

MSW 3rd Semester Social work syllabus
SW 531: Development Communication in Social Work Practice

Credits: 3

Course Description:

48LH

Communication is one of the fundamental aspect in social work. Without proper communication with target group it is no possible to deliver program of action in the community. Therefore, This course provides detail information about the application of communication in the development social worker. Further it seeks to analyze and interpret the communication tools and techniques in development arena.

Course objectives:

To analyze concept of communication and its application in development field. To describe importance of communication for the social worker.

To understand the relation of social work and development communication

Subject: Development Communication

Unit 1: Introduction to Communication

8LH

Concept and definition, communication types and process, criteria and elements for effective communication, communication act, forms of communication: interpersonal, intrapersonal, group and mass, barriers in communication

Unit II: Communication and Social Work

10LH

Use of communication in social work practice, effective communication as need to develop therapeutic relationship with client/s and for intervention process, models of communication and social work interpretations, challenges of social work in cross cultural context to communicate

Unit III: Development Communication

12LH

Concept, definition and objectives of development communication, historical background of development communication: dominant paradigm-modernization, opposing paradigm - dependency, emerging paradigm - participation, philosophy of development communication, differences between concept of communication and development communication, key issues in development,

Unit IV: Types, Theories and Methodological framework of Development Communication (10 LH)

Types: corporate communication, internal communication, advocacy communication, development communication, Theories of Development Communication, Development communication framework: phase I communication based assessment, Phase II communication strategy design, Phase III - implementing the communication programs, Phase IV communication for monitoring and evaluation

Unit V: Development Communication and Social Development

10LH

Concept, definition, elements of social development, understanding of sustainable and people centered development, roles of development communication in holistic development of society, development communication and programs of poverty reduction, gender justice and empowerment, human rights and social justice, community organization, welfare of marginalized and vulnerable sections, awareness and educating people

Unit VI: Roles of Mass Media in Development Communication

3LH

Introduction to mass media, electronics and paper media, strategies to use mass media

Unit VII: Concerns in Contemporary Development Communication 5LH

Globalization, entertainment and education system, people based participatory research, people's movement and empowerment

Reference:

- Agunga, R. A. (1997). Developing the Third World: A Communication Approach. Commack, NY: Nova Science Publishers.
- Berlo, D. K. (1960). The Process of Communication: An Introduction to Theory and Practice. San Francisco: Rinehart Press.
- Burgoon, M. & et al. (1994). Human Communication. London: Sage Publication,
- Berger, C. R., & Steven, H. C. (1987). Handbook of Communication Science. California: Newbury Park
- Carey, J. W. (1989). Communication as Culture: Essays on Media and Society. Massachusetts: Winchester
- Hass, L., L. Mazzei, & D. O'Leary (2007). Setting Standards for Communication and Governance. Working Paper No. 121, World Bank, Washington,
- DC Hornik, R. C. (1988). Development Communication: Information, Agriculture, and Nutrition in the Third World. Lanham, MD: University Press of America.
- Laswell, H.D. (1948). The Communication of Ideas. New York: Harper
- Peters, J. D. (1999). Speaking into the Air: A History of the Idea of Communication. Chicago
- Watzlawick, P. & et al. (1967). Pragmatics of Human Communication: A study of Interactional Pattern, Pathologies and Paradoxes. New York
- Wilmot, W. W. (1995). Relational Communication. New York: McGraw-Hill: New York

SW 532: Social Work Administration

Credits: 3

Course Description

48LH

This course is designed to introduce students to the challenges of working with social agencies and communities, with special attention to non-government organizations and community-based organizations serving diverse clients. Included is material on management theory; human resources, use of data, and finances.

Learning Objectives of the Course

- Enhance the administrative skills to be competent to develop, manage and evaluate projects and to help them to run an organization
- Demonstrate ability to understand and analyze the intersectionality of administrative work with other courses of social work

Textbook

O'Conner, M.K., & Netting, F.E. (2009). Organization Practice: A Guide to Understanding Human Service Organizations, 2nd edition, Hoboken, NJ: John Wiley & Sons.

Supplemental Textbook(s)

Murphy, Y., Hunt, V., Zajizek, A.M., Norris, A.N., & Hamilton, L. (2009). Incorporating Intersectionality in Social Work Practice, Research, Policy, and Education, Washington, DC: NASW Press.

