1St Semester Social Work Syllabus

SW 511: An overview of the profession of Social Work/ Introduction to SW Practice

Credits: 3

Course Description   **48LH**

The objective of the course is to facilitate the students' understanding of social work as a profession. The course provides the students with adequate knowledge about the profession of Social Work; the skills required to practice the profession of Social Work and also help them develop a favorable attitude towards the profession and its practitioners. With an understanding of the growth of social work as a profession and getting acquainted with its ethics, values and principles, the course provides a strong foundation for the practice of Social Work.

Learning Objectives

1. Develop an understanding of the profession of social work

2. Understand the development of professional social work in the World

3. Ability to link social work with other disciplines and understand how the other social sciences have provided for the theoretical foundation for social work

4. Explore the various areas of social work practice and salient practitioner roles in each of these areas

5. Critically look at the contemporary issues faced in the practice of social work

6.Get acquainted with the practice guidelines, values and ethics of the profession

TEXT BOOKS:

Dubois, B. & Miley, K.K. (2002). Social Work AN EMPOWERING PROFESSION. Boston: Allyn and Bacon.

Misra, P.D. (1994). Social Work - Philosophy and Methods. New Delhi: Inter- India Publications.

CONTENT

Unit 1: Understanding the profession of Social Work   4LH

Introduct ion to Social Work; introduction to social workers and their work,

purpose of social work;

Social Work as an art and a science

introduction to Social Service, Social Welfare, Social Security and their differences from Social Work

Unit 2: Social Sciences for Social work/ Foundations of social work   4LH

Importance and Relevance of other disciplines to Social Work: sociology & anthropology, psychology & psychiatry, philosophy, political science, economics

Relation between social work and these social sciences

Unit 3: A critical look at the Historical Development of Social Work   8LH

Development of Social Work in the West, namely England and the United States of America;

Development of Social Work in South Asia;

Professional Social Work in Nepal

Unit 4: Changing Paradigms in Social Work   3LH

Shift in the social work practice from welfare based model to the present rights based model

Unit 5: Fundamental Principles of Social Work Practice   8LH

Acceptance

Client's right to self determination

Communication

Confidentiality

Individualization

Meaningful professional relationship Social Functioning

Social Learning Tuning Behavior

Unit 6: Pillars of Social Work: The Four systems of Practice   **4LH**

Understanding the four systems of practice, viz. client system, change agent syster:

action and the target system;

the relationship between these systems and their overlapping nature

Unit 7: Social Work: Fields of Practice   **6LH**

Ageing population/geriatrics Community,

Correctional Setting,

Development Sector: I/NGOS/CBOs/GOS

Education,

Family and youth

Health,

Welfare Departments

Unit 8: Contemporary Issues in Fields of Practice   **6LH**

Poverty, illiteracy, unemployment, homelessness

Health & Mental Health, effect of the decade long armed conflict in Nepal

Rehabilitation and Correction

Donor Driven nature of developmental organizations and subsequent dependency Changing family trends and norms and associated issues of child and elder abus and neglect

Unit 9: Values and Ethics in Social Work   **4LH**

Values and Ethics,

• Code of Ethics: NASW code of Ethics & International Code of Ethics; Ethical Principles for and dilemmas in social work practice

REFERENCES:

Adams, R. (2012). Short Guide to Social Work. Jaipur: Rawat Publications.

Adams, R., Dominelli & Payne, M. (2002). (Eds.) Social Work: Themes, Issues and Critical Debates. New York: PALGRAVE.

Alston, M. & Mc Kinnon, J. (Eds.). (2001). Social Work FIELDS OF PRACTICE. Victoria: Oxford University Press.

Ambrosino, R. Emeritus, J.H. Emeritus, G.S. & Ambrosino, R. (2005). Social Work and Social Welfare an introduction. CA: Brooks/Cole (5th edition).

Coulshed, V. & Orme, J. (1998). Social Work Practice AN INTRODUCTION. New York: Palgrave

Dahal, S. (2010). Social Work Methods for Juvenile Justice Practitioners in Baal Nyayo ra Samajik Karya (translated as Juvenile Justice and Social Work). Lalitpur: Central Child Welfare Board

Dubois, B. & Miley, K.K. (2002). Social Work AN EMPOWERING PROFESSION. Boston: Allyn and Bacon.

