

MSW Fourth Semester
SW541: Research Methods in Advanced Practice

Credits: 4

Course Description

64LH

This course is to equip social work students with the necessary tools and techniques to facilitate the practical use of social research and evaluation for social work practice. This course will enhance the competences of the students to conduct research as service providers, to improve services, evaluate, and develop new services and intervention strategies and techniques. Therefore, this course focuses on several types and major approaches to social work research.

Learning Objectives of the Course

1. Develop an understanding of scientific approach to human inquiry
2. Understand major research strategies, meaning, scope and importance of social work research
3. Develop an ability to see the linkages between practice, research, theory and their role in enriching one another
4. Demonstrate proficiency to evaluate and apply research-generated data and methods in social work practice
5. Develop ability to conceptualize, formulate and conduct academic research projects

Textbook

Creswell, J. W. (2009). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed.). Thousand Oaks, CA: Sage.

Supplemental Textbooks

Thomas, D. R., & Hodges, L. D. (2010). Designing and Managing Your Research Project: Core Knowledge For Social and Health Researchers.

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. Morris, T. (2006). Social Work Research Methods, Four Alternative Paradigms. Thousand Oaks, CA. Sage Publication Inc.

Course Content

Unit I: Research in Advanced Social Work Practice

3LH

Application of research in social work practice: intervention research and practice based research

Significance of social work research

Difference between social science research and social work research

Unit II: Social Work Research Ethics

5LH

Need for ethics in research

Ethical guidelines in social work research

Respect for Individuals

Beneficence

Social Justice

Other national and international ethical considerations

Unit III: Types of social work research

7LH

Needs assessment studies

Situational analysis Monitoring and evaluation Impact assessment

Action-orientated research

Policy research

Rights-based approach in research

Interdisciplinary and intersectionality in research

Unit IV: Research Epistemology and Ways of Knowing

6LH

Positivism

Post-positivism

Critical Theory Constructivism

Community Based Participatory Research

UnitV: Qualitative Methods in Social Work Research

7LH

Fundamental of qualitative research methods

Types of qualitative research designs: ethnography, grounded theory, phenomenological study and case study

Collecting qualitative data

Qualitative data analysis process

Unit VI: Quantitative Methods in Social Work Research

10LH

Fundamentals of quantitative research methods

Types of quantitative research designs: pre-experimental, quasi-experimental, and experimental designs.

Logic of experimentation, causation and control and randomization Descriptive and inferential statistics

Collecting quantitative data

Reliability and internal and external validity

Quantitative data analysis process

Unit VII: Statistical Package for Social Sciences (SPSS)

8LH

Introduction to SPSS

Basic steps

Defining data

Data entry and data transformation

Data analysis by using SPSS

Graphical (diagrammatic) presentation

Unit VIII: Mixed Methods

8LH

Fundamentals of mixed methods

Differences between qualitative and quantitative methods

Combining qualitative and quantitative research methods

Application of mixed methods in social work practice Overview and the logic of meta-analysis

Unit IX: Reporting Research

8LH

Structure of research reports for differing readership

Planning outline of research report

Editing for accuracy and neatness

Plagiarism

Standard formats for in-text citations

Standard formats for referencing, footnotes and bibliographies

Preparing research abstract

Organization of research report

Dissemination of research findings

Unit X: Pilot research project

2LH

Submit a pilot research paper Paper

presentation

References

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.), Washington, DC: American Psychological Association. Dezin, N. & Lincoln, Y. (2000) Handbook of Qualitative Research, 2nd edition, Thousand Oaks, CA: Sage.

Kothari, C.R. (2007). Research Methodology: Methods and Techniques. New Delhi: New Age International Publishers pp. 95-117.

Morris, T. (2006). Social Work Research Methods, Four Alternative Paradigms. Thousand Oaks, CA. Sage Publication Inc.

Newman, W.L. (1994). Social Research Methods. Qualitative and Quantitative Approaches.(2nd Ed.). USA: Allyn and Bacon: pp. 282-315.

Rubin, A. & Babbie, E. (1997). Research Methods for Social Work (3rd Ed.). USA: Brooks/ Cole Publishing Company. pp. 449-543.

Shadish, W.R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi-experimental designs for generalized casual inference. New York: Houghton Mifflin.

