be better. (Respondent 4)

Therefore, the support from the camp workers was decisive in providing free time for adult campers. The adult campers got time for themselves without worrying about their children. Thus it can be concluded that despite the positive experience followed by supportive roles and helpful nature of the workers, campers also had negative experience with the workers. The less discussion and interaction; less openness; busy schedule and too much activities; and lack of children friendly activities were main reasons for the negative experience. However, the above result recommends that there is need for openness from both the

workers and campers for communication and interaction which is the basic foundation of group work.

6 EXPERIENCE FROM THE CAMP OVER CHANGES IN SELF AND FAMILY

The families were together within their own family and also with other families during the camp time. As discussed in earlier chapters, the campers had good as well as bad experiences from the camp. And hence, in this section an effort is made to explore the immediate impact and change experienced by the adult campers after their participation in the camp. The impact has been divided into two sections. The first section tries to explore the experience on changes over feelings connected to families, whereas the second section highlights on realization of the campers over the strengths in self and family.

6.1 Changes over Feelings Connected to Family

The families participating in the camp had difficulties on their parenting practices and skills. The whole family, instead of individual family members participated in the camp. As believed by Hunt (1986, 149), it is true that the set goals in family social work can be best achieved through active participation of whole family. Therefore, the camp aimed at providing free times to families with an assumption that being together and having free times in family contributes in reducing the risky behaviors in a family. Likewise, Li et al. (2000) has found in their study that the time factors family have together and availability of parents contributes in reducing the risk factors in a family. Hence, the whole family was considered as a single unit of intervention and it emphasized more on communication, interaction and being together within and between the families.

During the camp time, the campers had interaction within and between the families and it contributed in adding up social capital to the family. Increase in social capital contributes in well-functioning of families. It is supported by Terrion (2006, 174) as social capital in

families helps in reducing the risk factors of families. As families increased their social capital, the campers had good feeling and they realized that it is good to be together. Hence, it was found that they were thinking of being together even after the camp. In this regard, a mother shares as:

We are going to spend more time together and we do very much activity whole time. The camp will continue. I have already started this feeling before. Because I have think that I have to do something with them that they feel good. I have not to sit home and let them play computer and something. (Respondent 1)

Within a family, the campers were together. They were talking, participating and being together in camp activities. Simple process of talking and being together in a family made them feel that they are becoming closer with their family members. Brandon (2001) discuss that as a parent efficient investment for some families is time factor. In family social work, this feeling serves significantly in addressing family problems. The growth in children is determined by the quality of interaction between children and parents and experience of children in a family. Similarly, Minnis and et al. (2010, 500) and Sheldon & Macdonald (2009, 193) argue that children's experience in family determines their functioning. Thus it can be said that the free time in camp provided campers opportunities for building and developing relationship among their family members. The relationship thereby developed should contribute in addressing their problems associated with their parenting practices and skills. A camper shares about improved relationship in her family as:

I have become close to my son. I am trying to be more with my son..... We always talk about that then we don't do in normal life but I did in here. And everybody likes to do. (Respondent 2)

As the campers were together, they realized that it contributes positively in family functioning. Therefore, it was found among the campers that they were thinking more about managing family times and thereby planning more activities where all family members can be together. It is significant change at family level as it contributes positively for looking after their children. It is one of the objectives of family social work practices. In this context, Kao et al. (2012) has discussed that the family social work interventions are focused at strengthening family functioning and parenting skills. Since the camp was early phase preventive interventions as discussed by Hawkins et al. (2010, 519), it can be said that the family camp as social work intervention contributed in developing positive

parenting through influence over parent-child interaction. Likewise, Rhodes & Zelman (1986) have highlighted that group work with families strengthens interaction and communication in a family. A camper shares on influence of camp for managing future family time as:

I think that I should talk with them (Children) when we are driving home. And I think I am going to try to speak them over that we can on Friday, ok its midsummer, and whatever it is, that can we just be home? And have night sit on like this and take out our clothes to our sofa and just look at movie and just be. (Respondent 1)

Likewise, the same camper shares that she liked the interaction we had. The interaction I had was usually associated to my research interview questions but she liked it and shared that it helped her in-depth thinking about her family. The interaction and talking between us let her realize that she is valued, respected and heard. Hence, she found it helpful. Denhov & Topor (2011, 421) support it as they found that the listening and talking contributed in building positive client-worker relationship and it is perceived helpful by client.

Since the camp was multi-family practice, the campers had group experience. It served positively to their families as they realized their real situation and it increased their level of acceptance towards their family. It is because they got an opportunity to reflect on self's family through interaction, discussions and observation. Similarly, Thorngren & Kleist (2002, 174) and Kurland & Salmon (2006, 123) argues that group work provides opportunities for group members to learn and grow from each other. Likewise, the campers had higher level of satisfaction and it reduced their stress after observing other families and experienced that they don't have problems like others. In this way the campers were empowered and thus Steinberg (2004) discusses that the group experience contributes in reduction of isolation feeling as they realize that it is not just their problems. Therefore, camp helped families in strengthening family functioning as they were supported to i) realize their strengths; ii) accept their family problems; and iii) make them more responsible towards their family. In this regard, a camper shares her group experience as:

I feel so sorry for that lady, who have this four children and she is expecting fifth one. She is so alone OOOOOO...I really cannot manage if I am that situation..... For me, I don't know its big catastrophe if I am in like that situation. This made me feel my problem is not that big deal and my life is easy. My life is not so miserable..... I feel like having something positive in my family. All things are not so bad. (Respondent 5)

In this way, a group experience helped campers in realizing their strengths. This experience should contribute campers in addressing their problems as it provides positive energy and motivation to participate in problem solving process. Similarly, it was also found that they were realizing the role of their partner after observing the group processes and it made them more responsible towards their families in camp than in normal life. In this context, the idea of Thorngren & Kleist (2002, 174) looks practical as they believe that putting families together contributes in raising family awareness. A camper shares on increased sense of responsibility and awareness as:

I am improving doing a lot more here than at home with the kids. Being out with the kid more. Like today, I start to have the feeling at one point that she is organizing things and running after the kids..... I am taking more responsibility here than usually at home, being with the kid when she needs to do something. This sharing helps us both. (Respondent 4)

Likewise, the campers experienced increase in their confidence level after group experiences. They developed confidence on self and their families. Similar findings is also shared by McDonald et al. (2008, 51) and Gruber et al. (2006, 498), where they highlight on increased confidence on group members about their functioning after participation in group activities. The campers also believed that the life after the camp is going to be easier because they experienced it is not only them who have the problem and also their problems are not so big as compared to other families. The campers realized their strengths. Hence they were motivated and accepted their family as it is thereby moving forward for normal functioning. The realization of strengths reduces the isolation feelings as well as stresses and it serves as significant factors in problem solving. Thus, Jong and Miller (1995, 731) and Brun & Rapp (2001, 286) argue that the intervention becomes effective if clients' strengths are used. A camper shares on increased level of confidence as:

Oh my god other families have so many and so little kids and that is I have gone forward off from that moment. I have not many children. I have not so wild children. Oh god, good my children are so quite. And that kind is easy; we have different kind of problem. I have problems that I can deal with. But if I had that type of problems and that kind of children, I could not deal. I have had children that are suitable for me. (Respondent 6)

Similarly, it was interesting to see that the campers were realizing what has been missing in their family as a result of camp participation. The observation, discussion and interaction process in camp helped them relate and understand their family with other families.

