

SOCIAL WORK PRACTICUM MANUAL FOR Post G

INTRODUCTION TO SOCIAL WORK PRACTICUM

Social Work Practicum (SWP) is an unavoidable and integral component of social work education. The SWP is intended to provide such learning opportunities to students with a view to endow them with a variety of prospects to enhance their professional skills. Components of SWP are aimed at enhancing the students' learning through observation, analysis of social realities and hands on experience of participation in designing and implementing various methods of social work intervention.

The SWP is structured to help the students to become familiar with the agencies in the realm of social work, gain insights into various strategies of intervention, acquire new skills, practice those already acquired, and hone the skills progressively from simple to more complex. The learner is increasingly encouraged to become an independent professional.

1. Objectives of Social Work Practicum (SWP):

- 1.1. a. Develop the ability to observe and analyze social realities.
b. Understand the Characteristics of social systems and their dynamics.
c. Appreciate society's response to people's needs, problems, and social issues.
d. Develop critical understanding of the application of legislation, legal process, and social policy.
- 1.2. a. Develop the ability to examine the process of programme management and participate in the effort at various levels.
b. Develop the ability to recognize the need for newer programs, initiate and participate in them.
c. Use human rights tools, understanding of gender justice, and social equity in all interventions.
d. Develop an understanding of organizational structures, resource management, and day-to-day administration for human service programmes - developmental and welfare. e. Develop capacities to integrate knowledge and practice-theory by participating in intervention.
- 1.3. a. Clarify and imbibe values which sustain positive attitudes and professional ethics.
b. Develop the capacity for self-direction, growth, and change through self-awareness.
c. Enhance writing skills to document practice appropriately. Recordings to be viewed as an expression of interest, motivation and involvement in practice and as evidence of enrichment in the process of professional growth. To meet the above outcomes, several opportunities with specific objectives are designed. About eight different sets of opportunities with details of content and related tasks are listed below:

1.3.1. ORIENTATION

Introduction:

Orientation to Field Work Setting / Agency of Field Work Placement:

- i. Nature of field work setting / agency – its objectives, structure, services, and programmes.
- ii. Contact-person in the setting / agency, role of that individual, and his/ her professional background.
- iii. Methods of documentation, Reports and Information Brochures of the agency.
- iv. Introduction to setting / agency management, staff details and the on-going activities.
- v. General introduction to its programmes and beneficiaries. Information of other similar services.
- vi. Governmental policies & legislation in the context of the agency, both at local and national level.

1.3.2. OBSERVATIONAL VISITS

The aim of Observational Visits is to provide an exposure to and understanding of the type of services provided by different social work agencies and development projects in response to the needs of their client system.

Learner Objectives:

- i. Develop a spirit of inquiry and acquire skills of systematic and objective observation.
- ii. Understand social work agencies' response to social problems through various services.
- iii. Understand, appreciate and develop ability to critically evaluate voluntary and governmental programmes.
- iv. Develop an appreciation of social work intervention initiated by these.

Programmes by recording:

- a) Relevant factual information about the client system and the problems/concerns.
- b) The selection of programmes/ strategies for solving the problems and their relevance to the client system and the problems / concerns or the issues.
- c) The role of the social worker and its relevance to the clients' needs and the problem.
- d) The relationship between the micro problems observed and the meso/ macro situation, the appropriation of the organization's resources and nature of intervention.
- e) The gaps identified and suggestions to improve the situation

Requirements of Observational Visits:

A minimum of **five visits** should be organized during the first semester (Minimum hours; Total 10 Marks) to settings like those listed below:

- i. Health setting - Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, HIV Guidance Centers etc.
- ii. Educational setting - Formal schools, non-formal/adult education centers, income generating skill development centers, vocational training facilities, etc.
- iii. Community services like - Skill development programme centers, environment improvement. centers, family service centers, community development projects in urban and rural settings, etc.
- iv. Institutional and non-institutional services for special groups like - the Differently abled, Mentally challenged, Destitute, Migrants, Women, Street children, Elderly, and other vulnerable groups; Adoption agencies, Child rights protection facilities, Labour Welfare Centres etc.
- v. Criminal justice system - Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.
- vi. Civic administration centers - Municipal Corporation, Ward offices, Zilla Parishad, Panchayat Samiti, Block Development Office, etc.

