

MSW 2nd Semester syllabus

References

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- Russell-Chapin, L. A. & Ivey, A. E. (2004). Your Supervised Practicum and Internship. Belmont, CA: Brooks/Cole Publishing.
- Ward, K. & Mama, R.S. (2010). (2nd ed.). Breaking Out of the Box: Adventure-Based Field Instruction. Illinois: Lyceum Books, Inc.

SW 521: Social Theories in Social Work Practice

Credits: 3

Course Description

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Sociology is widely applied in social work. Its components are helpful for the social workers to understand society and its components. Therefore, this course will orient the students about sociology for social work. It will help students to understand about the social problems and their proper intervention from sociological perspective.

Module I: introduction to sociology for social work

6LH

Meaning, nature and scope of sociology
sociological connection and its relevance in social work
sociological investigation and its use in social work

Module II: Perspectives in sociological social work

9LH

Seeing the general in the particular
seeing the strange in the familiar
seeing the personal choice in social context
seeing the sociologically - marginality and crisis
positivism, feminism, Marxism, social imagination and applying perspectives in helping clients

Module III: society, culture and social work

7LH

Society - concept, features, components and functions of society
culture - concept, characteristics
values, norms and mores
elements and function of culture

Module IV: sociological social work

8LH

Sociological social work - a new paradigm in social work
role of social worker in the society

'sociological project

sociological social work - model for empowering clients social work as a means of sociological analysis

sociological framework - roles, power, status, legitimacy, organization, rights, relationship, division of labor, authority, institutions

Module V: theories of social work

12LH

Structural functional theory

social conflict theory

symbolic interaction theory

application and relevance of theories in social work practice

Module VI: social problems and sociological analysis

7LH

Corruption

Trafficking

child abuse

domestic violence

drugs use

problems of poverty, beggary, unemployment

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Attlee, C. R. (1920). *The Social Worker*. London: Library of Social Service Bailey, R. & Lee, P. (eds)(1982). *Theory and Practice in Social Work*. Oxford: Basil Blackwell
Barnes, H. (1986). *Scientific Knowledge and Sociological Theory*. London: Routledge & Kegan Paul.
Cunningham, J. & Cunningham, S. (2008). *Sociology and Social Work*. Exeter: Learning Matters.
Day, P. (1987). *Sociology and Social Work Practice*. London: Macmillan. Devore, W. & Schlesinger, E. G (1981). *Ethnic Sensitive Social Work Practice*. St Louis: CV Mosby.
Dominelli, L., & Campling, J. (1996). *The Sociology of Social Work*. London: Macmillan
Elliott, N. (1990). *Practice Teaching and Art of Social Work*. Norwich: University of East anglia Mono graph.
Fook, J. (2002). *Social Work: Critical Theory and Practice*. London: SAGE Publication Heraud, B. (1979). *Sociology in the Profession*. London: Open Books. Llewellyn, A., Agu, L. & Mercer, D. (2008). *Sociology for Social Workers*. Cambridge; Malden: Polity
Weber, M. (1949). *Methodology of Social Science*. New York: Free Press. Yuill, C. & Gibson, A. (2011). *Sociology for Social Work: An Introduction*. London: SAGE.

SW 522: Community Organization Credits: 3

Course Description

48LH

This course is to equip social work students with the necessary tools and techniques t work with communities. This course will enhance the competencies of the students to understand the community and to take necessary steps in the professional helping proces Hence, this course focuses on various models of practice of social work within community and provides the necessary knowledge and skills required in dealing with communities Learning Objectives of the Course

1. Develop an understanding of community and various types of communities
2. Understand community organization process in the light of its historical development in the world
3. Demonstrate proficiency to put into practice the tools and techniques in organizing community
4. Know the self as a practitioner and develop the ability to define one's own role in the process of community organization

5. Develop an understanding of the three basic models of community organization and to clearly see the role of the worker in each of these
6. Develop the ability to link theories and practice and to define the role of the practitioner

TEXTBOOK

Rothman, J. (1998). Reflections on Community Organisation. New Delhi: Rawa! Publications.

George, B. & Spetch, H. (1973). Community Organizing. New York: Columbia University Press.

