

CERTIFICATE COURSE
ON
'BASIC SOCIAL WORK
ENGAGEMENT
STRATEGIES FOR
INDIVIDUALS,
GROUPS, AND
COMMUNITIES'

*Offered by the Department of Social Work-PG
St. Edmund's College, Shillong*

*2nd – 8th
August 2022*

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Introduction

According to the National Association of Social Workers, “Social work practice consists of the professional application of social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counselling and psychotherapy with individuals, families, and groups; helping communities or groups provide or improve social and health services; and participating in legislative processes.”. In this regard, the Department of Social Work-PG, St. Edmund’s College, organized a Certificate Course for the social work students on “Basic Social Work Engagement Strategies for Individuals, Groups, and Communities” from 2nd - 8th August 2022. The main objectives of the course are as follows:

- To enhance the skills of the participants to practice social case work in the field while working with individuals.
- To enhance the skills of the participants to work with groups in various settings by applying the social group work and process.
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- To enhance and develop proposal writing skills amongst the participants.

Programme Schedule:

Day	Date	Topics	Resource Person
1	2 nd August 2022	Technical Session 1: Social Work Intervention with individuals	Ms. Ainamlin Dkhar
2	3 rd August 2022	Technical Session 2: Participatory Rural Appraisal	Ms. Hazel Berret Wahlang
3	4 th August 2022	Technical Session 3: Participatory Rural Appraisal	Mr. Martius Rynjah
4	5 th August 2022	Technical Session 4: Strategic Management of Non-Profit Organization	Mr. Allanson Wahlang
5	6 th August 2022	Technical Session 5: Social Work Intervention with groups	Mr. George Kerry Sunn

6	8 th August 2022	Session 6: Debriefing Meeting Distribution of Certificate	Dr. Rituparna Rajendra
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Technical Session 1: Social Work Intervention with individuals

Ms. Ainamlin Dkhar took the first day session on Social Work Intervention with Individuals. She started the session by briefing on the importance of Social Case work as one of the primary methods of Social Work. She highlighted the important definitions and the principles of social case work and the stages of Social case work.

She emphasized during the session on the process of social case work, how to go about in taking a case, the assessment process and preparing the case work report. She explained in detailed the psychosocial assessment, family dynamics assessment, personal history of the clients and premorbid personality. In the afternoon session she focused the session on the important of social diagnosis/social analysis and the intervention plan. To make the students understands better she demonstrated and shows real case examples with the whole assessment process, social diagnosis and social work intervention.

Activities: two group activities were conducted:

- To understand the importance of Family genogram in the social case work process, the students were given group activity to draw a three generational genogram, students were divided in to four groups where each group have to draw a three generational genogram and present it to everyone.



- The same group were also given one case sample each where the students have to read thoroughly, discuss among the group members and come up with a social

diagnosis/analysis and treatment plan and finally present their findings to the whole class.



Technical Session 2: Participatory Rural Appraisal

The technical session on Participatory Rural Appraisal was conducted by Ms. Hazel Berret Wahlang on the 3rd of August 2022. In her presentation, she discussed the main purpose of PRA which is to quickly collect, analyze, and evaluate information about rural conditions and local knowledge. She explained the role of the facilitator, the note-taker, and the team leader in a PRA. The resource person also divided the participants into two groups and asked them to draw a diagram on chart paper depicting the role of the facilitator (person who facilitates a focus group, the drawing of a map, or any PRA tool) and the role of the note-taker (person who records all pertinent and important information).



Ms. Hazel Wahlang highlighted 3 tools of PRA, namely, History Timeline, Transect Walk and Activity Clock.

1. History Timeline

The first tool that was taught was the History Timeline. It provides a timeline of significant historical events and changes in the community. Using this tool, students can gather information about important events that took place in their village. It is necessary for participants to identify a few elderly people, or meet a small group of villagers who are familiar with the village well, who will discuss the years and events that have occurred there. During the practice session, the participants met sir Gideon, the former programme officer of the NSS Unit at St. Edmund's College, to discuss the history timeline of the NSS Unit. Participants then constructed the History Timely Diagram in accordance with their findings.



2. Transect Walk

A second tool that was taught was the Transect Walk, which provides a means of describing location and distribution of resources, features, landscape, and main land uses along a given transect. This tool requires the participants to identify groups of local residents to interview about their perceptions of their community. In this exercise, information will be gathered, and the only prior information required is advice from key informants on identifying transect routes and selecting local analysts with care. During the practice session of this tool, participants toured the whole campus of St. Edmund's College to identify the available resources and unique features. Following the session, the students were asked to draw the Transect Walk Diagram and present their analyses to the group as a whole.