Singh, J. (2001) Methodology and Techniques of Social Research, New Delhi: Kanishka. Thomas, D. R., & Hodges, I. D. (2010). Designing and Managing Your Research Project: Core Knowledge For Social and Health Researchers.

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.

SW542: Ethnic Studies and Social Work Practice

Credits: 3

Course Description:

48LH

In recent decades ethnicity is becoming more important issue for the social workers. Around the world social workers are becoming more concern to this issue. Moreover, they are putting several efforts to make social work suitable for the local and ethnics people. This course has been prepared to provide information about ethnic groups, their culture, rights and developmental issues. This course will also provide social work frame of reference to work with ethnic community.

Course Objectives

To understand about the ethnic community and their overall background To describe the related programs, policies and rights of ethnic communities To explore roles of social worker while working with ethnic communities

Ethnic studies and Social Work Practice

Unit I: introduction to ethnic studies and social work practice

6LH

Meaning and features of ethnic groups,

introduction to ethnics groups of Nepal social work practice with ethnics groups

concept and need of ethnic sensitive social work practice

scope of ethnic sensitive social work practice

Unit II: Rights, policies and programs for welfare of ethnic groups

6LH

Human rights of ethnic groups

constitutional provision for ethnic groups

government programs, policies and welfare activities for ethnic groups

non government activities for ethnic groups

Unit II: Ethnicity and social work practice at micro level

6LH

Introduction

mutual expectation

matching clients and workers

feeling and perception, behavioral aspects

communication and barriers in communication assessment, structure of service

working together through ethnic lens

Unit III: Ethnicity and social work practice at mezzo level Background.

establishing relation with ethnic groups

identification of issues

ethnic sensitive activities and interaction in the group de framing the social work service based upon ethnicity

Unit IV: Ethnicity and social work practice at macro level

8LH

Identifying the ethnic issue at macro level

working with ethnic sensitive practice with the communities

ensuring ethnic community participation in the programs and activities

techniques in influencing ethnic related policies and programs

using media in ethnic advocacy

prevention and management of ethnic conflict from social work perspective

Unit V: empowerment of ethnic groups

4LH

Building ethnic community

empowerment approach: conceptual framework, empowerment method with ethnic communities,

establishing multifocal vision in empowerment, capacity building, awareness and sensitization in

empowerment of ethnic groups

Unit VI: Cultural competence perspective in ethnicity and social work practice

8LH

History, context, current issues and dimension of cultural competence cultural awareness

cultural competence with diverse ethnic groups

cultural values

managing cultural conflict and dilemma

focus on cultural sensitive practice

Unit VII: Use of self

Use of self in ethnic sensitive social work practice increasing self-awareness

cultural identity

separating personal and professional issues

References:

Devore, W. & Schelesinger, E. G. (1999). Ethnic-sensitive Social Work Practice. Boston: Allyn Bacon.

Dhooper, S. S. & Moore, S. E. (2001). Social Work with Culturally Diverse People. Thousand Oaks, Calif: Sage Publication.

Cox, C.B & Ephross, P. H. (1998). Ethnicity and Social Work Practice. New York: Oxford University Press.

Doel, M. & Shardlow, S. (2006). Modern Social Work: Teaching and Learning in Practice Settings.

Aldershot, Hampshire, England; Burlington, Vt: Ashgate,

Gray, M. and et al. (2010). Indigenous Social Work Around the World: Towards Culturally Relevant Education and Practice. Farnham, Surrey, England: Burlington, VT: Ashgate,
 Lum, D. (2011). Culturally Competent Practice: A Framework for Understanding Diverse groups and Justice Issues. Belmont, CA: Brooks/Cole.
 Winkelman, M. (1999). Ethnic Sensitivity in Social Work. Dubuque, IA: Eddie Bowers Pub.
 Iglehart, A. P. & Becerra, R. M. (2011). Social Service and the Ethnic Community; History and Analysis. Long Grove, Ill: Waveland Press,
 Cheetham, J. (1982). Social Work and Ethnicity, London (u.a.): Allen & Unwin.

