

FIELD WORK MANUAL-M.A. SOCIAL WORK



**P.G. & RESEARCH
DEPARTMENT OF SOCIAL WORK
LOYOLA COLLEGE (Autonomous)
CHENNAI – 600 034**

S.NO	TITLE	PAGE NO
1	Introduction To The Manual	
2	Overview of The Social Work Educational Programme	
2.1	Social Work Education in India	
2.2	Social Work Education at Loyola College	
2.3	M.A. Social Work	
2.4	The Course Design of M.A. Social Work	
2.5	The Course Outline	
3	General Objectives of Field Work	
4	Field Work In First Year M.A. Social Work	
4.1	Nature of Concurrent Field Work	
4.2	Orientation to the Profession	
4.3	Field Work Orientation	
4.4	Observation Visits	
4.5	Concurrent Field Work - I Semester	
4.6	Field Work Requirements for I Semester	
4.7	Concurrent Field Work - II Semester	
4.8	Rural Camp	
4.9	Field Work Requirements for II Semester	
5	Field Work In II M.A. Social Work	
5.1	Nature of Specialisation Based Concurrent Field Work	
5.2	Components of Field Work Practicum	
5.3	Specialisation Based Concurrent Field Work- III & IV Semester	
5.3.1	Community Development	
a.	Rural Community Development	
b.	Urban Community Development	
5.3.2	Medical & Psychiatric Social Work	
a.	Medical Social Work	
b.	Psychiatric Social Work	
5.3.3	Human Resource Management	
5.3.4	Welfare Of The Disadvantaged Sections	
5.3.5	Human Rights	
5.4	Specialisation Based Visits	
5.5	National Social Work Perspective	
5.6	Block Field Work	
6	Supervision	
6.1	Purpose of Supervision	
6.2	Objectives of Supervision	
6.3	Nature of Supervision	
6.4	Responsibilities of Faculty Supervisor	
6.5	Responsibilities of Students	
6.6	Role of the Placement Agency	
6.7	Role of the Agency Supervisor	
6.8	Tools of Supervision	
7	Field Work Recording	
7.1	Purpose of Recording	

7.2	Nature of Field Work Recording	
7.3	Field Work Diary	
7.4	Field Work Record	
7.5	Special Records	
7.6	Field Work Recording / Documentation Format	
8	Field Work Evaluation	
8.1	Field Work Conference	
8.2	Field Work Record Submission	
8.3	Field Work evaluation has two main components	
8.4	Scheme of Evaluation	
8.5	Grading System	
9	Field Work Rules & Regulations	
10	Developing Professional Competence	
10.1	Components of Professional Competence	
11	References	
12	Appendices	
12.1	Evaluation Proforma	
12.2	Ethics In Social Work, Statement of Principles	
12.3	Concept of Welfare State in India	

1. INTRODUCTION TO THE MANUAL

Field work is fundamental to Social Work Education and forms the base for professional development in a student. Field Work training enables the student to integrate theory and practice simultaneously, sequentially and cumulatively inculcating the development of professional competence among them.

The P.G. students of Social Work acquire competence to practice as a member of the profession through field work training in a social welfare agency. The social welfare agency provides the structured context in which the students apply the knowledge of the science of human behavior to understand the problems of individuals, groups and communities belonging to the vulnerable sections of the society and develop skills in human relationships in the process of the delivery of services to enable the fulfillment of needs by the vulnerable sections.

The present Field Work Manual is an attempt to incorporate all relevant information required for the students, Faculty Supervisor, Agency Supervisor and the placement Agencies.

The Field Work Manual is the outcome of the unitary efforts of many stakeholders. The Faculty members of the Department, the Placement Agencies, the Social Work Student community, the Alumni and various Eminent Social Workers have all contributed towards the Manual.

2.OVERVIEW OF THE SOCIAL WORK EDUCATIONAL PROGRAMME

2.2 Social Work Education at Loyola College:

Social Work Education in Loyola College was offered as a Diploma Course by establishing the Institute of Social Sciences in the year 1954. In the year 1963, it was elevated to the status of a Department of Post-graduate Studies, with the introduction of the Masters programme in Social Work with three specializations to begin with. In the year 2003 Human Rights was introduced as a specialization and currently there are five different specializations offered by the department. By initiating the Master of philosophy in Social Work (1989) and Doctoral Programmes (1993) the Department was upgraded as a Postgraduate & Research Department. The Department offers the following Educational Programmes:

1. M.A. Social Work
2. M.Phil. in Social Work
3. Doctoral Programme in Social Work

2.3 M.A. Social Work

Social work as a profession stands on two pertinent pillars of Social Justice and Human Rights. This course prepares the students to work towards the establishment, promotion and development of services to fulfill human needs of the vulnerable and the marginalized sections of the society in a just and right way. The course equips them with the required knowledge, skills and values to imbibe the spirit of Professional Social Work.

2.4 The Course Design of M.A. Social Work

I M.A. Social Work

-Includes courses/ papers on the Methods of Social Work Practice, Social Work Research, Behavioural & Social Sciences and Social Work Administration & Legislation.

II M.A. Social Work

-Offers one of the following specializations

- *Community Development
- *Human Resource Management
- *Medical & Psychiatric Social Work
- *Welfare of the Disadvantaged
- * Human Rights

2.5 The Course Outline

(a) FIRST YEAR

1. Social Work Profession
2. Sociology for Social Work
3. Social Case Work
4. Social Group Work
5. Dynamics of Health and Behaviour
6. Community Organisation & Social Action
7. Social Work Research and Statistical Analysis (with SPSS)
8. Social Welfare Administration and Social Legislations
9. Elective 1 out of 2*
10. Field Work - I
11. Field Work - II

(b) SECOND YEAR

1. Counselling
2. Research Project Work
3. Field Work-III
4. Field Work-IV

Specialization based papers:

<p>Community Development- Core Papers</p> <p>Eco Sustainable Development Rural Community Development NGO Management Political Economy for Social Work Urban Community Development</p>	<p>Human Resource Management- Core papers</p> <p>Organisational Behaviour Labour Legislations and Case Laws Human Resource Management Strategic Management Industrial Relations & Labour Welfare</p>
<p>Medical & Psychiatric Social Work- Core Papers</p> <p>Medical Social Work Psychiatric Social Work Mental Health and Psychiatric Disorders Health System and Health Service System Therapeutic Interventions in Social Work</p>	<p>Welfare of the Disadvantaged Sections- Core Papers</p> <p>Gender and Development Children and Social Work Empowerment of the Marginalised Forced Migration and Social Work Practice Conflict Transformation and Peace Building for Social Work</p>

practice	
Human Rights - Core papers <ol style="list-style-type: none"> 1. Human Rights and Social Work Practice 2. International Social Work Perspectives 3. Contemporary Issues in Human Rights 4. Human Rights and Indian Constitution 5. Social Exclusion and Inclusive Development 	

3. GENERAL OBJECTIVES OF FIELD WORK

Field Work is an integral component of Social Work Education. It is the practical aspect of the profession. The Two year post graduate programme in Social Work incorporates Field Work as an essential component, designed to train students to meet the following objectives:

- Train professional social workers for practice with diverse client systems
- Gain knowledge, attitude and skills for intervention at the levels of individuals, families, groups, communities, organizations and other social systems
- Develop a professional identity and commitment consistent with social work values and ethics.

4. FIELD WORK IN FIRST YEAR M.A. SOCIAL WORK

Concurrent Field Work

The concept of Concurrent Field Work explains the co-existing nature of theoretical input sessions given during the class hours and the hands on training for practical exposure acquired during Field Work. The enduring supervision provided both in the agency and by the concerned faculty enrich the student in becoming competent in terms of practice. The synchronization of theory and practice enables the student to imbibe components essential to harmonize oneself in becoming a professional.

4.1 Nature of Concurrent Field Work

Field work blends theory with practice, combines philosophy with action, and integrates the understanding about people with methods of helping them. Thus field work is learning through doing.

The Concurrent Field Work is the core of Field Work training. It indicates the process of simultaneous, systematic, synchronized and cumulative acquisition of knowledge, skills and values for professional competence. Concurrent Field Work provides the student an opportunity to translate class room learning into practical skills. Through guided practice

the students develop professional ways of reaching out to the needy. The students are placed in selected Welfare Organizations that have well defined practice training programme, and is willing to provide facilities for the training of students.

