**BPHES’**

**CSRD Institute of Social Work and Research
Ahmednagar, Maharashtra**

 ***Teaching Plan***

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***Course Summary***

**Course Number:** G 5

**Course Title:** Methods of Social Work – I: Work with Individuals and Families (Social Casework) (syllabus downloadable at www.csrd.edu.in)

**Semester & Year:** I, 2019-20

**Instructor:** Jaimon Varghese, MA (Psy), MA (Phil), MSW, Ph D

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**Course Description:** This course on social case work practice helps students to become more knowledgeable and skilful in working with individuals and families

**Course Objectives:**

1. To understand the case work method and its application in practice
2. To equip learners with theoretical knowledge for work with individuals and families
3. To develop competencies in learners to use the method in practice while working with individual clients and families.
4. To equip learners with values and skills necessary for working with individuals and families
5. To inculcate among the students the skills of case recording
6. To give students the practical training in documentation and case presentation
7. To render supplementary skills required for social case work practice in various field settings

**Expanded Description:**

This course is designed to provide students with knowledge and skills in working with individuals and families in different social case work fields of practice. Students learn important information through course readings, lectures, case presentations and experiential exercises (role plays) and apply this information about social interventions with individuals and families in their respective concurrent field setting.

By the completion of the course the student will be familiar with the history and development of social casework in U.K., U.S.A and India. They will learn the concept, definition, philosophical assumptions and values of Social Casework as a method of social work.

The components social case work with their characteristic features will be made clear to the students. The chief components of social case work are (a) Person- client, significant others and collaterals, (b) Problem- need, impaired social functioning, (c) Place- agency, objectives, functions, policies and resources and (d) Process- casework intervention

Important values and principles of Social Casework Practice will be explained with suitable illustrations. Major principles of Social Case Work are (i) Individualization, (ii) Purposeful expression of feelings, (iii) Controlled emotional involvement, (iv) Acceptance, (v) Non-judgmental attitude, (vi) Client self determination and (vii) Confidentiality.

The students will learn and practice different tools, techniques and procedure of working with individuals and families. Important case work tools and procedures include (i) Intake-record/sheet and the intake interview (client engagement), (ii) Casework interview, (iii) Home visit- collateral contacts, (iv) Recording and its types – narrative, process, problem oriented record keeping(PORK),Subjective –objective assessment plan (SOAP) and use of case work records as tool of intervention, (v) Case worker –client relationship, (vi) Knowledge of resources (networking), (vii) Communication - verbal, non-verbal, eye contact, body language and (viii) Case presentation as tool of professional development.

By undergoing this practice based course, the students will acquire the expertise in the process of intervention with client system and target system. The fundamental process of intervention include (a) Study, (b) Continuous assessment and analysis, (c) Psycho-social diagnosis, (d) Intervention, (e) Follow-up, (f) Termination and (g) Case presentation based on field work practice

The learners of this course will become familiar with the essential skills and techniques of working with individuals and families. The essential qualities of case worker required for effective social case work practice shall be made clear to the students.

The students will improve their expertise in social case work practice by learning about various contemporary models of casework practice.

Finally the aspirants of this course will learn the present scope of casework in practice. They will acquire experience in working with individuals and families in primary and secondary settings (as part of their concurrent field work) and share the same in the classrooms facilitating peer learning. By getting special input on psychological counselling, the learners of this course will be able to distinguish between these two effective professional practices of social case work and psychological counselling. They will also explore the common features of these helping processes and will gain insight in applying certain counselling techniques in their case work practice.

To complete the learning process, the learners will be reminded of certain theoretical as well as practical limitations of social case work practice. In order to optimise the learning process, theoretical input will be supplemented with field based assignments and experiential sharing. This course will help the students to become competent and confident social case work practitioners.