Therefore, the contribution of suggestions and feedback in group process for change and learning, as discussed by Swank & Daire (2010, 242) further supports this findings. As a result, certain campers could realize the missing factors in their families. Thus, it can be said that the camp helped in assessment of their family needs. It is an outcome of considering the whole family as a client in the intervention process. The need for considering the whole family as client instead of considering individual members as client for effective family work interventions is also argued by Honig (2005, 466) and Swank & Daire (2010, 241). A single mother found that the man factor is missing in her family and she shares it as:

May be I think little bit that because my son's dad don't live with us. In other family, the dad is helping and I said to them that you are lucky that the dad is helping. You can rest if you want. I have said them that I was looking. His dad is busy but he lives there in That I thought. If the dad was living with us how would it be? (Respondent 2)

It was also found that the group environment in camp helped in reducing negative behaviors among the campers. Since the camp had multiple families, it was hard for them to express their normal anger and stress. And therefore they believed that the camp somehow helped them in controlling their stress, anger and emotion. This experience should help campers in reducing their negative parenting behaviors and thereby improve their parenting practices and skills. The findings from group work practices with families for reducing the destructive parenting behaviors by Zlotnick et al. (2000, 108) and Thorngren & Kleist (2002, 168) further validate this findings. Campers share on anger control as:

I guess I have been less stressed and don't yell as easily as when I am stressed. (Respondent 3)

May be I am not getting like angry fast. I usually have that when I am at home and much stressful. That probably is when there are lots of people around, you don't do that. Then when you are home, someone asks or say something and you tell back something. He asks again and now it is there and comes anger. But that is little bit different here. It does not come easily here. That's probably gonna change if you will be few weeks here. (Respondent 4)

In addition, campers realized that they need to be together (both within and between the families) and it can be done even with the local available resources. It is because the campers got an opportunity to learn from the group process. The group situations were analyzed and empathized with self's real life experience. Therefore, Kurland & Salmon

(2006) discuss on significance of group work practices as it contributes for learning through differences and commonalities; relating one's experience to the other; and empathize the camp situations to their own relevant experiences and dilemmas. Likewise, campers experienced higher level of self-esteem and self-confidence through the feeling of communal belonging in camp. Hence, Sayger (1996) and Rhodes & Zelman (1986) focus that the communal belonging in the group work provides social support to clients. The social support and group observation helped campers feel that the way they are dealing with their family is good. This shows that the camp happenings helped in developing morale and self-confidence in campers. The camp process helped them feel that they are normal like other people. Yip (2005b, 457) therefore, shared that letting client realize as normal people contributed in efficiency of the intervention process. A camper with lower self-esteem shares about parenting practices as:

I was thinking that before when I came here, there was so much in my mind. Everything what I do goes wrongly, everything. But now it is not that bad, that's the life. Anyway, this was good experience (Respondent 5)

After the group experiences, the campers (especially single parents) felt that it is good to have partners as they realized it contributes in sharing responsibility. They realized the need of partner for reducing the stress and frustration related to single parenting. The camp helped them in providing free time and it let them feel good. As a result, their thinking was changed that it can continue even in their normal life if they have partners. In this regard, Honig (2005, 466) explains that there should be search for effective treatments in family social work where all families can be brought together. Therefore, the camp tried to bring multiple families together as a group and it raised awareness among families with single parents for the need of having partners. A camper shares on realization for having partner as:

I have live now 2 years without man and when I get this family (one family participating in the camp)..... male in a family gives 110% percent to my children. Because they need this man things. Because for eg. when we are outside playing in our garden, and there is males and the boys and the daughter too is going there and look and aah now there..... missing something there. (Respondent 1)

As compared to other participating children, campers realized that their children are becoming adult in early age. The single parents do not have their partners and therefore they share happiness and sorrow with their children. This sharing serves as risk factors for

families with children because children become adult emotionally in early age. Likewise, the children were also helping the single parents do some physical work which sometimes could be hazardous to health. In this regard, Sheldon & Macdonald (2009, 194) argues that the parent with problems means it is threat to the well-being of children and therefore interventions should be directed towards addressing such problems. In this sense, the camp helped campers realize their destructive parenting practices. The realization of the problem is first step towards solving the problem and it began from the camp. The group experience i.e. observation, discussions, suggestions and feedbacks would definitely contribute in addressing the problems realized. A mother shares her experience about making children adult in early age as:

I feel very sorry for my oldest son because he has to grown up very fast. He has to help me a lot at home. That winter time, he is throwing all snow away and also to carry firewood inside..... also winter time, his job is to clean snowing. He is very big help for me but he should not yet because he is only ten years old. And now this summer, he is cutting grass which is not so safe to him..... (Respondent 5)

Likewise, the campers realized that their isolation feeling was reduced and their self-esteem was increased. The decreased in isolation feeling and stress among parents are also reported by Ceglie & Thümmel (2006, 394), McWhirter (2011, 2471) and Ruffolo et al. (2005, 209) in their studies. The active participation of the children in the camp activities and reduction on their dependency over their parents contributed in this process. This contributed in acceptance of child by the parents and this is important factor in child-protection. In addition, reductions in negative behaviors of children were also noticed by the campers. Similar finding is discussed by McKay et al. (2011, 670) about multi-family interventions where it was found that the intervention contributed in reducing the negative behaviors of the children and it contributed significantly in reducing the stress among the parents. A camper shares on change about children as:

Because my daughter was too asking must I have do that, must I go there, and must I do that. I want to go and play with children.... Or this camp worker did say to her and she come and ask me do I have to do that? And I said who is gonna do it? (Respondent 1)

Similarly, campers also realized that the children need friends of similar age for their socialization and well-functioning. The campers realize that the activities like camp contribute in children's growth and social communication skills. Campers reflected over

their children that their self-esteem was growing and they were feeling belonged and accepted to wider social network. McWhirter (2011, 2471) also has reported increased in emotional well-being and self-esteem in children after group work with families. Thus it can be said that the camp opened up campers for realizing the needs of their children and for their upbringing. Hence, Loveland-Cherry's (2006) discussion for behavior modification or skill building as one of the dynamics of family intervention looks relevant to the camp. The realization over need for social support among the children is shared by a camper as:

It is always good when kids get together with others they don't know and it grows them as a person. To be more open and not so quiet. Get together with others more easily in the future. (Respondent 3)

Hence, it can be said that camp provided them an insight on planning future activities in families which helps in reducing the dependency of children; ways of engaging and keeping them in order; and helping them grow through different outdoor and indoor activities. Sheldon & Macdonald (2009, 194) therefore argues that families with problems does not mean that the parents are unable but they need services and support for addressing such problems. Therefore, camp functioned as support interventions where campers got opportunity to realize the best option for their family functioning. A mother shares her experience from camp in relation to future planning in her family as:

Because I liked this outdoor life also and I love to fishing, my oldest son loves fishing. May be this (camp experience) can give us kind of thing that we can start with. (Respondent 5)

The campers found their children independent, social, in order, helpful in family work, and normal functioning as compared to other children. Thus they started to think that their family is stronger and happier and it reflects acceptance over their children. Therefore, the camp increased self-confidence and morale among the campers as good parents. The experience for realization over difference among the children and need for different treatment followed by ideas on engaging them to studies; keeping them in order and control; and independent further contributed in building self-confidence. The increase in morale and self-confidence in parents through group work is also reported by Zlotnick et al. (2000, 108) and McDonald et al. (2008, 51). It contributed in improving the existing family relationship and realization over the strengths in family. Therefore, as believed by Black

(2003, 335) exploring the strengths in clients contributes significantly in problem solving process. However, the role of the camp workers in this process for linking children with parents, friends and other adults was crucial for improved family functioning. Hence, Millham et al. (1986) also discuss that role of the service delivery agents is crucial in determining the efficiency of the intervention programs. A sharing on increased morale among campers as a good parent is as:

I felt that I am in a right way to be with children. That ok, I had quite hard divorce before it and I was felt that I do everything wrong with my children. And after the camp I felt that no I am not doing. My ex-husband did wrong and this is the way which is normally. And yes, then it was really important for our family. (Respondent 6)

I think I am making my son more independent. Other children ask about a water bottle, but my son he left it when he was 8 months by himself. And they say, wow...so nice. (Respondent 2)

