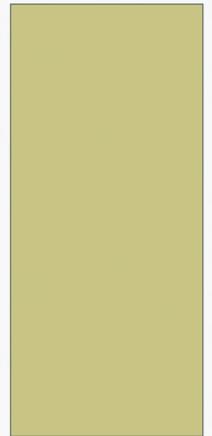


SOCIAL WORK PRACTICUM

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ORIENTATION TO SOCIAL WORK PRACTICE

- This orientation is given in the class room to share and discuss the concept of 'place of practice learning' as an integral part of the curriculum.
- Code, norms, and expectations of this teaching-learning opportunity.
- Requirements of working, like: days, hours, agency timings and other such details of practice learning.
- Nature and tasks of initial phase and involvement of learner and instructor in this process.
- Learner responsibility in the agency or the institution of learning.
- Details regarding documentation of field practicum, types of records and their submission.
- Practice learning instruction: concept of individual conference, duration of individual conference - one hour per week, concept of group conference, frequency of group conference - once a fortnight.

ORIENTATION TO FIELD WORK SETTING / AGENCY OF FIELD WORK PLACEMENT

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

OBSERVATIONAL VISITS

The aim of Observational Visits is to provide an exposure to and understanding about the various agency and/or community settings to the students of 1st Semester and 3rd Semester as well as gain knowledge about the initiatives of governmental and non-governmental organizations towards contemporary social issues and concerns response to the needs of their client system.

LEARNER OBJECTIVES

- A.** Develop a spirit of inquiry and acquire skills of systematic and objective observation,
- B.** Understand social work agencies' response to social problems through various services,
- C.** Understand, appreciate and develop the ability to critically evaluate voluntary and governmental programmes, and
- D.** Develop an appreciation of social work intervention initiated by these programmes by recording -
 - Relevant factual information about the client system and the problems/ concerns.
 - The selection of programmes/ strategies for solving the problems and their relevance to the client system and the problems / concerns or the issues.
 - The role of the social worker relevance to the clients' needs and the problem.
 - The relationship between the micro problems observed and the meso/ macro situation, the management of the organization's resources and nature of intervention.
 - The gaps identified and suggestions to improve the situation.

REQUIREMENTS OF OBSERVATIONAL VISITS

A minimum of three visits should be organized during the 1st Semester to settings like those listed below -

- **Health Setting** - Hospitals, Community health extension projects, Primary health centers, Psychiatric Departments, Clinics, HIV Guidance Centers etc.
- **Educational Setting** - Formal schools, non-formal/adult education centers, income generating skill development centers, vocational training facilities, etc.
- **Community Services like** - Skill development programme centers, environment improvement centers, family service centers, community development projects in urban and rural settings, etc.
- **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.
- **Criminal Justice System** - Jails, Courts, Police stations, and agencies under the Juvenile Justice Act.
- **Civic Administration Centers** - Municipal Corporation, Ward offices, Zilla Parishad, Panchayat Samiti, Block Development Office, etc.

During the 3rd Semester, a minimum of two observational visits should be organized, based on specialization. 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.

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 strategies and action plans**

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 real life situations. Two days in a week will be allotted to the students to perform concurrent field work. 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. A minimum of 12 hours (including report writing) per week of concurrent field work will be required for each student. On the basis of 15 weeks of field experience per semester, the students should accumulate 180 hours each semester or a total of 360 hours for two consecutive semesters in a year.

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CONCURRENT FIELD WORK PRACTICUM

- **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 effectively the maximum 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 30 days.**

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CONCURRENT FIELD WORK PRACTICUM

Students shall be required to maintain the following field work documents in the context of Concurrent Field Work Practicum: i. Attendance record; ii. Detailed daily reports on the activities, which shall be maintained in the field work journal; iii. Field work diary, indicating distribution of time for each activity during each day; and iv. 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 one academic year, after the student completes his/her studies.