***Readings:***

**Required texts:**

Grace Mathew(1992) *An Introduction to Social Case Work*, Bombay: Tata Institute of Social Sciences

Perlman, Helen Harris (1957) *Social Case Work – A Problem Solving Process*, London: University of Chicago Press (Indian reprint, 2011, Jaipur: Rawat Publications)

Biestek FD (1967) *The Casework Relationship*, London: Unwin University Books

Upadhyay, R. K. (2003) *Social Case Work*, Jaipur & New Delhi: Rawat Publications

Gracious Thomas (Ed.) (2010) *Case Work and Counselling: Working with Individuals*, New Delhi: School of Social Work, IGNOU

Young A. F. and Ashton E. T. (1956) *British Social Work in the Nineteenth Century*, London: Routledge & Kegan Paul Ltd

Prajakata Taksale, *‘Vyakti Sahay Karya’* (Marathi)

**Other readings**

Nursten, Jean (1974) *Process of Case Work*, Pitman Publishing Corporation

Timms, Noel (1966) *Social Case Work*, London: Routledge & Kegan Paul

Lawrence M Brammer (1985) *The Helping Relationship: process and skills*, Englewood Cliffs, New Jersey: Prentice Hall Inc (3rd Ed.)

Richmond, Mary (1970) *Social Diagnosis*, New York: Free Press

Gordon Hamilton (1951) *Theory and Practice of Social Casework*, 2ndRev. Ed., New York: Columbia University Press

**Teaching Methods**

This course will be taught with a combination of teaching methods such as lecture with audio visual supplements, group discussion, role plays, buzz groups, field based assignment and case presentations by students, guest lectures, library assignments and field exposures. Students may collect all the power point presentations and some e-resources of the course from the course instructors in advance. Students are expected to come prepared in the class by reading the essential course materials. They may also get familiarised with the slides prior to attend the lectures, so that they can participate in the discussions meaningfully.

All students are expected to share responsibility for taking up various assignments and participating in discussions. At least half of every class will be spent in small group assignments, experiential activities and role plays; therefore, regularity and punctuality for classes are crucial. Role play experiences are designed to give realistic case work experiences in the classroom. Assigned and independently selected readings, field based assignments, case presentations, structured (written) assignments, screening of documentaries, and the lectures supported with audio-visual aids will provide the material necessary for learning about case work process.

**Lecture plan**

Each session will have a specific plan. The plan of session will include the introduction of topics, objectives, methods of lectures, conclusion and review questions.

**Attendance and class participation**

Students are graded for the class participation through the assignment presentation and related activities. The lecture hours heavily rely on classroom discussion and students are required to participate wholeheartedly in the discussions without any hesitation. Students are expected to read and refer to the reading materials and references given. Active listening, respect and tolerance for views of others and a stance of curiosity will all contribute to a safe and stimulating learning environment.

Students shall observe the class timings scrupulously. Students shall be regular for classes. At least 75 % attendance in every class is necessary for appearing for semester end examination. As per the institute’s policy, every absence has to be informed and get approved by the class coordinators. If the student is continuously absent for three or more days, he or she shall be allowed to sit in the class only after getting permission from director in writing.

**Class room environment**

The development of supportive learning environment is essential for the success of the teaching and learning. This environment is created taking into consideration the values and principles of social work profession. Every student in the class must learn to listen to others’ views and ideas, respect each other and thereby, create a healthy environment for sharing and learning from each other. Being able to understand and appreciate the views that are different from each other is an important factor of healthy classroom environment. It gives a positive motivation for class participation. Every student shall express their views, linking practice to theory. Field based experiences will be shared through classroom assignments. Each student will be appreciated for fostering a contribution in progressive, optimistic, safe and respectful class learning and growth. Students’ behaviour should be humble and always open to add new learning.