During the third semester, a minimum of Three observational visits should be organized, based on specialization. (Minimum 09 hours; Total 15 Marks).

Those students who remain absent from the observational visits shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of observational visits

Tasks for the Faculty Member for arranging institutional visits:

- a) Select the agencies to provide an understanding of various settings for social development.
- b) Make efforts for getting permission for observational visits.
- c) Correspondence and coordination with the selected agencies regarding such visits.
- d) Involve students in such tasks, with suitable guidance.
- e) Provide pre-visit orientation to the students, including information about position of the agency in the overall service system, and guidelines for observation and report writing.
- f) Escort the student group during such visits and facilitate the visits.
- g) Arrange class room presentations based on the visits, so as to reinforce learning.
- h) Assess the reports written by students after observational visits.
- i) Provide feedback to the students and dispel doubts about the agencies, if any.
- j) Send thanks letters to the agencies.
- k) Students should be given a brief orientation regarding the position of the Agency in the overall service system. Guidelines for observation and reporting of the visit need to be provide.

1.3.3 CONCURRENT FIELD WORK PRACTICUM

Concurrent Field Work Practicum (also known as Concurrent Practice Learning) aims at ongoing learning of practice which provides an opportunity to develop intervention skills in reality situations. This entails engaging in social work practice for two days each week of the semester (total 18 days). It shall be principal component of the Social Work Practicum, spread over all the four semesters, comprising maximum time and marks. The learners will be placed in social work agencies or in communities where underprivileged people reside to initiate and participate in direct service delivery or intervention.

Concurrent Field Work Practicum is a vital component of the educational opportunity being provided to the students of social work. The teaching- learning process is so designed as to help the student to move on to mastering skills, techniques and strategies to practice as many social work methods in the given setting. One day's concurrent field work session shall be for a minimum of 6 hours, including the time required for documentation. The total duration of concurrent field work in a semester shall be 18 days.

Students shall be required to maintain the following field work documents in the context of Concurrent Field Work Practicum: 1. Attendance Record; 2. Detailed daily reports on the activities, which shall be maintained in the field work journal; 3. Field work diary, indicating distribution of time for each activity during each day; and 4. Case records, giving information on 'Working with individuals & families (Case Work)' and 'Working with groups (Group Work)'. Such field work documents shall form an important tool for evaluation of the students' performance. The Head of the institution shall ensure that such documents are preserved for a minimum period of three academic years, after the student completes his/her studies.

Each student shall be required to work with a minimum of three cases, for case work practice, in each semester. Besides, each student shall be required to form one group, for group work practice, in each semester. There shall be a clear distinction between group activities and group work, as understood in the theoretical concept of the social work method of group work. Field work documents shall be treated as the product of work done by the student, and should reflect a continued process of conscious growth of the student practitioner as a professional.

Role and Tasks of Faculty Supervisor in Concurrent Field Work Practicum:

- a) The Faculty Supervisor in Concurrent Field Work Practicum shall exclusively be an approved teacher in social work, so that he/she is well versed with the theoretical components of the methods of social work.
- b) The Faculty Supervisor should be knowledgeable in the process of guiding the student and be fully informed of the setting, and the organizational policies in the area of practice.
- c) At the beginning of Concurrent Field Work Practicum, the instructor needs to assess the students' ability for social work intervention, and personal strength in order to provide appropriate learning opportunities.