Fink A.E., Anderson C.W. and Conover M.B. (1942) The Field of Social Work, USA: Holt, Rinehart and Winston Inc.

Gilbert, N., Miller, H. & Specht, H. (1986) An Introduction to Social Work Practice. USA: Prentice Hall Inc.

Contexts and Practice (2nd Ed.) Edited by Connolly. & Harms.

Harms, L. & Connolly, M. (2009).The Art and Science of Social Work In Social Work

Haynes, K.S. & Holmes, K.A. (1994). Values and Ethics In Invitation to Social Work, NY Longman.

TEXT BOOKS

Bhattacharya, S. (2008). Social Work An Integrated Approach. New Delhi : Deep & Deep Publications Pvt. Ltd.

*Mathew, G (1992). An Introduction to Social Case Work. Bombay: Tata Institute of Social*Sciences

Perlman, H.H. (1957). Social Case Work. Chicago: Chicago University Press.

CONTENT

Unit 1: Introduction to social case work   4LH

Definitions, basic assumptions, nature of case work, client - worker relationship, theoretical formulations: basic propositions in case work

Unit 2: Principles and components of Case Work   8LH

Principles of social case work: Acceptance, accountability, client's right to confidentiality, client's right to self-determination, individualization, non-judgmental attitude, non- violence, and worker's controlled emotional involvement

Components of Social Case Work: Person, problem, place, professional, process

Unit 3: History of Case Work   3LH

Development of case work in the West: England and the USA; Case Work in the Asian context

Unit 4: Understanding the clients: Knowledge of human growth and behavior 5LH

Developmental stages of an individual, Defense Mechanisms, Needs of an individual, going deeper: understanding the unconscious (id, ego and superego)

Unit 5: Knowing the client's problems, first step in the helping process   4LH

Causes of Human problems: inadequate resources, lack of appropriate information, illness, different ability/handicap, emotional distress, personality features/deficiencies

Unit 6: Theories in social case work   4LH

Behavior modification (conditioning and observational learning), Cognitive Therapy, Existentialism, reality therapy

Unit 7: Tools of Case Work   2LH

Observation, listening, relationship, interview, home visit

Unit 8: Techniques of helping in case work   6LH

Supportive Techniques: Acceptance, allaying feelings that are over powering, assurance, advocacy, being with the client, building the client's self confidence, encouragement, facilitation of expression of feelings, paraphrasing

Counseling techniques: Advice, anticipatory guidance, confrontation, clearing guilt feelings, modeling, motivation, reflective discussion, role play, setting limits

Unit 9: Case Work Process   4LH

Study or assessment, diagnosis, case work help: intervention, evaluation, termination and follow up

Unit 10: The Case Worker and case work recording 6LH

Desirable characteristics of a social worker: ability to cope, aware of the self, capable to think constructively, flexible, friendly, lifelong learner, objective, receptive, skilled in documentation, warm natured

Three prominent roles of case worker: behavior change, educator and advocate

Case Work Recording

Purpose, principles, aspects, nature and content

REFERENCES

Bristol, M.C. (1936). Handbook of Social Case Recording. Chicago: University of Chicago Press

Coulshed, V. & Orme, J. (1998). Social Work Practice AN INTRODUCTION. New York Palgrave

Dahal, S. (2010). Social Work Methods for Juvenile Justice Practitioners in Baal Nyay ra Samajik Karya (translated as Juvenile Justice and Social Work). Lalitpur: Central Child Welfare Board

Fischer, J. (1978). Effective Casework Practice. New York: McGraw-Hill Hall.

Friedlander, W.A. (ed.). (1958). Concepts and Methods of Social Work. New Jersey: Prentice

Glasser, W. (1965). Reality Therapy: A New Approach to Psychiatry. New York: Harper &Row

Jehu, D; Hardiker, P; Yelloly, M; Shaw. M, (1972). Behavioural Modification in Social Work London: Wiley Intersciences

Krill, D.F., (1974). 'Existential Social Work" in Frances Turner (Ed.) Social Work Treatment. New York: The Free Press

Misra, P.D. (1994). Social Work - Philosophy and Methods. New Delhi: Inter- India Publications.

