

ST. ALBERT'S COLLEGE (AUTONOMOUS),
ERNAKULAM

Affiliated to Mahatma Gandhi University, Kottayam, Kerala

SYLLABUS FOR UNDERGRADUATE PROGRAMME

BACHELOR OF VOCATION IN MEDICAL AND PSYCHIATRIC
SOCIAL WORK

UNDER CREDIT SEMESTER SYSTEM

(WITH EFFECT FROM 2023 ADMISSION)

Syllabus of B.Voc. Medical and Psychiatric Social Work

Proposed by the Board of Studies on 9th February 2023

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Chairman, Board of Studies

Approved by the Academic Council, 15th March 2023

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Adopted by the Governing Council, 22nd April 2023

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Acknowledgement

The Board of Studies in Social Work (Undergraduate), St. Albert's College takes this opportunity to express our deep appreciation to all academicians who participated in the various meeting that were arranged during the year, held at St. Albert's College, Ernakulam. We extend our sincere thanks to all the faculty members, placement representatives for their whole hearted co-operation and immense support at each level of its preparation. Above all we thankfully acknowledge Almighty God for strengthening us to accomplish this work.



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Preface

As envisaged in the recent regulations of Autonomous colleges in India by University Grants Commission, autonomous colleges enjoy the academic freedom to enrich the curriculum by incorporating recent trends and needs. Curriculum and syllabus of each academic program has to be revised periodically to impart major objectives like global competency, skill component, values and regional relevance. Academicians and scholars in the respective area of knowledge have to express a missionary zeal for this great purpose.

In 2016, when St. Albert's College was granted autonomy, we adopted the curriculum and syllabus followed by the Mahatma Gandhi University, Kottayam for the year 2016. In 2017, when the Mahatma Gandhi University made a comprehensive revision of their curriculum and syllabus, it was adopted by the college as it was a better curriculum that met the needs and current demands of the culture, the society, and the expectations of the population being served. However, the Syllabus revision committee of the department studied the present curriculum in detail and proposed some reasonable changes for further enrichment which may be implemented from 2023 admission onwards. The syllabus was proposed by teachers, academicians and other scholars from the field; aligned with existing M.G University regulations of 2018.

The present B.Voc programme in Medical and Psychiatric Social Work is a Choice Based Credit Semester System with six semesters, offering three elective courses in the sixth semester and OJT in the odd semesters (Semester 1, 3, 5), Internships in the even semesters (Semester 2, 4, 6). OJT is done for a period of 2 weeks and Internship for a period of 4 weeks. In addition to that student will be able to do one certificate course, two extra credit courses and variety of extracurricular programs during the three-year programme period. The present curriculum offers wide exposure to various conventional, advanced and applied fields in Medical and Psychiatric Social Work which will facilitate them for a graduate finale course or for pursuing higher studies in Social Work. It is intended that students will acquire due knowledge and skill which will enable them to get employed in the Medical and Psychiatric Institutes, and in related NGO's. Attempts were also made to integrate the essential components to generate interest for self-employment or start-ups among the pupils. All possible attempts have been made to update the syllabus by incorporating current and most recent developments in various fields of medical and Psychiatric Social Work

Graduate Attributes

On completion of an Undergraduate Programme from St. Albert's College (Autonomous), students should be able to demonstrate the graduate attributes listed below:

GA 1: Discipline knowledge

Demonstrate comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.

GA 2: Critical Thinking

Apply analytic thought to a body of knowledge; analyse and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.

GA 3: Effective Communication

Capacity to connect with people, ideas, books, media, and technology to make sense of the world. This includes the ability to communicate, read, write, and listen clearly in person and through electronic media in English and in one Indian language.

GA 4: Social Responsibility

Exhibit qualities of an ideal citizen through civic and social responsibilities along with the knowledge of one's environment and the issues faced, and strive towards sustainable development.

GA 5: Digital Competency

Analyze and choose from available data and information sources to communicate, collaborate and network through a range of digital media.

Programme Outcomes

Upon the completion of B.Voc Medical and Psychiatric Social Work programme, students would be able to demonstrate the programme outcomes listed below:

PO 1: Discipline knowledge

Demonstrate comprehensive professional knowledge, skills and techniques in the areas of healthcare, psychology, psychiatry, research, management and technology to enhance professional practice.