Course Content

Unit I: Social Work Administration

5LH

Social Work Administration as a method of social work practice, Linkage of Social Work Administration with other social work methods, Definition, Principles and scope, democratic nature of social work administration, Delegation, decentralization and participation, Role of social work administrators in social agencies, including NGOs and CBOS

UNIT-II: Basic Social Work Administration Processes

5LH

Planning, Organizing, staffing, decision-making, coordination, communication, Monitoring

Formative and Summative Evaluation ,Program evaluation,Public relations and networking

Unit-III:Financial and Office Administration

Budgeting, accounting and auditing, Fundraising, office procedure and record maintenance Grant writing

Unit-IV: Establishing and Managing Non-governmental organization (NGO) 6LH

NGO registration process, Function and responsibilities of Governing board, committees and office bearers ,Organizational structure, functions and programs, Accountability and Transparency,Staff development

Unit V: Strategic Planning and implementation in a Non-Governmental Organization 7LH

Mission and Vision, Assessment & Strategy Development,Strategy Formation: Beyond Strategic Planning, Strategy Implementation, Marketing, Social Enterprises, Media Relationships and Marketing

UNIT-VI: Social Welfare Council of Nepal 6LH

Significance of Social Welfare Council,History of Social Welfare Council, Roles and functions of Social Welfare Council, Existing gaps and limitations in the functioning of Social Welfare Council ,Concept of "Association of Social Workers",Government-NGO Interface, Public-Private Partnership. Alliance Building

Unit VII: Individual Empowerment: Social Entrepreneurial Organizations 5LH

Social workers as social entrepreneurs,Developing and establishing Social Entrepreneurial Organizations, Empowering individuals and communities, Clients systems in entrepreneurship

Unit VIII: Social Work Administrators in managing Community-Based Organizations, 6LH

Concept of CBOs in Nepal,,History of CBOs in Nepal,CBOs for community development,Community assets building,Community development process through CBOS, Community workforce and social capital

Unit IX: Course projects 4LH

Grant Writing

Professional report writing

Presentations

References

Abraham, A. (2003) Formation & Management of Non-Govt. Organizations, Universal Law Publishing Co. N. Delhi

Encyclopedia of Social Welfare (2008). Social Work Education: Social Welfare Policy

Jain A. &Unni, S.Seth Development Administration. Publishers Pvt. Ltd. Mumbai 2000 Chp. 1

Kettner, P. (2002). Achieving Excellence in the Management of Human Service Organizations. Boston: Allyn& Bacon.

Kettner, P., Moroney, R. & martin, L.(2008). Designing and Managing Programs. Boston: Allyn& Bacon.
 Nagendra, S. (2007). Voluntary organizations & Social Work., Oxford Book Co.
 Sachdeva, D.R. (2003) Social Welfare Administration in India. (4thEdition) Social Work Administration & Development. Bhattacharya, Sanjay. RawatPublicatioons, Mumbai.

SW 533: Social Work Policy and Practice

Credits: 4

Course Description

64LH

This course will cover the fundamental principles of social work policy and practice. It is designed to broaden the knowledge and skills of students with regard to policy issues and policy practice. Topics will include a review of the policy-making process, analysis of social policies, and the history of Social Security in the United States. The course will demonstrate how social work policies impact social services and the community. Policy issues related to vulnerable groups will be discussed. Upon completion of the course, students will be able to understand the interaction and interrelations between social work practice, research, and policy. Social work policy practice will be discussed throughout the course."

Learning Objectives

Demonstrate basic knowledge of political processes and social work involvement in political activities, advocacy groups, and/or organizational change
 Develop skills necessary to participate in policy advocacy and organizational change that can lead to social policies reform and promote social and economic justice
 Analyze social policies utilizing a framework that incorporates professional social work values and societal beliefs and values as they apply to policy choices.
 Formulate and assess policy alternatives that address current gaps in service delivery

Textbook

Popple, P.R., & Leighninger, L. (2011). The Policy-Based Profession: An Introduction to Social Welfare Policy Analysis for Social Workers, 5th edition, Boston, MA: Allyn& Bacon.

Supplemental Textbook (s)

Jansson, B.S. (2011). Becoming an Effective Policy Advocate-From Policy Practice to Social Justice, 6th edition, Belmont, CA: Brooks/Cole.

Assignment

Policy brief paper on a policy analysis & advocacy

Submit a policy brief (advocacy) that represents a specific policy analysis framework and policy advocacy position on an issue of your choice (you can link it to assignment 1). The paper is done in a policy brief format that could be presented to a family welfare policy making body, such as a welfare agency director and/or board, city and/or county supervisors, or state legislative committee. An example will be provided in class.