SWRK 543: Conflict Management and Transformation

Credits: 3

Course Description

48LH

Peace and conflict studies is one of the emerging concepts within social work intervention. Social workers can provide their conceptual framework to address conflict related problems and developmental issues. This course will support the students to understand and analyze conflict and peace. Besides, it would help the social work students to identify goals and strategic intervention to address conflict.

Module I: Social Work and Conflict Studies

6LH

Understanding of conflict and peace studies, concepts and terminologies in conflict and peace studies, concept of conflict prevention and early warning, conflict mapping, application of conflict and peace studies in social work

Module II: Theories of Conflict and peace

8LH

Conflict management school, transformational school, conflict resolution school, complementary school, conflict dynamics approach, basic need approach, rational calculation approach

Module III: Conflict resolution methods

8LH

Arbitration and adjudication; Negotiation; Mediation; Facilitation; simulation exercise on negotiation, mediation, facilitation; traditional and indigenous conflict resolution technique in Nepal; community mediation; Diplomatic efforts; and linkages between conflict resolution methods and social works

Module IV: Humanitarian intervention and Social works

7LH

Approaches of humanitarian intervention: Responsibility to protect, responsibility to re- build and criticism; actors: ICRC, International Rescue committee, United Nations, other regional organizations and I/NGO; and role of social workers in humanitarian intervention

Module V: Social work with vulnerable group during conflict

9LH

Status of women, children, aged, refugees, internally displaced people, asylum seekers and minorities; victims and survivors of war; developing plan, programs and strategies for welfare of vulnerable groups as well as victims and survivors during conflict; promotion and protection of human rights and justice during conflict

Module VI: Post-conflict peace building and Social Work

10LH

Creating favorable environment, psychosocial program and trauma healing, counseling, trust building, empathy, promoting reconciliation, distribution of relief packages, supporting reintegration programs, rehabilitation works, support to reconstruction programmes, advocacy and lobbying for inclusiveness and integrating development agenda with UN, civil society, NGOS, INGOS and aid agencies for development

References:

Galtung, J. (1996). Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: Sage Publication
 Barash, D. P., & Weber, C.P. (2002). Peace and Conflict Studies, New Delhi: Sage Publication
 Jeong, H. (2006). Peacebuilding in Post Conflict Societies: Strategy and Process. New Delhi: Viva Books,

Upreti, B.R. (2006). Armed Conflict and Peace Process in Nepal. The Maoist Insurgency, Past, Negotiation and Opportunities for Conflict Transformation Adroit Publishers; New Delhi.

Lederach, J. P. (1997). Building Peace: Sustainable Reconciliation in Divided Societies. Washington DC: United States Institute of Peace,

Cranna, M. (Ed.). (1994). The True Cost of Conflict. London: Earthscan. Shawcross, W. (2000), Deliver us from Evil: Warlords and Peacekeepers in a World of Endless Conflict. London: Bloomsbury.

Danieli, Y., Rodley, N.S., & Welsaeth, L. (Eds.). (1996). International Response to Traumatic Stress: Humanitarianism, Human Rights, Justice, Peace and Development. New York: Baywood,

Kumar, K. (Ed.). (1997). Rebuilding Societies after Civil War: Critical Roles for Con International Assistance. B Boulder, CO; Lynne Rienner.ringa

SW544: Project Development and Management

Course Description

48 LH

This course examines project development and management roles and environments, the project life cycle and various techniques of work planning, and control and evaluation to achieve project objectives. The course will help the students to have an understanding of the methods and techniques used in Project planning, development and management early in their studies and careers.

Learning Objectives

Acquire knowledge and skills required to facilitate participatory project planning and management

Develop competency to facilitate processes of participatory planning with varied groups.

Imbibe values and attitudes that are essential for participatory intervention in society

Textbook

Kettner, P., Moroney, R, & martin, L. (2008). Designing and Managing Programs. Boston: Allyn & Bacon.

