**Social Work Practicum and Supervision**

**ASSIGNMENT**

**1) Explain the importance of code of ethics in social work practicum.**

**Ans.** **NASW established a code of ethics to identify the values, principles and standards that guide a social worker’s conduct. The NASW Code of Ethics is relevant to all social workers — including students — and applies to their work, regardless of their specific functions, the setting of their work or the populations they serve.**

**The organization lists six purposes for its code of ethics:**

**a.Identifying social work’s core values**

**b.Summarizing the overall ethical principles that reflect the profession’s core**

**c.Helping social workers identify relevant issues to consider in professional conflicts or ethical dilemmas**

**d.Providing ethical standards the public may apply to social workers’ actions**

**e.Educating practitioners who are new to the field about social work’s mission, values, and ethical principles and standards as well as encouraging social workers to practice self-care and pursue ongoing education**

**f.Specifying standards to evaluate whether social workers are acting unethically**

**The Ethical Principles of Social Work**

**In the preamble to the social work code of ethics, NASW states that “the mission of the social work profession is rooted in a set of core values.” These core values are:**

**Service**

**The ethical principle behind service is to help people in need and address social problems. The primary goal of the profession is addressing societal issues and helping communities as well as individuals. Social workers elevate the needs of others above their personal interests and use all resources available to them to serve their clients.**

**Social Justice**

**Professionals in this field challenge social injustice. A basis of social work is the concept of advocating for the oppressed, the voiceless and everyone else unable to advocate for themselves. Social workers deal with issues ranging from poverty and homelessness to racial oppression, sexual discrimination and other injustices.**

**Dignity and the Worth of the Person**

**Social workers respect the inherent dignity and worth of those they serve. They should be mindful of differences in cultures and social values. Regardless of a client’s individual beliefs, social workers are expected to treat everyone with the same level of dignity and respect.**

**Importance of Human Relationships**

**Social workers should recognize the central importance of human relationships, understanding that facilitating healthy relationships can lead to the long-term success of communities. Social workers connect people who need help with organizations and individuals who can assist them.**

**Integrity**

**For clients and communities to trust social workers, these professionals must demonstrate trustworthiness at all times. Social workers must also uphold the core values and ethical guidelines of their profession.**

**Competence**

**Social workers should practice within their areas of competence and develop and enhance their professional expertise. There is a reason that most social work jobs require at least a bachelor’s degree — and often a master’s degree and state licensing. Social workers must strive to expand their knowledge, while also practicing within their scope of understanding.**

**The Evolution of Ethics in Social Work**

**As time progresses, ethical guidelines must be updated. The world has changed much since the field of social work was formally initiated in the late 19th century. Historical literature suggests that in the beginning, the profession was more focused on the morality of clients than its own ethical guidelines. There was concern about the moral fiber of clients who struggled with poverty, unemployment and alcohol use.  
A lot has changed since then.**

**Increasing Interest in Social Work Values**

**As social work expanded, interest in the values of the profession grew. There was an increased focus on the relationship between social work’s core tenets and the values of broader society, as well as the personal values of individual social workers.**

**Technology and Social Changes**

**With the evolution of technology, the need to continuously update ethical guidelines to fit the modern world grew more important. Other changes have led to additional updates to the code of ethics. For example, concerns related to COVID-19, frontline responders, and racial and social justice issues led NASW to amend the social work code of ethics to address the importance of self-care and to promote cultural competence.**

**Explore the Importance of Ethics in Social Work**

**The code of ethics can serve as a helpful guide in tackling the challenges that social work professionals may face in working with clients, colleagues and the community.**

**2) Describe any two models of social work practicum.**

**Ans. Social Work Practicum Models. According to Zastrow (1995), the model used by social workers in the United States from the 1920's to the 1960's was diagnosis of clients' problems, the causes of which were believed to be within the client. This medical model was used to diagnose and treat patients' conditions.**

**However, Generally, there are two forms of Field Practicum on the basis of nature and the participation of the students. Generally, there are two (2) types of fieldwork or a field practicum in social work a) concurrent and b) block placements.**

**Concurrent Fieldwork Placements**

**Concurrent fieldwork includes placements of students with different organisations (mostly voluntary) that work on different issues in the society, or in communities directly. The institutional settings include organisations working on human rights issues, organisations working with the homeless and street children, organisations working with the disabled, hospitals, etc.**