The paper will adhere to the following format:

1. Identification and Sponsorship: A clear statement identifying the author(s) of the This includes one's name, position title, mailing address, e-mail, and phone number. analysis/advocacy issue, organization, or group sponsoring it (one can be creative).
2. A policy statement or statement of principle: In brief adequate terms delineate the policy analysis framework and proposed policy and/or remedial action. Quote the statement and/or describe proposed action at the beginning and at the end of the presentation.

3. Overview of Background Issues: Briefly recognize issues that are relevant to demonstrate: (a) the presenting policy or remedial action is based upon knowledgeable and informed understanding of matters surrounding the presenting policy or action; (b) the presenter has an interest of the target population in mind by providing an orientation about related matters; (c) the presenter is attempting to demonstrate creditability by providing relevant evidence for the listener.
4. Provide research findings to back up your position. Use both quantitative and qualitative data to support your position for example charts or graphs and a brief case study if needed to individualize the situation (policy analysis framework relevant for your advocacy effort).
5. Recommended action: Outline briefly recommended action. Speculate on the impact of the proposed policy or action, that may have intended and unintended consequences.
6. Size or Length: Two to four typed single space pages

Course Content

Unit 1: Introduction to social work policy(m)

7LH

Social policy and social work practice

Social work policy: What is it, and why do we have it?

Social policies to advance social justice

Policy practice and policy advocacy

Policy advocacy in the social work profession

Unit II: Theoretical Concepts and Principles related to explain social work policy 6LH

The state and models of power: liberal Pluralism, Marxism, Postmodernism

Principles of Equity and Social Justice

Principles of Inclusion and exclusion

Unit III: Understanding social work policy and policy making process in Nepal (k) 10LH

The social work policy cycle

National and local bodies involved in policy formulation, design, implementation and review

Social policy making process in Nepal

Tools of policy analysis census surveys, social and economic indicators, the Constitution, legislations, Government Resolutions and ordinances, the State Budget

Role of Regulatory bodies, Task Forces and Commissions

Unit IV: Policy Analysis and Policy Advocacy in Social Work Practice

7LH

Ways to define, conceptualize, and measure social problems

Qualitative and quantitative research to analyze the causes and nature of social problems

Policy analysis framework

Analytic skills and political, interactional, and value-clarifying skills for policy analysis

Differences in radical, liberal, and conservative perspectives

Unit IV: Advocacy in Influencing Policy(d)

4LH

Advocacy as a tool for social change

Elements and principles of advocacy

Campaigns and building Networks and Coalitions

Legal activism in advocacy

Unit V: Obtaining skills and competencies for participating in policy advocacy (k) 5LH

Policy-practice framework with eight policy-practice tasks: deciding what is right and wrong, navigating policy and advocacy systems, agenda-building, problem- analyzing, proposal-writing, policy- implementing, and policy-assessing

The four policy-practice skills: political, analytic, interactional, and value-clarifying skills

Unit VI: Policies related to Mental Health(m) 5LH

Overview on social policies related to mental health

Current structure of social policies and services relating to mental health

Current structure of policies and services relating to people with mental health issues

Policies that affirm, respect, and meet the needs of people with mental health issues

Unit VII: Policies related to HIV/AIDS in Nepal (m) 5LH

Existing national policies, strategies and action plans on the issue on HIV/AIDS

National HIV/AIDS Strategy 2011-1016

Analysis of HIV/AIDS strategy and policies

Social work policy practice to influence policies related to HIV/AIDS in Nepal

Role of social workers in ensuring policy practice process, including policy implementation

Unit VIII: Policies related to Child Rights in Nepal (d) 7LH

Overview on social policies related to child rights in Nepal

Current structure of policies and services relating to child rights in Nepal

Analysis of policies related to rights of marginalized children

Social work policy practice to influence policies related to well-being and rights of marginalized children (Example: analysis of policies related to juvenile justice system)

Role of social workers in policy practice process, including policy implementation with special focus on juvenile justice system

Unit IX: Policies affecting minorities: social justice and social action for change (d) 7LH

Strengths-based approach to describe minorities in Nepal

Overview on social policies related to minorities in Nepal

Current structure of social work policy relating to minorities in Nepal

Policies that promote or deter the human rights of minorities

Analysis of gaps in policy formulation and policy implementation relating to minorities

Role of social workers to influence policy practice process, including policy implementation

Unit X: Final project 1LH

Policy Brief Paper

Presentation

References

Anderson, C. (2004). Family and community policy: Strategies for civic engagement. Alexandria, VA: American Association of Family and Consumer Sciences.