- d) The primary role of the Faculty Supervisor is to provide guided learning opportunities those are planned together with the learner during individual and group conferences.
- e) A written schedule, indicating the day and time of individual and group conferences shall be prepared prior to the commencement of actual field work. An individual conference session each week shall be for a period of one hour. Besides, at least one group conference shall be held during a fortnight. Students must be guided to write details of such conferences in their field work journals. If a student is regularly absent in such conferences, warning letter duly countersigned by the head of the institution shall be issued to him/her.
- f) It is required of each student to submit field work documents to his/her Faculty Supervisor, every week without fail. The Faculty Supervisor shall ensure this and review the documents, write necessary comments / remarks and return. such documents without any delay. Such remarks on the record should reflect the abilities, skills, behavior and the attitudes of the learner. Students should be instructed to read the comments before attending the next individual conference session.
- g) The faculty supervisor shall make effective use of the conferences and field work documents in order to transfer professional skills and professional role modeling to students. He/she shall also make use of these to facilitate continuous evaluation of the students.
- h) The faculty supervisor shall also develop a suitable assessment mechanism for evaluating the performance of the students during Concurrent Field Work Practicum.

1.3.4 SKILL LABORATORY WORKSHOPS :

The Skill Laboratory Workshop provides the opportunity of “learning by doing” in a safe environment of the class room. This environment, that is the skill laboratory, wherein learners and facilitators meet jointly to experience certain intervention skills etc., needs to be amongst the most non-threatening methods of learning, specially for beginners. This learning opportunity is conducted through simulated exercises, including role plays. Structured experience are directed to helping the learners enhance their awareness about self and others to aid conscious use of intervention tools.

Skill Laboratory Workshop is a specialized classroom activity, with a view to develop various practice skills in students. These laboratory experiences must be designed in small groups so as to encourage optimum participation and sharing of the experience. Emphasis should be on projects that would provide maximum opportunities to students to practice different social work skills, primarily based on social work methods. Such sessions should also have a specific objective of experiencing self, and applying/ using self in practice.

Skill Laboratory Workshops help learners to acquire specific skills for situations that they encounter during intervention practice. These may be for problems / concerns,

issues or situations like, work with alcoholics, HIV/ AIDS affected persons, adolescents for life skills development, youth for leadership development and couples for healthy marital relationship and enrichment, work with elderly, and so on and so forth.

Minimum FOUR Skill Laboratory Workshop sessions must be organized, each of 02 hour's duration, comprising a total of 08 hours, during the first semester. A total of 10 marks shall be ear marked for this activity. In Second and Third Semester minimum TWO Skill Laboratory Workshop sessions must be organized, each of 2 hour's duration, comprising a total of 04 hours. A total of 5 marks shall be ear marked for this activity in each of II and III semester . Students are required to record the skill laboratory sessions that they attend in their field work journal. Those who remain absent from the skill laboratory workshops shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of skill laboratory workshops.

Specific Learner Objectives:

- i. Gain understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- ii. Reflect over one's own behavior, and its effect on self and others.
- iii. Observe others' behavior, with the help of the facilitator, to understand the same.
- iv. Learn to express feelings and appropriate reaction/ response to others' feelings.
- v. Become familiar with situations wherein conflicts, decision-making and reflections are necessary.
- vi. Observe self, recognize own strengths and limitations, and also observe behavior patterns that call for change.
- vii. Learn specific objectives and orientation to the initial phase in social work practice learning.
- viii. Acquire skills for practicing different methods of social work.
- ix. Acquire skills to establish relationship with clients and client groups by participating in games for systematic observation, listening, verbal communication and understanding non-verbal messages, body language, empathy and similar skills.
- x. Develop better understanding of one another through group processes.
- xi. Enhance self-awareness in relationship to professional role, and reinforce professional values.

1.3.5 RURAL / TRIBAL CAMPS:

Rural/Tribal Camps provide opportunities to students to experience rural life, make first hand observations about rural realities, analyze rural dynamics, and observe the functioning of local self - government and voluntary organizations. This experience aids peer participation in planning for activities for own group and those for local people. It also helps develop skills to carry out, evaluate, and report the experience. It also gives the students prospects for engaging themselves in rural reconstruction.