PO 2: Critical Thinking

Apply the principles, techniques and ethical standards of medical and psychiatric social work practice in the areas of individual, group and community-based interventions.

PO 3: Effective Communication

Build effective communication through practical training, observation of experienced professionals, interdisciplinary collaboration, and a focus on client-centered care.

PO 4: Social Responsibility

Develop proficiency in and prepare students to work in a variety of settings related to medical and psychiatric social work practice.

PO 5: Digital Competency

Utilize digital skills and knowledge to provide high-quality care, access relevant information, manage data securely, advocate for change, and adapt to emerging technologies.

PO 6: Cultural Sensitivity and Diversity

Determine culturally appropriate care and support to patients from different ethnicities, races, genders, sexual orientations, and socioeconomic backgrounds.

PO7: Professional Development

Improve leadership skills, self-reflection abilities, and commitment to lifelong learning by providing them with a strong theoretical foundation and practical training opportunities.



Regulations

1. TITLE

These regulations shall be called “ST. ALBERT’S COLLEGE (AUTONOMOUS), ERNAKULAM - REGULATIONS FOR B. VOC. PROGRAMMES under Credit Semester System 2023(SACA B.Voc -CSS 2023)”.

2. SCOPE

This applies to all regular B. Voc. Programmes conducted by the College with effect from 2023 admissions. The medium of instruction is English except in the case of language courses other than English unless otherwise stated therein.

3. DEFINITIONS

‘Academic Week’ is a unit of five working days in which the distribution of work is organized from day one to day five, with five contact hours of one-hour duration on each day / is a unit of six working days in which the distribution of work is organized from day one to day five with 4 hours and day six with 5 contact hours of one-hour duration on each day as decided by the Governing body of the College.

- 3.1 NSQF means National Skills Qualifications Framework
- 3.2 ‘General components’ means a course that provides a general awareness about the discipline.
- 3.3 ‘Skill components’ means a course in the subject of specialization within a vocational degree programme.
- 3.4 ‘Course’ means a portion of a subject to be taught and evaluated in a semester (similar to a paper under the annual scheme).
- 3.5 ‘OJT’ means On-the-job training for a period of 2 weeks.
- 3.6 ‘Internship’ means a professional learning experience of 2-4 weeks that offers meaningful practical work related to student’s field of study.
- 3.7 ‘Credit’ is the numerical value assigned to a paper according to the relative importance of the syllabus of the programme.
- 3.8 ‘Department’ means any teaching department in a college.
- 3.9 ‘Examination Coordinator’ is a teacher nominated by a Department

Council to coordinate the continuous evaluation undertaken in that department.

- 3.10 'Department Council' means the body of all teachers of a department in a college.
- 3.11 'Class Tutor' means a teacher from the department nominated by the Department Council, who will advise the student on academic matters.
- 3.12 Grace Marks shall be awarded to candidates as per the Orders issued from the college from time to time at par with the affiliating University.
- 3.13 'Grade' means a letter symbol (A, B, C, etc.), which indicates the broad level of performance of a student in a Paper/Course/Semester/Programme.
- 3.14 'Credit Point' (CP) is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.15 'Institutional Average (IA)' means average mark secured (Internal + external) for a course at the college level.
- 3.16 'Parent Department' means the department which offers the skill course/courses within an undergraduate programme.
- 3.17 'Programme' means a three-year programme of study and examinations spread over six semesters, the successful completion of which would lead to the award of a degree.
- 3.18 'Semester' means a term consisting of 90 working days, inclusive of tutorials, examination days, and other academic activities within a period of five months.
- 3.19 'Vocational Course' (Skill Enhancement Course) means a course that enables the students to enhance their practical skills and ability to pursue a vocation in their subject of specialization.
- 3.20 Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the Acts and Regulations of UGC, Department of Higher Education, the affiliating University and regulations of the College.