During Concurrent Field Work the students are placed for Field Work training in an approved agency on two consecutive days (as decided by the Department) in a week. Students are required to put in 15 hours of field work per week (7.5 hours a day). Theory classes and field work are arranged on a concurrent (parallel) basis. On concurrent field work days there will be no class room lectures and on such days the student will report to the allotted field work agency. On the days other than Field Work the students will be reporting for theory classes in the college.

4.2 Field Based Activities

The following field based activities are designed to provide the students with the specialized orientation requisite for the profession of social work:

Entry Level

- Field Work Orientation
- Observation Visits

First Year

- Rural Camp
- Summer Placement/ Internship
- Theatre for Transformation – Training cum Programme

The objective of this approach is:

- To enable students to get rid of inhibitions
- To facilitate barrier free communication skills
- To promote personal transformation through theatre
- To enhance leadership qualities and harness the skills of youth
- To provide opportunities for students to explore themselves and become agents of social change.

Second Year

- Educational Tour
- Block Field Work Placement/ Internship

4.3 Field Work Orientation

Field Work Orientation takes place following admission of the students into the department and before the commencement of field visits and placements. The focus of the orientation is to provide an insight and understanding to the students on:

- The nature and significance of field work practice in Social Work education

- The meaning of concurrent field work in an approved agency
- Importance of guided practice
- Different fields of social work
- Guidelines on ways to relate to issues and field problems

4.4 Exposure

Observation Visits

The first year students come from a variety of disciplines, and hence field observation visits help them to get oriented to the profession. The students are taken for observation visits to Governmental and Non -Governmental Organizations to get acquainted about the ongoing services by different groups and individuals in response to people's needs. Students are exposed to different sectors like disability, health, vulnerable groups, urban & rural community and industry. A faculty member would accompany the students during the visits to facilitate the learning process.

(i) Objectives of the visits:

- To expose the students to various social work settings
- To observe and develop a spirit of inquiry.
- To get acquainted with the structure, functioning, staffing pattern and activities of the organization.
- To understand the problems and constraints faced by the organization.

(ii) Tasks to be carried out:

1. Active Participation in the visits
2. Observe, interact and enquire about the organization and its functioning
3. Record all information pertaining to the organization

(iii) Skills to be acquired:

Organizing & Participatory skills, Observation & Interactive skills, Listening & comprehending skills, Analytical skills, Interpersonal skills and Documentation skills

4.5 Concurrent FieldWork - I Semester

(i) Objectives:

- To develop a holistic view of social work and social welfare with special emphasis on the agency's role in human services.
- To familiarize with the vision, mission, system, processes and objectives of the welfare organizations
- To develop an understanding of the socio-economic, cultural and political structures in the society and its role in the causation and sustenance of human deprivations at different levels

- To understand the application of the methods of social work practice in the field
- To develop analytical assessment and intervention skills for social problems at the level of individual, group and community.(Micro-Messo-Macro levels)
- To develop documentation skills to ensure continuity of service and growth of professional competence in the practice of the methods of Social Work.
- To develop self-awareness that is essential for assessing one's own values, attitudes, feelings, strengths, limitations, interests and performance.

(ii) Tasks to be carried out:

1. Identify oneself and work with the agency
2. With the guidance of the agency supervisor help in the administrative functions of the agency like drafting letters, handling correspondences, record keeping etc
3. Identify individuals who need assistance in handling concerns and reach out to them through planned interventions
4. Initiate formation of new groups and organize them into effective functioning ones
5. Identify community concerns & needs and accordingly create awareness in empowering the community to address the concerns
6. Organize purposeful programmes and celebrations to bring about solidarity and unity among the groups
7. Locating and tapping resources for the realization of individual or group goals
8. Collaborate and build networks with related organisation

(iii) Skills to be acquired:

Listening, observation, responding, critical analysis, collating information, documentation, interviewing, networking, public relations, interpersonal skills, interviewing, problem identification & solving, goal setting, resource mobilization, negotiation and collaborative skills

4.6 FieldWork Requirements

ISemester

1. Social Case Work-Two detailed case studies
2. Social Group Work- Minimum of 10 Sessions
3. Detailed Community Profile

4.7 Concurrent Field Work - IISemester

(i) Objectives:

- To understand the critical role of the Professional Social Worker in the organization

- To evolve appropriate interventions at Community / Civil Society/ State/ National level with respect to policies and programmes relevant to the field of welfare
- To develop the capacity to integrate class room theory and practice knowledge
- To inculcate professional growth and development

4.8 Rural Social Work Perspective

Theme based rural camp will be organized by the I M.A. Social Work students with the guidance from the department. The camp will be after the first semester examinations for duration of 10 days. It is mandatory requirement for all the students to attend the rural camp. The main objective of the rural camp will be to enable the students experience rural life and group living. The students with the support and guidance from the faculty will involve themselves in all the planning and executing activities of the camp. This includes identification of the village, pilot visits for identification of projects in the village and liaise with various NGOs and Government officials.

Dynamics

The entire class will be divided into various committees to facilitate division of work and participation of each student. A camp leader elected from the student group, will co-ordinate along with the camp in-charge faculties for efficient execution of the camp. A periodic evaluation of the camp will be conducted in the department. The students are expected to document and submit a report on their experiences and learning in the Rural Camp.

(i) Objectives:

- To expose the students to rural realities / System / Students issues/ Finance issues
- To provide an experience of group living and understand its dynamics
- To provide an opportunity for the students to organize themselves in planning and execution of tasks.
- To identify and bring out leadership initiatives
- To enable the students in identifying and mobilizing resources

(ii) Tasks:

1. Selection of a theme for the rural camp
2. Identification of a suitable village-Pilot study
3. Formation of committees and allocating work
4. Planning the programmes to be executed during the camp
5. Fund raising / Resource Mobilization
6. Implementation of the programmes

(iii) Skills:

Co-operating, planning, participation, adaptability, accommodating, co-ordination, organizing, networking, leadership skills, fund raising, accounting, self evaluating skills people centered skills and documenting skills.

4.9 Field Work Requirements for II Semester

1. Social Case Work- Three detailed Case studies
2. Social Group Work- 15 sessions targeting a specific Group
3. Community based activities / Training Programmes / Workshops / Awareness Programmes
4. Micro Level Research

5. FIELD WORK IN II M.A. SOCIAL WORK**5.1 Nature of Specialisation Based Concurrent Field Work**

In the second year (III & IV Semester) the students will be placed for Concurrent Field Work training based on their specialization. The objectives of the III & IV semester field work are related to the fields of specialization. The students are expected to acquire knowledge and skills for rendering efficient service to people in the fields of their specialization. They are expected to develop an understanding of individual, group and institutional needs and problems, apply appropriate knowledge and the methods of Social Work to meet specific needs and solve problems. Students are expected to acquire the knowledge and skills of Professional Social Workers who are employed in the respective fields of their specialization.

5.2 Components of Field Work Practicum

1. Specialisation based Concurrent Field Work
2. Specialisation based Field Visits
3. National Social Work Perspective
4. Block Field Work

5.3 Specialisation Based Concurrent Field Work- III & IV Semester**5.3.1 COMMUNITY DEVELOPMENT****(a) Rural Community Development****(i) Objectives:**

- To help the trainee gain insight into the components of the rural community and understand the dynamics in a rural community.
- To develop an understanding of the need and importance of rural community development

- To provide access to understand the emerging trends in rural community development
- To enrich technical competencies to assess and analyse rural problems, needs and service delivery.
- To enhance the capacity to recognise the linkage between Rural community development and the practices in the field in terms of policy and programmes.

(ii) Tasks to be carried out:

1. Observation visit to rural community / village
2. Analysis of their socio-economic condition.
3. Application of the principles of Rural community development
4. Application of both direct and indirect methods of professional social work in rural setting
5. Identify/ study/ explore the rural problems covering the following aspects:
 - a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services etc.
 - b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem
 - c) The problem as perceived by the i) rural community/ village / client system ii) rural local body iii) field work agency and iv) professional social work trainee.