SW 514: Social Work Practice with families and groups
Credits: 3

Course Description   48LH

This course is to equip social work students with the necessary tools and techniques to work with groups and families. This course will enhance the competencies of the students to understand the clients in relation to their social environment and to take necessary steps in the professional helping process. Hence, this course focuses on an individual in a group situation and the necessary knowledge and skills required in dealing with that individual.
Learning Objectives of the Course

1. Develop an understanding of the nature of group work and theoretical bases for its practice

2. Understand the client in a group situation in the light of knowledge of human behavior in group situation and in particular in the family

3. Demonstrate proficiency to put into practice the tools and techniques of group work

4. Develop an understanding of the theories of social group work and use them appropriately whenever required

5. Know the self as a practitioner and also know the process of group work and work with families

6. Develop an awareness of the various group processes and dynamics and the workers role in each of these

7. Develop the ability to link theories and practice and to define the role of the practitioner

TEXT BOOKS:

Northen, H.(1969). Social Work With Groups. New York: Columbia University Press. Bhattacharya, S. (2008). Social Work An Integrated Approach. New Delhi : Deep & Deep

Publications Pvt. Ltd.

CONTENT

Unit 1: Introduction to group   5LH

Definition, Types of group, functions of a group, group as a unit for social work practice

Unit 2: Family as a special group   8LH

Definition, Types of families: on the basis of structure, marriage, location, lineage, Functions of a family, Family Dynamics, decision making in a family

Parenting and socialization within a family: types of parenting, family as a social unit, socialization process within a family

Unit 3: Group Work   5LH

Definition, difference from case work, characteristics, values, functions and purpose, approaches: long and short term, individual/group oriented, crisis intervention, open and closed, principles

Unit 4: Group Work as a method of social work   4LH

Historical Development of Group Work in the West and in India Concept of social group work and its scope, role of groups in a society, Principles of group work

Unit 5: Group Processes   2LH

Forming, storming, norming, performing, adjourning

Unit 6: Group Dynamics: 3LH

Bond, sub groups, conflict, leadership, scapegoat, clique, isolate: rejected and neglected

Unit 7: Group Work and programs: 4LH

Underst anding program in group work and its importance, program planning and development, group worker in program planning, use of program media, evaluation of programs

Unit 8: The group worker: 13LH

Essential Qualities: group selection, information collection, building purposeful relation, resourcefulness, awareness of the self and the group, program development and implementation, evaluation

Roles: providing opportunity for progress, assimilating individuals to groups, awareness of rights, enabling to goals, encouraging, facilitating democratic practices, adjustment between needs and social resources, attention to individuals

Skills: skills in handling members, group size, goal accomplishment, relationship with other groups and community, psychological structure

Unit 9: Group Worker and recording   2LH

Recording in group work, roles of group worker

Unit 10: Class presentations and group task   2LH

Task: Form groups of 6-10 people within the classroom and ask them to form a group, prepare their bylaws, let them decide on a task and implement them.

REFERENCES:

Capuzzi, D. (2010). Introduction to Group Work. Jaipur: Rawat Publications.

Dahal, S. (2010). Social Work Methods for Juvenile Justice Practitioners in Baal Nyaya ra Samajik Karya (translated as Juvenile Justice and Social Work). Lalitpur: Central Child Welfare Board

Doel, M. (2010). Using Groupwork. Jaipur: Rawat Publications.

Friedlander, W.A. (ed.). (1958). Concepts and Methods of Social Work. New Jersey: Prentice Hall.

Konopka, G. (1963). Social Group Work: A Helping Process. Englewood Cliffs: Prentice Hall.

Lindsey, A. W. (1952). Group Work Recording- Principles and Practices. New York: Women's Press.

Misra, P.D. (1994). Social Work Philosophy and Methods. New Delhi: Inter- India, Publications.

Toseland, R. W. & Rivas, R.F. (1998). An Introduction to Group Work Practice. Massachusetts: Allyn and Bacon.

Siddiqui, H. (2008). Group Work: Theories and Practice. New Delhi: Rawat Publication

Trecker, H.B. (1955). Social Group Work: Principles and Practices. New York: Association Press.

Wilson, G & Ryland, G (1947). Social Group Work Practice. Boston: Houghton Miffin

Zastrow C. (2010). Social Work with Groups. Jaipur: Rawat Publications.