4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

- 4.1 Candidates shall be required to have passed plus two or equivalent examination recognized by M.G university.
- 4.2 Eligibility for admissions and reservation of seats for various Undergraduate Programmes shall be according to the rules framed by the Governing Body of the College in this regard, from time to time at par with the UGC norms and regulations of the Government of Kerala and will be published in the prospectus.

5. FACULTY UNDER WHICH DEGREE IS AWARDED

Faculty of Social sciences.

6. CURRICULUM

The curriculum in each of the years of the programme would be a suitable mix of general education and skill development components.

7. DURATION

- 7.1 The duration of the U.G. programme shall be 6 semesters.
- 7.2 There shall be two semesters in an academic year, the "ODD" semester commences in June, and on completion, the "EVEN" Semester commences.
- 7.3 There shall be a two-month vacation during April/May and internships may be conducted during this month as decided by the departments.
- 7.4 certification The levels will lead to Diploma/ Advanced Diploma/B.Voc Degree and will be offered under the aegis of the College in association with the respective sector skill council of the programme in accordance with the NSQF as outlined in the Table given below.

Award	Duration
Diploma	2 Semesters
Advanced Diploma	4 Semesters

B.Voc. Degree	6 Semesters
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8. ELIGIBILITY FOR HIGHER STUDIES

Those who pass B.Voc. Degree programmes are eligible for admission to higher studies.

9. CREDIT CALCULATION

The following method is used for the conversion of time into credit hours.

One Credit would mean the equivalent of 15 periods of 60 minutes each, for theory, workshops/labs, and tutorials;

For internship/fieldwork/OJT, the credit weightage for equivalent hours shall be 50% of that for lectures/workshops.

10. REGISTRATION

The strength of students for each programme shall be as per the existing orders issued by the College following the UGC guidelines.

11. SCHEME AND SYLLABUS

- 11.1 The U.G. programmes shall include (a) General components, (b) Skill components.
- 11.2 Credit Transfer and Accumulation system can be adopted in the programme with the concurrence of the Governing Body of the College. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution. The Credit Transfer Scheme shall allow students pursuing a programme in one College/University to continue their education in another College/University without break.
- 11.3 The B.Voc Programme should follow Credit and Semester System of St. Albert's College(Autonomous).
- 11.4 A separate minimum of 30% marks each for internal and external (for both theory and practical) and an aggregate minimum of 40% are required for a pass for a course. For the programmes with practical examinations, the practical examinations will be conducted every

semester or at the end of even semesters as applicable.

- 11.5 For a pass in a programme, a separate minimum of Grade P is required for all the individual courses. If a candidate secures an F Grade for any one of the courses offered in a Semester/Programme only F Grade will be awarded for that Semester/Programme until he/she improves this to P Grade or above within the permitted period. The candidate who secures P Grade and above will be eligible for higher studies.

12. PROGRAMME STRUCTURE

The B.Voc. programme shall include the following elements:

- General Education Components
- Skill Components
- Project
- Internships
- OJT
- Soft skills and Personality Development Programmes
- Field visit/ Industrial Visits/ Study tour

	Particulars	B.Voc Programmes
A	Programme Duration	6 Semesters
B	Total Credits required for successful completion of the Programme	180
C	Credits required from Skill Component	108
D	Credits required from General Component	72
G	Minimum attendance required	75%

13. COURSE STRUCTURE

NSQF Level	Credits		Normal Duration	Exit Points / Awards
	Skill Component	General Component		
Level 5 (Year 1)	36	24	Two Semesters	Diploma in Medical and psychiatric social work
Level 6 (Year II)	72	48	Four Semesters	Advanced Diploma in Medical and psychiatric social work
Level 7 (Year III)	108	72	Six Semesters	B. Voc. Degree in Medical and psychiatric social work

As per the UGC guidelines, there are multiple exit points for a candidate admitted to this course. If he/she is completing all six semesters successfully, he/she will get a B. Voc. Degree in medical and psychiatric social work. If he/she is completing the first four semesters successfully, he/she will get an Advanced Diploma in medical and psychiatric social work. If he/she is completing the first two semesters successfully, he/she will get a Diploma in medical and psychiatric social work. A B.Voc. Degree holder is expected to acquire the skills needed for a Manager/Entrepreneur/skilled employee. B.Voc degree in Medical and Psychiatric social work provides students to work in a variety of settings related to medical and psychiatric social work practice such as hospitals, non - government organisations, geriatric care centres, palliative care units, schools, women and child welfare centres, among others.