(iii) Skills to be acquired:

Develop skills to work with people of different social, economic and cultural backgrounds in the rural community, facilitation skills, skills in evaluating rural behaviour, skills in analyzing rural problems, skills in identifying and developing grass root rural leadership, skills in organizing and mobilizing rural community/ village in participatory mechanisms/ structures, communication skills, fact finding skills, resource mobilisation, budgeting, report writing, skills in rural community project formulation, management and appraisal and evaluation.

(b) Urban Community Development

(i) Objectives:

1. To help the trainee gain insight into the components of Urban Community.
2. To develop an understanding of need and importance of urban community development

3. To provide access to understand the emerging trends in urban community development
4. To enrich technical competencies to assess and analyse urban problems, needs and service delivery.
5. To enhance the capacity to recognise the linkage between urban community development and the practices in the field in terms of policy and programmes.
6. Explore the importance of networking with Urban Institutions in collaboration with the Agency to fulfill requirements of the community in which the trainee works.

(ii) Tasks to be carried out:

1. Observation visit to poor urban community the / slums
2. Analysis of their socio-economic condition.
3. Application of the principles of Urban community development
4. Application of both direct and indirect methods of professional social work in urban settings
5. Identify/ study/ explore the urban problems covering the following aspects:
 - a) The physical, ecological, socio-economic and political structure, living pattern, social roles, community power structure, occupation, housing, available social services etc.
 - b) The general nature of the problem, the pre-existing condition, the existing situation, and the major units of the client system concerned with the problem
 - c) The problem as perceived by the i) urban community/ slum / client system
ii) urban local body iii) field work agency and iv) professional social work trainee.

(iii) Skills to be acquired:

Develop skills in relating to people of different social, economic and cultural background in the urban community, facilitative skills, skills in evaluating urban behaviour, skills in analyzing urban problems, skills in identifying and developing grass root urban leadership, skills in organizing and mobilizing urban community/ slums in participatory mechanisms/ structures, communication skills, fact finding skills, fund raising skills, budgeting, report writing, skills in urban community project formulation, management and appraisal and evaluation.

5.3.2 MEDICAL & PSYCHIATRIC SOCIAL WORK

(a) Medical Social Work

(i) Objectives:

- To equip the students with the necessary assessment skills to understand the psycho-social problems of the patient and family with respect to the consequences of the illness
- To enable the students to develop appropriate intervention skills necessary for working with the client system.
- To enable the students to practice the methods of Social Work, particularly, Social Case work and Social Group Work
- To enable the students to function as a member of the Multidisciplinary team with respect to the Medical, Physical and Psychological Treatments
- To enable the students to develop a Rehabilitation Plan with respect to long-term illness & Disability.

(ii) Tasks to be carried out:

1. Involve in the preparation of psycho-social assessment of the patient in relation to the consequence of the illness.
2. Develop and implement intervention strategies with family and community as social support systems
3. Undertake 5 case work in the semester (includes identification, assessment, intervention, and follow-up)
4. Plan and execute a minimum of one rehabilitation work with a client
5. Organise a need based & setting based community health programme
6. Identify & undertake group based therapeutic sessions (15 sessions per semester)
7. Function as a member of the multidisciplinary team
8. Prepare setting based Field Work Assignments.

(iii) Skills to be acquired;

Psycho-social Assessment skills, Skills in Case Recording, skills in planning an intervention, rehabilitation skills, resource mobilization, collaborative skills, analytical skills, organizational skills, therapeutic skills, networking, etc...

(b) Psychiatric Social Work

(i) Objectives:

- To equip the students with the necessary skills for Psychosocial assessment (both Cross-sectional and Longitudinal) and clinical Diagnosis of the patient
- To study the system of mental health application.
- To apply the methods of Social Work, in particular, Social Case Work & Social Group Work- involve the family in the treatment process and enable them to accept the patient at his Optimal functional Level in spite of the Mental Disability.
- To enable the students to develop various skills in practicing the Psychosocial Treatment Methods.
- To enable the students to function as a member of the multidisciplinary team
- To enable the students to develop and implement a programme of Community Mental Health Services at Primary, Secondary and Tertiary levels.

(ii) Tasks to be carried out

1. Familiarize with psychiatric case history taking
2. Understand the importance of psycho-social assessment
3. Undertake 5 case work per semester
4. Plan and execute a minimum of one rehabilitation work with a client
5. Identify & undertake group based therapeutic sessions (15 sessions per semester)
6. Practice various psycho-social treatment methods based on the specific need of the client
7. Work with the families of the clients-involving them in the treatment process
8. Organize a community mental health programme
9. Prepare setting based field work assignments.
10. Incorporate the latest intervention strategies relevant to the client population

(iii) Skills to be acquired

Skills in case history taking, diagnosis skills, psycho-social assessment, in planning interventions, rehabilitation, resource mobilization, organizing, therapy, networking and other relevant skills to the profession.

5.3.3 HUMAN RESOURCE MANAGEMENT

(i) Objectives:

- To familiarize with the manufacturing process in view of understanding its implications on personnel policies and programmes
- To understand the relevance of the structure and functions of the Human Resource Department from the Employee and Labour perspective

- To understand the concept of Industrial Relations and to acquire related competencies
- To cultivate relevant Human Resource skills to contribute to the strategic functions of the organization.
- To become familiar with the governing Labour Legislations
- To learn to apply the methods of Social Work in various Industrial settings
- To acquire knowledge about the various Labour Welfare measures
- To develop an insight into the value addition by the Human Resource Development Department to further the business goals of the organization.

(ii) Tasks to be carried out:

(A) Organisational Profile

- History of the Organization
- Organization Chart
- The Products/ Services
- Branches/Units of the Organization
- Workforce strength
- Brief account of the various Departments
- Human Resource Development Department

(B) Areas of Personnel Functions

1. Human Resource Planning: a) Need Analysis
2. Recruitment: a) Advertisement b) Consultancies c) Campus d) Other Bureaus/ Sources
3. Selection: a) Interview b) Written test c) Group Discussion d) Physical examination etc.
4. Induction and Placement
5. Training and Development: a) Need Analysis b) Types b) Outsourcing
6. Promotion and Transfer
7. Attrition: Causes, Retention Strategies, Voluntary Retirement Scheme (VRS), Resignations, Dismissal, Discharge, Exit Interviews.
8. Retirement
9. Time Office: a) Daily Attendance b) Swiping Cards c) Attendance Register
10. Hours of Work: a) Time In b) Break c) Movement Register d) Period of Rest
11. Time Out
12. Leave and Holidays: a) Casual Leave b) Medical Leave c) National and Festival
13. Holidays d) Others
14. Wage and Salary Administration: a) Daily b) Monthly c) Hourly d) Time- Rate
d) Piece- Rate
15. Social Security Benefits: a) Social Insurance b) Social Assistance

16. Employee Service Register
17. Communication
18. Performance Appraisal System: Traditional and Modern Techniques
19. Competency Mapping – Skill Matrix
20. Human Resource Information System (HRIS)

(C) Industrial Relations Functions

- Industrial Relations at Shop Floor and Plant Level: a) Works Committee b) Joint Production Committee d) Joint Management Councils
- Grievance Handling: a) Grievance Settlement Procedure
- Works Standing Orders: a) Employee Discipline b) Domestic Enquiry c) Absenteeism d) Alcoholism e) Punishment
- Trade Unions
- Collective Bargaining: The Agreements
- Strikes, Lock-Out, Lay-off, Closure and Retrenchment
- Employers' Association

(D) Labour Welfare Measures

- Intra Mural & Extra Mural-Statutory and Non Statutory Measures:
Housing b) Crèche c) Canteen d) Credit and Consumer Co-operatives
- Safety and Accident Prevention
- Industrial Health and Hygiene: a) Occupational Diseases/Hazards
- Industrial Mental Health: Screening and Detection b) Stress/ Fatigue/ Burn out c) Employee Counselling
- Workers' Education
- Recreation
- Other Welfare measures