**For concurrent fieldwork, students visit the agency or the community, where they are placed, twice (or thrice) a week and spend a minimum of eight hours per visit. In most of the institutions of Social Work, concurrent fieldwork is compulsory in both the years of the master’s programme. In the institutions that follow a generic curriculum in education and training, the students are usually placed in an open community for one year and in an institutional setting for another so that they are able to develop skills of working in both settings. In the institutions that follow a curriculum that is based on specialisations, students are placed in a setting that is different from their field of specialisation for the first year and in their specialisation field in the second year. Lately, some institutions of Social Work have also started the practice of placing students for a continuous period of one full month in the second year of concurrent fieldwork instead of weekly visits.**

**The broad objectives of the concurrent fieldwork as highlighted by the educators are:**

1. **To provide purposeful learning experiences of working in real-life situations in which social work interventions may be required by individuals, groups, and communities.**
2. **To develop attitudes and values in the students that are commensurate with the requirements of the social work profession, increasing self-awareness and appreciating both the capacities and limitations of social work practice.**
3. **To understand and make a commitment to humanistic values and principles of social work practice.**
4. **To develop a holistic view of social work and related interventions in the community, with special emphasis on the agency’s role in human services.**
5. **To develop an understanding of the problems and opportunities in working with diverse populations.**
6. **To develop necessary skills in social work methods to help people in need.**
7. **To enable students to develop and enhance the capacity to translate theory into practice and vice-versa.**
8. **To develop the professional self of the students for providing leadership in developmental pursuits**
9. **The concurrent fieldwork that students undergo is continuously supervised by the administrators. Fieldwork supervision (discussed in-depth later in the chapter) is one of the essential features of the fieldwork practicum in Social Work.**

**Block Placements Field Work**

**The block placement is a distinct feature of our BSW and MSW programs, allowing you to concentrate solely on the internship after completing all of your coursework. With this model, you will take the knowledge and skills you learned in the classroom and apply them to real-world hands-on learning in the internship.**

**During your internship, you will take a concurrent, integrative seminar course taught by faculty who are dedicated to field education. This level of participation and depth of experience will provide you with the confidence, skills, and perspective you require to succeed.**

**Advantages of block placement include a total-immersion learning experience with excellent continuity with clients and exposure to learning opportunities. There is no distraction from coursework, missed experiences, or other classroom responsibilities interrupting the field experience (Wilson, 1981). Thus, learning is rapid and intense (Hamilton & Else, 1983; Henton, 1995; Wilson, 1981). Additional advantages include more time in the agency to develop a mentorship relationship between the field instructor and student and an increased ability for students to complete practicums in locations away from the school and even internationally. This is especially important for more rural programs, where there might be fewer local professional agencies available to offer practicum experiences (Wilson, 1981).**

**The major disadvantages of the block model include less opportunity for the integration of classroom learning and practice and less time to develop relationships with clients (Henton, 1995). The disconnection between classroom and theory can be substantial and difficult to overcome, although assignments and faculty interactions can help. Because of the separation of the field- and coursework, students have fewer interactions with faculty and, thus, less opportunity for support and advisement.**