Rural camp of minimum 7 days duration (70 hours; 20 marks) should be organized during the second semester. It shall be a residential camp in a rural or tribal setting. It shall

be mandatory for each student to attend the Rural / Tribal Camp. Those who remain absent from the camp shall forfeit the marks allotted. No other assignment shall be given to an absentee student in lieu of camp. A class room seminar should be organized, after returning from the camp, for the learners to present papers covering all aspects of the work done and experiences gained.

Specific Objectives:

- i. Understand the rural social system with special reference to poverty groups/marginalized.
- ii. Analyze rural society, its approaches, culture, and livelihood patterns.
- iii. To observe living conditions, housing, water supply and other amenities in the village.
- iv. Understand the nature of governmental intervention in relation to poverty groups / marginalized in the region and the related structures of decision making and intervention.
- v. Develop the capacity to critique the interventions of both the voluntary organizations and the governmental agencies for rural development.
- vi. To get familiar with positive local initiatives in the area.
- vii. Through experience in group-living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, time management and taking on responsibilities.
- viii. Acquire skills in planning, organizing, implementing the camp (For example : conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, sharing of tasks, coping skills in problem situations, and cooperation.
- ix. Develop skills for objective analysis of one's own work and presenting their experiences in a class room situation.
- x. To engage them in micro-level planning exercises, mini research projects in the rural context during the camp, and in concrete tasks towards meeting basic/civic needs of the people in that area.

1.3.6 EDUCATIONAL TOUR :

The Educational Tour, is aimed to provide an exposure to students to study and appreciate innovative efforts by individuals and groups towards intervention, meeting peoples' core needs, and to initiate social development. The Educational Tour shall be of 5 days duration (50 hours; 15 marks) and it shall be either to an urban setting, or a rural setting or a mix of urban and rural settings, depending on the specialization of the students. During the educational tour, the students should visit a minimum of four developmental agencies, out of which at least two should be relevant to their specialization group. It shall be organized by the institution during the fourth semester.

Educational Tour shall be mandatory for all students. Those students who fail to attend the Educational Tour shall forfeit the marks (15 marks) allotted for this activity. No other activity could be assigned to the absentee student in lieu of the Educational Tour.

A feedback session, within a fortnight of returning from the tour shall be mandatory. The Faculty should encourage the students to reflect on the agencies based on their observations. The students shall be required to prepare individual reports of the visits. The reports should also contain an evaluation of their own inputs for planning and implementing the tour. The reports of the educational tour shall form part of the Social Work Practicum records.

Learner Objectives:

- i. Develop knowledge of development organizations and service agencies (local government / Panchayat Raj Institutions / voluntary organizations etc.) that have come up in relation to specific problem situations in the rural and/or urban/ tribal areas.
- ii. Understand the development organization's philosophy, policy, structure, strategies, programmes, style of functioning, and processes of intervention in relation to the client system and the problem situation.
- iii. Acquire skills in planning, organizing, implementing the tour, for example conscious use of time, communication skills, team spirit, handling relationships, conflicts and differences of opinion, decision making, evaluation, appreciation, sharing of resources, sharing of tasks, coping skills in problem situations, working through crisis situation, and cooperation and coordination.
- iv. The students must be fully involved in planning and implementing the plans regarding the tour, with the active help of the faculty.
- v. Learning to take responsibilities on behalf of others.

General Guidelines for observation during visits to agencies:

- A. History & philosophy of the organization/agency, its values, assumptions, and principles and the type of services/activities of the agency.
- B. Socio-economic background, needs, and problems of the client system.
- C. The organizational pattern and administration of the different programmes services/intervention strategies and their relevance to the needs of the client system.
- D. Participation of the client system in the management of the agency / services.
- E. Staffing pattern and role of social worker in the agency.
- F. Role of the other professionals (if any) in the organization.
- G. The administration and funding pattern of the organization / services.
- H. Challenges faced by the organization/agency.
- I. Future plans

1.3.7 OPTIONAL BLOCK PLACEMENT (INTERNSHIP)

Optional Block Placement (Internship) aims to provide an opportunity to experience day-to-day work in a social work setting. The learner gets involved with direct practice with the client system and with the ongoing management operations of the setting. It also enables learners to integrate learning and generate newer learning by participating in the intervention processes over a period of 5 weeks (one month) continuously, in a specific agency. Block fieldwork is provided at the end of the two-year programme, after the end of the examinations of the fourth semester of the post graduate programme. Although it is an optional activity, all students should be encouraged to take up block placement / internship.