Despite the experiences discussed above, the campers felt that the time with other families and thereby discussions and interactions were not enough. They felt need for further and in depth discussion which would allow them to acquire knowledge on normal functioning and correcting self. This reflects that the happenings in the group during the camp helped them realize the need of social support for families and its significance for sharing problems and getting advices. Therefore, Thorngren & Kleist (2002, 174) supports this finding by arguing that putting families together increases social support and opportunities for expanded awareness. Hence, the planned interaction and discussion programs were considered resourceful by the campers. They believed it to be significant as it led to mutual learning, sharing of ideas, self-realization and opportunities to correct self. Campers share on discussion and interaction among the adults as:

When I was with other families talking, it was nice. We talked about us. Many talked that they are tiered. It was really nice to talk. Everybody has not the same problems. We also talked about the problems.... We talked about the kids.... It was helpful and that's why I usually would like to talk about it. It is all about how we are with our children, how they are and about our problem when we are tiered. (Respondent 1)

Well, we got new ideas when we had speaking and talk yesterday about different methods of looking kids. Like trying to get kids from not doing something they shall not do. Methods someone had tried and what they are using. You get new ideas. I usually have.... tried with my son a bit.... but that does not really work. I got new ideas what you can do. It is quite fun. (Respondent 4)

However, Saleebey (2000, 127) argues that the struggle people face leads them in possessing strengths and resources and thus the aim of intervention should always be at letting clients know their strengths and resources. The camp as an intervention helped campers in revealing the available resources that were used or unused before them. Therefore, they shared that they can use the available resources in future for being together and having good time in family. It is shared by a camper as:

..... sharing and discussion also gave some ideas and ways to grow up children. It was not that sure but I felt like it can work out. I think we can start it out. Talking and discussing about the picture also helped me recalled the past. I never thought I can recall my past through such things. (Respondent 4)

Likewise, it was also found that the campers started to have positive thinking about the future plan for their families. Before the camp, they never thought that it was possible but the camp made them think that it is not impossible. A mother with children who are usually not social shares her experience on it as:

My dream is that my children will want go to the camp themselves someday, maybe not. To youth camp or children camp, may be not but perhaps they now think that it is not impossible. And they are not so frightened about it. And maybe they can go somewhere where are new children and they are not so frightened. (Respondent 6)

Thus it can be said that the camp was effective for having immediate impact over the campers in connection to their feelings about self and their families. It had significant influence over their self-awareness; increased motivation and acceptance over self's situation and problem; improved social functioning; family well-being; and future family planning.

6.2 Camp as a Mirror for Looking at the Strengths of Families

Since the families participating had risk factors associated with child protection, the aim of the camp was to assist families for addressing their risk factors. And hence, the approach used in the camp was assisting and enabling campers to realize the potential they have so that they can use it for problem solving. The camp did not focus on the problems of families and hence it has been effective in revealing the strengths of families participating in it. The approach used in the camp is closer to the idea of Brun & Rapp (2001, 279), as

they also believe that people in challenging situation if supported for exploring their abilities, they hold the power to cope-up and overcome it.

The campers were tired and hence they were considering one's family as a problematic one. The camp experience let them feel that they have good family as compared to others and this served as initial step towards exploring the strengths in families. The group experiences helped them realize that their family is functioning normally and it increased their self-confidence and morale. They were assured that their parenting practices and skills are good. Thus, it can be said that helping campers exploring their strengths increased their acceptance level towards their families and problems. In social work with families, it is important that families need to understand their strengths in relation to their problems. Therefore, Black (2003, 343) argues that letting clients realize their strengths contributes practitioner and clients in problem solving process.

The campers felt that they do not need to worry about their problems. The campers were observing their family and thereby experiencing happiness, growth and changes. These observations made campers feel special because they got positive energy that their family can be happy as a unit. Thus it can be said that the progressive feeling experienced by campers provided them an opportunity to think and explore the ideas for keeping family happy and growing despite their daily hectic and tired life. Hence, Karoll (2010, 272) argues that strengths perspective in social work practice empowers clients see their problem as something they need to deal with instead of seeing it as a disorder. Therefore, the family camp based on strengths perspective helped campers understand their problems and provided them opportunities to experience and explore the ways for addressing it.

The campers experienced self to be successful as they were participating together as normal families in the camp. The campers were aware that it was not that easy for them to participate elsewhere. However, this experience of campers is significant because it made them think that nothing is impossible for their families. The campers therefore, felt that their families hold strength to do activities together and it opened up possibilities for the future as well. The effort of making clients realize they are normal like other people in the community is itself empowering the clients towards the problem solving (Yip 2005b, 457) and it was found in the camp process. In this regard, a camper shares experience as:

We had more time with families here. I think I had successful feeling..... because I was more with the family bit more. Canoeing is the other. I can say that yes I did it. I had not tried it before. When today canoeing first with the kid, in the canoe I was not sure how to do the pedaling (mellowing). Then we did it despite the challenges I and my canoeing partner had. Finally we did canoeing successfully. For this we talked and planned. That was great. (Respondent 4)

Likewise, single parents were considering self as incapable of good parenting skills and practices. They were having low self-esteem on looking after their kids. Therefore, the camp participation helped them in raising confidence level and thereby provided opportunities to realize that they can be good parents. Also, as discussed in earlier chapter the campers were feeling good as their family needs were realized and met. They felt it is because of their decision to participate in the camp. Hence, it increased their morale for parenting and accepting self as a good parent. Similarly, McDonald et al. (2008, 51) reported that group experiences helped parents feel that they are effective and thereby it increased confidence over their parenting. Thus it was found among the campers that they were building trust on self as a good parent. A camper shares on her swimming experience as:

Well ok this, she(daughter) loves to go to swim. If we are somewhere else we cannot go this swim with three children so that was like yes now we can achieve. I don't know how to express it. But, that's good feeling that yes I made it. (Respondent 5)

Likewise, the campers shared that they started to accept their children more after the camp. The camp activities provided free time to the families and different activities contributed in building parent-child relationship. Therefore, Minnis and et al. (2010, 500) argue that interaction between parents and child contributes in developing family environment which is needed for normal growth of children in a family. In the camp, the free time in family provided opportunities for interaction and it contributed in developing positive relationship in a family, which is the basic for child development. A camper shares impact on family relationship as:

I will do everything. I tried to do everything. The other thing is I am more close with my son. We have done so much in so little time. I don't know how close we are but I feel that I am more close with him. Though I am feeling tired, it is best thing in the world to be his mom but some time I think go away. (Respondent 2)

The interaction and communication was not limited within a family, however it spread among families and with the workers as well. About talking in a group, Denhov & Topor (2011, 421) argues that the simple process of talking contributes in building positive client-worker relationship and it is perceived as helpful by the service users. In addition to this idea, the simple process of talking between the service users is also perceived to be helpful. Therefore, it was found that the campers were talking with each other during the camp and the feedback as well as compliment from each other made them feel that they are good and it motivated them. This experience from the camp process and happenings contributed towards the family growth. Therefore, Swank & Daire (2010, 242) argue that observation, feedback and suggestions from the group helps group members in the learning and changing process. A mother shares contribution of camp compliment in family growth as:

.... She (daughter) did do something that makes her proud. I think that very nice that instructor said, I hope he said to her that she is very good. She needs that very very much. Because she has no self-confidence because it is very little. (Respondent 1)

Likewise, the campers started to highlight more on their strengths as compared to problems during the camp. They started to see their family characteristics as their strength, which was not like that before the camp. The camp activities helped them realize and identify their strengths. As a result, the campers started to see following as the existing strengths of their family: emotional attachment among the family members; love, closeness and belonging; expression of feeling, mutual understanding and talking among each other; normal functioning children; agreement in family and free time for each other; difference and giving up behaviors; activities done together; and trust and confidence. All these strengths thereby identified are significant for problem solving process in campers' life. It is hard to claim that these listed strengths aroused in campers through their participation in camp. However, it can be claimed that they started to see these characteristics as their strengths because of their observation and discussion in groups.