**3) Answer any two of the following questions in about 300 words each:**

**c) Discuss the services for children in need of care and protection.**

**Ans. There are some children who are in need of help since problems occur in their daily life. Problems many a times occur in the family between parents and children. Children may complain of favouritism or over-protectionism of parents. Parents may perceive disobedience or emotional outbursts as problems of children. Problems faced by children in the family system: Some parents are overly protective and overly indulgent with their children. Such children get tied down with their parents and lose their individuality. In contrast, few parents are indifferent to their children. They may neglect them or reject them. This may alienate and estrange the children. Some parents verbally abuse their children or punish them physically. This may lead to the child becoming stubborn and aggressive. Some parents exhibit favouritism towards one child at the expense of the other. Some parents resort to an equally unhealthy behaviour of comparing one child with the other and letting down that child. Favouritism and comparison may lead to low self-esteem in children. Too much authoritarianism stifles the independence and autonomy of children. Too much permissiveness leads to indiscipline and lack of self control. Some parents are too demanding and want their children to become high achievers, rising to great heights in the field of education and successful career options. Such children may be unable to cope with these kinds of stress and develop anxiety and panic which may take the form of severe mental disorders. Despite all the supportive services for children, some cannot live with their own parents, and substitute care has to be provided for them. They may require such care for a relatively short period of time, for some years, or for the whole of their childhood. This need may arise because their family has disintegrated for some reasons. Parental illness, incapacity or death, marital difficulties, homelessness and illegitimacy are some likely causes. Other children because of their own mental, physical or emotional handicap, cannot be contained in their own homes even if these are undamaged and secure. In some circumstances, a child’s handicap and a family's problem interact and combine to produce breakdown. The incomplete family whether affected by death, desertion, divorce or separation, is inevitably closely associated with child care needs. The working classes, particularly the manual workers, are at special risk. Families that have moved home and are without relatives or friends around them are also vulnerable. Families of unemployed fathers appear to be in particular danger of breakdown. Poor housing conditions are closely correlated with child care need.**

**d) Why communication skills is essential for social workers? Explain.**

**Ans. Effective communication lies at the heart of social work practice. Without effective communication skills social workers will be less able to: Find out what service users, carers or other professionals are thinking and feeling. Provide the kind of information others need.**

**10 Characteristics and Skills of Successful Social Workers**

**1. Empathy**

**Empathy is the ability to identify with and understand another person’s experience and point of view. NASW defines it as "the act of perceiving, understanding, experiencing and responding to the emotional state and ideas of another person."¹“Stepping into someone else’s shoes” and recognizing that experiences, perceptions and worldviews are unique to each individual enables social workers to better understand and build stronger relationships with clients. It is a vital skill that helps social workers to determine a client’s needs based on his or her unique experiences in order to efficiently provide services.**

**2. Communication**

**Communication – both verbal and non-verbal – is a vital skill for social workers. The ability to communicate clearly with a wide range of people is essential. It is the duty of social workers to advocate for their clients – in order to do this, social workers must understand the client’s needs. In addition to being cognizant of body language and other non-verbal cues, this means communicating appropriately and effectively with clients regardless of cultural background, age, gender, literacy skill level or disability. Social workers must also communicate with care providers, colleagues, and agencies, and must document and report information in a clear manner.**

**3. Organization**

**Social workers have busy schedules and a wide range of responsibilities in addition to managing and supporting multiple clients, including documentation, reporting, billing and collaboration. This requires social workers to be very organized and able to prioritize clients’ needs in order to effectively manage cases. Disorganization and poor time management could cause a social worker to overlook a client’s needs and result in negative outcomes.**

**4. Critical thinking**

**Critical thinking is the ability to analyze information gathered from unbiased observation and communication. Social workers must be able to objectively evaluate each case by collecting information through observation, interviews and research. Thinking critically and without prejudice enables social workers to make informed decisions, identify the best resources and formulate the best plan to help clients.**

**5. Active listening**

**Active listening is necessary for social workers to understand and identify a client’s needs. Listening carefully, concentrating, asking the right questions, and utilizing techniques such as paraphrasing and summarizing also helps social workers to engage and establish trust with clients.**

**6. Self-care**

**Social work can be demanding and emotionally stressful, so it is important to engage in activities that help you to maintain a healthy work-life balance. Self-care refers to practices that help to reduce stress and improve health and well-being – engaging in these practices helps to prevent burnout and compassion fatigue and is crucial to having a sustainable career. By taking the time to care for themselves, social workers are better able to provide the best services for their clients. Learn more about self-care with our**[**self-care starter kit**](http://socialwork.buffalo.edu/resources/self-care-starter-kit.html)**.**

**7. Cultural competence**

**Working effectively with clients from diverse backgrounds requires social workers to be respectful and responsive to cultural beliefs and practices. Social workers must be knowledgeable and respectful of their clients’ cultural backgrounds and must, as stated by**[**NASW**](https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3D&portalid=0)**, “examine their own cultural backgrounds and identities while seeking out the necessary knowledge, skills, and values that can enhance the delivery of services to people with varying cultural experiences associated with their race, ethnicity, gender, class, sexual orientation, religion, age or disability.” Possessing a non-judgmental attitude and an appreciation for diversity and the value of individual differences enables social worker to provide clients with what they need.**