Avner, M. (2002). The lobbying and advocacy handbook for nonprofit organizations: shaping public policy at the state and local level. Saint Paul, MN: Amherst H. Wilder Foundation

Bardach, E. (2005). A practical guide for policy analysis: The eight fold path to more effective problem solving 2nd. Washington, DC: CQ Press.

Chambers, D. (2000). Social policy and social programs: A method for the practical public policy analyst (3rd ed.). Boston: Allyn and Bacon.

DiNitto, Diana M. (2005). Social Welfare: Politics and public policy, 6th ed. Boston: Allyn & Bacon

Friere, P. (1996). Pedagogy of the Oppressed. New York: The Continuum Publishing Company.

Goldberg G.S. & M. G. Rosenthal, M. G. (Eds.). Diminishing welfare: A crossnational study Goldberg, (2002). Diminishing welfare: Convergence toward a liberal model? In G S. of social provision. Westport, Ct: Auburn House. Pp. 321-372.

Jansson, Bruce S. (2011). The Reluctant Welfare State: Engaging History to Advance Social Work Practice in Contemporary Society (7th Edition). Belmont, CA: Brooks/Cole Cengage Learning.

Midgley, J., Tracy, M., & Livermore, M (Eds.). (2000). The Handbook of Social Policy. Thousand Oaks: Sage Publications Inc.

National Association of Social Workers (NASW) (2009). Role of government, social policy, and social work. In NASW's Social work speaks: National association of social workers policy statements 2000-2003, 267-271. Washington DC: NASW Press.

Reisch, M. (2000). Social workers and politics in the new century. Social Work, 45, (4), 293-297.

Schneider, R. & Lester, L. (2001). Social Work Advocacy: A New Framework for Action. Belmont CA: Brooks and Cole.

Segal E. (2007) Social Welfare Policy and Social Programs - A values perspective. Belmont, CA: Brooks & Cole

Sernau, S. (2009) Global problems: The search for equity, peace and sustainability. New York: Allyn& Bacon.

Walz, T. & Ritchie, H. (2000). Gandhian principles in social work practice: Ethics revisited. Social Work, 45, (3), 213-222.

SW 534: Concurrent Field Work III

Credits: 4

Course Description

64LH

The concurrent field work III provides an advanced social work experience in supervised direct and indirect service activities across all client systems with assignments with individuals, families, groups, organizations, and communities. This field experience expects the student: to build on foundation practice skills and roles, and with the application of knowledge, theory, and skills acquired in the advanced concentration coursework; to carry out more intricate or demanding assignments that develop concentration social work skills; and to develop their practice within the context of the more complex concentration social work roles. 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 third semester of MSW Program, students are expected to build on the foundation social work skills and knowledge that are applicable in their field work setting. In addition, they are expected to be competent to integrate theoretical knowledge acquired from third semester courses with field work experiences. Therefore, field work students are required to achieve the following learning objectives:

1. Application of theoretical knowledge from Social work research course : Students demonstrate proficiency to apply research-generated data and methods in social work practice at the field work setting ii.
2. Application of theoretical knowledge from Social work administration course :Students apply social work administrative skills to design and implement programs multiple client system levels at the field work setting
3. Application of theoretical knowledge from Social work policy and practice course : Students understand and analyze policy issues affecting the field work agency and its client systems, Students learns skills and knowledge to influence policy related to social issues addressed by their field work agencies
4. Application of theoretical knowledge from specialized courses Students learn about rights-based approaches to address issues related to community development, gender and the issues of marginalized

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 consultation and monitoring for the student and the 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

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

B. 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.

C. 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 student educational needs, and together will develop a Learning Agreement of placement, students and their Field Instructors will engage in an assessment needed, are available to assist in developing the LA. The LA should be considered (LA) according to a form provided by the Department. Faculty Supervisors, if 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.

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

Complete 255 hours (15 hours per week) of field work in the third 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.

E. 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 field agencies at least 2 days a week. As part of the development of a professional social worker, students are expected to demonstrate professional behavior in their agency settings and to abide by agency policies within ethical guidelines.

F. Field Work Report

The purpose of this assignment is for students to practice skills of recall and retention 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

Objectives of the day : Social work students shall set the objectives of everyday according to their field placement and nature of field activity.