14. ATTENDANCE

The minimum number of hours of lectures, tutorials, seminars or practicals which a student shall be required to attend for eligibility to appear at the end semester

examination shall not be less than 75% of the total number of lectures, tutorials, seminars, or practical sessions and shall have 75% separate attendance during their internship/OJT period also. Internships, OJT and soft skill and personality development programmes are part of the course and students must meet the attendance requirements for these activities to complete a semester.

15. ASSESSMENT AND CERTIFICATION BY SECTOR SKILL COUNCIL(SSC)

The department should make necessary arrangements for the simultaneous assessment and certification of Skill Development Component aligned by SSC having the approval of National Skill development Corporation of India (NSDC)

16. EXAMINATION

The evaluation of each paper shall contain two parts:

Internal or In-Semester Assessment (ISA)

External or End-Semester Assessment (ESA)

The internal to external assessment ratio shall be 1:4.

Both internal and external marks are to be rounded to the next integer.

All papers (theory & practical), grades are given on a 7-point scale based on the total percentage of marks, **(ISA+ESA)** as given below:-

Percentage of Marks	Grade	Grade Point
95 and above	O Outstanding	10
90 to below 95	A+ - Excellent	9
80 to below 90	A - Very Good	8
70 to below 80	B+ - Good	7
60 to below 70	B- Above Average	6
50 to below 60	C - Average	5
40 to below 50	P - Pass	4
Below 40	F- Fail	0
	Ab Absent	0

17. CREDIT POINT AND CREDIT POINT AVERAGE

The Credit Point (CP) of a paper is calculated using the formula:

$CP = C \times GP$, where C is the Credit and GP is the Grade point.

Semester Credit Point Average (SCPA) of a Semester is calculated using the formula:

$SCPA / CPA = TCP/TC$, where TCP is the Total Credit Point of that semester.

Cumulative Credit Point Average (CCPA) is calculated using the formula:

$CCPA = TCP/TC$, where TCP is the Total Credit Point of that programme.

Credit Point Average (CPA) of different categories, of course, is calculated using the formula:

$CPA = TCP/TC$, where TCP is the Total Credit Point of a category of course.

TC is the total credit of that category of course.

Grades for the different courses, semesters and overall programme are given based on the corresponding CPA as shown below:

CPA	Grade	
9.5 and above	O	Outstanding
9 to below 9.5	A+	Excellent
8 to below 9	A	Very Good
7 to below 8	B+	Good
6 to below 7	B	Above Average
5 to below 6	C	Average
4 or below 5	P	Pass
Below 4	F	Failure

18. MARK DISTRIBUTION FOR EXTERNAL AND INTERNAL EVALUATIONS

The external theory examination of all semesters shall be conducted by the college at the end of each semester. Internal evaluation is to be done by continuous assessment. For all courses, the total marks for external examination is 80 and the total marks for internal evaluation is 20.

For the courses having both theory and practical components, the external examination marks would include 60 for theory and 20 for practical. The internal

evaluation would remain the same as above.

Mark distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

18.1 For all theory courses

Marks of external Examination : 80

Marks of internal evaluation : 20

Components of Internal Evaluation of theory	Marks
Attendance	5
Assignment/ Seminar/Viva	5
Test Paper 1	5
Test paper 2	5
Total	20

18.2 For practical examinations,

The total marks for external evaluation : 80

The total mark for internal evaluation : 20

Components for internal evaluation of Practical	Marks
Attendance	5
Record	5
Skill Test	5
Lab Performance/Punctuality	5
Total	20

*Marks awarded for Record should be related to the number of experiments recorded and duly signed by the teacher concerned in charge.

All four components of internal assessments are mandatory unless for the courses otherwise mentioned in the BoS.