**8. Patience**

**Social workers encounter an array of circumstances and individuals in their work. It is important to have patience to work through complex cases and with clients who need longer periods of time to make progress. This empowers social workers to understand the client’s situation and avoid hasty decision-making and frustration that can lead to costly errors and poor outcomes for the client.**

**9. Professional commitment**

**Being successful in social work requires lifelong learning. Social workers must have a professional commitment to**[**social work values and ethics**](https://socialwork.buffalo.edu/admissions/is-social-work-right-career-for-me/values-ethics.html)**, and to continuously developing professional competence. This commitment is necessary for fulfilling the**[**mission of social workers**](https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english)**– “to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed and living in poverty.”**

**10. Advocacy**

**Social workers promote social justice and empower clients and communities through advocacy. Advocacy skills enable social workers to represent and argue for their clients and to connect them with needed resources and opportunities, especially when clients are vulnerable or unable to advocate for themselves.**

**4) Answer any four of the following questions in about 150 words each:**

**a) What are the areas of practice in correctional social work?**

**Ans. The underlying assumptions of social work in the context of corrections are:**

**1) Social Work, like all other professions, has problem solving functions and hence, it can help offenders in their treatment and rehabilitation.**

**2) Social Work practice is an art with a scientific and value foundation and, hence, correctional work is professional in nature.**

**3) Social Work as a profession came into being and continued to develop because it meets human needs and aspirations recognized by society. Hence, it assumes some of the socialization and control functions of society and helps the offenders to reshape their behaviour.**

**4) Social Work practice takes its values from those held by the society of which it is a part. However, its values are not necessarily or altogether those universally or predominantly held or practiced in society and hence, it emphasizes in treatment and rehabilitation of the offender.**

**5) The scientific base of social work consists of three types of knowledge:**

**a) tested knowledge,**

**b) hypothetical knowledge that requires transformation into tested knowledge,**

**c) assumptive knowledge**

**6) The knowledge needed for social work practice is determined by its goals and functions and the problems it seeks to solve and, hence, they are applicable in the administration of correction.**

**7) The internalization of professional knowledge and values is a vital characteristic of the professional social worker, since he is himself the instrument of professional help and he helps the offender to change his behaviour.**

**8) Professional skill is expressed in the activities of the social worker. It constitutes his artistic creation, resulting from three internal processes: first, conscious selection of knowledge pertinent to the professional task at hand in order to help the offender, second, fusion of this knowledge with social work and correctional values; and third, the expression of this synthesis in professionally relevant activity to administer correction and to modify offending behaviour.**

**b) Explain different styles of supervision.**

**Ans. The qualities of a good supervisory/student relationship usually parallel the qualities of a good practitioner/client relationship. Just as in work with clients, the** **supervisory relationship must be built on trust and openness, thus allowing the exchange of honest communication and critical feedback. The student should be able to feel safe in sharing concerns about the practicum in addition to his or her style of learning, so the supervisor is able to structure the supervision accordingly and make necessary changes in the practicum experiences.**

**The establishment of a positive relationship begins with an open discussion by the supervisor regarding his or her style of supervision. Supervisory style can best be defined as the way the field work supervisor shares his or her theoretical orientation, practice and supervisory philosophies. Supervisory style consists of a series of behavior patterns used by the supervisor to establish a working relationship with the student. It can generally be categorized as (1) active, which is problem oriented, directive and interpretive, or (2) reactive, which is process oriented, indirect, and non-interpretive (Munson, 2002).**

**c) What are the objectives of field work?**

**Ans. Fieldwork is designed to provide the student with an opportunity for a practical, “real world” experience for the purpose of developing direct leadership, programming, and administrative skills sufficient for entry into a professional career.**

**At the completion of Fieldwork, students will have:**

**1. Gained exposure to and responsibility for varied practical situations under qualified supervision.**

**2. Gained knowledge and competence in working with individuals and groups in a structured program setting.**

**3. Developed an in depth understanding of kinesiology and health interests and needs, and the variations of services delivered by multiple kinesiology and health service agencies and organizations.**

**4. Demonstrated through actions a level of competence in leadership, programming, and administrative abilities, as well as a commitment to human values and ethics.**