SW 515: Social Work Research

Credits: 4

Course Description: 64LH

The objective of the course is to impart the students both theoretical knowledge and practical skills in the field of social work research. The course will facilitate the students in generation of social work research and statistical knowledge. Through the course, the students will be able to develop the skills of processing and interpretation of data, data formulation and generalization.

Learning Objectives of the Course

1. Get introduced to the systematic approach to human inquiry

2. Understand the meaning, need, scope and importance of social work research

3. Develop an understanding of the basic steps of research and the linkage between each of these

4.Develop an ability to conceptualize, formulate and conduct academic research projects

TEXT BOOK

Adler, S.E. (1999). How It's Done AN INVITATION TO SOCIAL RESEARCH. Canada: Wadsworth Publishing Company.

Wolff, H.K. & Panta, P.R. (2002). A handbook for Social Science Research and Thesis Writing (3rd ed.). Kathmandu: Buddha Academic Publishers and Distributors Pvt. Ltd. CONTENTS

Unit 1: Introduction to social work research   6LH

Meaning, nature and types of social research

Scope and need for research in social work

Steps in social work research

Purposes of social work research

The Ethics and Politics of Social Work Research

Unit 2: Problem identification and formulation   5LH

Problem Definition

Research and Theory

Hypothesis formulation

Concepts and variables of hypothesis

Unit 3: Review of Literature   7LH

Introduction to and purpose of literature review

composing relevant bibliography

using online databases

reviewing the literature in the Bibliography, organizing Library Findings

Unit 4: Research Design　　　　　　**6LH**

Meaning, scope and principles;

Types of social research designs: historical, descriptive, developmental, case study, field study, co relational, causal-comparative, true and quasi-experimental research and action research

Common sources of errors in research design: Halo, Hawthorne, Placebo Effects, Rating and Post Hoc Errors, Error of misplaced Precision and The Law of the Instrument.

Unit 5: Measurement and Scaling　　　**6LH**

Introduction
Conceptualization and Operationalization
level of Measurement
Quality of Measurement
The Purpose and logic of scales
commonly used Scales

Unit 6: Data Collection Methods　　　**7LH**

Types of data
Nature of Primary and Secondary Data
Collection of Primary Data: Survey, Observation, interview, questionnaires and schedules, RRA, PRA, FGD, Appreciative Inquiry Approaches Collection of Secondary Data

Unit 7: Sampling　　　　　　　**6LH**

The Logic of Sampling: Meaning and Concept
Types of Sampling Designs: Probability and non-probability
Probability Sampling Methods: simple random sampling, systematic sampling, stratified sampling, cluster sampling, multistage sampling
Non-Probability: Purposive or Judgmental Sampling, Quota Sampling, Snowball sampling, Convenience Sampling

Unit 8: Data Analysis　　　　　**14LH**

Processing Data
interpreting descriptive Statistics (frequencies, percentages, measures of central tendency, measures of dispersion; univariate and multivariate analysis; inferential data Analysis [(measures of relations and analysis of difference (the chi-square test, z or t-test)]

Unit 9: Writing Research Proposals and Reports　7LH

Writing the Research Proposal
Writing the Research Report: Types and procedures
Format for writing: Preliminaries (title page acknowledgements, table of the contents); and the body of the report (introduction, review of literature, research methodology, analysis and presentation of data); Conclusion and recommendations; Bibliography and Appendices

Unit 10: Class Presentations

REFERENCES

Adler, S.E. (1999). How It's Done AN INVITATION TO SOCIAL RESEARCH, Canada: Wadsworth Publishing Company.
Dezin, N. & Lincoln, Y. (2000) Handbook of Qualitative Research (2nd edition). Thousand
Oaks, CA: Sage.
Jolley, M. (2007). Research Design Explained. (6th ed.). USA: Thomson Wadsworth.

Kothari, CR (2007) Research Methodology, Methods and Techniques New Delihi New Age International Publishers

Neuman, W. (1994). Social Research Methods. Qualitative and Quantitative Approache (2" Ed.). USA: Allyn and Bacon.

Rubin, A. & Babbic, E. (1997). Research Methods for Social Work (3 Ed.). USA: Brook Cole Publishing Company.