18.3 For courses having both theory and practical components

a) Marks of theory- external examination : 20

b) Marks of practical- external examination : 60

c) Marks of internal evaluation : 20

18.4 For Internship with project

Marks of external evaluation : 80

Marks of internal evaluation : 20

Components of External Evaluation of Project	Marks
Dissertation (External)	50
Viva-Voce (External)	30
Total	80

*Marks for dissertation may include study tour report if proposed in the syllabus.

Components of Internal Evaluation of Project	Marks
Punctuality	5
Experimentation/Data Collection	5
Skill Acquired	5
Report	5
Total	20

*All four components of internal assessments are mandatory unless for the courses otherwise mentioned in the BoS

18.5 For Internships

There will only External evaluation for Internships.

Components of External evaluation of Internship	Marks
Dissertation (External)	50
Viva-Voce (External)	30
Marks awarded by the organization/company/institution/agency (External)	20
Total	100

*Marks for dissertation may include the report of field visit done as part of internship if proposed in the syllabus.

18.6 OJT

There will be only internal evaluation for OJT. Components of Internal valuation of OJT

Components of Internal evaluation of OJT	Marks
Punctuality	10
Subject Knowledge/Viva	20
Report	50
Marks awarded by the organization/company/institution/agency (External)	20
Total	100

19. Attendance Evaluation for all papers

(Decimals are to be rounded to the next higher whole number)

90% and above	5
85% and less than 90%	4
80% and less than 85%	3
75% and less than 80%	2
Less than 75%	1

20. ASSIGNMENTS

Assignments are to be done from 1st to VIth Semesters. At least two assignments should be done in each semester for all courses.

21. SEMINAR

A student shall present a seminar every semester for each course.

22.INTERNAL ASSESSMENT / TEST PAPERS

- 22.1 At least two internal test papers are to be attended in each semester for each course. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the department for five years and shall be made available for verification by the

College. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teaches the course.

22.2 In case of any grievances regarding internal assessment, students can follow the procedures mentioned below under Grievance Redressal Mechanism - clause number 23 in regulation.

22.3 The CoE shall make arrangements for giving awareness of the internal evaluation components to students immediately after the commencement of the 1st semester.

22.4 The internal evaluation marks/grades in the prescribed format should reach the office of the Controller of Examinations, St. Albert's College before the commencement of study leave in each semester.

23. GRIEVANCE REDRESSAL MECHANISM WITH RESPECT TO INTERNAL EVALUATION

The internal assessment shall not be used as a tool for personal or other types of vengeance. A student has all rights to know how the teacher arrived at the marks. There is a provision for grievance redressal regarding internal evaluation which operates at four levels. Complaints regarding the internal evaluation shall be brought to the notice of the teacher concerned in the first instance. If the student is not satisfied with the decision of the teacher concerned, he/she may appeal to the Departmental Grievance Redressal Committee which shall have the Head of the department, the class Tutor, and the teacher against whom the complaint is made, as members. The student will also have the freedom to make further appeals to the College Level Grievance Redressal Committee which shall have the Principal, the COE, and the concerned Head of the department, as members. If the student is not satisfied, he may appeal to the Governing Body.

Level 1: Class level: The cell is chaired by the class tutor and the course teacher or a teacher nominated by the Head of the Department.

Level 2: Department level: The department cell chaired by the Head of the Department, Examination Coordinator and teacher-in-charge as members.

Level 3: College level: A committee with the Principal as Chairman, Examination Coordinator, HOD of concerned Department and a senior teacher nominated by the college council as members.