CONTENT

Unit 1: Introduction to Community

5LH

Concepts

Definition

types of community

characteristics of a community

Unit 2: Community Organization

6LH

Definition

Objectives

differences between Community Organization and Community development

basic assumptions, functions, importance and scope of Community Organization

Unit 3: History of community Organization

8LH

Community organization in the UK and US

Community organization in India

Indigenous community organization practices in Nepal and its historical development

Unit 4: Community Organization as a method of social work

9LH

CO practice in macro level

CO as problem solving method

differences between case work, group work and CO as methods of social work

Principles of community organization

Unit 5: Various approaches to Community Organization

3LH

Direct and non-direct approach

Unit 6: Types of Community Organisation

4 LH

Locality Development

Social Planning

Social Action

Social Advocacy

Unit 7: Some basic tools of working with community

3LH

Rapid Rural Appraisal (RRA)

Participatory Rural Appraisal (PRA)

Participatory Planning and Action (PPA)

Unit 8: The community organizer

10 LH

Various settings of community organization with a focus on formal and informal institutions and rural and urban communities

Qualities of a community organizer: inquisitiveness, imaginative, focused, organized, flexible and open-minded, critical thinker, receptive, resourceful

Skills of a community organizer: problem analyzing skills, resource mobilization, conflict mitigation and management, organizing individuals, groups and institutions, documentation, relationship building, communication

Roles of a community organizer: advocate, bridging people and resources, catalyst, communicator, counselor, collaborator, consultant, educator, enabler, facilitator, guide, innovator, mediator, motivator, role model

REFERENCES:

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

Butcher, H. (2007). *Critical Community Practice*. Jaipur:Rawat Publications.

Cox, F.M., Erlich, J.L., Rothman, J.& Tropman, J.E. (Eds.). *Strategies of Community Organisation: a book of readings*. Itasca Ill: F.E. Peacock Publishers.

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.

Gilchrist, A. (2012). *Short Guide to Community Development*. New Delhi:Rawat Publications.

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

Twelvetrees, A. (2008). *Community Work*. (4th ed.). Jaipur: Rawat Publications.

Kettner, P., Daley, J. & Nicholas, A. (1985). *Initiating Change in Organisations and Communities*. CA: Brooks/Cole.

Rubin, H.& Rubin, I.(1986). *Community Organizing and Development*. Ohio: Merrill.

SW 523: Legal and Ethical Issues in Social Work

Credits: 4

Course Description

64LH

This course will cover the legal regulation of social work: professional liability, ethical issues and sanctions, liability of social workers, and social workers' involvement in the legal process. The course will cover the substantive law affecting social work practice in selected areas such as juvenile justice system, criminal law, privacy and confidentiality issues, domestic abuse and legal research.

Learning Objectives of the Course

Integrate law and ethics in social work practice in Nepal

Understand and analyze the legal system in Nepal that help social workers to play the roles of advocates, policy practitioner and legal adviser

Demonstrate proficiency to critically analyze legal and ethical issues in social work practice

Develop ability and competencies to make ethical decisions for the benefit of client Systems

Textbook

Dolgoft, R., Loewenberg, F.M., & Harrington, D. (2011). *Ethical Decisions for Social Work Practice*, 9th edition, Belmont, CA: Thomson.

Course Content

Unit I: Law and Ethics in Social Work Practice

7LH

Integration and intersectionality of legal studies and social work

Define and differentiate general ethics and professional ethics

Define and differentiate morality and law

Malpractice in social work and in other service-oriented professions

NASW Code of Ethics, including recent additions

Ethical dilemma case scenarios

Unit II: Ethical problems in social work practice in cross-cultural settings

4LH

Personal, professional and political values

Cultural values and norms in a culturally diverse societies

Cultural competences in decision making process

Unit III: Guidelines for ethical decision making.

4LH

Ethical dilemmas

Concepts and approaches for ethical decision making

Decision making process and tools

Unit IV: The legal system and the law for social workers

10LH

Basic legal concepts and principles applicable to social work practice

Overview of Executive, Legislative and Judiciary bodies

Sources and types of law

Law making process

Court system in Nepal

Locate and understand legal documents and court decisions

Unit V: Social workers as witness

3LH

Types of court proceedings, including hearings, trials, and depositions

Principles of giving regular and expert testimony as a witness or deponent

Unit VI: Constitutional (Interim) guarantees and provisions applicable in social work practice 12LH

Basic Constitutional Concepts and Principles for social workers

Analysis of sections and articles of constitution relevant for social workers

Fundamental Rights

Relevance of interim constitutional law to social work practice

Role of social workers in constitution making process

Social dimensions to be included in the new constitution

Unit VII: Criminal justice system and victim justice system

8LH

Concept of "elements" that make up a crime

Adult offenders and Juvenile offenders

Defining "criminals" and "victims" legally

Provision of criminal justice system in interim constitution of Nepal

Inclusion of victim justice system in the new constitution

Social workers as advocates to protect victims

Unit VIII: Role of social workers in juvenile justice system

6LH

Overview of juvenile delinquency

Juvenile justice system in Nepal

Role of social workers, as defined by law, in juvenile justice system

Unit IX: Law in relation to social work practice

10LH

Debatable legal issues relevant for social workers

Significant legal provisions applicable in social work practice with different marginalized groups and communities