(E) Legislations

Legislations governing the Organization

(F) General

1. Total Quality Management
2. Six Sigma
3. Kaizen
4. 5S
5. Outsourcing, Bench Marking

6. International Organization for Standardization (ISO)
7. Use of Organizational Development Techniques
8. Balance Score Card
9. Total Productivity Maintenance
10. Quality Circle
11. Employee Engagement
12. Strategies for work life balance
13. Business Process Re-engineering (BPR)
14. People Capability Maturity Model (PCMM)
15. Corporate Social Responsibility (CSR)

Skills to be acquired:

Observation, Networking with various internal and external departments, skills required for Collective bargaining, understanding the nuances of labour legislations, practice of methods of social work, application of HRM functions, use of TA, skills of employee counseling and Behaviour Therapy and application of Labour Welfare Measures

5.3.4 WELFARE OF THE DISADVANTAGED SECTIONS

(i) Objectives:

- To enable the students to understand the socio-cultural and economic dynamics with specific reference to the marginalized sections of the society.
- To help the students to identify specific issues that require immediate attention and intervention with reference to marginalized groups in the field setting
- To enable the students to develop skills and strategies for taking up Advocacy and Rights based issues covering disadvantaged sections of the society as encountered in their field setting
- To facilitate greater understanding of specific programmes and schemes provided by various Government Departments and NGO sector for the Marginalized Sections by arranging field visits
- To create opportunities for field level understanding on the issue of Displacement.

(ii) Tasks to be carried out:

1. Four Case Reviews- includes identification, assessment, intervention, rehabilitation and follow-up
2. Understanding Social Audit
3. Drafting project proposals
4. Visiting Four NGOs related to the field of specialization
5. Organizing and conducting an action programme related to the field

6. Participation in review meetings, studying policies and programmes related to the field
7. Incorporating latest intervention strategies relevant to the target population.

(iii) Skills to be acquired:

Skills in Crisis intervention, Project proposal drafting, Implementation of projects, evaluation, Fact finding & Reporting, Critical analysis of Policies & Programmes, Advocacy & networking skills.

5.3.5 HUMAN RIGHTS

(i) Objectives:

- To introduce the students to Human Rights interventions at various levels with a Social Work perspective
- To enable students to understand the application of various available Human Rights Mechanisms
- To develop Lobbying and Advocacy Skills.
- To enable the students to understand Social Work intervention in the community
- To collaborate with other Human Rights professionals and implement innovative methods of issue based advocacy and lobbying
- To actively network with State and other Stake Holders to intervene effectively in Human Rights issues.

(ii) Tasks to be carried out:

1. Identify issues concerning individuals and groups and intervene using human rights instruments.
2. Work on issue based campaigns
3. Identify current issues in human rights and advocate for policy change through networking, lobbying and campaigning.
4. Involve in community based social work interventions for human rights.
5. Develop a network of human rights professionals and organisations to advocate for specific issues.
6. To interact with state and Non-State actors.

(iii) Skills to be acquired:

Working with individuals, groups and communities, networking, advocacy, communication, reporting, documentation, fact finding.

5.4 Specialisation Based Visits

The students are encouraged to organize appropriate specialization based visits to organisations & institutions. These visits would enable them to acquire wider knowledge and perspective in terms of the specific area of study. The faculty in charge of each specialization will guide the students in planning and organizing these visits.

5.5 National Social Work Perspective

The II M.A. Social Work students will organize a National Social Work Perspective after their III Semester examination. The main aim of the National Social Work Perspective is to provide an opportunity to the students to identify and visit National labour organizations related to their area of specialization. It is a method of training the students through observation from exposure visits.

(i) Objectives:

1. To provide an opportunity to the students to experience group dynamics and understand the importance of social relationships
2. To get exposed to the various the socio-cultural patterns, value system and social practices in different parts of the world and mould their views and perspectives
3. To visit various reputed organizations related to their field of specialisation and understand the functioning of such successful organizations.
4. To build in competencies related to planning, implementation and execution of tasks related to the organizing group travel/ accommodation and visits etc.
5. To impart training in Social Work Education through purposeful recreation, sight-seeing and discussions in different places and atmosphere.

(ii) National Social Work Perspective Process

The students are involved in the entire planning of the activity- beginning from the selection of the places for visit, getting prior permission, drafting the schedule for the entire visits & arranging for travel and accommodation. Two faculties would be in charge for the tour. They would be guiding the students in the whole process of planning and execution and also accompanying them for the visits.

(iii) Tasks to be carried out:

1. Actively take part in the process of planning for the National Social Work Perspective
2. Formation of committees, allocation and execution of concerned responsibilities
3. Understanding the group dynamics and uphold the morale of the group
4. Respecting individuality and accommodating oneself for the cause of the group

(iv) Skills to be acquired:

Skills in Planning, Organizing, Execution, Group Living, collateral contacting, Rapport Building, Budgeting, Accounting, Time Management, Leadership, Resource mobilization etc

5.6 Block Field Work**(i) Objectives:**

1. To provide an on-job training for students to refine their skills and practice methods before venturing out as Social Work Professional.
2. To imbibe the spirit of a professional social work and understand the ethical component in Social Work Profession.
3. To get exposed to Pre- Employment Training.

(ii) Rules and Regulations for Block Placement Training

1. The trainee has to report to the Supervisor in the Organization regularly, signing in the Attendance Register maintained by the Organization and discusses with the supervisor his / her activities in the Organization during the Training Period. The trainee is expected to apply the knowledge of Professional Social Work Practice, the Values, Methods, Principles, Skills and Techniques of Professional Social Work, with respect to his/her work with the Client
2. The trainee is expected to fulfill the requirement of 100 percent attendance during Block Placement Training. The trainee should obtain prior permission of the Agency Supervisor in case he/she is not able to report to the Agency and compensate for the absence with the permission of the agency supervisor.
3. The trainee is expected to report for training on all working days of the organization, continuously for a period of one month. The trainee has to follow the work timings and Code of Conduct of the Organization. During the training period the trainee is expected to wear the student ID card and follow the prescribed dress code.
4. The trainee has to submit Fortnightly Reports of his/her work to the concerned faculty in-charge of field work supervision. These reports need to be certified by the supervisor at the organization. After the completion of the block placement Training, the trainee has to submit a certificate of Attendance, duly signed by the Head of the Organization and the Professional Social Work Supervisor (with qualification and Designation in the Organization) with date and Seal to the HOD, Department of Social Work, Loyola College,.
5. The Evaluation Proforma has to be signed by the Head / Professional Social Work Supervisor of the Organization and sent through the trainee, in sealed cover, addressed to the Head of the Department of Social Work, Loyola College, Chennai – 600 034.

6. All expenses incurred by the trainee as part of the traveling for the Organization during the Block Placement Training, may kindly be met by the Organization, as far as possible. In case the trainee is paid any stipend or payment during the Block Placement Training Period the matter may be notified to the Head, Department of Social Work, Loyola College, and Chennai.
7. In case the trainee doing his/ her placement as an employee of the organization, the trainee is supposed to pay $\frac{1}{2}$ of the salary to the department.

6. SUPERVISION

An important aspect for practice effectiveness is the availability of quality supervision and the capability to use that supervision effectively. The importance of supervision is explicitly witnessed in the guidance documents relating to social work training and education. It is in supervision that close attention can be paid to the way knowledge; skills & understanding the values are used and critically analyzed to support and improve practice.

6.1 Purpose of Supervision:

The purpose of supervision is to facilitate professional development of practitioners to ensure that their work is effective, efficient, accountable and undertaken in ways that sensitively address the needs of the target population / client system / service users.

The three key areas of concern in supervision are:

1. Management or Accountability component
2. Educational component
3. Supportive component

6.2 Objectives of Supervision:

- To facilitate an educational and learning environment which encourages the students to participate freely in discussing issues arising out of applying theory in a practice setting
- To assist students to acquire a capacity for critical analysis of the issues involved in any practice setting
- To encourage students for self-knowledge, awareness and development.
- To help students to evolve a framework of Social Work practice, relevant to the requirements of field setting
- To inculcate among students, values and Attitudes appropriate to the practice of Professional Social Work
- To help Students to assume an independent professional Status

6.3 Nature of Supervision

Field Work Conferences are conducted weekly and are incorporated along with the regular time table. Individual and Group Conferences are held to assist students to refine their abilities and encourage group learning. Presentations of unique intervention, discussions on possible plan of action, value clarification, integration of theory and practice etc are encouraged during field work conferences.