3. Daily Activity Clock

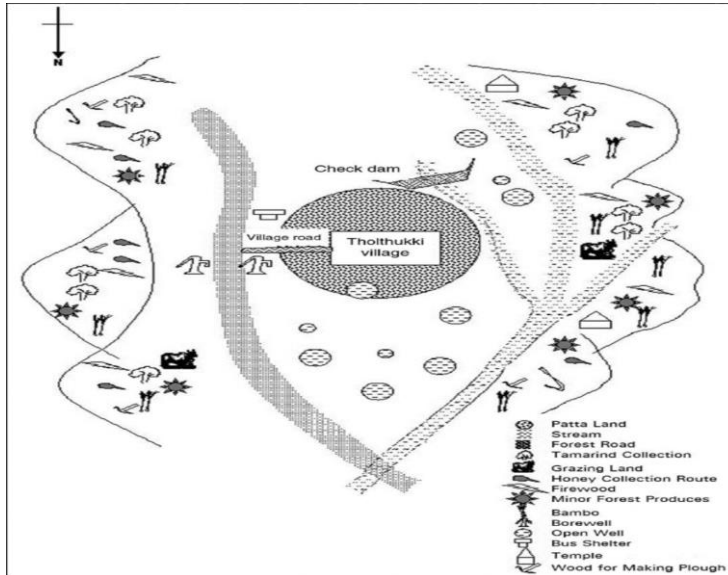
During the second day of the presentation, another PRA tool was highlighted, namely the Daily Activity Clock. The tool illustrates all the different types of activities that occur during the course of one day. The tool is particularly useful for examining the relative workloads of different groups within the community. Comparing clocks also enables one to determine who works the longest hours, who concentrates on a few tasks and who performs a number of tasks in a day, and who enjoys the greatest amount of leisure time. The participants were asked to observe the daily activities of a group of male and female college students (excluding their classmates) during college days and during holidays as a practical exercise for this tool. During this activity, participants gained a better understanding of the schedules of college students, created a Daily Activity Clock, and compared both genders.



Technical Session 3: Participatory Rural Appraisal

The third session of the certificate course was taken by Mr. Martius Rynjah on the PRA (Participatory Rural Appraisal) technique Social Mapping, Resource Mapping and Venn-Diagram. The first session (10:00 am – 11:30 am) was focused on social mapping and resource mapping. During the session, the resource person shared his knowledge on the meaning and purpose of mapping in PRA. It was also discussed that mapping in PRA are of different types depending on the theme that PRA facilitators wish to extract information from the local communities. Mapping technique in PRA with the participation of the local communities provides vital information of the community grass root reality. It provides first-

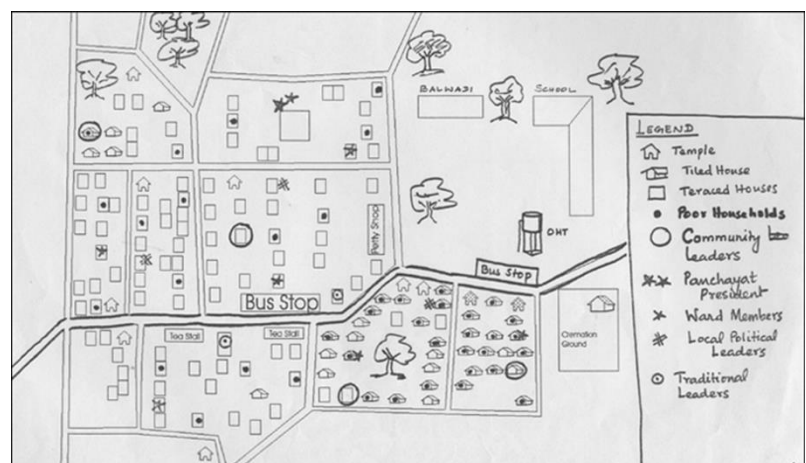
hand information and data to the facilitators to help understand better the spatial, geographical and socio-demographic representation, resource distribution and institutions of the community.