Supplemental Textbook (s)

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

Course Content

Unit I: Project planning, development and management

5LH

Definition of project

Concepts of project planning, development and management

Types and components of projects

Project cycle and programs spiral

Participatory project planning and management

Non-participatory project planning

Resource mobilization for project development 00/1

Unit II: Process of project formulation

5LH

Participatory study/assessment of situations tomalla

Problem identification

Problem analysis- cause and effect analysis,

Problem Statement

Stake-holder analysis

General and measurement objectives

Analysis of alternative ways of achieving objectives

Choice of alternatives

Unit III: Detailed operational plan

4LH

Activities/tasks and time duration of projects

Logic Model for project planning and development

Gantt chart

Budgeting, costing and financial plan and cost volume profit analysis

Participatory monitoring plan

Planning for Evaluation

Criteria and means of evaluating results and process

plan and cost volume profit analysis

Uses of PERT in monitoring and controlling projects

Unit IV: Logical Frame work or project matrix:

2,0ndows-w 5LH. A synthesis of project plan

Vertical logic - inputs, outputs, purpose, goal

Horizontal logic narrative summary, verifiable indicators, means of verificatio assumptions and risk factors.

Unit V: Designing project proposals

6 LH

Project Proposal Components: Objectives, background and history of the agency, project description, project phasing, cost estimates and financing, organization and management, expectations and justifications, outstanding issues, follow up details and annexure details

Important aspects for effective project formulation: basic data, agency details, legal aspects, organizational aspects and technical aspects

Project proposals based on formats and requirements of funding organizations Submitting a project proposal

Unit VI: Financial Management of a project

4LH

Preparation of cost plan

Resource mobilization techniques

Legal requirements

Budgeting, accounting, auditing and financial records

Unit VII: Personnel Management:

6LH

Multiple roles of project manager

Selection, recruitment and training of project personnel

Role and functions of Project Staffs

Staff Development slanou an pizd

Logistics Management

Time Management

Public Relations

Unit VIII: Monitoring, evaluation, and sustainability of projects**6LH**

Monitoring and Evaluation of the project

Purpose and types of monitoring and evaluation of a project

Criteria for evaluation: achievement of physical targets, utilization of benefits, people's participation, educative value, technical aspects, deviation from the original plan, procedural accuracy, accounting procedures, costs, supervision efficiency and public relations

Sustainability strategies

Unit IX: Action-oriented projects**5LH**

Production oriented micro-enterprises

Projects on education, training, entrepreneurship and development

Projects on empowerment of the marginalized communities

Projects related to health issues

Projects on human rights issues

Unit X: Course Assignment**2LH**

Develop an action oriented project for a field work agency

Write a final project proposal

Submit a final project proposal to a funding agency

Presentation

References

- Abraham, A. (2003) Formation & Management of Non-Govt. Organizations, Universal Law Publishing Co. N. Delhi
- Dalal-Clayton, B., Dent, D., & Dubois, O. (2003). Rural Planning in Developing Countries- Supporting Natural Resource Management and Sustainable Livelihoods, Earthscan India, New Delhi.
- 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.
- Nagendra, S. (2007). Voluntary organizations & Social Work., Oxford Book Co.
- O'Conner, M.K., & Netting, F.E. (2009). Organization Practice: A Guide to Understanding Human Service Organizations, 2nd edition, Hoboken, NJ: John Wiley & Sons.
- Reidar, D. (2004). Evaluating Development Programmes and Projects. Second Edition. Sage Publications.
- Somesh, K. (2002). Methods for Community Participation- A complete Guide for Practitioners, Vistaar Publications, New Delhi.
- Vasant D. (1997), Project Management: Preparations, Appraisal, Finance and Policy, Himalaya Pub. House, Delh

SW545: Graduate Thesis Credits: 6

Description of Thesis

A thesis is a formal paper incorporating original research on a subject. The distinguishing mark of thesis research is an original contribution to knowledge. The Master's thesis is usually an independent research project that includes designing a study and performing most of the aspects of the research process. The finished product is a thesis, in the official "thesis" format. The master's thesis must demonstrate evidence of scholarly study and writing and contribute to the knowledge base associated with some aspect of social work theory, practice or policy. It should be based on an original idea or seek to advance social work knowledge through theory, conceptualization, design, testing of tools, instruments, or procedures relevant to social work. The thesis is highly significant for students progressing toward a doctoral (PhD) degree, who are interested in careers in social work research or for whom the thesis is relevant to their professional development in a particular field of practice, theory, or method of intervention. The worth of

the thesis is founded in its originality and the merit of the thesis is a product of its methodology. The exact focus and strategy of the thesis is to be arrived at in consultation with the individual faculty advisor and a second reader. The length and structure of the thesis will depend on the type of material involved, the research question, and the method. That the thesis is not just another term paper makes the thesis a special educational experience that typically exceeds other forms of scholarship students have experienced in graduate school. The thesis represents the student's culminating written work that is more substantive than any previous paper and demonstrates "mastery" of the particular field of study with social work.