Activities carried out by the students: 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 and Analysis 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. Learning Experience: social work trainee shall mention what he learn and experience from field or activities at the agency on that day

G. Field Evaluation: Internal and External Evaluation

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 for monitoring the progress of the students and help them to enhance their abilities to or seminar for the students in the classroom setting. The weekly classes are purposively 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 III

10LH

Introduction to third semester's concurrent field work

Purpose and goals of concurrent field work III

Difference between field work practice in previous semester and this semester

Field agency's expectations from students

Social Work Department's expectations from students

Unit II: Peer group supervision

5LH

Methods that will be used for peer group supervision in class setting

Group dynamics in class setting and field work setting

Group work and peer learning methods and process

Unit III: Social Work Ethics

10LH

Apply NASW Code of Ethics to field work setting

How NASW code of ethics guides practice in field agency

Identify the ethical questions and dilemmas that arise more frequently in field work setting

Identify and resolve ethical dilemmas

Analyze and critique NASW code of ethics

Unit IV: Social work practice to address the issues from the field setting

5LH

Applying case work skills to address the issues of individual clients

Applying groups work skills to address the issues of client system

Applying communication skills for working with client system of all sizes

Unit V: Learning Social Work Administration in field work setting

10LH

Social work administrative skills

Planning and managing a project

Learning recording skills

Finance and budgeting

Resource mobilization

Learning to write a grant proposal

Unit VI: Social Work Research in field work setting

7LH

Researching the realities

Research skills to understand social issues

Evidence-based practice for the field work setting

Participating in a research project at the field work agency

Unit VII: Field work monitoring and evaluation

8LH

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

Write a grant proposal for a project in the field setting

Submit a grant proposal

Presentation of the grant proposal

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.
- Chiaferi, R. & Griffin, M. (1997). Developing Fieldwork Skills: A Guide for Human Services, Counseling, and Social Work Students. Pacific Grove, CA: Brooks/Cole Publishing.
- Coggins, K. & Hatchett, B.F. (2002). (2nd ed.). Field Practicum: Skill Building from a Multicultural Perspective. Iowa: Eddie Bowers Publishing Co., Inc.
- Cournoyer, B. (2010). (6th ed.). The Social Work Skills Workbook. Belmont, CA: Brooks/ Cole Publishing.
- Dolgoft, R. (2005). An Introduction to Supervisory Practice in Human Services. Boston, MA: Pearson Education, Inc.
- Horejsi, C. R., & Garthwait, C. L. (2001). (2nd ed.). The Social Work Practicum: A Guide and Workbook for Students. Boston, MA: Allyn & Bacon.
- Rothman, J. C. (2000). Stepping Out Into the Field: A Field Work Manual for Social Work Students. Boston, MA: Allyn & Bacon.
- 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 535 A: Rural and Urban Community Development

Credits: 3

Course Description

48LH

This course is designed to enhance the competencies of MSW students to be sensitized about issues related to rural and urban community development specific to Nepalese context. The course enables students to develop skills to do the comparative analysis of rural development and urban development helps the students.

Textbook

Ledwith, M. (2005). Community Development A Critical Approach. New Delhi: Rawat Publications.

Unit 1: Understanding Community

4LH

The meaning of community, dynamics of community, working with communities, social capital
Understanding participation, engagement, involvement and empowerment

Unit 2: The politics of community

4LH

Concepts of political community or polity, politics of communitarianism, cosmopolitanism and participationism

Unit 3: Community Development

5LH

Underpinning principles and processes of community development, core values, an integrated approach, models of community development

Unit 4: Governmental Approaches to community

8LH

Historical background, New Labor's Approach, critique of New labor, managerial and social coordination, community cohesion, how governments rule communities (power and representation), participatory budgeting

Unit 5: Changing Context of Community development

3LH

Welfare and service reform, democratic renewal, restoring communities, regenerating places and economies

Unit 6: Community Learning 8LH

Nature of community learning, schooling versus community learning, relationship between community and school, extended schools, community led activities

Unit 7: Community and Housing

3LH

Governmental approaches in housing, bottom up approaches in community housing, collective resident action

Unit 8: Community order

5LH

Forms of community order, public self-policing and social order, Governmental approaches, -community safety and anti-social behaviour

Unit 9: Challenges for practice

7LH

Orientation, status and recognition, role boundaries, community belonging: geography and identity, equality and diversity, leadership issues, mainstreaming, demonstrating impact, professional standards and ethic

References:

Nagpaul. (2005). Social Work in Urban India. New Delhi: Rawat Publications. Thudipara, J. (2007). Urban Community Development. Jaipur: Rawat Publications. Gilchrist, A. & Taylor, M. (2010). The short guide to community development. Bristol: The Policy Press.