**Course evaluation pattern / grading mechanism**

Assignments 25 %

Internal Exam 25 %

External Exam 50 %

***Total 100 %***

**Assignments and Evaluation**

The criterion for evaluation of the course is as follows:

***Term End University Examination (External): 50 marks***

* Que. 1. Essay type questions: write any one of the two (15 marks)
* Que. 2. Short essay type questions: attempt any two out of four (2x10 = 20 marks)
* Que. 3. Short note: attempt any three out of six (3 x 5 = 15 marks)

***Internal assessment: 50 marks***

* Mid term internal test (written): 25 marks
* Multiple Choice Questions (MCQ): 10 marks
* Individual assignment: 10 marks
* Group assignment – Case Recording & Case Presentation: 05 marks

Mid term internal test will be conducted in the second half of the term which gives the students an experience of undergoing external examination. The date of the examination is already given in the academic calendar and is also available on the institute website. It checks the theoretical understanding of the students on the course and their ability to present their understanding logically. It also gives the students to familiarise with the term end examination format.

**Individual assignment**

Individual assignment is based on literature review and or field experience of successful case work. The topics for individual assignments are given separately and displayed on the notice board of the office of course instructor. General structure of individual assignment is definition of the given topic from the social case work syllabus, importance, nature, scope, related areas, objectives, methods, process and concluding remarks. The students need to submit a paper having at least 10 references in APA format.

**Last date for submission of individual assignment in the office: 09 September 2019**

**Group Assignment: Case recording and presentation**

Case recording and presentation are based on the field based assignment given to the students. The students need to prepare a scientific paper in a group which includes (1) Introduction and theoretical understanding of a particular problem faced by a person in the given field setting, (2) Case work intervention made by the students, based on the case record maintained by the students (3) the impact of the intervention and the follow up plan and (4) point for discussion. There will be a group presentation and a critical discussion on the case presentation which will optimise the peer learning.

**Groups for group presentation and group assignment:**

***Roll Nos:***

1-10

11-20

21-30

31-40

41-50

51-60

61-70

71-80

81-90

91-100

101-110

111-120

**Last date for submission of group assignment: 21 October 2019**

**Policy on incomplete and late assignments**

No late submission of assignment is accepted. If assignment is late or not submitted without prior approval student will lose the grade. All the incomplete assignments shall be governed by the policy of evaluation set by the examination department. If the assignments are found unsatisfactory, the students shall be required to submit the assignment again and again, until a satisfactory one is submitted. If any student fails to attend the internal examination on valid reason, he or she shall be given chance to appear for it again.

**Policy on academic dishonesty**

Students shall write the assignments honestly. They should refrain from plagiarism. Inappropriate use of assistance in preparing assignment or in the case of plagiarism the students will be asked to rewrite individually within the stipulated time.

The person shall be liable for the following if found in the case of plagiarism under the policy of plagiarism of Savitribai Phule Pune University dated 14/05/2012:

1. Fine or warning,

2. Rustication for limited period or permanent,

3. Withdrawal of degree.

In the case of mischievous behaviour during the lecture hours the student will have to leave the lecture hall and will be allowed to sit only on providing a written explanation and permission from the director to attend for further lectures.

**Policy on accommodating the differently abled**

Differently abled students who face difficulties in effective participation in class may inform the office and request for special assistance or instructors for special guidance.

**Class Schedule and Readings**

**Week One: 23 July 2019 – Introduction to the course**

* Screening of documentary
* Brainstorming and buzz group on the concept of social case work
* Explain the learners’ objectives
* Explain the course structure and teaching plan
* Introduce the reading materials on Social Case Work
* Explain the internal and external evaluation
* Explain the assignment plan
* Discuss the scope of social case work practice in some social work agencies visited during the orientation programme

**Week Two: 29 July 2019 - Social Casework as a Method of Social Work**

* Introduction to Social Work Methods
* History and Development of Social Case Work in UK, USA and India

***Reading required:***

* Perlman, Helen Harris (1957) Social Case Work – A Problem Solving Process, London: University of Chicago Press, *pp.3-64*
* Grace Mathew (1992) An Introduction to Social Case Work, Bombay: Tata Institute of Social Sciences, *pp.1-8*
* Upadhyay, R. K. (2003) *Social Case Work*, Jaipur & New Delhi: Rawat Publications, *pp.14-21*