Legal barriers in social work practice with 'different marginalized groups and communities

Legal research in social work

Social workers as advocates

References

Center for Legal Research and Resource Development (1999). Analysis and Reform of the Criminal Justice System in Nepal, CeLRRd, Kathmandu

Center for Legal Research and Resource Development (2000). Condemned to Exploitation: Impact of Corruption in Criminal Justice System on Women, CeLRRd, Kathmandu

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

National Association of Social Workers (2011).NASW Code of Ethics. DC, Washington: NASW Foundation

Saltzman, A., & Furman, D.M. (1999). Law in Social Work Practice, 2nd ed. Belmont, CA: Thomson.

Strom-Gottfried, K. (2006). Ethics in Social Work Practice: A Primer. New York: McGraw- Hill Higher Education

The Interim Constitution of Nepal 2063 (2007) as amended by the first, second and third amendments

SW 624: Local and Global issue in social work practice

Credits: 4

Course Description

64LH

This course provides social workers concern over local and global issue. Further, it will equip students to learn skill to analyze these issue from micro-mezzo-macro level and design intervention. The students will also understand the politics regarding on this issue. The main focus of this course is to integrate the students with local and international social work practice.

Course Objectives:

To orient students about relations of local and global issues of social work

To facilitate students to learn skill and build their capacity to develop social work programs at both level

To help students to find out their roles at local and global level of social work activities

Module I: Emergence of social work as profession in international and Nepal

10LH

Brief historical development in international and Nepal

Trends in social work

shift in social work from charity to anarchic social work practice
social work as need of national and international development
attributes of social work as profession

Module II: international social work

9LH

Concept of international social work

Historical development of international social work

Trends in global spread of social work practice and profession

International social work organizations-roles, contribution, ideological framework to help people

International social work goals, values and knowledge base

Module III: approaches and context of international social work **7LH**

Approaches - global perspective, human rights perspective, social development perspective, integrated perspective,

Contexts - global social context, organizational context, ideological context, emerging policy context

Factors influencing international social work

Module IV: programs of intervention and strategies in international and local social work **12LH**

Self-help and self-reliance

Participatory development

Public private partnership

Social integration

social development rehabilitation

reintegration

income generation programs, vocational training, capacity building, community development, empowerment

integrated and holistic development

Module V: local and international social work: Issue, strategies, programs - I,

10LH

Global poverty

Displacement

forced migration and refugee

social work with vulnerable groups-child, women, old aged people, youth, minority community

conflict and post conflict situation - mitigation, reconstruction

HIV and AIDS

ethnics and religious violence in modern world

Human trafficking,

Module VI: local and international social work: Issue, strategies, programs-II

8LH

Global economy

economic development

Human rights violation at national and international arena

environment, disaster management, drugs use, employment, housing,

Module VII: roles of social worker in international and local social work practice**9LH**

Building partnership with national and international government/non-government organization

local bodies

community based organization

ensuring people centered and sustainable development

fostering and promoting cultural and ethnics sensitive social work, other roles

References:

Davies, M. (1994). *The Essential Social Worker* (3rd ed.). Aldershot, England: Arena

Devore, W., & Schlesinger, A. (1986). *Ethnic Sensitive Social Work*. London: Macmillan

Dominelli, L. (1986). *Anti-racist Social Work*. London: BASW/Macmillan
Conyers, D. (1988). *An Introduction to Social Planning in the third World*. Chichester, England: John Wiley & Sons.

Constable, R., & Mehta, V. (1994). *Changing Horizons in Education for Social Work and Human Service in Eastern Europe*. Chicago: Lyceum.

Germain, C. B., & Gitterman, A. (1980). *The Life Model of Social Work Practice*. New York: Columbia University Press.

Hardiman, M., & Midgley, J. (1989). *The Social Dimensions of Development: Social Policy and Planning in the Third World* (rev. ed.). Aldershot, England: Gower.
Midgley, J. (1981). *Professional Imperialism: Social Work in the Third World*. London: Heinemann.