Led with, M. (2005). Community Development A Critical Approach. New Delhi: Rawat Publication

SW 535 B: Gender based approach in Social Work Practice

Credits: 3

Course Description:

48CH

The course aims to facilitate the students to build a gender perspective in social work practice. It will equip the students with theoretical knowledge and analytical skills on gender and its relevance and usage in social work practice.

Learning Objectives:

Get conceptual clarity on gender and the importance of understanding it in social work practice

Understand the theories and concepts of feminism

Establish a link between gender and development and to understand how development is engendered

Get acquainted with the national and international legal instruments on gender justice

TEXT BOOKS:

Bhasin, K. (2000). Understanding Gender. New Delhi: Kali for Women

Delphy, C. (1993) *Rethinking Sex and Gender*. *Women's Studies International Forum* 16(1): 1-9

Saulnier, C.F. (1996). Feminist theories and social work: Approaches and applications. New York: Haworth Press.

Milchell, J., & Oakley, A. (Eds). (1986). What is Feminism? Oxford, UK and Cambridge, USA: Blackwell

COURSE CONTENT

Unit 1: Introduction to the concept of gender

4LH

Definition

Concepts

difference between sex and gender

sex and gender roles

masculinity and femininity

Unit 2: Gendered body and sexuality

8 LH

An exploration on why & how Sexuality defines and directs our lives

The Science/fiction of Sex and Sexuality; Essentialist Views on Sexuality Social Constructionist Theories; Body, Culture, Sexuality and Power; Exploration of the Inter-linkages

Regulation of Sexuality and Bodies by State, Sexual Health, Issues of Reproductive Rights, Fertility and Infertility, Population Control and Contraception

Unit 3: Patriarchy: Theories and perspectives

5LH

Definition of patriarchy

origin, theories

patriarchy in South Asia (analyzing religion, culture and other social institutions)

Unit 4: Feminism: Concept and theories 7LH

Concept

Origin

history of feminist movements

theories of feminism (liberal, radical, marxist, socialist, global) and their linkages to social work practice

Unit 5: Gender in Development

4LH

History of various development approaches

WID, WAD and GAD and their theoretical underpinnings and critiques

Unit 6: Engendering development

6LH

Concepts of equity and equality

gender analysis frameworks

gender mainstreaming

tools of gender mainstreaming

engendering development in Nepal: achievements and challenges

Unit 7: Gender based Violence

8LH

Concepts

Types of GBV

root causes

institutions reinforcing GBV

legal measures in Nepal: provision and implementation status

Unit 8: International and national legal instruments on gender justice

6LH

Gender justice, Women's human rights

UN declaration, Beijing Platform for Action, CEDAW: Nepalese context, UNSCR 1325 & 1820

Discriminatory laws, progressive laws in Nepal

Unit 9: Term Papers

Gender and politics

Gender and religion

Gender and livelihood

Gender and migration

Gender and armed conflict

REFERENCES:

Bhasin, K. (1994). What is Patriarchy? New Delhi: Kali for Women.

Brettell, C., & Sargent, C. (Eds.). (1997). Gender in Cross-Cultural Perspective. New Jersey: Prentice Hall.

Chakravarthi, U(1993): Conceptualising Brahmanical Patriarchy in Early India: Gender, Caste, Class and State, Economic and Political Weekly, Vol. 28, No. 14, pp. 579-585.

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SW 536 A: Human Rights and Social Work Practice

Credits: 3

Course Description

48LH

Human rights are fundamental for human being. Social workers deal with the rights and justice of people. Social workers envision better quality of life for all. In this aspect, it is important for the social workers to understand and have knowledge of human rights. Therefore, this course will orient students with the concept and attributes of human rights and its application in social work education and practice.

Course Objectives

To aware students with the concept of human rights

To describe human rights in social work

To frame rights sensitive social work intervention

Module I: Concept of human Rights and Social Work

10LH

Concept of Human rights

characteristics - inherent, inalienable, universal, indivisible

values dignity, equality, justice, cultural

philosophical and historical background of human rights-religious, humanism. human and society, human value, moral and ethical tradition, polity thoughts and ideas

history of human rights civilization, Magna Carta, British Bill of rights, American and French declaration, UN human rights declaration, treaties

- Datar, C. (Ed.). (1993). *The Struggle Against Violence*. Calcutta: STREE.
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- Woodward K. (2012). *Short Guide to Gender*. Jaipur: Rawat Publication