6.4 Responsibilities of Faculty Supervisor:

- Make the students understand the field work setting and its requirements
- Help the student to synchronize their thinking, feeling and action in relation to their placement
- Enable the student to come up with a proposed plan of action to be carried out in the setting
- Guide the students to relate theory and practice
- Provide information to the students on evaluation criteria, performance indicators, use of supervision and other expectations in terms of field work requirements.
- Provide periodic feedback on the professional growth of the students
- Maintain regular contact with the field work agency and the agency supervisor for proper monitoring purpose
- Visit the agency at least three times during a semester to monitor and surprise the student on site.
- Enable the students to maintain proper records and prepare them for group and individual conferences
- Prepare the student for the External Viva Voce
- Be a role model of Professional practice

Role and Functions of the Field Work Coordinator (or) Field Work team Responsibilities:

- Orientation to I year students- importance and objectives of concurrent FW
- Arranging Observation visits.
- Liaisoning and communication with organizations and deputing students for concurrent FW
- Maintaining Attendance for students.
- Pointing out corrections in FW records in case of:
 - incomplete records
 - wrong mention of date
 - malpractice in presenting reports
- enabling faculties to regularly monitor record maintenance
- identify defaulters (late submission, leave taken, compensations etc)
- Arrangements for Viva Voce examination at the end semester.
- Organizing field Work Supervisors meet during each semester or once in an academic year

- Providing letters for summer placement for Ist yr students and Block placement for II yr students

6.5 Responsibilities of Students:

- Accept the role of the faculty and the agency supervisor
- Develop the ability for critical analysis
- Inculcate the practice of adhering to the norms and requirements of field work
- Involve with active participation in the fulfillment of the field work components
- Put in efforts for the maximum utilization of the supervisory inputs both from the faculty and in the agency
- Acquire clarity of concepts by initiating frank discussions during conferences
- Carry out periodic evaluation of personal and professional development

6.6 Role of the Placement Agencies

The placement agencies play a vital role in enabling the students to get exposed to the various field realities. They provide an opportunity for the students to professionally intervene with a variety of client population. The Department cherishes the enduring relationship with the field work agencies that form an integral part of field work training.

The department enters into a collaborative relationship with the placement agencies that offer to train the students. The field work requirements along with the objectives and responsibilities are provided to the collaborating agencies.

The following are the expectations from the field work agencies:

- The placement agency would provide the student with adequate time and inputs regularly and designate a person with social work qualifications as an agency supervisor to monitor and supervise the field work students and their assignments.
- Ensure professional work habits and responsibilities from the student any bring to the notice of the department any short falls that may arise on part of the student
- Maintain a record of the student's attendance and their activities in the field.

6.7 Role of the Agency Supervisor

- Provide a stimulating learning environment for the students
- Ensure that the students are given ample time and space in the agency
- Maintain a close liaison with the faculty supervisor
- Help the student to realize the field work objectives into field assignments by coordinating with the faculty supervisor to assist the students in the plan of action.
- Provide professional and infrastructural support required for the learning of the student
- Attest the daily field work of the students

6.8 Tools of Supervision

- a) Field Work Records
- b) Individual supervisory conferences

c) Group Conferences

7. FIELD WORK RECORDING

Documentation is an essential skill to be developed during Social Work training. The students are expected to inculcate and advance this skill by efficiently maintaining record of all their activities in the prescribed format.

7.1 Purpose of Recording

- To enable the student to organize and present information in a chronological manner with personal reflections and professional learning
- It serves as a tool for supervision during practice
- Helpful for self-evaluation
- Enables integration of theory and practice
- A Source of documentation of the social work interventions

7.2 Nature of Field Work Recording

For the purpose of Field Work recording the students are expected to maintain the following types of records:

7.3 Field Work Diary- issued by the Department- includes the Field Work Attendance & Time Sheet

7.4 Field Work Record- issued by the Department- for the purpose of Analytical and Descriptive recording.

7.5 Special Records- includes a record of Agency profile, Community profile, Social Case Work, Group work, Community Organisation, Self evaluation, (personal and professional learning) Rural Social Work Perspective & National Social Work Perspective Reports. These records should be maintained separately by the student as a bound copy.

7.6 FIELD WORK RECORDING / DOCUMENTATION FORMAT

I. Recording of observation visit:

The students are expected to keenly observe and enquire about the following during their Observation visits and document the same:

- Name & Address of the agency
- Nature of organization: Government or voluntary organization
- Year of establishment
- Mission & vision statement
- Aims and objectives

- Administrative structure & staffing pattern
- Funding/ Pattern of resource mobilisation
- Programmes, Projects & Types of beneficiaries
- Observations / Suggestions
- Learning Experience

II. Plan of action / Activity plan for the semester:

The students are required to come up with a proposed activity plan for the semester, keeping in mind the nature of agency in which they are placed, the target population with whom they are working and the field work requirements.

III. Agency Profile:

- Introduction
- History
- Mission & vision of the agency
- Administrative structure
- Staffing pattern
- Programmes and projects of the agency
- Geographical specifications of the agency

IV. Community profile:

(A) Details about the community:

- Name of the Community
- Origin or establishment history
- Geographical characteristics & location
- Type of community
- Population indicators (includes no. of houses, families, religion & caste, male & female ratio, birth rate, death rate etc)
- Housing facilities (type of housing, water & drainage facility, electric facilities etc)
- Economic status & main occupation
- Educational status
- Health & Medical Status (women, children & men)
- Recreational or leisure activities
- Community festivals & gatherings
- Welfare, civic or social activities
- Major problems (felt/ seen /expressed)
- Needs of the community

Social mapping- a diagrammatic / pictorial depiction of the community with geographical indication.

Resource mapping- diagrammatic representation of the resources available in the community.

V. Social Case Work

(A) Face sheet

Client No:

Name of the client:

Age:

Sex:

Address:

Educational qualification:

Occupation & income:

Family constellation:

S.No	Name	Relationship to client	Age	Sex	Education	Occupation	Income	Remarks

Reason for intervention:

Date of Identification:

Date of Intake:

Date of Termination:

Total No. of sessions:

Name of the social Work Trainee:

Name of the Agency:

Name of the supervisors: Agency:

Faculty:

(B) Genogram of the client's family

(C) Assessment of client's strengths:

Criteria (Eg)	Available resources	Needs
Living condition		
Education & Vocation		
Financial condition		
Health		
Leisure activity		
Social support		

Personal characteristics of the client:

(D) **Resource mapping:** Diagrammatic representation of the resources (material, man-power, financial etc) available for the client.

The above assessments help the Social worker to indentify the resources available and needs of the client. To analyse the intervention strategies appropriate for the specific need of the client. To organize and implement intervention plans by mobilizing various resources.

(E) **Social Diagnosis:** (Detailed report about the client & the presenting problem)

(F) **Intervention plan:**

(G) **Objectives of the intervention:**

(H) **Interventions** (includes date of meeting the client, sub-objective of the day's visit, the process involved, activities carried out, observations and outcomes, further plan of action)

(I) **Follow-up**

(J) **Evaluation**

(K) **Termination**

VI. Social Group Work

(A) Group Profile

Name of the group

Type of group: (specify the target population)

(a) Treatment group

(b) Task group

Nature of group: (permanent/ floating, homogenous/ heterogeneous)

Total no. of members in the group:

Name list of the participants

Demographic details of the group (percentage wise distribution)

(a) Age

(b) Education

(c) Occupation

(d) Income

(e) Marital status

(B) Objectives of the group

Long term /short term goals

Group norms/ rules & regulations formulated

Plan of Action for the Group Work sessions to be organized in this semester

Title	Group	Contents	Methodology	Resources used	Date	Expected outcomes

(C) Process recording of the Group Work Sessions:

- Title of the group work session:
- Objectives:
- Members present for the session:
- Members absent for the session:
- Contents of the session: (record in detail)
- Methodology used:
- Resource persons involved/ agencies co-ordinated

(D) Group Work Process

(i) Group Dynamics

1. Level of communication and interaction in the group
2. Level of attraction and cohesion in the group
3. Group culture during the session
4. Adherence to the expected norms
5. Emotional reactions to the session
6. Relationship with the group worker
7. Leadership pattern followed
8. Level of participation of the members

(ii) Sociogram / Sociometry (diagrammatic representation of the communication and interaction pattern that existed in the group)

(iii) Professional Assessment

- Barriers encountered during the session
- Overall Assessment
- Principles of Group Work applied
- Skills developed
- Evaluation & Personal Reflections

VII. Community Organisation

1. The identified need / problem
2. Reason for prioritizing the need/problem

3. Description of the nature and implications of the need /problem
4. Support systems in the community
5. Alternatives to address the need / problem
6. Reason for selection of the appropriate approach
7. Action-Plan (describe the need, objective, plan of action, methodology involved, financial aspects, collaborating bodies and the proposed outcome)
8. Implementation of the action plan (record in detail the actual implementation)
9. Evaluation & feedback
10. Personal Reflections

VIII. Self Evaluation

Includes recording of the key competencies (Personal & Professional) gained in terms of incorporating the knowledge, skills and values of the profession acquired in the process of the field work practicum during the semester.