Similarly, in a multi-family group intervention, individual gets an opportunity to deal with the commonalities and differences among the participating families. Therefore, it provides an opportunity for building capability to develop beneficial outcomes and strong bonds from the existing differences and commonalities (Kurland & Salmon 2006, 123; and Drumm 2006, 22). Likewise, the campers shared that they started to accept the differences existing in the family and thereby think about the agreement out of the differences. Thus, it

can be said that the camp experience helped them in adding up consensus in their families despite the existing differences and challenges. In this regard, a camper shares as:

In a way that it is kind of strengthness too that we have different personality and way to do things. We kind of agree the rules and how things go. (Respondent 3)

We give up so easily. Like give up when something is missing like bag. (Respondent 4)

Thus the discussion reflects how families were strengthened through group process. The families started to see what they experienced as their strength. It helped them build their self-confidence and motivate further for positive growth and decision. Hence, in support of this Karoll (2010, 273) argues that the experience of clients contributes to their personal strength and working for its maintenance promotes in increasing self-efficacy, self-confidence and self-motivation during the change process. Therefore, it was also found among the campers that they started to see the strength in self as well. Again, it is hard to say that it is because of the camp but definitely the camp process helped them realize that it is their strength. The campers felt that their ability to plan; realization over the self's role in family; recognition and sharing of work in family; being with family; nature of mood as straight i.e. happy or unhappy; the way of handling children; feeling of doing family work and management on own without help from the social service office or others; and positive thinking about family and children- as their strengths.

Therefore, it can be said the families were observing, interacting and thereby learning from the group process in the multi-family camp. This contributed campers in developing positive energy towards viewing their real life experiences and family situations. It increased the level of acceptance among the family members and side by side also contributed in viewing the strengths in the family. It was possible because the camp was based on strengthen perspective and it did not focus on problems of the families. The campers therefore felt immediate changes in self, family and overall life experiences. The camp workers played a crucial role in this process and it can be concluded that these changes in the campers contributes significantly in problem solving process.

7 DISCUSSIONS AND CONCLUSION

This study has investigated about the experience of campers as social work clients participating in summer family camp 2012 organized in Northern Finland. Therefore, the purpose of the current study was to highlight the four day camp experience of the campers about their participation in the camp. In order to meet this aim, I set three research questions in relation to a. activities of the camp, b. camper-worker relationship, and c. immediate changes thereby experienced. I was interested on this topic as the camp activities highlighted more on strengths perspective. I felt strengths based activities in support of worker (family or social worker) could bring change in clients' life for addressing their problem. Hence, my consideration of positive client-worker relationship in strengths based intervention for changes in campers' life was supported by the study as the campers experienced changes at the personal and family level through their participation in the camp; and in this process the role played by the workers was vital despite some pitfall experiences in relationship.

Therefore, this study has found that the campers were enjoying and participating actively in such activities which met their interests and needs. The free time campers had during the camp was perceived to be helpful by the campers as it provided them an opportunity to strengthen and develop family bonding at family level and increased social capital at the societal level. Hence, the group experience contributed in reducing their social stress and isolation thereby increasing problem solving capabilities. Likewise, one of the most significant findings to emerge from this study is that the campers experienced lower level of communication and interaction with the workers and it made them feel that the worker-camper relationship to be a vertical one. They appreciated the supporting role of workers as care taker of their children but were looking for need based activities. In another word, this study highlights on the significance of service users' participation in service development process. Similarly, they experienced reduction in isolation feeling and increment in self-motivation regarding their parenting as they realized and analyzed their family situations and problems in relations to other participating families. The group experience for realization over having normal families encouraged and motivated them for practicing improved parenting. In addition, the other significant finding was that the campers realized

the strengths of their families as a result of i.) Behavior modification and growth in children observed during the camp, ii.) Social interaction, communication, feedback and comparisons that was feasible through group work, and iii.) Strengths based activities.

Despite the positive and motivating experiences from the camp, the vertical relationship existing in the camp did not encourage full participation of campers in camp activities and therefore they had negative experiences from the camp and workers. Likewise, the notion of safe group environment was challenged by the existing vertical relationship and it ultimately influenced in group process and happenings. Also, the activity that failed in meeting the family needs was another obstacle for campers' active participation in the camp. Similarly, the campers did not have trust over workers and hence it functioned as a reason for their lower level of participation and therefore at some point they were also experiencing isolation.

Therefore, the results of the study suggest that family camp can be effective social work intervention with families for supporting them to overcome their vulnerability associated with child protection. Like other studies on multi-family social work interventions, it was found that camp could contribute in reducing family stress and isolation; increasing social support and family resilience; strengthening families; and providing opportunities and awareness for change. Similarly, camp as other multi-family social work interventions showed that the intervention increased morale of parents and thereby improved parenting practices; reduced parental stress; improved parent-child relationship; and increased motivation towards addressing the family problems. Taken together, these results demonstrated that family camp can influence on changing and improving existing family relationships promoting emotional and social functioning of families. Likewise, the study showed the camp had focus over strengths of campers instead of their limitations and problems. The current findings about effectiveness of the camp for strengthening and increasing the resilience of families add to a growing body of literature on strengthen perspective in social work.

However, in contradiction to the available knowledge for the need of positive client-worker relationship in social work practice, the current study showed the existence of vertical relationship between them. Therefore the study reveals critical thinking about the client-worker relationship in welfare state where social workers hold the power for decision

making. Usually, the literatures and discussions in group work interventions reflect that the communication and interaction among the group members is tough and therefore missing but the current study showed the communication and interaction between the clients and workers could also be tough and hence missing. Therefore, the findings from this study make contributions to the current literature on family social work. First, it tried to add on the experience of adult family members about the family work intervention and its impact over families. Second, there are more studies about the family camp where children are only participating and in this context it became one among few studies about multi-family intervention where whole family is considered as a client.

Therefore, it can be said that the findings of the current study suggest family camp can strengthen and empower vulnerable families in child protection. Although the current study is based on three to four days experience of clients' participation, the findings suggests that through multi-family group work experiences clients get opportunity to learn, reflect and aware about their situation and it functions significantly in strengthening self and family.

Finally, a number of important limitations need to be considered in this study. First, the interview was in English language and it was not the native language of the researcher as well as respondent. Hence, the communication during the interview should have been influenced by this and thus should have been difficult for the respondents to discuss about the research interview questions. However, attempt of using translators did not go well as the translator was not a professional one. Second, the effort to explore impact of camp during the camp was not practical. The campers need time to think and realize the impact of camp over them and their family. It was hard for them to think on immediate impact and they were frequently saying it is hard to tell. Therefore, it would have been better if the research interview on impact had been conducted after few weeks or months. And third, the campers were tired during the camp after participating different activities. Generally, the research interview time was during the evening when their children were about to sleep. The tiredness followed by concern for their children did not allow the interview to be a concentrated one. Therefore, it would have been better if the interview was allowed to happen after the camp, where the campers were relatively free and fresh. Likewise, I could have also gathered the data through observation. I was participating in the camp but cultural

and language differences did not let it happen. The analysis of data collected through interview and supported by observed data could have contributed for better findings.

Similarly, there is need for further work and studies in relation to this study. Further work needs to be done to establish whether positive client-worker relationship in family camp contributes for changing campers and families or not. Since the study revealed vertical client-worker relationship and insecurity faced by clients, there is also need for study on professional relationship in social work practice. As this study explored the experience of service users, it is equally important to explore the experience of workers as well.

Likewise, strengths based interventions in family social work is growing and in this regard, there is a need for establishing connections between changes experienced by campers and strengths based activities of the camp. Therefore, further research in family camp about the role of strengths based activities for changing the vulnerable families would be of great help for family social work practices. Also, the findings revealed that the campers experienced difficulties for participation in camp activities because of lacking initial ice breaking activities. Such activities determine the camp interaction and discussions. Therefore, there is also scope for research on group work with emphasis on ways of mixing up group members in group work interventions. This contributes to knowledge production on ways of addressing the communication and interaction problems among the clients and between the clients and workers. In addition, there is also a need for evaluation research of interventions like family camp which helps in identifying the strengths and limitations. It contributes in continuing the developed services thereby improving and overcoming the limitations. As the camp was aimed at preventing families for reducing their risk behaviors associated with the child protection, it is very important to explore the experience of children about the treatment of their parent(s) after the camp. It contributes in exploring the effectiveness of the intervention as well as providing suggestions for child protection.