The session focused more on the two forms of mapping technique that are commonly used while conducting PRA i.e., Social Mapping and Resource Mapping. During the session, the resource person shared with the participants the concept and application of social mapping in PRA. A social map is a rough sketch of the community or village that the

community members transfer from their brains to the ground. Here, the households, institutions, roads, infrastructures, important institutions, influential people, etc., are being located on the map by the community members. The purpose of social mapping is not only a pictorial representation of the social map of the community but also allows the facilitator to critically analyze the information on the map. The procedures for conducting social mapping were also shared with the participants. By using examples of social map that have been conducted earlier the participants were shown how to read the social map understand it and analyze the information that are being projected in the map.

After the discussion on social mapping the following topic was resource mapping. The resource person discussed the concept of a



Source: PRA Unit, GRI (1995e).

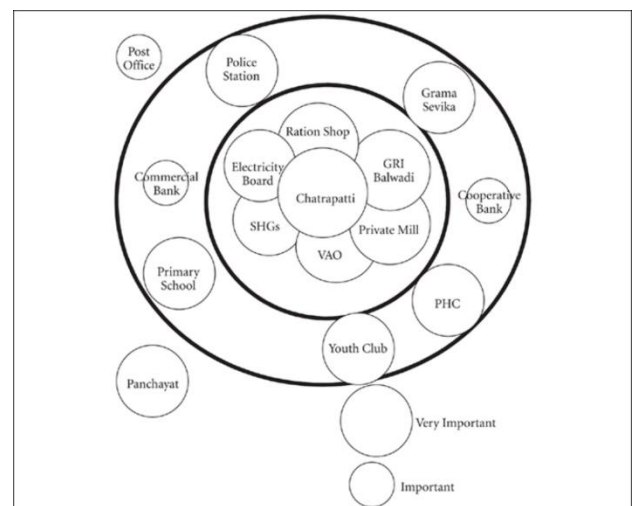
resource map with the participants and how it is different from a social map. Resource mapping is a representation of the community's resources on the map. Resource mapping provides the PRA facilitators an understanding of the local people's perception of resources.

It helps us to get better understanding of the of their conditions, accessibility, use patterns and related problems. Resource map helps to learn community's environmental, economic and social resources availability, utilization and accessibility. It focuses on what is important to the community. Resource map may include Maps may include; roads, houses, buildings, land use pattern, water, forests and its products etc. The resource person similarly shared with the participants on the procedures and process to facilitate the sketch of a resource map.

The last session of day 3 after lunch was focused on Institutional mapping which is also known as Venn-diagram or Chapatti Diagram. The concept of Venn-diagram is to map the important institutions present in the village or community and to understand its importance and relation in accordance with the perception of the local community members. Venn diagram or chapatti diagram is a visual depiction of key institutions, organisations and individuals and their relationship with the local community or other groups. Venn-diagram represents a network of different organisations has been established to serve the social, economic, political, religious, cultural and other interests of the people. Some organisations are created to promote the interests of all sections of the community. Some organisations specially created to cater to the needs of special categories of people or with a specific focus on certain sections of the community. Venn-diagram is represented by circles that are larger and smaller in size. The larger circle represents important institutions that is present in the community and smaller circle represents the institutions that are present in the village but of lesser importance. The distance of the circles also shows whether these institutions are present internally within the village or are external to the village.

Towards concluding day 3 of the certificate course the resource person facilitated the participants to identify the 'Do's and Don'ts' while conducting and facilitating PRA.

Do's: learn from the community, active listening, pay attention, observe, curiosity, asks questions, at the convenience of the local members, facilitate participation, seek permission, respect local cultures, thank the participants and community etc.



Source: PRA Unit, GRI (1995c).

Don'ts: judgmental, imposing, trying to be like the community members, use double barrel questions, I know better, etc. The resource person stressed that these what the participants have identified are the guiding principles that we should keep in mind while conducting PRA.



Technical Session 4: Strategic Management of Non-Profit Organization

The fourth technical session highlighted on Social Entrepreneurship was taken by Mr. Allanson Wahnag on the 5th of August 2022. Social Entrepreneurship aims to solve social problems and focus more on giving social impact on society, to teach students to be employees instead of developing skills and competencies to try something new, particularly being involved in any entrepreneurship endeavours.

Entrepreneurship education has emerged out as a demanding subject to be mastered by young students. With each passing day, as the jobs are getting limited owing to numerous reasons such as technological advancements and population growth, entrepreneurship option can be seen as a significant career option among the current generation. Therefore it was thought apt to have a discourse on Social Entrepreneurship to enable students to understand how entrepreneurs with a social bend contribute significantly to economic growth, entrepreneurship also generates numerous job perspectives.

