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Practice Introduction

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Practice

INTRODUCTION

From a practitioner's viewpoint, it is difficult programatically for families. Often family programming is thought of as providing activities for each member of the family in isolation. The one element isolated from the first section is that integration is an essential element to improvement of quality time. This section examines the programmatic stages and how the practitioner can deal with them. The first article examines how to deal with change because our current society, as Tofler has pointed out, is changing at an ever increased rate and programs that were effective yesterday will not be effective tomorrow. The next element illustrates the importance of different program strategies and how these strategies can be utilized to deal with this rapid change within our society. The third manuscript raises the issue of outcomes. It raises the question about individualization of programming and outcomes that are derived from specific activities. A random model must not be used in programming. Diagnostically it must be understood what type of program needs to be prescribed for what type of problems or what type of enrichment experiences. The fourth article is one of the educational process and how programming is achieved within this process. The fifth article illustrates how workshops can be used in the educational process to achieve better learning skills. The sixth and the seventh manuscripts focus upon the major theme that often exists in most problematic areas within the family and that is a discussion about cooperation and competition. These issues are presented to illustrate how often one element is examined in isolation and integration as a function is lost. The last article is on the environment. Even though a program is well structured, executed and implemented, a program that is not set in a proper environment cannot be successful. Environment or climate is very important to the proper development of any particular activity.