1.3.8 DEVELOPMENT OF DETAILED MANUALS :

The Institutions which conduct MSW programme are required to prepare a detailed Social Work Practicum Manual, specialization-wise, on their own, strictly on the basis of these guidelines. Such detailed guidelines shall aim at strengthening the Social Work Practicum component in the best possible manner.

1.3.9 EVALUATION OF SOCIAL WORK PRACTICUM:

1. Organizing the evaluation of students after completion of their social work practicum of each semester shall be the responsibility of the Institution. So far as social work practicum is concerned, during the first three semesters, there shall only be internal evaluation. External evaluation will be conducted in the form of a viva voce by a university-appointed external examiner during the fourth semester.
2. During the first three semesters, the student should be evaluated using the field work documents and observation and assessment of the Faculty Supervisor, using appropriate evaluation formats. The supervisor concerned is required to certify that the student has completed all the components of the Social Work Practicum.
3. After the faculty supervisor certifies that the student has completed all the components of the Social Work Practicum, the head of the Institution shall certify that the student is fit to appear for viva voce.
4. The student shall be required to appear for an internal viva voce, which is to be conducted by a panel of examiners constituted by the Institution.
5. After the evaluation is over, the marks shall be sent to the University by the head of the Institution, not later than five days.
6. During the fourth semester, the student shall be required to appear for both internal as well as an external viva voce. External evaluation will be conducted in the form of a viva voce by a university-appointed external examiner during the fourth semester.
7. The documents related to field work and field work evaluation shall be preserved by the institution for period of three years.

Master of Social Work (MSW) Semester –I
Paper –VI (1P1)
Group 6-Social Work Practicum

Sr. No.	Social Work Practicum -234 Hours	Hours	Marks
1	Observational Visits- 05 Visits	10	10
2	Concurrent Field Work Practicum-18 Days/Visits (2 days in week) 12 Hours per week	216	60
3	Skill Laboratory Workshops. Minimum four sessions (2 Hours each)	08	10
4	Internal viva voce	--	20

Master of Social Work (MSW) Semester –II
Paper –VI (2P1)
Group 12-Social Work Practicum

Sr.No.	Social Work Practicum -290 Hours	Hours	Marks
1	Concurrent Field Work Practicum-18 Days/Visits (2 days in week) 12 Hours per week	216	60
2	Skill Laboratory Workshops. Minimum Two sessions (2 Hours each)	04	05
3	Rural camp of 7 days duration	70	20
4	Internal viva voce	--	15

Master of Social Work (MSW) Semester – III
Paper –VI (3P1)
Group 18-Social Work Practicum

Sr.No.	Social Work Practicum -229 Hours	Hours	Marks
1	Concurrent Field Work Practicum-18 Days/Visits (2 days in week) 12 Hours per week	216	60
2	Observational Visits based on Specialization Minimum Three visits	09	15
3	Skill Laboratory Workshops. Minimum Two sessions (2 Hours each)	04	05
4	Internal viva voce	--	20

Master of Social Work (MSW) Semester – IV
Paper –VII (4P2)
Group 25-Social Work Practicum

Sr.No.	Social Work Practicum -256 Hours	Hours	Marks
1	Concurrent Field Work Practicum(based on Specialization)-18 Days/Visits (2 days in week) 12 Hours per week	216	50
2	Educational Tour (5 Days Duration)	50	15
3	Internal Viva voce	--	15
4	External viva voce	--	20