The students were first educated on the concept of Entrepreneurship and the history of the concept. They were then explained on the basic differences between a business plan for private profiteering and social entrepreneur who profits from a social business plan but also helps improve the social, economic as well as the political landscape of the society at large.

The students were also taught on the basic tenets of Social Entrepreneurship which are as follows:

1. **Teaches Basic Life Skills:** Entrepreneurship education teaches essential life skills such as an innovative approach to solve a problem, resolve real world problems, collaboration and working with a team, and many more.
2. **Enhances Creativity:** Creative people always take a different approach to a problem and that's what makes a major difference. By encouraging creativity, innovation, and collaboration the entrepreneurship molds the students into an abler individual strong enough to face the reality of the outside world.
3. **Develops Problem Solving and Identification Capability:** Problem-solving and problem identification are two separate things. Students through years of practice may develop their problem-solving skills but to identify the problem much before its arrival and taking necessary precautions to tackle it differentiates a successful entrepreneur from the rest of the mass.
4. **Boosts Leadership Quality:** The world is always in need of a good leader for guidance. The students who are interested to make a difference will certainly succeed in paving a different pathway.
5. **Prepares the Students for an Uncertain Future:** In the volatile and dynamic market, new technologies are advancing in each passing day and the current generation is progressing towards a future without any certainty. They might take years to master a particular trade or skill but with time it might disappear from the market resulting in havoc in student's careers. By learning about entrepreneurship, one door will always be open for venturing into, if the things do not turn out as expected.

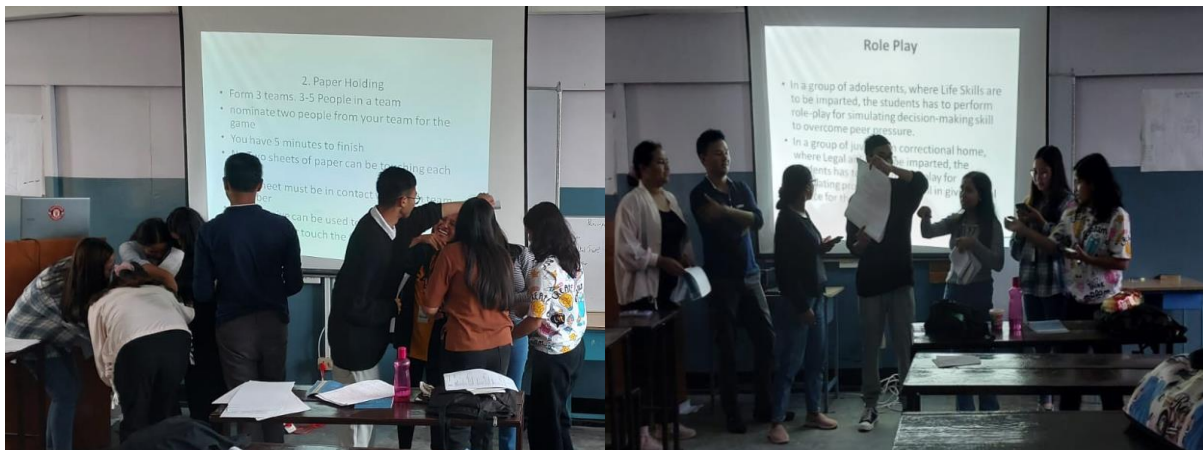
Lastly the students were asked to conduct a small activity where they were asked to look for 4 such social entrepreneurs that gave new meaning to the world of social business in the society that we live in. The students actively participated in the activity whereby they came up with names such as Sanjeev "BUNKER" Roy, Mohammed Younus, Jeffrey Hollander etc. and their contributions to the society.

Technical Session 5: Social Work Intervention with Groups

The technical session on Social Work Intervention with Groups was taken by Mr George Kerry Sunn on the 6th of August 2022. The technical session was started with the Group

Activity with the student followed by the interaction about the concept of Group. Further with the interaction, he discussed on the importance of Group Work in different sectors not only in the context of social work. He focused on the important elements of group structure and group work process. He also emphasized on the goals and objectives and principle of Social Group Work. In between the session he conducted group activities called paper holding. This activity enables the students to understand the importance of group communication, it also enhances the students' ability to think creatively in the group and it emphasized on the spirit of team/ group work.