Thesis Supervisor and Second Readers

Thesis supervisor must be full-time faculty members as well as regular members of the Graduate Faculty. The student and the supervisor will then decide on one additional faculty member who will be asked to co-approve the proposal and serve as the student's second reader. Second readers the School, faculty members from other full or part-time faculty members within University, or other qualified professionals (e.g. Agency personnel).

Research Proposal

The student will select a thesis topic in consultation with their ir thesis supervisor, who serves as primary reader of the thesis. After general agreement concerning the scope and organization of the thesis has been reached, the student is to write up a formal proposal of four to six pages, which should include:

Thesis topic

Background and the context of the research problem

Statement of the problem

Research questions

Rationale of the study

Organization of the study

Brief literature review, including theoretical framework Research methodology to be applied

A preliminary working bibliography

Timeline of the study

The student's thesis supervisor and second reader approve the final draft of the research proposal. The approved proposal must be submitted to the thesis supervisor before the deadline.

Research and Writing

After the proposal has been accepted, the student should meet with the thesis supervisor to work out a practical schedule of work for completing the thesis. The University has established deadlines for the submission of the final draft of the thesis. It is the student's responsibility to consult with the supervisor on the dates of these deadlines. Students must also keep the supervisor informed on the progress of the thesis, to arrange for consultations, and to turn in sections or chapters of the draft well in advance of the date on which they wish to discuss them.

Please follow the thesis outline.

Submission of Thesis to the Department of Social Work

A full rough draft of the thesis needs to be submitted to the supervisor at the beginning of 4th the semester. A copy of the thesis should be submitted to the second reader as well. Students are required to defend or a summary of the research findings to a professional social work audience. External evaluator will be present during the defense. Students may also do their thesis presentations via on-campus colloquia, poster sessions, class or seminar presentations, presentations at agency settings, written summaries of research published in a journal, papers read at scholarly meetings, or even as published research reports or articles.

Department's Requirements

Students will be expected to submit a final draft of their thesis to the Department of Social Work two weeks prior to their scheduled defense for a format check. In addition to Department's formatting requirements, it is required that students use the American Psychological Association (APA) guidelines for formatting the thesis. Plagiarism is a very serious offense. Any evidence of plagiarism will result in a score of zero (0) on thesis, and may be dismissed from the University. Final copies of the thesis need to be submitted to the Department of Social Work within two weeks of the presentation. This final version may be submitted as a paper copy.

Note that the final version of the thesis must be submitted to the Department of Social Work no later than graduation date of the student's final semester; otherwise MSW certification/graduation will be delayed for one year.

Graduate Thesis Outline

Note: This outline reflects information widely available in a large number of sources. The Topic and research design and the suggestions of the thesis supervisor and committee. However, it should include most of these elements.

Chapter 1: Introduction

There are generally five stages to the Introduction section:

1.1 Give the background to the research

This section outlines the broad field of study and then leads into the focus of the research problem. This section is short and aims to orient the readers and grasp their attention

1.2 Establish the overall field

Section 1.2 outlines the core of the research. The research problem is one or two sentences that cannot be answered 'yes' or 'no'; it is the broad problem that the researcher will examine more precisely in the hypotheses and is the problem prompting and placing a boundary around the research without specifying what kind of research is to be done.

1.3 Summarize previous research and indicate the research gap

The research problem should be important on several theoretical and practical grounds; for example, a thesis about child welfare services could justify its research problem through:

Importance of the study and/or the importance of the specific area of the discipline being investigated

Relative neglect of the specific research problem by previous researchers
Relative neglect of the research's methodologies by previous researchers; and usefulness of potential applications of the research's findings

State the purpose of the research, outline it, and provide definitions
Section 1.4 is an introductory overview of the methodology, and is placed here in this chapter. This section should refer to sections in chapter 2 and 3 where the methodology is justified and described.