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CONCURRENT FIELD WORK PRACTICUM

Sometimes it is found that some agencies consider the students as visitors over there and engage them in some clerical/record keeping jobs and such students find it easy to satisfy the agency staff to obtain a good feedback about them. The department supervisors/instructors have to keep a vigil on such unholy compromises and resolve such issues with the concerned agency's administrative head in consultation with the agency supervisor/instructor. There is a need to find out the appropriate agencies providing a congenial environment for field work.

CONCURRENT FIELD WORK PRACTICUM:

A. OBJECTIVE OF LEARNERS

- **Develop sensitivity towards the needs, problems and issues affecting the life and living of individuals & families, groups and communities and level of their consciousness.**
- **Develop an understanding of agency's structure, function, service delivery system etc. and/or community, its characteristics, structure, nature and identities of people, dynamics of relationships, resources and opportunities.**
- **To learn to make use of professional relationship and referrals to deal with human problems.**
- **Imbibe the ethics and values of social work profession including attributes for the same.**
- **Develop an ability to narrate the learning experiences, assessment of services & resources and participate in service delivery.**
- **Develop capacity to prepare process/method-oriented records.**
- **Learn to mobilize clients/beneficiaries to create awareness about needs, problems, rights, responsibilities etc. and motivate them to participate in their development and facilitate them to utilize the available services.**
- **Develop ability to critically analyze the service delivery system of agency, problems and issues in execution.**
- **Develop ability to plan, organize and implement the activities within agency and/or community framework.**
- **Develop ability to affect changes in improving service delivery by introducing innovations in practice.**
- **Improve skills in communication and networking with other organizations.**

CONCURRENT FIELD WORK PRACTICUM: B. TASK FOR LEARNERS

- Establish contact and develop rapport with the agency personnel and/or community people.
- Get a self-orientation and prepare agency and/or community profile.
- Regular reporting to all concerned persons, perform the assigned tasks and work with agency personnel, volunteers and/or community people.
- Explore, analyze and find out the causative factors of needs and/or problems of individuals & families, groups and communities.
- Integrate theoretical knowledge with field practice i.e. methods, principles, skills & techniques of social work etc.
- Make official correspondence on behalf of agency and/or community.
- Make use of advocacy for the betterment of the individuals.
- Mobilize resources, raise funds and develop network with other institutions/organizations working in the neighboring area.
- Make use of power structure of surrounding area and local community leaders.
- Seek client's/beneficiary's and/or people's participation in utilizing agency and or community services.
- Perform team work in association with other institutions/organizations.
- Continuous self-assessment of field work experiences and prepare records for all the process involved.

CONCURRENT FIELD WORK PRACTICUM ATTENDANCE

- The Department expects the students to be regular and punctual in the field work. Except in special cases like sickness or important personal reasons, there shall be no provision of leave of absence from field work. Leave from field work should generally be applied in advance.
- A student is not required to attend field work on institutional holiday, however, it may be utilized as per the instructions of the department supervisor/instructor and all such days will be called additional field work.
- Hundred percent (100%) attendance in the concurrent field work is compulsory.
- Attendance of all the components of field work i.e. orientation programme, individual conferences, group conferences, rural camp, skills workshops, special lectures and seminars is also compulsory.
- In case, a student is unable to attend scheduled days of concurrent field work in a semester, he/she is expected to compensate the same and this option should be exercised with prior intimation to and approval of the department supervisor/instructor.

If the required hours of field work are not fulfilled and its components are not completed by any student by the end of the semester in which he/she is studying, an assessment of the performance of the student with a 'fail' recommendation will be issued by the respective department supervisor/instructor. After receiving 'fail' recommendation in the field work assessment, the student will be deemed to have failed in both theory and field work.