- (a) Personal Learning
- (b) Professional Learning

8. FIELD WORK EVALUATION

Field Work Evaluation is a continuous process of field work practice. Evaluation of the student is done to determine the level of professional competence achieved by the student during the training period. Field Work evaluation is done based on various aspects such as regularity and punctuality in Field Work Practice, Record submissions and attending filed work conferences.

8.1 Field Work Conference

Field work conference is an essential component of field work training. It provides an opportunity for guided supervision of field work activities done by the student, gives space to voice concerns, raise doubts and seek clarifications and get guidance from the faculty for effective practice. The students should attend Fieldwork conference without fail. Being absent for fieldwork conference will have a bearing on assessment and evaluation.

8.2 Field Work Record Submission

The Shift-I students shall submit the field Work Record on the day stipulated by the Department before 8.10 A.M. and the Shift-II students, before 1.25 P.M. However, if the date of submission of report falls on a holiday, the Field Work Record should be submitted on the subsequent working day. Late submission will attract a penalty in terms of numerous. Failure to submit two consecutive records on time, field work is to be considered as absent.

8.3 Field Work evaluation has two main components:

A) Continuous Internal Assessment:

The student will be monitored continuously and evaluated both by the agency and the faculty supervisors. The internal evaluation will be done with the prescribed evaluation proforma format and in relation to the fulfillment of the requirements for field work. The internal evaluation carries 50% of the total field work marks.

B) External Assessment (Fieldwork Viva Voce):

At the end of each semester fieldwork viva voce will be conducted by a panel of external experts as a part of external evaluation. This will be in addition to internal assessment by the agency and the faculty supervisor. The students who fail to fulfill the field work requirements will not be allowed to take the viva voce examination. The external evaluation carries 50% of the total field work marks.

Note: Supplementary Viva Voce for defaulters.

8.4 Scheme of Evaluation

Semester	Course code	Course title	Internals	External	Total marks	Credits
I	SW 1804	Field work-I	50	50	100	3
II	SW 2804	Field work-II	50	50	100	3
III	SW 3804	Field work-III	50	50	100	4
IV	SW 4804	Field work-IV	50	50	100	4

8.5 Grading System

Range of Marks	Grade Points	Grades	Description
90-100	9-10	O	Outstanding
80-89	8-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
Absent	0	AAA	Absent

9. FIELD WORK RULES & REGULATIONS

1. **ATTENDANCE:** 100% of Field Work attendance is a mandatory requirement for completion of the degree in M.A. Social Work. Under unavoidable circumstances, if a student is not able to attend field work intimation should be given to the agency and to the faculty supervisor. In such cases the student should compensate for the same as per the instruction of the faculty supervisor and the field work coordinator at the earliest.
2. **CODE OF CONDUCT:** The students are expected to follow utmost modest behavior in relating to all concerned in the field work.
3. **DRESS CODE:** The students should be dressed in formals on all field work days.
 - (a) Boys: Shirts and Trousers (wearing T. shirt and jeans are not permitted)
 - (b) Girls: Sarees or salwar kameez with dupatta (jeans and short top not permitted)
 Any student violating the dress code will be sent back from the agency.
4. **TIMINGS:** The student should report for field work according to their respective agency timings. A minimum of 15 hours of supervised Field Work per week (two days per week /7 1/2 hours per day) throughout the course is mandatory for each student. Out of the 15 hours, a minimum of eight hours should be spent in the agency. The remaining hours could be utilized for collateral contacts, special programmes, writing Field Work reports, Field Work Conference in the agency and preparing assignments connected with the Field Work.
5. **MOBILE USAGE:** Students should avoid usage of mobile phones or sending messages during field work hours.

A student who does not fulfill the field work requirement during the given semester will not be eligible to continue with the course, until he/she repeats the field work training programme for that semester to the satisfaction of the Department.

Field Work Rules and regulations??????????????

It is important to specify what action if,

- ✓ The trainee reports late to field work
- ✓ Trainee found absent in the field and no information given to the faculty and the field work agency
- ✓ Trainee visits organization of his/her class mate for a programme and no information is given to the faculty in charge.
- ✓ What is the alternative if a student misses his/her rural camp or study tour.

(These are some of the issues we have encountered and could not solve it as we have not specified it anywhere in the manual)

10. DEVELOPING PROFESSIONAL COMPETENCE

Social Work as a profession is evolving its own course in terms of adding to the knowledge base, developing new skill components and recognizing the value system attached to its practice. However in this process, one thing that remains fundamental is that social work involves working with some of the most complex problems and perplexing areas of human experience. It is for this basic purpose that social workers are and need to be highly skilled. It also emphasizes the need for professional competence – which is acquired through the integration of knowledge, skills and values. Thus there is a call for all practitioners to understand the basic concepts of what knowledge, skills and values are and how to integrate these components in our educative, training and practice process.

10.1 Components of Professional Competence

a) Knowledge

It refers to the consolidated knowledge of practitioners, theorists and researchers who have covered similar ground in the past and have left back the legacy of their experiences and learning. It is a large and complex one, developing all the time as a result of developments in practice, theory, policy, research and changes in social, economic and political circumstances in which social problems occur.

(i) Different areas of knowledge:

Theoretical Knowledge- includes an account of how theory is defined and conceptualized in Social Work and covers the role of ideology. It consists of knowledge borrowed from other disciplines; theories analyzing the task and purpose of Social Work; and practice theories.

Factual Knowledge – provides a number of examples covering the kind of issues where factual information is relevant to Social Work.

Factual knowledge is used to confirm or refute theories, or to describe theories in ways that are accessible, provable and applicable outside the domain of theory. For example, theories on the widening gap between rich and poor can be confirmed or refuted by referring to statistics for and against this argument. There are some situations wherein factual knowledge has emerged to challenge the knowledge once thought to be true- in such instances there is a necessity to create new theories and explanations.

Practice Knowledge-includes a range of themes such as, critical reflection, reflexivity, critical thinking, practice wisdom and developing hypotheses, and examines how these relate to practice effectiveness. It is concerned about the way that knowledge is implemented in practice.

The following categories would enable to understand the context of knowledge, which however cannot be considered as a definitive way of dividing up the elements of knowledge:

1. Human Development- matters relating to human life- people face different challenges and issues at different stages –their response to situations are specific to the stage in which they are
2. Social Processes and Institutions- social problems, policies, resources, social institutions, divisions, power, ideology, law & order etc...
3. Interpersonal, Group & Organisational Dynamics-communication, power & context, organizational culture, formal & informal power relations, policies & procedures, management styles
4. Social Work Process-assessment, intervention, review, termination, evaluation
5. Theoretical Paradigms-psychodynamics, psychosocial case work, humanistic psychology, behavioural social Work, systems theory, radical social work, emancipatory practice
6. Methods of Intervention-individual case work, family work, group work, community work- task

Dialectical Reason-a Philosophical term- the need to understand social & other phenomena in dynamic terms- social life is characterized by conflicts, interaction & change. As an implication of this dialectical reason the knowledge base of social work is – contested, interactive and changing

Reflective Practice- includes those aspects of going beyond the idea of fitting theory on to practice, by avoiding blanket approaches. Creativity & imagination even if challenged are essential for continuous professional development- being open to new ideas. Translating knowledge into practice involves the process of selection, integration & reflection.

b) Values

Values are a set of beliefs and principles that have an important role to play in terms of:

1. Providing a guide to action
2. Offering a frame work for making sense of practice
3. Providing a yardstick by which to judge the appropriateness or otherwise of particular actions
4. Generating a degree of motivation & commitment.