**5. Demonstrated analytical and research abilities by means of written reports on the organizational structure and administrative functions of the Fieldwork agency.**

**f) Differentiate between basic research and evaluation.**

**Ans. Evaluation is done to judge or assess the performance of a person, machine, program or a policy while research is done to gain knowledge in a particular field**

**• Evaluation makes judgment and assessment that is helpful for decision makers so that they can implement changes to improve efficacy and efficiency**

**• Research and evaluation both enhance our knowledge, but evaluation leads to changes that cause improvement whereas research is mostly undertaken to prove something**

**• Research is undertaken to generalize the findings from a small sample to a large section of the population. On the other hand, evaluation is done in particular situations and circumstances, and its findings are applicable for that situation only.**

**5) Write short notes on any five of the following questions in about 100 words each:**

**a) Role of donor agencies**

**Ans.** **A number of National and International organisations are providing funds to the social service organisations. Such agencies are known as Donor agencies. They give support to the social service activities on the basis of the project proposals, submitted by the Organisation. Generally donor agencies are providing funds and other services to the registered organisations for their various social welfare activities for the needy and marginalized. The amount of their support varies from project to project according to the requirements or the gravity of the problems. The donor agencies mainly raise funds from its Citizen and the Government.**

**b) Social welfare administration**

**Ans. Social welfare administration is both scientific and professional activity. It promotes social work practice in administration. Therefore it is also called as social work. It administers or implements special programmes intended for vulnerable, disadvantaged and weaker sections of the population such as women, disabled children, chronically ill, the aged, scheduled castdscheduled tribes etc. through social work processes. It also organises programmes for sustainable social development. It also aims at the effective implementation of the regular and special programmes of social welfare agencies. Social Welfare Administration translates social welfare polices and social legislation into social work practice. Social welfare administration also enhances the psycho-social and economic functioning of the clients and beneficiaries. Application of social work administration in the fields of information technology and e-governance is also very essential. This is new area for the effective administration of social and social welfare services, social security and social work programmes at various levels. It can. be used by local self governments, governments, Non governmental organisations, Intergovernmental organisation, co-operatives and private and corporate organisations. The target groups of this social work method can be individuals, groups, families, communities, agencies, organisations, committees or departments.**

**c) Lifelong learning**

**Ans. Education is vital for human development. Essentially, human brain remains active throughout life rather as long as nerve cells are alive, there is life. Human body is meant to think and work. This is why, characteristics of lifelong learning for human beings are peculiar. Although there may be variation in the level, types, choice and reasons for learning may vary from individual to individual and as per socio-economic factors. In brief quality of life of individual, is directly related to lifelong education. Given below are some dimensions of lifelong learning.**

**(i) All education can be obtained if lifelong learning is imbedded in the system.**

**(ii) Accessibility, opportunity, and motivation are essentially required for people at large to bring about awareness for lifelong education and its benefits.**

**(iii) The nature and design of lifelong learning should be flexible, and diversed with respect to contents, contexts, time and pedagogy.**

**(iv) Lifelong education lead to acquisition of competence and qualifies a person for longitudinal and vertical mobility in the chosen field.**

**d) Nonverbal communication**

**Ans. Nonverbal communication (NVC) is usually understood as the process of communication through sending and receiving wordless messages. Such messages can be communicated through gesture; body language or posture; facial expression and eye contact; object communication such as clothing, hairstyles or even architecture; symbols and info graphics; prosodic features of speech such as intonation and stress and other paralinguistic features of speech such as voice quality, emotion and speaking style. The first scientific study of nonverbal communication was Charles Darwin's book The Expression of the Emotions in Man and Animals (1 872). He argued that all mammals show emotion reliably in their faces.**

**h) Qualities of a supervisor**

**Ans. A good supervisor is expected to have the following qualities with regard to his conduct and behaviour:**

**1)He should be punctual;**

**2 He must be self-disciplined**

**3 He should be alert so as to be able to take note of irregularities in work performance;**

**4 He should take timely decisions;**

**5 He should adopt a human approach to solve human problems;**

**6 He must have integrity of character and a strong personality;**

**7 He must avoid giving a sense of inferiority to his subordinates;**

**8 He should deal with the subordinates with sympathy and understanding.**