DISCIPLINE AT THE CONCURRENT FIELD WORK PRACTICUM

- The students of social work are expected to behave with maturity, have respect for human beings, exhibit responsibility, decency and work towards maintaining the dignity and worth of individuals. Following acts may be treated as misconduct during the concurrent field work practicum:
- Frequently late at the field work without intimating department and agency supervisors/instructors;
- Absent from field work and/or individual or group conference without intimating department and agency supervisor/instructor;
- Frequently late in completion of task assigned by agency and/or the department;
- Missing appointments with the clients or agency supervisor/instructor without intimation;
- Exploiting clients or client's family;
- Breaching client's confidentiality;
- Initiating physical confrontation with a client, client's family members, agency supervisor/instructor, agency staff or community people;
- Acting in a discriminatory manner towards clientele;
- Falsifying documentation in agency records and field work reports;
- Exploiting the agency/community by misuse of agency's/community's services/resources;
- Engaging in behaviour that would constitute malpractice;
- Engaging in abusive or degrading behaviour towards a client, client's family, agency supervisors/instructors, agency staff or community people; and
- Exhibiting disruptive or harmful behaviour; acting in an unprofessional or inappropriate manner while at the field work such as - inappropriate display of emotions or immature behaviour.

If the complaint is received by the department supervisor/instructor against a student or if he/she feels or is confirmed that a student is involved in any of the above mentioned misconduct, then the procedure of disciplinary proceeding will be as follows:

- Issuing show-cause notice to the student duly signed by respective department supervisor/instructor, Field Work Coordinator and Head of the Department/In-charge;
- Receiving written explanation from the student;
- Holding inquiry into complaints by the Head of the Department/In-charge, Field Work Coordinator and respective department supervisor/instructor(if not satisfied with the explanation);
- Making decision for disciplinary action against the student including dismissal from the course; and
- Issuing punishment order.

Parameters of Assessment of Concurrent Field Work Practicum

S. No.	Parameters	Reflections
1.	Personal Traits (0.5% weightage)	Honesty, sincerity, ability to establish and maintain professional relationship with clients, agency staff, co-workers etc.
2.	Attendance (2.5% weightage)	Punctuality and attentiveness in field work, individual & group conferences, submitting reports along with log-sheets, maintaining percentage of attendance in overall field work activities including orientation visits, orientation programme, concurrent field work, rural camp, block field work/internship, skill workshops, etc.
3.	Theoretical Knowledge (1.0% weightage)	Understanding about the fundamental concepts, philosophy, ethics & values, methods, principles, skills & techniques of social work etc.
4.	Knowledge about Agency/Community (1.0% weightage)	Knowledge about agency and/or community, structure, functioning, policies, programmes & activities, services, clients, networking with other organizations etc.
5.	Performance in the Field (2.0% weightage)	Identification and assessment of needs/problems; ability to integrate theoretical knowledge with field practice (i.e. methods, principles, skills, techniques) in accordance with learning plan; ability to utilize administrative skills etc.
6.	Professional Development (1.0% weightage)	Development of professional attitude towards assigned tasks, programme planning and management, decision making, ability to work within agency limitations, willingness to accept mistakes and ready to remove them with use of practice learning instructions, sense of responsibility and professional commitment, ability to adjust with co-workers, agency staff, clients and/or community people, ability to work co-operatively etc.
7.	Quality of Reports (1.5% weightage)	Clarity of learning plan, agency/community profile; Narration of incidences, presentation of facts, mode of presentation of facts, ability to observe and analysis of given situations, language and style of report writing etc.
8.	Group Conferences (Student's Seminar) (0.5% weightage)	Quality of content of the group conference paper, language, presentation style, clarity of the theme, tackling clarifications and level of participation etc.

3. SKILL LABORATORY WORKSHOP

The skill workshop is a platform in which the values, principles, methods, techniques, tools etc. are translated into practice skills, that is, 'learning by doing'. Through the experimental learning in the workshop, insights are acquired to develop the personal self and the professional self. The main aim of skill workshop is to build the confidence and strengthen knowledge, skills, aptitude and the attitudinal base of students through the workshops and special sessions. The activities that may be taken under skill workshop are: (i) Role Plays; (ii) Use of motivational songs and other interactive visual media; (iii) Preparation for street plays including script writing/street theatre; (iv) Simulation exercises; (v) Films screening; (vi) Practice of counseling techniques; (vii) Practice of participative techniques; (viii) Workshops on communication; (ix) Mock interviews; and (x) Strategic planning for advocacy.