24. EXTERNAL EXAMINATION (END SEMESTER EXAMINATION)

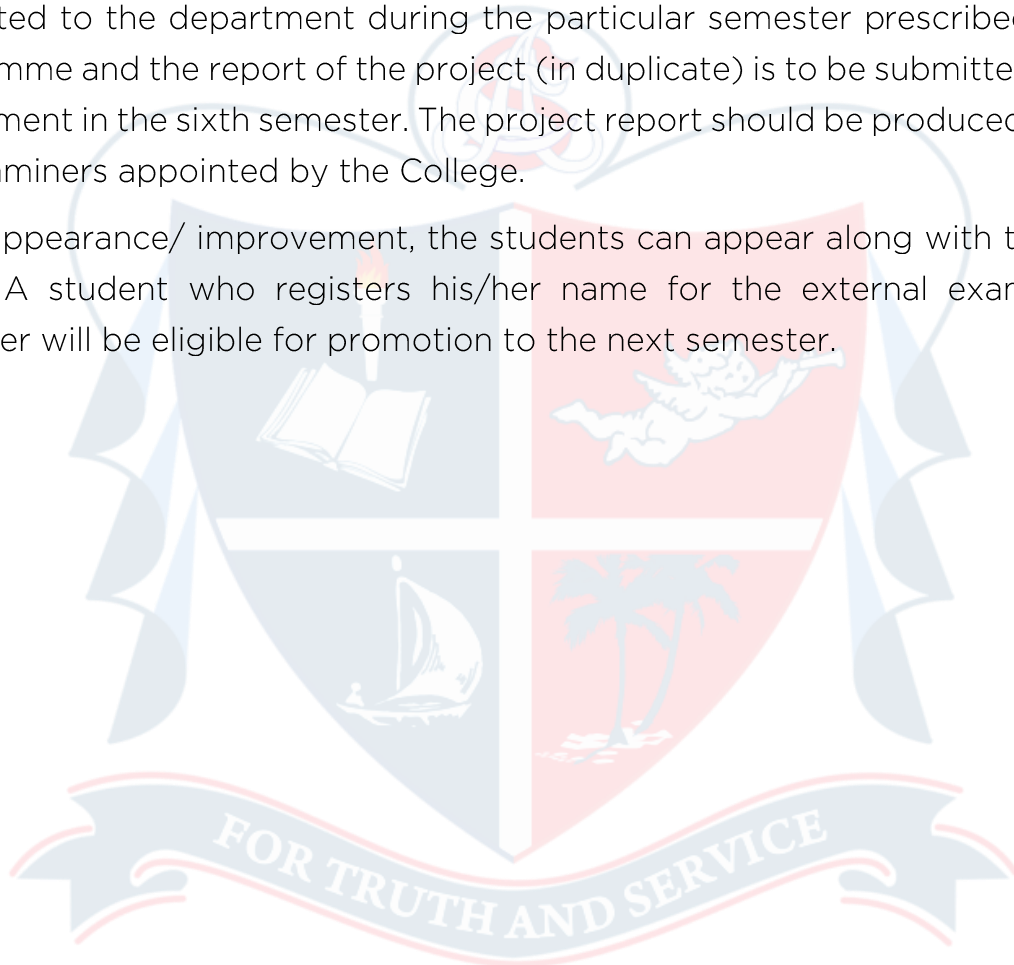
- 24.1 The external examination of all semesters shall be conducted by the College at the end of each semester.
- 24.2 Students having a minimum of 75% average attendance for all the courses only can register for the examination. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of 2 times during the whole period of the programme may be granted by the college on valid grounds. This condonation shall not be counted for internal assessment. The benefit of attendance may be granted to students attending University/College union/Co-curricular activities by treating them as present for the days of absence, upon producing participation/attendance certificates, within one week, from competent authorities through the class tutor, HoD and Dean of Student Affairs and endorsed by the Principal. This is limited to a maximum of 10 days per semester and this benefit shall be considered for internal assessment also. Those students who are not eligible even with the condonation of shortage of attendance will not be readmitted.
- 24.3 The women students can avail maternity leave as per the M.G.U order No. 490/AC A 1/2023/MGU dated 16/01/2023.
- 24.4 There shall be special supplementary exams only for the fifth semester. For reappearance/ improvement for other semesters, the students can appear along with the next batch.
- 24.5 There shall be no provision for supplementary examination for the internal assessment.
- 24.6 A pass in the internal assessment is mandatory for registering for the End semester examination.
- 24.7 A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester provided he/she meet the academic requirements.
- 24.8 All courses shall have a unique alphanumeric code.
- 24.9 There is no provision for betterment of internal evaluation marks as well as marks for Practical/OJT/Internship/Project/Viva.

25. PATTERN OF EVALUATION FOR EXTERNAL EXAMINATION - PRACTICAL / INTERNSHIP WITH PROJECT

The components of End Semester Examination of Practical/Internship with Project have to be set by the Chairman of the Boards of Studies concerned.