Singh, J. (2001) Methodology and Techniques of Social Research. New Delhi: Kanishka Wolff, H.K. & Panta, P.R. (2002). A handbook for Social Science Research and These Writing (3rd ed.). Kathmandu: Buddha Academic Publishers and Distributors Pvt. Ltd.

SW 516: Concurrent Field Work I

Credits: 4

Course Description   64Ln

This course is designed to introduce students to the foundations of social work and provide the opportunity to put social work values, skills, and knowledge into practice through supervised work in social work agencies. Learning is aided through observation, analyst: P of social realities and experience of participation in designing and providing social work

intervention.

For this course, students are required to apply their social work competences in their field setting, they also have to attend weekly classes and meet their faculty supervisors for weekly one-to-one supervision.

Textbook

Garthwait, C.L. (2011). The Social Work Practicum: A Guide and Workbook for Students. 5th edition. Boston: Allyn& Bacon.

Learning Objectives of the Course

In the first semester of MSW Program, students are expected to be familiar with social work skills and knowledge that are applicable in their field work setting. In addition, they are required to learn how to integrate theoretical knowledge acquired from first semester courses with field work experiences. Therefore, field work students are required to achieve the following learning objectives:

i.   Application of theoretical knowledge from Introduction to social work course

- Students demonstrate the ability to apply social work knowledge, values, and skills with systems of all sizes and across client populations

- Students are prepared to demonstrate mastery of the six foundation social work roles: advocate, broker, community change agent, counselor, mediator, and researcher.

ii.   Application of theoretical knowledge from Human behavior in the social environment course

- Students apply human behavior and social environment theories to guide assessment, intervention and evaluation at multiple client system levels

iii.   Application of theoretical knowledge from Social work practice with individuals

- Students demonstrate the ability to practice according to the value base of the profession and its ethical standards and principles while working with individual clients

- Students apply case work skills to enhance the capacities of individual clients

iv.   Application of theoretical knowledge from Social work practice with groups

- Students demonstrate their ability to understand and analyze group dynamics

- Students show their cultural competencies to work with clients of diverse cultural background

V.Application of theoretical knowledge from Development communication in social work practice

Students demonstrate the ability to use communication skills differentially across client populations, colleagues, and communities

Course Instructors

Feld instructor

The Field instructor is a staff, preferably the one with educational background in social work, working within the field agency, or contracted by the agency, who provides oversight of the student's learning experience in the field agency.

Faculty supervisor

The Faculty supervisor is a faculty member of the Department of Social Work at Mid- western University, who provides class of concurrent field work, consultation and monitoring for the student and the field instructor. In most cases, the faculty supervisor will also be the student's practice course professor. Students can expect the faculty supervisor to monitor their placements through sites visits (once per semester) email, phone contact, class discussion and in-person meetings.

Section A: Field Work Setting

Methodology and Expectations from the field work students

A. Meeting with the representatives from selected field work agencies

An official meeting with the representatives from selected field work agencies will be organized before the placement of the students in the agencies. This meeting will decide:

The field instructor from each agency

Students' role and responsibilities as the social work trainees at the agency Expectations of the agency from the Department and the students Expectations of the Department from the agency and the students Possibilities of further partnerships for development of professional social work in Nepal

Students must complete the following steps for assignment to a field placement: Complete a field placement application including a resume. This must be reviewed with the faculty supervisor and signed by the student and the supervisor. The application is submitted to the Director of Field Education. Participate in a field interview with the Director of Field Education. During this interview, the field administrators and the student will plan tentative field placements by considering student interests, learning goals, career goals, and setting preferences.

Set up an interview with the agency under consideration.

Upon agreement of agency and student and prior to the beginning of the placement, the Director of Field Education must receive a signed field contract between the field agency and the student.

In the first week of placement, students must attend a field orientation meeting held at Department of Social Work, Mid-western University. During the first month of placement, students and their Field Instructors will engage in an assessment of student educational needs, and together will develop a Learning Agreement (LA) according to a form provided by the Department. Faculty Supervisors, if needed, are available to assist in developing the LA. The LA should be considered as the overall roadmap for the student's learning experience throughout the semester. It should be reviewed regularly during the field instruction hour by the student and field instructor, and modified as needed.

To satisfy course requirements for field setting, students must:

Complete 255 hours (15 hours per week) of field work in the first semester

Carry out activities according to Learning Agreement that includes assignments for developing direct practice skills with individuals, familiesgroups, organizations, and communities and for performing the social roles

Participate in weekly supervisory sessions with the field instructor.