**Week Three: 12Aug. 2019 - Social Casework as a Method of Social Work**:

* Philosophical assumptions and values of case work as a method
* Concept, Definitions, and knowledge base for Social Case Work

***Reading required:***

* Perlman, *pp.3-64*
* Grace Mathew, *pp.1-8*
* Upadhyay, *pp.14-21*

**Week Four: 19 Aug. 2019 - Social Casework as a Method of Social Work**:

* Components of Case Work – Person, Problem, Place and Process

***Reading required:***

* Perlman, *pp.3-64*

**Week Five: 26 Aug. 2019 - Principles of Social Casework Practice**

i. Individualization

ii. Purposeful expression of feelings

iii. Controlled emotional involvement

iv. Acceptance

***Reading required:***

* Grace Mathew, *pp. 9-14*
* Upadhyay RK, *pp. 25-31*

**Week Six: 02 Sep. 2019 - Principles of Social Casework Practice**

v. Non-judgmental attitude

vi. Client self determination

vii. Confidentiality

***Reading required:***

* Grace Mathew, *pp. 9-14*
* Upadhyay RK, *pp. 25-31*

**Week Seven: 09 Sep. 2019 - Case work process**

a. Study

b. Continuous assessment and analysis

c. Psycho-social diagnosis

d. Intervention

e. Follow-up

f. Termination

***Reading required:***

* Grace Mathew, *pp.152-167*
* Upadhyay RK, *pp.136-179*

**Week Eight: 16 Sep. 2019 –Tools of Working with Individuals and Families**

* Intake-record / sheet and intake interview (client engagement)
* Casework interview
* Home visit
* Case worker-client relationship

***Reading required:***

* Grace Mathew, *pp. 78-151*

**Week Nine: 23 Sep. 2019 –Tools of Working with Individuals and Families**

* Knowledge of resources (networking)
* Communication – verbal, non-verbal, eye-contact, body language
* Recording and its types – narrative, process, summary

***Reading required:***

* Grace Mathew, *pp. 78-151*
* Upadhyay RK, *pp.109-135*
* Gracious Thomas, *pp.366-415*

**Week Ten: 30 Sep. 2019 - Tools, Skills and Techniques of Social Case Work**

* Skills for working with individuals and families

***Reading required:***

* Upadhyay RK, *pp.109-135*
* Gracious Thomas, *pp.366-415*

**Week Eleven: 07 Oct. 2019 - Tools, Skills and Techniques of Social Case Work**

* Techniques for working with individuals and families

***Reading required:***

* Upadhyay RK, *pp.109-135*
* Gracious Thomas, *pp.366-415*

**Week Twelve: 14 Oct. 2019 - Scope of Casework Practice**

Working with individuals and families in primary and secondary settings

***Reading required:***

* Upadhyay, *pp.180-228*
* Gracious Thomas, *pp.188-226*

**Week Thirteen: 21 Oct. 2019 – Models of Casework Practice**

***Reading required:***

* Upadhyay RK, *pp.180-228*
* Gracious Thomas, *pp.188-226*

**Week Fourteen: 28 Oct. 2019 – Scope of Casework Practice**

iii. Social casework & counselling –similarities and differences

***Reading required:***

* Upadhyay RK, *pp.217-228*
* Gracious Thomas, *pp.188-226*

**Week Fifteen: 04 Nov. 2019 – Concluding session 1**

* Feedback on internal test
* Class room assignment (activity – role play) for revision
* Group discussion and group presentation on important topics

**Week Sixteen: 11 Nov. 2019 – Concluding session 2**

* Selected Case presentations
* Discussion on previous question papers and orientation for term end examination
* Course feedback (evaluation of the teachers by the students)

***(Dr. Jaimon Varghese)***