It was revealed that the campers were looking for better camp activities. This reflects that there was problem associated with the camp planning. Therefore, there is need for studies which try to highlight on clients' participation in service development process. It helps in comparing the services with and without service users' participation and thereby provides insights for developing client friendly services.

Likewise in this study, it was found that the supportive and helpful role of workers was perceived positively by the campers. The earlier studies also highlight on positive qualities appreciated by the service users in group work. Hence, there is a need for studies which focus on linkages between the professional relationship building and role of the workers.

As observer, researcher and camp worker, I have identified some key issues that are not addressed properly in the camp. The sharing and discussions with the families let me feel that are they the real vulnerable families in child protection? It is true the camp was a preventive intervention in family social work, but the concern parents had over their children and the nature of bonding between the campers and their children made me have this critical view. I believe there are more vulnerable families than these families. Therefore, there is a need for proper assessment of families before inviting them to the camp. It looked like summer vacation to the families and it could have been better than that if families were assessed properly. Likewise, the camp failed in providing safe environment as the families had difficulties participating in the camp activities. The activities that did not match the need and interest of the families; and vertical camper-worker relationship were the main obstacles for the families to participate in the camp activities. Therefore, there is need for developing activities that is best suited for its target groups and it can be done through proper need assessment and service users' participation in service development process. Similarly, the workers need to be properly oriented about their roles and it looks practical to explain families what they can and cannot expect from the workers. This helps in reducing the expectation of the campers towards the workers and on the other hand makes workers more accountable and responsible towards the campers.

Hence, the findings of this study have a number of important implications for future practice in family social work. As this study explores the experience of service users in social work intervention, it is assumed that it highlights on significance of harmonizing the needs of service providers and receivers in service development process. Thus need harmonization and emphasis for integration of the service users' experiences in service development process provided more scope for service users' participation for developing and strengthening services.

Similarly, this study together with earlier studies showed that the family social work can be more effective if whole family is considered as client instead of considering individual

members as a client. Therefore, POSKE and other concerned stakeholders can use the findings for further service development process. However, it is very important to understand the fact that when whole family is considered as a client, the parents and the children do have different needs. In the of group work with multiple families, it is very important to develop and design activities which satisfy the needs of both parents and children. Furthermore, this study has highlighted family camp as effective interventions as the campers experienced immediate changes over self and families. Therefore, it serves as a basis for designing and developing interventions for multiple families which are focused on group work methods as well as strengths of participating families.

Likewise, the findings on camper-worker relationship reveal the fact that positive relationship is very important in social group work practice for achieving the set goals. Hence, unless concerned stake holders do not plan properly for client-worker relationship in group work, the active participation of service users in problem solving process; interactions and discussions; and thereby achieving the set goals will not be attained. Therefore, strengthen based group work interventions with multiple families in presence of positive client-worker relationship contribute in changing and empowering clients thereby motivating them for active participation in problems solving process.

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APPENDICES

Appendix 1: Taking consent and interview questions

Appendix 2: Interview heading, themes, category and excerpt

Appendix 3: concepts, sub-wider concepts and categories

Appendix 1

I am Shiva and I am from Kathmandu, Nepal. I am in Finland since September 2011 and studying Masters in Comparative Social Work in University of Lapland. I will be with you in this camp for 4 days and I am going to interview 4 adult family members from different families. As far as possible, I am trying to interview 2 males and 2 females. I would like to assure you that the interview will be confidential and it will be used only for academic purpose.

Olen Shiva ja olen kotoisin Kathmandusta, Nepalista. Olen ollut Suomessa syyskuusta 2011 alkaen ja opiskelen Lapin yliopistossa sosiaalityön kansainvälisessä maisteriohjelmassa. Olen kanssanne tällä leirillä 4 päivää ja aion haastatella 4 eri perheitä edustavaa aikuista perheenjäsentä. Jos mahdollista, haastattelen 2 miestä ja 2 naista. Haastattelut ovat luottamuksellisia ja niitä käytetään ainoastaan tutkimustarkoitukseen.

I am trying to have research on Perceptions of adult campers about the family camp. My research will try to explore perception of the adult campers (participants) about the camp and the changes they have.

Teen tutkimusta aiheesta Aikuisten leiriläisten käsityksiä perheleiristä. Tutkimuksessani yritän selvittää leirille osallistuvien aikuisten käsityksiä leiristä ja omassa elämässään tapahtuvista muutoksista.

In the beginning 2 days, I will have short interview about personal information like name, social life, hobbies, reason for attending the camp and expectations from the camp. Likewise, in the last 2 days, I am going to interview about activities, relationship with camp workers and immediate changes which are as follows:

Leirin kahtena ensimmäisenä päivänä teen lyhyet haastattelut, jotka koskevat haastateltavien henkilökohtaisia tietoja kuten nimi, sosiaalinen elämä, perustelu leirille tuloon ja odotukset leiriä kohtaan. Kahtena viimeisenä päivänä tehtävät haastattelut koskevat leirin toimintaa, suhteita leirin työntekijöiden kanssa ja välittömiä muutoksia haastateltavien elämässä. Kysymykset ovat seuraavia:

About activities

Toiminnasta

1. Tell me about the time in the camp with your family.
Millaista oli perheesi kanssa viettämäsi aika leirillä
2. Tell me about your view on the activities of the camp.
Millaisena näet leirin toiminnan ja aktiviteetit
3. Tell me how you see the groups in the camp.
Millaisen näet leirillä toimineet ryhmät
4. Tell me about interactions and discussions among different families.
Millaista oli vuorovaikutus ja keskustelut eri perheiden kanssa
5. Tell me about memorial experiences from the camp.
Millaisia kokemuksia sinulle on jäänyt mieleen leiriltä
6. Tell me about bad experiences about the camp.
Millaisia huonoja kokemuksia sinulla on leiristä
7. Tell me about your experiences of being successful in camp activities.
Millaisia onnistumisen kokemuksia sinulla on leirin toiminnoista
8. Tell me what need to be done differently in the camp?
Mitä leirillä olisi pitänyt tehdä toisin

About relationship with workers

Suhde työntekijöihin

1. Tell me about your most memorable experience with camp workers.
Millainen on parhaiten mieleesi jäänyt kokemus leirin työntekijöistä
2. Tell me about the role of the camp workers.
Millainen rooli leirin työntekijöillä on
3. Tell me about your communication and interaction with the camp workers.
Millaista oli kommunikointi ja vuorovaikutus leirin työntekijöiden kanssa
4. Tell me what you think if you have your family worker with you in the camp.
Mitä ajattelet oman perhetyöntekijäsi mukana olosta leirillä

5. What do you think that camp workers should do differently?
Mitä leirin työntekijöiden olisi pitänyt tehdä toisin

About the change (Immediate change or during the camp)

Välittömät muutokset elämässäsi leirin aikana

1. Tell me about your present relationship with your family members.
Millaiset ovat tämän hetkiset suhteet perheenjäseniisi
2. Tell me about the changes in yourself after attending the camp.
Millaisia ovat itsessäsi tapahtuneet muutokset leirille osallistumisen jälkeen
3. Tell me about sharing responsibility in a family.
Miten vastuut ja velvollisuudet on jaettu perheessäsi
4. Tell me strengths that you and your family have.
Millaisia vahvuuksia sinulla ja perheelläsi on
5. Tell me about the experience of this camp for your family's future.
Millaisia kokemuksia sinulla on leiristä perheesi tulevaisuuden kannalta

I hope you will participate in the research process and help me. Thank you in advance for your support and help.

Toivon että osallistut tutkimukseen ja autat minua tutkimuksen tekemisessä. Kiitos tuestasi ja avustasi tutkimuksen edistämisessä.