In the second half of the session, he discussed on the formation of group stages and it is important on how to form a group by studying the developmental stages given by B.W. Tuckman. Furthermore, he emphasized the session on the importance of program media in Group Work on how to use and apply program media during group work activity or processes. Other topics on roles of a group worker, skills of group work were also discussed with the interaction of the students.



Towards the end of the technical session, the students were divided into two groups and they were given a group activity to complete in which the students need to discuss and come up with idea and suggestions through Group work. The 1st Group were given an activity on Life skills through which Life Skills are to be imparted, the students has to perform role-play for simulating decision-making skill to overcome peer pressure. The 2nd Group were given an activity on juvenile in correctional home, where Legal aid are to be imparted, the students has to perform role-play for simulating problem solving skill in giving legal advice for the minors.

Feedback and Conclusion

In the final session of the Certificate Course, Dr. Rituparna Rajendra conducted a debriefing Session with the participants. Students were asked to reflect upon their learning from the Certificate Course and record their thoughts in writing.

During the technical session, the case study was fascinating and engaging as they worked on it together as groups, and the critical analysis of the study was hard and thought-provoking. Using the casework format, they also gained knowledge regarding various principles and techniques in regards to working with individuals. During the session, actual cases were provided as an activity, and the trainee was instructed on how to deal with different cases, including understanding the case, and how to intervene according to the various intervention models. – Student Social Worker who attended the workshop

As a facilitator and note-taker during the PRA, the participants observed and learned how the two functions should be carried out. They learned about drawing diagrams and maps, as well as analysing them critically as they draw them. As well as that, they learned that they should collaborate with the local guide in order to get a better understanding of the community. Furthermore, the participants had the opportunity to also learn about strategies and skills related to dealing with rural people, which were new to them and presented a new perspective on how to effectively conduct PRA types of activities. Participants gained a deeper understanding of the different PRA tools, especially when it came to putting them into practice.

Participants learned about social entrepreneurship and the techniques used by start-up companies and other entrepreneurs to develop, fund, and implement solutions to social and environmental issues. Moreover, they learned how to develop a business model that serves everyone's interests. The participants were also made aware of the current conditions in our society as well as career opportunities beyond our studies, which really helped them to prepare for the future and where they will be going after we graduate. Participants were encouraged to venture out of their comfort zones and contribute to social change through social entrepreneurship. There was a great deal of interest in this topic, since it was very new to the participants.

There was also an understanding of the difference between the Principles of Social Work and the Principles of Group Work amongst the participants. They also learned about the different ways of approaching the practice of group work in a social work setting and about the

importance and efficiency of social work intervention in a group setting. The participants learned how important teamwork is in the workplace.

Several other sessions were suggested, including Career Counseling, Personality Development, Mental Health, and Effective Communication Skills. It was even suggested that Social Entrepreneurship could be integrated into the curriculum or be included as career counselling sessions. Also, they recommended this certificate programme for their juniors as it would benefit them during their fieldwork. Furthermore, they recommend that the Department conduct more seminars, workshops, or training programmes on different career paths in social work, as this will aid them in understanding which setting they may wish to pursue in the future. It was also suggested to invite resource persons from other universities or institutions in addition to the department's teachers.



Hence, through this course, the participants gained insight on how they can use a variety of strategies during their fieldwork or at work later in their life. And as two participants pointed out, Learning about work skills in a variety of settings throughout society has provided students with a new level of knowledge and I am confident that I will be able to apply the different skills I gained from this certificate course after completing my studies and starting my professional career.

Annexure

Annexure 1: Event Poster



**One Week Certificate Course
On**

**Basic Social Work Engagement Strategies for
Individuals, Groups, and Communities**

ORGANISED BY

**Department of Social Work-PG
St Edmund's College, Shillong**

Date: 2nd August 2022 - 8th August 2022

VENUE:

**Fieldwork Laboratory
Department of Social Work-PG,
St Edmund's college**



Made by:
Thompson Sangma
MSW 3rd Semester
St. Edmund's College, Shillong

Annexure 2: List of Students Completed

1. Lisidora Suting
2. Iumiki Sayoo
3. Dakermika Sweety Shylla
4. Darihun Lyngdoh
5. Charemiki Diengdoh
6. Gracefulness Dkhar
7. Daphiwanpli Shadap
8. Norinda Kshiar
9. Sukkynjai Syiem
10. Ribanlin Lyngdoh
11. Larisa Nonghyndai
12. Nathan Dondor Langstieh
13. Martin Micheal Nongrum
14. Amika Marwein