Minimum eight (08) Skill Laboratory Workshop sessions must be organized, two (02) each workshop in each semester of 2 hours duration, comprising a total of 16 hours, during the all semesters. A total of 10 marks shall be ear marked for this activity, each 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.

SLW: SPECIFIC LEARNER OBJECTIVES

- Gain understanding of situations in the world of reality through experiencing situations in a laboratory setting, using imagination and fantasy.
- Reflect over one's own behavior, and its effect on self and others.
- Observe others' behavior, with the help of the facilitator, to understand the same.
- Learn to express feelings and appropriate reaction/ response to others' feelings.
- Become familiar with situations wherein conflicts, decision-making and reflections are necessary.
- Observe self, recognize own strengths and limitations, and also observe behavior patterns that call for change.
- Learn specific objectives and orientation to the initial phase in social work practice learning.
- Acquire skills for practicing different methods of social work.
- 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.
- Develop better understanding of one another through group processes.
- Enhance self-awareness in relationship to professional role, and reinforce professional values.

RURAL CAMP

- Rural 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 in developing 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 5 days duration (50 hours; 10 marks) should be organized during the second semester. It shall be a residential camp in a rural setting. It shall be mandatory for each student to attend the Rural Camp and attendance of rural camp is compulsory. The rural camp will be organized under the guidance of the faculty members. 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. Besides, the performance, behavior and learning reflection of each student during rural camp will be taken in to consideration at the time of final assessment of field work done by the respective faculty supervisor/instructor based on the reporting of Camp-in-Charge.

RC: SPECIFIC LEARNER OBJECTIVES:

- Understand the rural social system with special reference to poverty groups / marginalized.
- Analyze rural society, its approaches, culture, and livelihood patterns.
- To observe living conditions, housing, water supply and other amenities in the village.
- Understand the nature of governmental intervention in relation to poverty groups / marginalized in the region and the related structures of decision making and intervention.
- Develop the capacity to critique the interventions of both the voluntary organizations and the governmental agencies for rural development.
- To get familiar with positive local initiatives in the area.
- Through experience in group-living, appreciate its value in terms of self-development, interpersonal relationships, sense of organization, time management and taking on responsibilities.
- 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.
- Develop skills for objective analysis of one's own work and presenting their experiences in a class room situation.
- 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.

5. FIELD EXPOSER VISIT

- The Field Exposer Visit aims to provide the students with an exposure to study and appreciate innovative efforts by individuals and groups towards intervention, meeting peoples' core needs, and to initiate social development. Field Exposer Visit shall be of 5 days duration (50 hours; 10 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 Field Exposer Visit, the students should visit a minimum of four developmental agencies, out of which at least two should be relevant to their elective group. It shall be organized by the institution during the fourth semester.
- Field Exposer Visit shall be mandatory for all students. Those students who fail to attend the Field Exposer Visit shall forfeit the marks (10 marks) allotted for this activity. No other activity could be assigned to the absentee student in lieu of the Field Exposer Visit.

FEV: SPECIFIC LEARNER OBJECTIVES

- 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.
- 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.
- 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, , appreciation, sharing of resources, sharing of tasks, coping skills in problem situations, working through crisis situation, cooperation, coordination and evaluation.
- The students must be fully involved in planning and implementing the plans regarding the tour, with the active help of the faculty.
- Learning to take responsibilities on behalf of others.

6. BLOCK PLACEMENT (INTERNSHIP)

Internship is one of the components of social work practicum, wherein after the completion of the required field work, an opportunity is provided to the learner to strengthen his/her skill and knowledge base in his/her area of interest. 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 4 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.

Thanks