Participate in a formal, final evaluation meeting at the conclusion of the field internship.

Perform satisfactorily all activities, responsibilities or assignments fro the agency.

Complete agency and field consultant evaluation field forms.

Attendance and Participation

Students are expected to fulfill the required field hours (including weekly supervision, and to complete all forms related to their placements. They should go to their fiel agencies at least 2 days a week. As part of the development of a professional socia worker, students are expected to demonstrate professional behavior in their agenc

settings and to abide by agency policies within ethical guidelines.

Field Work Report

The purpose of this assignment is for students to practice skills of recall and retentio of the content of client interviews, and to engage in self-reflection and self-evaluation of their practice. Field work report's format is given below:

Field work report format

Description of Activities: Students shall discuss what actually they did at the agency with a special focus on those activities which increased their skills and knowledge as a developing social work practitioner.

Feelings: What kind of personal reaction did the students have to situations they encountered during the week at their agency? Examine both negative and positive reactions.

Values: Students shall discuss how personal values and professional social work values have impacted on their practice.

Observation of Socio-cultural Factors: Examine how factors of race, ethnicity, culture, socioeconomic status, age, gender, physical ability, mental ability, etc. impact on clients' interactions with social systems.

Integration of Theory and Practice: Students shall review the information they have written in their log, and relate this to theories they are learning in their Social Work classes; e.g., ecological theory, social learning theory, strengths perspective, etc. Field Evaluation: Internaland External Evaluation

G.At the beginning of each semester, students must provide Field Instructors with a copy of the end-of-semester Student Evaluation. This document should be consulted while the Learning Contract is developed. The student is responsible for making arrangements in a timely manner for the Evaluation to be completed at the end of the semester. The recommended process is for student and Field Instructor to complete the Evaluation form individually, and then meet together to discuss the results. If there is a Task Instructor who has worked with the student. he or she should have input into the Evaluation, and should sign the form (in addition to the Field Instructor.). Students must make sure that their Evaluation form with original signatures has been turned in to the Faculty Advisor by the end of the semester in order to receive Credit for the course. In addition, students are required to give their final field work presentation on a specified date. The faculty Supervisor and an External Evaluator will evaluate the students' performance for the final grade.

Section B: Classroom setting

The Faculty Supervisor or a faculty member for the field education conducts weekly class or seminar for the students in the classroom setting. The weekly classes are purposively for monitoring the progress of the students and help them to enhance their abilities to integrate theoretical knowledge with practice. The students are also encouraged to share their experiences from their field settings. The faculty supervisor facilitates an environment for peer learning and also helps the students to deal with various field situations.

Course content

Unit I: The purpose of a concurrent field work   6LH

Social work education
Purpose and goals of concurrent field work in social work education
Field agency's expectations from students
Social Work Department's expectations from students
Learn to write weekly report
Unit II: Developing a Learning Agreement   7LH

Guidance to prepare a Learning Agreement
Values and ethics expected of social work students in field agency
Use personal self-awareness to understand the experience at field agency
Understand how personal values inform professional practice
Unit III: Learn about the agency and the client system   6LH

Learn about field agency's vision, mission, goal, objectives and programs
Learn about the organizational structure and
Understand and analyze the issue and the clients of the organization
Learn to prepare a paper on organizational profile
Unit IV: Learning from Supervision   4LH

Recognize that professional social work requires lifelong learning
 Describe the place of professional supervision in social work practice
Effective use supervision in field instruction
Unit V: Personal safety in the field setting   10LH

Ethical dilemmas
Safety issues in the field setting
Dealing with the potentially violent client
Handling the potential dangers of a home visit
Handling and intense argument between two or more people Reducing the risk of harm
Unit VI: Communication   8LH

Developing communication skills
Differentiate between professional and personal communication
Communicating with clients from diverse cultural background
Communication with staffs in the agency
Unit VII: Field work monitoring and evaluation 8 LH

Role of the Faculty Supervisor in monitoring and evaluation
Role of the Field Instructor in monitoring and evaluation
Evaluation process in the field setting
Evaluation form
Unit VIII: Course Assignments   7LH

Weekly field work report
Submit an organizational profile
Presentation of the organizational profile