They are a set of fundamental moral / ethical principles to which one should be committed. Values are something that is considered important and worthy safeguarding.

Values have an important influence on our actions and attitudes- they encourage us to do or avoid doing certain things. They shape one's behaviour and response to a situation.

A significant feature of values is that they tend to become an integral component of an individual and one may not recognize their existence and how they influence one's behaviour.

(i) Traditional Values of Social Work

1. Individualization
2. Purposeful expression of feelings
3. Controlled emotional involvement
4. Acceptance
5. Non-judgemental attitude
6. Client's self determination
7. Confidentiality
8. Respect for persons
9. Congruence
10. Empathy
11. Unconditional positive regard
12. Equality
13. De-individualization
14. Social justice
15. Partnership
16. Citizenship
17. Empowerment authenticity

c) Skills

Refers to the special ability a person has in carrying out a particular task. Skills have the nature of being acquired, transferable and refined.

Three characteristics of skills:

1. They involve "an organized & coordinated activity in relation to a situation
2. They are learnt gradually, through repeated experience
3. They involve actions that are ordered & coordinated in a "temporal sequence" or in a chronological order.

(i) Levels of skills:

- Generalist skills-general skills required for basic practice.
- Specialist skills- skills associated with a practice approach.

These skills can be practiced at three levels:

- Basic skills- skills that are required in many situations- those are basic
- Intermediate skills- skills required to deal with more difficult situations
- Advanced skills-skills required to work with problems that are multifaceted.

(ii) Basic Skills for intervention

Planning & preparing, Creating rapport, Establishing relationship, Welcoming skills, Empathy & sympathy, Paraphrasing, Clarifying, Probing, Prompting, Summarizing, Using humor, Providing information, support, explanations, reassurances, support, care, practical & material assistance, using self- disclosure, giving & receiving feed back, offering encouragement & validation, using persuasion and being directive, reframing, offering interpretations, adaptations, counseling skills, empowerment and enabling skills, containing anxiety, negotiating skills, contracting skills, networking, mediation, advocacy, assertiveness, being challenging and confrontative, dealing with hostility, aggression and violence, providing protection and control, record keeping skills, documentation skills, managing professional boundaries, reflective and effective practice, using supervision creatively.

PROFESSIONAL COMPETENCE- is a product of knowledge, skill and value. The students will have to demonstrate that they have:

- Met practice requirements
- Integrated social work values
- Acquired and applied knowledge
- Reflected upon & critically analyzed their practice
- Transferred skills & values in practice.

The unique nature of social work practice rests upon the ability to reliably communicate and apply the components of Professional Competence (knowledge, skills and values) in ways that are transferable across different settings and situations.

11. REFERENCES:

1. I.S. Subhedar, 2009, Field Work Training in Social Work, Rawat Publications, Jaipur.
2. Dr. B.T. Lawani, 2002, Social Work Education & Field Instructions, Centre for Social Research and development, Pune.
3. Standard for curricular aspects of Field Work Practicum, Paper By Anjali Mydoe, Faculty Karve Institute of Social Service, Pune edited in Standards for Assessment of Quality in Social Work Education- Report of the National Seminar- November 11-13. 2003, organized by TISS, Sponsored by NAAC

APPENDICES

FIELD WORK SYLLABUS

I Semester

Objectives:

- To develop a holistic view of social work and social welfare with special emphasis on the agency's role in human services by understanding its vision, mission, objectives, system and processes
- To get an understanding of the socio-economic, cultural and political structures in society and its role in causation and sustenance of human deprivations at different levels
- To gain self-awareness and apply the integrative understanding of human behaviour
- To understand and practice social casework & social groupwork as a method of working with individuals and groups.
- To develop documentation skills and engage in supervised practice to develop personal growth and professional competence

Framework:

S.No	Contents	No.of Days	Total Hours
1	Observation Visits-Unit I	8	(8 x5 hrs) 40 hrs
2	Concurrent Field Work-Unit-II	6	(6x7.5 hrs) 45 hrs
3	Concurrent Field Work-Unit-III	8	(8x 7.5hrs) 60 hrs
4	Concurrent Field Work-Unit-IV	8	(8x7.5hrs) 60 hrs
Total		30 Days	205 Hours

Unit I

Distinguish social service-social work, understand the concept of social welfare and the role of NGOs. Recognize agency as a centre providing an umbrella of services related to welfare. Knowledge on Fields of practice.

Unit II

Examination of the Philosophical foundations of organisations-its structure, functioning pattern, programmes and Funding- Identify oneself with organisation
 Relate and record the psycho-social structures interwoven in the system and the process
 Identification of individuals who need help
 Engage in group formation

Unit III

Apply the principles and techniques of casework to work with individual clients
 Identify themes to work with groups and Plan intervention strategies -Identify and Facilitate Group dynamism

Apply social and psychological theoretical foundations related to the context and understand individuals and groups.

Unit IV

Engage in a process with clients by adopting suitable methodologies

Use Programme as a media to work with groups and execute planned outcomes

Examine personal growth and professional expertise gained in the process of working with individuals and groups through insightful recording and supervision

II Semester

Objectives:

- To understand the nature and structure of communities and undertake need based activities using appropriate models and approaches of Community organisation and social action
- To acquire expertise to understand common health concerns and evolve suitable interventions
- To get to know the process, procedures & policies involved in social welfare organisations and the relevant social legislations applicable to the field of work undertaken by the organisation
- To develop a spirit of inquiry in viewing issues and apply scientific methodologies to study the phenomena
- To develop analytical assessment and intervention skills to address social concerns at the Micro-Messo-Macro levels by adopting suitable methods.
- To gain capacity in the integration of class room theory & practice knowledge for acquiring core values and competence in the profession

Framework

S.No	Contents	No.of Days	Total Hours
1	Concurrent Field Work -Unit I	8	(8 x7.5hrs) 60hrs
2	Concurrent Field Work-Unit-II	8	(8x7.5 hrs) 60hrs
3	Concurrent Field Work-Unit-III	8	(8x 7.5hrs) 60 hrs
4	Concurrent Field Work-Unit-IV	6	(6x7.5hrs) 45hrs
Total		30 Days	225 Hours

Unit -I

Undertake activities to map the community and prepare a report on- nature & pattern of housing, common resources available, family type, major health concerns, water & sanitary facilities, common social concerns.

Identify as a professional in the organisation and undertake activities to understand the process, procedures and policies involved in the programmes.

Unit- II

Understand the felt and observed needs of the community- prioritize and identify one area of community concern

Relate social legislations pertinent to the area of work undertaken and develop an in-depth understanding

Identify one specific social phenomena observed in the field for further scientific inquiry

Unit- III

Analyse and design appropriate approach to address the community concern

Define the methodology of inquiry for the observed social phenomena, design tools and undertake the study

Involve in activities to work at micro and meso levels applying analytical assessments and intervention skills

Unit-IV

Organize, implement, evaluate and prepare a report on the model of working for the community concern identified

Prepare a detailed research document on the social phenomena

Document and Present the tasks undertaken during the placement in the organisation

Engage in holistic understanding of work done, skills learnt, techniques evolved, methodologies adopted and values imbibed through constant introspection, guidance and supervision.