Midgley, J. (1990). *International Social Work: Learning from the Third World*. Social Work

SW 525: Concurrent Field Work II Credits: 4**Course Description****64LH**

This course is the continuation of Concurrent Field Work I. It is designed to ensure the meaningful participation of students in social work agencies while incorporating their social work values, skills, and knowledge into practice through supervised. Students get opportunities to plan and design programs to assist the activities of their respective agencies. 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 second semester of MSW Program, students are expected to apply social work skills and knowledge that are applicable in their field work setting. In addition, they are expected to integrate theoretical knowledge acquired from second semester courses with field work experiences. Therefore, field work students are required to achieve the following learning objectives:

Application of theoretical knowledge from Social theories in social workpractice

Students demonstrate the ability to understand and analyze socio-economic issues addressed by their field agencies based on theoretical frameworks

Application of theoretical knowledge from Community organization

Students understand the significance of organizing a community to mobilize resources and to ensure participation of people for community development

Application of theoretical knowledge from Legal and Ethical Issues in Social work practice

Students maintain the ethical standards of NASW while working with systems of all sizes in their field work setting

Students understand the legal and ethical dimensions of social problems and are capable of making ethical decisions

Application of theoretical knowledge from Local and global issues in Social work practice

Students understand, analyze and compare the local and global issues in social work practice

Students demonstrate their ability to replicate best practices from other counties while dealing with local socio-economic issues

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

western University, who provides consultation and monitoring for the student and the The Faculty supervisor is a faculty member of the Department of Social Work at Mid. field instructor. In most cases, the facultysupervisor 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

Conference on field work education

Students invite the field instructors for a conference on field work education that will be held in the beginning of the second semester at the Department of Social Work, Mid-western University

The field instructors will also receive the letter of appreciation at the conference

Students must attend a meeting held at the Department of Social Work, Mid-western University. Students are required to prepare the Learning Agreement (LA) for the second semester. 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.

C. To satisfy course requirements for field setting, students must:

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

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

Participate in weekly supervisory sessions with the field instructor.

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

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

Complete agency and field consultant evaluation field forms.

Attendance and Participation:

Students are expected to fulfill the required field hours (including weekly supervision), agencies at least 2 days a week. As part of the development of a professional social and to complete all forms related to their placements. They should go to their field settings and to abide by agency policies within ethical guidelines. worker, students are expected to demonstrate professional behavior in their agency

Field Work Report:

retention of the content of client interviews, and to engage in self-reflection and The purpose of this assignment is for students to practice skills of recall 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; c.g., ecological theory, social learning theory, strengths perspective, etc.

Field Evaluation: Internal and External Evaluation

Students must provide Field Instructors with a copy of the end-of-semester Student Evaluation in the beginning of the second semester. 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. Students must make sure that their Evaluation 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 1: The purpose of a concurrent field work for the second semester 7LH

Purpose and goals of concurrent field work for the second semester

Identify current structures of social work and social welfare services as applicable to the field of practice

Discussion on services provided by the field work agencies

Unit II: Problems and needs addressed by the field work agencies 10LH

How agency serves and meets the needs of community

Identify how services in the field of practice do or do not meet community needs

Apply systems theory and ecological theory to client systems

Describe social problems experienced by client systems at the field work agencies

Identify changes needed by the field work agencies to improve service delivery

Unit III: Problems and needs addressed by the field work agencies from a policy context 10LH

Identify macro level intervention methods

Describe the role of policy in service delivery

Define the methods for influencing, formulating and advocating for policy change which is consistent with social work values and ethics

Describe the role social policy plays in the problems of the agency and client systems

Unit IV: Advocating for social justice as part of the social work identity 10LH

Identify advocacy strategies and social change utilized by social workers to advance social and economic justice

Describe the different types of advocacy utilized by the social work profession

Develop social change strategies which are consistent with social work values and ethics and can be utilized in the field work agency

Unit V: Diversity and Cultural Competency 8LH

Identity and self-awareness

Cultural awareness in the field work agency Diversity in client behavior

Cultural competency to work with diverse clients

Unit VI: Field work monitoring and evaluation 8LH

Self-evaluation

Role of the Faculty Supervisor in monitoring and evaluation

Role of the Field Instructor in monitoring and evaluation

Evaluation process in the field setting

Unit VIII: Course Assignments 10LH

Weekly field work report

Submit a program assessment paper

Presentation of the program assessment paper

References

Baird, B. N. (2010). (6th ed.). *The Internship, Practicum, and Field Placement Handbook: A Guide for The Helping Professions*. Upper Saddle River, NJ: Prentice Hall.

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Thomlison, B. (2003). *The social work practicum: an access guide*, Chicago, Illinois: F.E. Peacock Publisher.

Ward, K. & Mama, R.S. (2010). (2nd ed.). *Breaking Out of the Box: Adventure-Based Field Instruction*. Illinois: Lyceum Books, Inc.

Wittenberg, R. (2002). *Opportunities in social work careers*, Chicago, Illinois: VGM Career Horizons.