SW 536 A: Human Rights and Social Work Practice

Credits: 3

Course Description

48LH

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Course Objectives

- To aware students with the concept of human rights
- To describe human rights in social work
- To frame rights sensitive social work intervention

Module I: Concept of human Rights and Social Work

10LH

Concept of Human rights

characteristics - inherent, inalienable, universal, indivisible

values - dignity, equality, justice, cultural

philosophical and historical background of human rights-religious, humanism, human and society, human value, moral and ethical tradition, polity thoughts and ideas

history of human rights civilization, Magna Carta, British Bill of rights, American and French declaration, UN human rights declaration, treaties

Module II: Emerging trends in Human rights

6LH

International politics of human rights, national sovereignty Vs international enforcement of human rights

human rights - science and technology

violation of rights by non state bodies (corporation, armed and unidentified groups, professional groups, religious groups, terrorist

new rights-rights to participate, rights to sustainable development, rights to peace, right of future generation, rights to clean environment

Module III: theories of human rights

10LH

Natural rights theory

positivist theory, liberal theory

Marxist theory

sociologist theory

Gandhian theory

cultural theory of rights

Module IV: Human Rights and Statutory Mechanism

Legislative, executive and judiciary

National human rights commission

National women's commission

independent national Dalit commission

national committee for the development of nationalities of Nepal

human rights committee in parliament

human rights promotion center

human rights cell

roles of NGOs, INGOS and CBOs, civil society

Module V: Issues in society and human rights

6LH

Social problems and human rights intervention-hierarchy, problems of minorities and vulnerable groups, violence against women, children, aged people and third gender

economic problems and human rights intervention - unemployment, poverty, globalization, liberalization, privatization

political problem and human rights intervention - centralized policy, political restriction in access to resources, challenges of democracy

cultural issues and human rights intervention-issues of cultural minorities, cultural relativism, cultural conflict, ethnocentrism

Module VI: Social work and human rights**6LH**

Social work ideologies
philosophy and human rights
human rights sensitivity in social work code of conducts
application of human rights theoretical knowledge in social work
constructing human rights through social work
achieving human rights in social work
prospects of human rights in social work

Module VII: Roles of social worker in human rights protection and promotion**4LH**

Social worker roles in identifying issues
problems, policy analyzing
identifying different stakeholders of human rights
linking people with human rights bodies

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SW536B: Rights of Indigenous and Marginalized Communities**Credits: 3****Course Description****48LH**

Indigenous people and marginalized community have remained central focus for the social workers from historical period. This course will orient the students to conceptualize social work prospect on indigenous and marginalized issue. In addition, students will develop knowledge and value base practice to work with indigenous and marginalized communities.

Course Objectives:

To equip students with the concept of indigenous and marginalization To make students understand about systematic marginalization

To familiarize students with rights and programs of indigenous and marginalized communities

To aware students of social work intervention related to indigenous and marginalized communities

Unity I: Basis of rights of indigenous and marginal

8LH

Meaning and evolution of Human Rights

Approaches and perspectives: Universalistic approach, Cultural relativist approach, Marxist approach, Feminist approach, concept of social justice,

brief introduction of rights and social justice for indigenous and marginalized communities

Unit II: indigenous identity and marginalization

8LH

Introduction to indigenous people of Nepal

characteristics and life style of indigenous people

concept and definition of marginalization

marginalized communities

forms of marginalization in Nepalese society

historical and contemporary context of indigenous and marginalization: cultural survival-marginalization in historical perspective - contemporary realities

Unit III: indigenous rights and related issue

12LH

Indigenous rights in Nepal

legal development of indigenous and marginalized communities right

roles of ethnics and indigenous movement, interim constitution and rights of indigenous people

reservation for indigenous and marginalized communities

indigenous and marginal community in interim plan

government programs, policies and strategies to empower indigenous and marginalized communities

trust and the challenges of indigenous leadership

Unit IV: frame of reference

6LH

Framing the issue and rights of indigenous and marginal communities-internationally, cross-culturally, interpersonal, pluralistically, dialogically, indigenous articulation

Unit V: Development agencies and rights of indigenous and marginal

8LH

Perception of UN, NGOs, INGOs, CBOs and others on indigenous and marginal community

activities of agencies

empowering strategies

roles of media and film on rights of indigenous and marginal, preference and highlights on the issue of indigenous and marginal communities

Unit VI: social work intervention and rights of indigenous and marginalized groups

8LH

Social work philosophy and purview on indigenous and marginal community

social work approaches to protect and promote the rights of indigenous and marginal community
 designing program of intervention and application
 social work advocacy for rights of indigenous and marginal community