With best regards,
Parhain terveisin
Shiva

Appendix 2

Interview Heading	Themes	Category
EXPECTATION	<p>Recommendations from Social Office; Making friends for: self and children; getting suggestions from families and camp workers; Rest; relaxing; Holiday; Activities</p>	<p>1.1 Expectation for participation in social service provisions (more to do with recommendations from social worker) Recommendations from Social Office;</p> <p>1.2 Expectation of participation for family and self Making friends for: self and children; getting suggestions from families and camp workers; Rest; relaxing; Holiday; Activities in the camp</p>
TIME WITH FAMILY	<p>No time for self; busy and tiring; hurt because children were not happy; bad experience because of stress and busy schedule; more time with wife because of grown children; time for self; being in nature; balanced day- not busy day; full time with family; happiness because children were happy and enjoying; closeness; being together</p>	<p>2.1 Level of participation in set activities 2.1.1 Feeling of doing for others No time for self;</p> <p>2.1.2 Busyness busy and tiring; bad experience from activities because of stress and busy schedule;</p> <p>2.2 Feeling of being together with family more time with wife because of grown children; time for self; being in nature; balanced day- not busy day; full time with family; closeness; being together</p> <p>2.3 Feeling connected to children hurt because children were not happy; happiness because children were happy and enjoying;</p>
ACTIVITIES IN THE CAMP	<p>less activities for kids; less time for rest; good trip experience; boating; bad timing for food to children; food; being outside; too much activities for little children and no rest; children having problem for eating in group; less time among families; sauna; good group discussions;</p>	<p>3.1 Activities in relation to children less activities for kids; too much activities for little children and no rest; activities for kids; friends for children; isolation of children; no sleeping time for small kids; making child independent;</p> <p>3.2 Activities for free time less time for rest; stressful because of poor management; more like following;</p>

	<p>less depth group discussions; discussion topic was not good; not good leader or facilitation in group discussion; sharing things to others; time among adults; activities for kids; friends for children; isolation of children; no sleeping time for small kids; stressful because of poor management; more like following; making child independent; tips for normal life</p>	<p>3.3 Planned recreational activities good trip experience; boating; being outside; sauna;</p> <p>3.4 Food pattern bad timing for food to children; food; children having problem for eating in group;</p> <p>3.5 happening (about activities) in group less time among families; good group discussions; less depth group discussions; discussion topic was not good; not good leader or facilitation in group discussion; sharing things to others; time among adults; tips for normal life</p>
<p>ABOUT THE GROUPS IN THE CAMP</p>	<p>variation in group composition; new to each other and don't know much; opportunity to know other people; learn from other people; good size; mutual understanding among all i.e. no conflict or argument; work together; mutual help; less time among other parents and families; being together; attitude of judgments towards other families (this is like this and like that); being friend with others; less discussion preparation; complex group because of children; good for children; less discussion among parents; good discussion among adults in group; discussion was more in office set up</p>	<p>4.1 Nature of group variation in group composition; new to each other and don't know much; opportunity to know other people; good size; mutual understanding among all i.e. no conflict or argument; work together; mutual help; less time among other parents and families; being together; attitude of judgments towards other families (this is like this and like that); being friend with others; less discussion preparation; complex group because of children;</p> <p>4.2 group and self help process learn from other people;</p> <p>4.3 Groups for children good for children;</p> <p>4.4 Discussion and interactions among the adult campers less discussion among parents; good discussion among adults in group; discussion was more in office set up</p>
<p>INTERACTION AND DISCUSSION AMONG DIFFERENT FAMILIES IN</p>	<p>interaction and discussion via activities; closeness; need for ice breaking so that families be open and close from</p>	<p>5.1 Communication and discussion in camp through different activities 5.1.1 Just talking interaction and discussion via activities; less time for free discussion among</p>

	<p>beginning; nice; talking with other families; kind of isolated, not in the camp activities; group discussion was good; willingness to talk and learn; medium for bringing families to talk and discuss; discussion on cabin groups and interaction; discussion in larger group; sharing problem about self; sharing feeling about self; talking about children; helpful in sharing ideas and mutual learning; sense of self realization(how we are and how is our family); less time for free discussion among families...just talking thing; no effort for ice breaking from management; need for more time for group discussion and interaction; hard to mix up and discuss with the groups; formation of bonding and knowing each other; People talking because of some incident and get close; need for formation of cabin groups for more interaction and discussion; opportunities to correct self; big groups and less time for discussion and interaction; interaction and discussion through activities like trip and so on</p>	<p>families...just talking thing; People talking because of some incident and get close; interaction and discussion through activities like trip and so on</p> <p>5.2.2 Planned discussion activities closeness; talking with other families; group discussion was good; medium for bringing families to talk and discuss; discussion in larger group; sharing problem about self; formation of bonding and knowing each other;</p> <p>5.2 Effort from organizer to mix up families need for ice breaking so that families be open and close from beginning; kind of isolated, not in the camp activities; discussion on cabin groups and interaction; no effort for ice breaking from management; hard to mix up and discuss with the groups; big groups and less time for discussion and interaction;</p> <p>5.3 Interest and willingness among families for communication and interaction kind of isolated, not in the camp activities; willingness to talk and learn; need for more time for group discussion and interaction; need for formation of cabin groups for more interaction and discussion;</p> <p>5.4 Impact of group on self and family from group interaction and discussion sharing problem about self; sharing feeling about self; talking about children; helpful in sharing ideas and mutual learning; sense of self realization(how we are and how is our family); opportunities to correct self;</p>
MEMORABLE EXPERIENCE	trips; children's participation and engagement; children's happiness; group activities; being with others;	6.1 Memorable experience about the planned activities trips; outdoor life;

	<p>making friends; time with family; outdoor life; making some life changing decisions; adult's discussion programs; free time for self as no worries for daily household activities</p>	<p>6.2 Memorable experience in-relation to feelings connected to children and family children's participation and engagement; children's happiness; time with family; making some life changing decisions; free time for self as no worries for daily household activities</p> <p>6.3 Memorable experience about being in a group of families group activities; being with others; making friends; adult's discussion programs;</p>
BAD EXPERIENCE	<p>negative experience with worker; failure in meeting expectation; less talking and discussion with workers; not effective camp planning and management; camp planning especially activities for different aged children; stress on self; lack of information to campers; misunderstanding among families and no clearance opportunities; isolation of family</p>	<p>7.1 Negative experience related to camp management and workers negative experience with worker; less talking and discussion with workers; not effective camp planning and management; camp planning especially activities for different aged children;</p> <p>7.2 Feeling of not meeting the expectation failure in meeting expectation;</p> <p>7.3 Negative experience from participation in the camp happenings stress on self; lack of information to campers; misunderstanding among families and no clearance opportunities; isolation of family</p>
FEELING OF GETTING SUCCESS	<p>children's participation in activities; children's feeling of doing something good and proud; compliment about families (someone telling good about families); doing things easily; happiness in family members; more time with families; participation in the camp; freedom from regular life; opportunities for different activities; close to children; and time for self; being with family members; activities participation; life decision; participating normally;</p>	<p>8.1 Feeling of getting success from children and their participation children's participation in activities; children's feeling of doing something good and proud;</p> <p>8.2 Feeling of getting success at the family level 8.2.1 Family growth happiness in family members; more time with families; participation in the camp; opportunities for different activities; close to children; time for self; being with family members; life decision; substitute to need of man in family</p> <p>8.2.2 Family functioning</p>