Definitions adopted by researchers are often not uniform, so key and controversial terms are defined to establish positions taken in the research.

1.5

Provide a Conclusion

The final paragraph of each chapter usually summarizes the key achievements of the chapter.

Chapter 2: Literature review

The second chapter aims to build a theoretical foundation upon which the research is based. This is achieved by reviewing the relevant literature and identifying issues worth researching because they are controversial or have not been answered by previous research. The survey of the literature in a thesis should not concentrate only on the area of the research problem, but also show links between the research problem and the wider body of knowledge. Each piece of literature should be discussed succinctly in terms of topics covered, including the year, the country and/or region, and the subjects in the research, survey and statistical methodologies applied, findings, limitations and problems of the research, contribution to the body of knowledge.

Chapter 3: Methodology

Chapter 3 describes the major methodology used to collect the data which will be used to answer the hypotheses. The chapter should have separate sections to cover:

Discussion of the research design;

Justification for the methodology in terms of the research problem and the literature review;

For qualitative studies, a discussion of the researcher's experience with the subject under investigation and how this might influence her/his approach

The unit of analysis and/or subjects or sources of data

The process through which decisions about sampling were made

Instruments or procedures used to collect data, details of pilot studies and explicit concern about specific procedures used to handle internal and external validity Administration of instruments or procedures

Limitations of the methodology if they were not explicitly discussed in section 1 Any special or unusual treatments of data before it were analyzed

Any computer programs used to analyze the data, with justifications for their use Ethical issues and considerations

Chapter 4: Analysis of data and major findings

Chapter 4 presents patterns of results and analyzes them for their relevance to the research questions or hypotheses. The diagrams, tables and figures could be used for the presentation of the analyzed and interpreted data. Major findings are also presented in this chapter.

Chapter 5: Conclusions and Implications

5.1 Introduction

The master's students must discover springs of interest and creativity to clearly show that the research does make a distinct contribution to the body of knowledge. Thus the research's contributions to knowledge should be the explicit theme of sections 5.2 to 5.4.

5.2 Conclusions about research questions or hypotheses

Findings for each research question or hypothesis are summarized from chapter 4 and explained within the context of this and prior research examined in chapter 2. For each research question/hypothesis, the agreement or disagreement of the results with the literature should be made clear and the reason for disagreement thought through.

5.3 Conclusions about the research problem

Based on section 5.2, implications of the research for furthering understanding of the research problem are explored. Again the contribution of the research to the body of knowledge should be clearly developed.

5.4 Implications for theory

The full picture of the research's findings within the body of knowledge is provided in section 5.4, that is, it provides the theoretical implications of the research. This section aims to show readers that the research has not only made a significant contribution to knowledge in its immediate discipline/field, but also has implications for the wider body of knowledge.

If one or more of the models developed in chapter 2 have to be modified because of the research findings, then the modified model should be developed in section 5.3 or 5.4. Indeed, development of a modified model of the classification or analytical models developed in chapter 2 is an excellent summary of how the research has added to the body of knowledge. In brief, sections 5.3 and 5.4 are the conclusion to the whole thesis and are the research candidate's complete answer to the research problem.

5.5 Implications for policy and practice

Practical implications for practitioners and policy makers are covered in section 5.5.

5.6 Limitations

Section 1.7 has previously outlined major limitations of the research. This section discusses other limitations that became apparent during the progress of the research.

5.7 Implications for further research

This final section is written to help researchers in selection and design of future research. Further research could refer to both topics and to methodologies or to both. Removing some limitations mentioned in section 1.7 usually provides opportunities for further research.

References

List of references is presented in this section. Students are required to follow APA Style to write the references.

Appendices

What goes in the appendices? Any material which impedes the smooth development of your presentation, but which is important to justify the results of a thesis. Examples:

Request letter for data collection, Consent form, Interview-schedule, etc.

References

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association. Dezin, N. & Lincoln, Y. (2000) Handbook of Qualitative Research, 2nd edition, Thousand Oaks, CA: Sage.

Kothari, C.R. (2007). Research Methodology: Methods and Techniques. New Delhi: New Age International Publishers pp. 95-117.