References:

- Hepworth, D.H. & et al. (2010). Direct Social Work Practice. Belmont, Calif: Brooks/Cole, Cengage Learning
- Gellner, D. N., Pfaff - Czamecka, J., & Whelpton, J. (2008). Nationalism and Ethnicity in Nepal. Kathmandu, Nepal: Vajra Publication.
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SW537A: Management of GOS, INGOs and CBOS

Credits: 3

Course Description

48LH

Social workers work with variety of agencies. They provide their expertise in government and non-government organizations. It is important for them to understand not only the organization related vision and mission but also how do they function. Therefore, this course outline is concerned with the each and every activities of these organizations. Study of this course will equip the student to understand social organization in detail.

Course Objectives

To make students aware about their scope in government and non-government organizations

To familiarize students with issues, activities and related expertise of government and non-government organizations

To describe role of social worker in management of human service organization

Unit I: concept

5LH

Concept of NGOs, INGOs and other voluntary service organization

objectives, values, activities, philosophy, types of voluntary service organization

changing trends of voluntary service organization

knowledge, skills and value foundation of social organization management

Unit II: Theory of the management of human service organization

6LH

Concept of scientific management

application of management in social service organization

bureaucratic theory, human relation theory, theory X and theory Y, system theory, contingency theory

Unit III: management of human service organization

5LH

Internal management-organization purpose, organization planning, organization operation, human resource, technological resource, financial resource external management-economic, sociological, political, professional, technological

Unit IV: Management of human service organization –II

8LH

Managing data and information

importance of information

types of data information needed in organization

developing integrating information system and its steps

managing resources-concept, types, strategies in allocating and utilizing resources

in organization

Unit V: Human resource management in organization

5LH

Selecting

Hiring

human resource law

human resource planning

human resource planning for excellence

Unit VI: management skill in organization

6LH

Budgeting

communication skills

record writing and keeping

public relation

program proposal, letter, memo, notice writing, fund raising,

using media

developing programs, workshops, seminars and workshop

Unit VI: staff training and development

5LH

Orientation - strategies and techniques,

Training - developing staff training and development plan, in-service training curriculum-identifying training needs, developing training course, monitoring and evaluating training programs

Unit VII: Monitoring and evaluation in organization management

8LH

Concept of monitoring and evaluation

monitoring and evaluation techniques

components of excellence

research and variables in understanding organizational effectiveness assessing manager and staff perception on causal and intervening variables system and process

References:

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SW537 B: Organizational behavior in Social Work

Credits: 3

Course Description

48 LH

Organizational behavior include all kinds of interaction and orientation of employee in an organization. This course include concept, approach and components of organizational behavior which will help students to understand organization in more justifiable manner. This will support the students to identify opportunities and challenges to work in any particular organization.

Course Objectives

To highlight the organizational behavior concept, approach and elements To relate students with dynamic of organizational behavior

To help students to learn organizational change and organizational development

Unit I: Organizational behavior

8LH

Organizational behavior - concept, definition, approaches

elements of organizational behavior - Hawthorne studies, classical and modern approaches

human relation and behavioral system approach to organizational behavior

Unit II: Individual and group behavior in organization

6LH

Individual-definition and meaning of behavioral process human traits, factors affecting individual behaviors

socialization process; group-definition, characteristics of group, types of group,

group development and dynamics, factors influencing group behaviors

Unit III: leadership in organization behavior

5LH

Meaning and characteristics types of leader

features of leader and its function theories of leadership,

Unit IV: Motivation in organization behavior

10LH

Definition of motivation

objectives of motivation motivational behavior types of motivation

factors to increase motivation in organization

theories of motivation-Adam's equity theory of work motivation, Maslow's hierarchy of needs, fear and reward theory, theory of Vroom's expectance, the Porter and Lawler model of motivation

Unit V: organizational development

7 LH

Meaning, scope of organizational development

characteristics of organizational development techniques in organizational development organizational development intervention

Unit VI: organizational change

7 LH

Meaning and definition of organizational change reason behind organizational change

resistance to change in the organization

managing organizational change

organizational change models

Unit VII: organizational culture

5LH

Understanding and definition of organizational culture

cultural dimensions, key culture-power culture, people culture, task culture, role culture, how culture is created, how culture is learnt

methods to study organizational culture

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Griffin, R. W., & Moorehead, G (2012). Organizational Behavior: Managing People and Organizations. Mason, OH: South-Western/Cengage Learning

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