***Faculty to spend at least one hour for each student in a week in the field for accompanied learning & supervised practice**

Evaluation

Components	Marks
Field Work Faculty Supervisor	50 Marks
Field Work Agency Supervisor	30 Marks
External Viva Voce Examination	20 Marks
Total	100 Marks

Field Work Evaluation Proforma for I & II Year Students

Concurrent Field Work Training- Evaluation Proforma

Name of the Trainee -
 Shift - I / II
 Department Number -
 Specialization -
 Name & Address of the Agency -
 Name of the Agency Supervisor -
 (Contact Telephone Number)

Grading Scale

Range of Marks	Grade Points	Grades	Description
90-100	9-10	O	Outstanding
80-89	8-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
Absent	0	AAA	Absent

Assessment and Attendance Certificate

I hereby certify that Mr. / Ms. _____ has fulfilled the requirement of 100 percent Attendance in Concurrent Field Work Training from _____ to _____.

Overall Grading of the Student's Performance: _____

Professional Social Worker
 (Signature with Date & Seal)

Kindly award marks for each item in the columns provided below:

S.No.	Items	Maximum Marks	Marks Awarded
1	Punctuality and Regularity	10	
2	Commitment, Interest & Motivation in acquiring knowledge from Field work	10	
3	Attitude towards the Social Work Profession	10	
4	Proficiency in Social Work Skills (Communication, Networking etc.)	10	
5	Ability to adhere to Social Work Values and Ethical Standards	10	
6	Competency in applying theoretical knowledge in practice	10	
7	Competency in practicing the Methods of Social Work (as applicable to the Agency)	10	
8	Ability to maintain positive relationship with others (Co-trainee, Staff of the Agency, the Clientele)	10	
9	Self Discipline and positive personal behaviour	10	
10	Ability to comply with the requirements and the norms of the Organisation (Initiative and willingness to take up Responsibilities, Team Work etc. in the projects/ programmes involved in)	10	
	TOTAL	100	

**Professional Social Worker
(Signature with Date & Seal)**

Specific Achievements/ Other Comments about the Trainee:

ETHICS IN SOCIAL WORK, STATEMENT OF PRINCIPLES

International Federation of Social Workers (IFSW)&International Association of Schools of Social Work (IASSW)

Statement of Ethical Principles

1. Preface

Ethical awareness is a fundamental part of the professional practice of social workers. Their ability and commitment to act ethically is an essential aspect of the quality of the service offered to those who use social work services. The purpose of the work of IASSW and IFSW on ethics is to promote ethical debate and reflection in the member organisations, among the providers of social work in member countries, as well as in the schools of social work and among social work students. Some ethical challenges and problems facing social workers are specific to particular countries; others are common. By staying at the level of general principles, the joint IASSW and IFSW statement aims to encourage social workers across the world to reflect on the challenges and dilemmas that face them and make ethically informed decisions about how to act in each particular case. Some of these problem areas include:

- The fact that the loyalty of social workers is often in the middle of conflicting interests.
- The fact that social workers function as both helpers and controllers.
- The conflicts between the duty of social workers to protect the interests of the people with whom they work and societal demands for efficiency and utility.
- The fact that resources in society are limited.

This document takes as its starting point the definition of social work adopted separately by the IFSW and IASSW at their respective General Meetings in Montreal, Canada in July 2000 and then agreed jointly in Copenhagen in May 2001 (section 2). This definition stresses principles of human rights and social justice. The next section (3) makes reference to the various declarations and conventions on human rights that are relevant to social work, followed by a statement of general ethical principles under the two broad headings of human rights and dignity and social justice (section 4). The final section introduces some basic guidance on ethical conduct in social work, which it is expected will be elaborated by the ethical guidance and in various codes and guidelines of the member organisations of IFSW and IASSW.

2. Definition of Social Work

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.

3. International Conventions

International human rights declarations and conventions form common standards of achievement, and recognise rights that are accepted by the global community. Documents particularly relevant to social work practice and action are:

- Universal Declaration of Human Rights
- The International Covenant on Civil and Political Rights
- The International Covenant on Economic Social and Cultural Rights
- The Convention on the Elimination of all Forms of Racial Discrimination
- The Convention on the Elimination of All Forms of Discrimination against Women
- The Convention on the Rights of the Child
- Indigenous and Tribal Peoples Convention (ILO convention 169)

4. Principles

4.1. Human Rights and Human Dignity

Social work is based on respect for the inherent worth and dignity of all people, and the rights that follow from this. Social workers should uphold and defend each person's physical, psychological, emotional and spiritual integrity and well-being. This means:

1. Respecting the right to self-determination – Social workers should respect and promote people's right to make their own choices and decisions, irrespective of their values and life choices, provided this does not threaten the rights and legitimate interests of others.
2. Promoting the right to participation – Social workers should promote the full involvement and participation of people using their services in ways that enable them to be empowered in all aspects of decisions and actions affecting their lives.
3. Treating each person as a whole – Social workers should be concerned with the whole person, within the family, community, societal and natural environments, and should seek to recognise all aspects of a person's life.
4. Identifying and developing strengths – Social workers should focus on the strengths of all individuals, groups and communities and thus promote their empowerment.

4.2. Social Justice

Social workers have a responsibility to promote social justice, in relation to society generally, and in relation to the people with whom they work. This means:

1. Challenging negative discrimination* – Social workers have a responsibility to challenge negative discrimination on the basis of characteristics such as ability, age, culture, gender or sex, marital status, socio-economic status, political opinions, skin colour, racial or other physical characteristics, sexual orientation, or spiritual

beliefs.*In some countries the term “discrimination” would be used instead of “negative discrimination”. The word negative is used here because in some countries the term “positive discrimination” is also used. Positive discrimination is also known as “affirmative action”. Positive discrimination or affirmative action means positive steps taken to redress the effects of historical discrimination against the groups named in clause 4.2.1 above.

2. Recognising diversity – Social workers should recognise and respect the ethnic and cultural diversity of the societies in which they practise, taking account of individual, family, group and community differences.
3. Distributing resources equitably – Social workers should ensure that resources at their disposal are distributed fairly, according to need.
4. Challenging unjust policies and practices – Social workers have a duty to bring to the attention of their employers, policy makers, politicians and the general public situations where resources are inadequate or where distribution of resources, policies and practices are oppressive, unfair or harmful.
5. Working in solidarity – Social workers have an obligation to challenge social conditions that contribute to social exclusion, stigmatisation or subjugation, and to work towards an inclusive society.

6. Professional conduct

It is the responsibility of the national organisations in membership of IFSW and IASSW to develop and regularly update their own codes of ethics or ethical guidelines, to be consistent with the IFSW/ IASSW statement. It is also the responsibility of national organisations to inform social workers and schools of social work about these codes or guidelines. Social workers should act in accordance with the ethical code or guidelines

current in their country. These will generally include more detailed guidance in ethical practice specific to the national context. The following general guidelines on professional conduct apply:

1. Social workers are expected to develop and maintain the required skills and competence to do their job.
2. Social workers should not allow their skills to be used for inhumane purposes, such as torture or terrorism.
3. Social workers should act with integrity. This includes not abusing the relationship of trust with the people using their services, recognising the boundaries between personal and professional life, and not abusing their position for personal benefit or gain.
4. Social workers should act in relation to the people using their services with compassion, empathy and care.

5. Social workers should not subordinate the needs or interests of people who use their services to their own needs or interests.
6. Social workers have a duty to take necessary steps to care for themselves professionally and personally in the workplace and in society, in order to ensure that they are able to provide appropriate services.
7. Social workers should maintain confidentiality regarding information about people who use their services. Exceptions to this may only be justified on the basis of a greater ethical requirement (such as the preservation of life).
8. Social workers need to acknowledge that they are accountable for their actions to the users of their services, the people they work with, their colleagues, their employers, the professional association and to the law, and that these accountabilities may conflict.
9. Social workers should be willing to collaborate with the schools of social work in order to support social work students to get practical training of good quality and up to date practical knowledge
10. Social workers should foster and engage in ethical debate with their colleagues and employers and take responsibility for making ethically informed decisions.
11. Social workers should be prepared to state the reasons for their decisions based on ethical considerations, and be accountable for their choices and actions.
12. Social workers should work to create conditions in employing agencies and in their countries where the principles of this statement and those of their own national code (if applicable) are discussed, evaluated and upheld.

The document “Ethics in Social Work, Statement of Principles” was approved at the General Meetings of the International Federation of Social Workers and the International Association of Schools of Social Work in Adelaide, Australia, October 2004.