Newman, W.L. (1994). Social Research Methods. Qualitative and Quantitative Approaches. (2nd Ed.). USA: Allyn and Bacon. pp. 282-315.

Rubin, A. & Babbie, E. (1997). Research Methods for Social Work (3rd Ed.). USA: Brooks/ Cole Publishing Company. pp. 449-543.

Shadish, W.R., Cook, T. D., & Campbell, D. T. (2002). Experimental and quasi- experimental designs for generalized casual inference. New York: Houghton Mifflin. 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 Thesis Writing (3rd ed.). Kathmandu: Buddha Academic Publishers and Distributors Pvt. Ltd.

SW546: Concurrent Field Work IV

Credits: 4

Course Description

This course is the continuation of Concurrent Field Work III. It is designed to enhance the competencies of the students so that they can smoothly transit from being students to professional social worker. In the last month of the semester, students get an opportunity to go for the block placement that will allow them to demonstrate their professional skills at their areas of interest.

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 final semester of MSW Program, students are expected to demonstrate their professional social work skills and knowledge as social workers. In addition, they are expected to integrate theoretical knowledge acquired from MSW courses with field work experiences. Therefore, field work students are required to achieve the following learning objectives:

Application of theoretical knowledge from Research methods in advanced practice

Students demonstrate proficiency to integrate advanced research knowledge and skills with social work practice at the field work setting frameworks

Application of theoretical knowledge from Ethnic studies and social work practice Students demonstrate their cultural competences and ethnic sensitivity while working with clients of all systems in the field work setting in Application of theoretical knowledge from Conflict mitigation and transformation Students develop skills and knowledge to work with conflict-affected populations

iv. Application of theoretical knowledge from Project development and management Students develop their skills to plan and manage a project relevant to their field setting

Course Instructors

Field 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 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. 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 final semester at the Department of Social Work, Mid-western University

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

B. 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 final 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:

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Complete 195 hours (15 hours per week) of field work in the final semester Complete 120 hours of the block placement

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.

D. 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 worker, students are expected to demonstrate professional behavior in their agency agencies at least 2 days a week. As part of the development of a professional social

settings and to abide by agency policies within ethical guidelines.

E. 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

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. Block Placement

The students are required to complete 120 hours of block placement in a chosen agency where they can enhance their independent practice competencies. It is an internship to facilitate the transition from academic to work life. Students can choose organization with job prospects in their areas of interest or specialization. Students can also develop their own individual and group projects as part of the block placement.

G Field Evaluation 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.

Particularly, in this final semester, the Faculty Advisor will only play the role of facilitator by assigning all the students to conduct peer supervision seminar class. The responsibilities

of the student facilitating the seminar are:

The student acting as facilitator for each class will come prepared with a minimum of two questions for discussion by the fellow peers

Issues, questions, problems, and concerns from the field setting should be the focus of one's questions

Each student is expected to respond to questions during the course of the class. Additionally, each student facilitator must complete a "PEER SUPERVISION FORM", which will be distributed in class. This should be submitted following the week of the facilitation.

Course content

Unit I: Concurrent field work in the final semester **10LH**

Purpose and goals of concurrent field work for the final semester

Learning agreement for the final semester

Discussion Brainstorm about how best to use peer supervision

Delegate responsibilities among the students for peer supervision seminar

II: Professional social work and Seminar **6LH**

Discussion topic: similarities and differences between social work and other helping professions

Seminar topic: topic determined by the facilitator of the week

Unit III: Legal issues and concerns, and Seminar **8LH**

Discussion topic: laws affecting and regulating field work agency and its services

Seminar topic: topic determined by the facilitator of the week

Unit IV: Social work as planned change and Seminar **6LH**

Discussion topic: social work as a profession that bring positive changes in society

Seminar topic: topic determined by the facilitator of the week

Unit V: Merging Self and Profession, and Seminar **6LH**

Discussion topic: personal and professional self-awareness in social work practice

Seminar topic: topic determined by the facilitator of the week

Unit VI: Leadership and Social Justice, and Seminar **6LH**

Discussion topic: Becoming a social justice leader

Seminar topic: topic determined by the facilitator of the week

Unit VII: Field work monitoring and evaluation **7LH**

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

Additional seminars

Weekly field work report

Block placement

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.