	<p>substitute to need of man in family</p>	<p>compliment about families (someone telling good about families); activities participation; doing things easily; freedom from regular life; participating normally;</p>
<p>RECOMMENDATIONS FOR EFFECTIVE ACTIVITIES</p>	<p>free time for self and family; think more about children; camp management need to think from children-parent perspective; quantity of activities vs quality; activities for small kids; more separate programs for kids and adults; more discussion in different topics and groups; selection of family, kids and problems; group activities like sports, mixed team etc; activities for kids; plan for children; mixing up families for activities; food (variety); informing campers what is the plan next day; making camp multi-professional; not same program everyday (like sauna); good facilitation for discussions; more practical topics for discussions</p>	<p>9.1 Recommendations for concept of just being in the camp (time free of activities) free time for self and family; quantity of activities vs quality;</p> <p>9.2 Recommendations for planning different group activities group activities like sports, mixed team etc; selection of family, kids and problems; more separate programs for kids and adults; mixing up families for activities; food (variety); informing campers what is the plan next day; making camp multi-professional; not same program everyday (like sauna);</p> <p>9.2.1 Activities that suits children of different ages think more about children; camp management need to think from children-parent perspective; activities for small kids; activities for kids; plan for children;</p> <p>9.2.2 Need for well-planned programs among parents more discussion in different topics and groups; good facilitation for discussions; more practical topics for discussions</p>
<p>EXPEREINCE WITH CAMP WORKERS</p>	<p>nice; less interaction with the workers; communication gap; lack of responsibility; presence of foreigner-good experience for children and families; good with kids; comfortable for communication; misunderstanding with camp workers; motivation; good work; helping children;</p>	<p>10.1 Experience of communication with the camp workers nice; less interaction with the workers; communication gap; comfortable for communication; misunderstanding with camp workers; felt like not having own camp workers; talking; worker for each family was clear and nice; directive instruction (do and do not do);</p> <p>10.2 Experience of worker with the children good with kids;</p>

	<p>reduced business of mothers; felt like not having own camp workers; activity like sauna with worker; less attention; supportive worker; reliable; talking; hard work; worker for each family was clear and nice; directive instruction (do and do not do); counseling</p>	<p>good work; helping children; reduced business of mothers; hard work;</p> <p>10.3 Experience of workers' support and help to families lack of responsibility; presence of foreigner-good experience for children and families; motivation; activity like sauna with worker; reduced business of mothers; less attention; supportive worker; reliable; counseling</p>
<p>ROLE OF CAMP WORKERS</p>	<p>need to talk more; nice; too long time for activities or programs; lack of information; less acceptability by client-communication gap between worker and campers; no clear roles; non supportive workers; supportive; cold relation (use of tough words); good; responsible; biased towards the familiar family as compared to unfamiliar family; communication; need for own family worker; not much except watching kids; friendly; less attentive; important as their eyes were open; good facilitation of interaction programs; trust and reliability; helpful;</p>	<p>11.1 Communication and interaction with the workers need to talk more; lack of information; less acceptability by client-communication gap between worker and campers; cold relation (use of tough words); communication;</p> <p>11.2 Workers in Camp activities planning too long time for activities or programs; good facilitation of interaction programs;</p> <p>11.3 Supportive and helpful role of workers nice; no clear roles; non supportive workers; supportive; good; responsible; not much except watching kids; friendly; less attentive; important as their eyes were open; trust and reliability; helpful</p> <p>11.4 Biasness in performance by workers cold relation (use of tough words); biased towards the familiar family as compared to unfamiliar family; need for own family worker;</p>
<p>COMMUNICATION AND INTERACTION WITH CAMP WORKERS</p>	<p>easy; close; half good; neutral;</p>	<p>12.1 Easy to communicate and interact with workers easy; close;</p>

	<p>not so close; no problem; lack of trust; less interaction; hard to begin communication; lack of information; open and free to ask everything; more expectation from workers; feeling of isolation; lack of acceptance; lack of responsibility</p>	<p>half good; neutral; open and free to ask everything;</p> <p>12.2 Hard to communicate and interact with workers not so close; no problem; lack of trust; less interaction; hard to begin communication; lack of information; more expectation from workers; feeling of isolation; lack of acceptance; lack of responsibility</p>
<p>ABOUT OWN FAMILY WORKER IN THE CAMP</p>	<p>don't have own worker; nice; better; don't need; one worker for one family; things go faster; confusion on good or bad</p>	<p>13.1 Feel like need to have own family worker nice; better; one worker for one family; things go faster;</p> <p>13.2 Feel like good not having own family worker don't need;</p> <p>13.3 Confusion on having own family worker don't have own worker; confusion on good or bad</p>
<p>RECOMMENDATIONS FOR CAMP WORKERS</p>	<p>act immediately; more interaction; more supportive; more talking with families; following application and notes; setting plans for individual families; before camp planning; better management; better planning for activities; division of work; understanding families; individual family planning (between one family worker and family); counseling; openness; little directive to children</p>	<p>14.1 Workers need to get into action immediately act immediately; more supportive; counseling; little directive to children</p> <p>14.2 Workers need to open up for communication and interaction more interaction; more talking with families; understanding families; openness;</p> <p>14.3 Workers need to have proper planning from Individual family level to group level following application and notes; setting plans for individual families; before camp planning; better management; better planning for activities; division of work; individual family planning (between one family worker and family);</p>
<p>CHANGES IN FAMILY</p>	<p>thinking about family;</p>	<p>15.1 Development in self about the</p>

RELATIONSHIPS	<p>closeness; talking; being with family; experienced being together; children got more social; got friend for children; develop energy and strength for future; activity to do together; reduction in dependency of children over parents; got idea on ways of dealing with children; self confidence on family and self; positive thinking about family</p>	<p>thinking about family thinking about family; closeness; talking; being with family; experienced being together; activity to do together;</p> <p>15.2 Change in growth and development of children children got more social; got friend for children; reduction in dependency of children over parents; got idea on ways of dealing with children;</p> <p>15.3 Change and raise on self confidence over self and family develop energy and strength for future; self confidence on family and self; positive thinking about family</p>
ABOUT CHANGES IN SELF	<p>need for being with man; making friends for children; different views on looking at children; emotion (stress, yelling etc) control; control of anger; satisfaction on family; self relief as compared to other families; reality acceptance; rearing children; controlling children; making children independent; positivism in family; self realization; acceptance of family need more outdoor activities; problem solving; feeling strength in self after looking others positive thinking; feeling responsible</p>	<p>16.1 Realize the need of family (family's need) need for being with man; need more outdoor activities; problem solving;</p> <p>16.2 Gain in idea about the socialization of children making friends for children; different views on looking at children; rearing children; controlling children; making children independent;</p> <p>16.3 Stress and emotion management on self emotion (stress, yelling etc) control; control of anger;</p> <p>16.4 Improvement on positive thinking about the family satisfaction on family; self relief as compared to other families; reality acceptance; positivism in family; self realization; acceptance of family; problem solving; feeling strength in self after looking others; positive thinking; feeling responsible</p>
SHARING RESPONSIBILITY IN FAMILY	<p>need for man; perfect to have man; easier; rest;</p>	<p>17.1 Significance of having a partner for sharing responsibility need for man; perfect to have man;</p>

	<p>family worker; need for support; frustration of looking family alone; realized that sharing is important; helpful; reliability; making children adult; sharing work; ok being alone</p>	<p>easier; rest; frustration of looking family alone; realized that sharing is important; helpful; reliability; sharing work; ok being alone</p> <p>17.2 Substitute to partner's need and sharing responsibility family worker; need for support;</p> <p>17.3 Making children adult in early age as they share responsibility making children adult;</p>
<p>STRENGTHS (OF SELF AND FAMILY)</p>	<p>making children independent; family characteristics; love; talking; temperament; belonging; incomplete; expression of feelings; time for family; functioning children; control on children; realize self role in family; planning; difference; agreement; creativity; mutual understanding; recognition of each other work; giving up; social children; belonging; be with family; action; straight-happy or unhappy; closeness; experience from past; handling children; doing on own; help from children; children; happy team; positive thinking; non-residing parent; self trust; self confidence; self management; Social children; Independent children</p>	<p>18.1 Children adding up family value as a family strength making children independent; control on children; social children; help from children; children; Social children; Independent children</p> <p>18.2 Family behaviors as strength of families (about feeling and attachment; about time together; about being together; about development of positive thinking) family characteristics; love; talking; temperament; belonging; incomplete; expression of feelings; time for family; functioning children; difference; agreement; creativity; mutual understanding; giving up; belonging; action; closeness; experience from past; happy team; self trust; self confidence;</p> <p>18.3 Good traits in parent as family strengths</p>

		<p>planning; realize self role in family; recognition of each other work; be with family; straight-happy or unhappy; handling children; doing on own; positive thinking; non-residing parent; self management;</p>
<p>EXPERIENCE FROM FAMILY CAMP FOR FUTURE LIFE</p>	<p>group work-being with other; friends for (children and parents); time with family; making children independent; social life and its importance; camp experience; engaging children; keeping children in order; planning for kids; ways off recalling past; talking with people; growing up children; be in outdoor; self confidence; handling normal life</p>	<p>19.1 Experience of group to families for future friends for (children and parents); group work-being with other; social life and its importance; talking with people;</p> <p>19.1.1 for adults ways off recalling past;</p> <p>19.1.2 for children making children independent; engaging children; keeping children in order; planning for kids; growing up children;</p> <p>19.2 Future planning for time with family time with family; be in outdoor;</p> <p>19.3 Positive message about family from camp camp experience; self confidence; handling normal life</p>

Appendix 3

WIDER Concepts	Sub-Wider Concepts	CATEGORIES
<p>Family and children experience about the family camp</p>	<p>1 Expectation of the campers (1.1, 1.2, 7.2)</p> <p>2 Time with family members (2.2, 2.3, 3.2, 6.2, 8.2, 9.1)</p> <p>3 Activities of the camp (2.1, 3.3, 5.1, 6.1, 6.2, 7.3, 8.2, 10.3)</p> <p> 3.1 Activities for the adults</p> <p> 3.2 Activities for the children (3.1, 3.4, 8.1, 10.2)</p> <p>4 Group process and happenings (3.5, 4.2, 4.3, 4.4, 5.3, 5.4, 6.3, 9.2)</p>	<p>1.1 Participation in social service provisions (more to do with recommendations from social worker)</p> <p>1.2 Participation for family and self</p> <p>2.1 feeling of participation in set activities</p> <p> 2.1.1 Feeling of doing for others</p> <p> 2.1.2 Busyness</p> <p>2.2 Feeling of being together with family</p> <p>2.3 Feeling connected to children in camp</p> <p>3.1 Activities in relation to children</p> <p>3.2 Free time for self</p> <p>3.3 Planned recreational activities</p> <p>3.4 Food pattern</p> <p>3.5 happenings in group</p> <p>4.2 group and self help process</p> <p>4.3 Groups for children</p> <p>4.4 Discussion and interactions among the adult campers</p> <p>5.1 Communication and discussion through different activities</p> <p> 5.1.1 Just talking</p> <p> 5.2.2 Planned discussion activities</p> <p>5.3 Interest and willingness for communication</p> <p>5.4 Impact of group on self and family</p> <p>6.1 About the planned activities</p> <p>6.2 In-relation to feelings connected to children and family</p> <p>6.3 Being in a group of families</p> <p>7.2 Feeling of not meeting the expectation</p> <p>7.3 Participation in the camp happenings</p> <p>8.1 Children and their participation</p>

		<p>8.2 At the family level</p> <p>8.2.1 Family growth</p> <p>8.2.2 Family functioning</p> <p>9.1 Concept of just being in the camp-time free of activities</p> <p>9.2 Planning different group activities</p> <p>9.2.1 Activities that suits children of different ages</p> <p>9.2.2 Need for well-planned programs among parents</p> <p>10.2 Worker with the children</p> <p>10.3 Supportive to families</p>
Group Experience	<p>1 Children as a member of a group (3.1, 4.3)</p> <p>2 Adults in the group happenings (3.5, 4.2, 4.4)</p> <p>3 Camp as a group of families (3.5, 4.1, 5.1, 5.2, 6.3)</p> <p>4 Impact of group process on families (4.2, 5.4)</p>	<p>3.1 Activities in relation to children</p> <p>3.5 Happenings in group</p> <p>4.1 Nature of group</p> <p>4.2 group and self help process</p> <p>4.3 Groups for children</p> <p>4.4 Discussion and interactions among the adult campers</p> <p>5.1 Communication and discussion through different activities</p> <p>5.1.1 Just talking</p> <p>5.2.2 Planned discussion activities</p> <p>5.2 Effort from organizer to mix up families</p> <p>5.4 Impact of group on self and family</p> <p>6.3 Being in a group of families</p>
Experience with camp workers and services	<p>1 Direction of relationship with the camp workers (1.1, 2.1, 13.1, 13.2, 13.3,)</p> <p>2 Camp workers with the children (3.1, 10.2,)</p> <p>3 Camp activities and camp workers- planning and management (3.1, 3.2, 5.2, 7.1, 9.1, 9.2, 10.3, 11.4, 14.1, 14.3)</p>	<p>1.1 Participation in social service provisions (more to do with recommendations from social worker)</p> <p>2.1 feeling of participation in set activities</p> <p>2.1.1 Feeling of doing for others</p> <p>2.1.2 Busyness</p> <p>3.1 Activities in relation to children</p> <p>3.2 Free time for self</p> <p>5.2 Effort from organizer to mix up families</p> <p>7.1 Experience related to camp management and</p>

	<p>4 Communication and interaction with the workers (10.1, 11.1, 12.1, 12.2, 14.2)</p> <p>5 Supportive and helpful nature of camp workers (10.3, 11.3,)</p>	<p>workers</p> <p>9.1 Concept of just being in the camp-time free of activities</p> <p>9.2 Planning different group activities 9.2.1 Activities that suits children of different ages 9.2.2 Need for well-planned programs among parents</p> <p>10.1 Communication with the camp workers</p> <p>10.2 Worker with the children</p> <p>10.3 Supportive to families</p> <p>11.1 Communication and interaction</p> <p>11.2 Camp activities planning</p> <p>11.3 Supportive and helpful</p> <p>11.4 Biasness in performance</p> <p>12.1 Easy</p> <p>12.2 Hard</p> <p>13.1 Feel like need to have</p> <p>13.2 Feel like good not having</p> <p>13.3 Confusion</p> <p>14.1 Getting to action immediately</p> <p>14.2 Getting open up for communication and interaction</p> <p>14.3 Proper planning from Individual family level to group level</p>
<p>Immediate change in campers' life</p>	<p>1 Realization over time in family (2.2, 18.3)</p> <p>2 Change at individual level (5.4, 8.2, 15.1, 15.3, 16.1, 16.3, 16.4, 17.1, 18.2, 18.3)</p> <p>3 change at family level (5.4, 8.2, 15.3, 18.1, 18.2, 18.3)</p> <p>4 Change at children's level (15.2, 16.2, 17.3,)</p>	<p>2.2 Feeling of being together with family</p> <p>5.4 Impact of group on self and family</p> <p>8.2 At the family level 8.2.1 Family growth 8.2.2 Family functioning</p> <p>15.1 Development of thinking about family</p> <p>15.2 Growth and development of children</p> <p>15.3 Raised self confidence on self and family</p>

		<p>16.1 Realize the need of family (family’s need)</p> <p>16.2 Socialization of children</p> <p>16.3 Stress and emotion management on self</p> <p>16.4 Positive thinking about the family</p> <p>17.1 Significance of having a partner (Realized need to have partner)</p> <p>17.3 Making children adult in early age (may be “not do so” feeling!!)</p> <p>18.1 Children adding up family value</p> <p>18.2 Family behaviors (about feeling and attachment; about time together; about being together; about development of positive thinking)</p> <p>18.3 Good traits in parent</p>
Experience for future	<p>1 Experience acquired from the camp (3.5, 4.4, 19.1)</p> <p>1.1 For adults</p> <p>1.2 For families</p> <p>2 Positive energy and self confident (19.3)</p> <p>3 Planning for family activities (19.2, 3.5)</p>	<p>3.5 happenings in group</p> <p>4.4 Discussion and interactions among the adult campers</p> <p>19.1 Experience of group to families 19.1.1 for adults 19.1.2 for children</p> <p>19.2 Time with family</p> <p>19.3 Positive message about family from camp</p>