All students are required to complete On-job training (OJT), Internship and a project, as directed in the respective syllabus. The project can be done individually or as a group, as decided by the Department. The OJT has to be done during the period as prescribed in the particular semester of the programme. The project, if it is a requisite of the syllabi, has to be done in the final year of the programme. The reports OJT (in duplicate) have to be submitted to the department during the particular semester prescribed in the programme and the report of the project (in duplicate) is to be submitted to the department in the sixth semester. The project report should be produced before the examiners appointed by the College.

For reappearance/ improvement, the students can appear along with the next batch. A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester.



26. PATTERN OF QUESTIONS

Questions shall be set to assess knowledge acquired, standard and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge, and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. She/he shall also upload a detailed scheme of answer type, short essay type/problem-solving type, and long essay type questions to be generated from the question bank. A question paper shall be a judicious mix of short answer type, short essay type /problem-solving type, and long essay type questions and to be generated from the question bank.

26.1 Pattern of questions for external examination for theory paper without practical.

Pattern	Total no. of questions	Number of questions to be answered	Marks of each question	Total marks
Very short answer type	12	10	2	20
Short Answer (Not to exceed 60 words)	9	6	5	30
Long essay	4	2	15	30
Total	25	18		80

26.2 Pattern of questions for external examination for courses having both theory and practical components.

Pattern	Total no. of questions	Number of questions to be answered	Marks of each question	Total marks
Theory Assessment-Short Answer Type	8	5	4	20
Skill Assessment-Practical	1	1	60	60
Total	9	6		80

26.3 Mark division of External Lab Examination

Record	Theory/ Procedure Design	Activity/Neatness	Result	Viva	Total
10	20	25	15	10	80

27.MARK CUM GRADE CARD

The College under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each programme, which shall contain the following information:

27.1 Name of the College

27.2 Title & Model of the B.Voc Programme

27.3 Name of the Semester

27.4 Name and Register Number of the student

- 27.5 Date of publication of result
- 27.6 Code, Title, Credits, and Maximum Marks (Internal, External & Total) of each course opted in the semester.
- 27.7 Internal, External and Total Marks awarded, Grade, Grade point, and Credit point in each course opted in the semester.
- 27.8 The total credits and total credit points in the semester.
- 27.9 Semester Credit Point Average (SCPA) and corresponding Grade.
- 27.10 Cumulative Credit Point Average (CCPA), CPA corresponding to General and skill Courses.
- 27.11 The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final Grade (SCPA) scored by the candidate from 1st to 5th semesters, and the overall Grade for the total programme.

28. RANK/POSITION CERTIFICATE

The college publishes a position list of the top 5 candidates for each programme after the publication of 6th-semester results. Position certificate shall be issued to candidates who secure positions from 1st to 3rd in the rank list. Candidates shall be ranked in the order of merit based on the CCPA scored by them. Grace marks awarded to the students should not be counted in fixing the rank/position. Rank certificate and position certificate shall be signed by the Controller of Examinations.

29. There shall be 3 level monitoring committees for the successful conduct of the programme. They are -

- 26.1 Department Level Monitoring Committee (DLMC), comprising the HOD and two senior-most teachers as members.
- 26.2 College Level Monitoring Committee (CLMC), comprising the Principal, Controller of Examinations, and A.O./Superintendent as members.
- 26.3 Governing body.

30. TRANSITORY PROVISION

Not with standing anything contained in these regulations, the Governing body shall, for one year from the date of coming into force of these regulations, have

the power to provide by an order that these regulations shall be applied to any programme with such modifications as may be necessary.

- 30.1 The Governing body is authorized to make necessary criteria for eligibility for higher education in the grading scheme, if necessary. The Governing body is also authorized to issue orders for the perfect realization of the Regulations.



Annexure I: Model Mark Cum Grade Card



St. Albert's College (Autonomous)

Ernakulam-682 018, Kerala, India.

Accredited by National Assessment and Accreditation Council
(NAAC)

at A Grade ISO 9001: 2015 Certified

Affiliated to Mahatma Gandhi University, Kottayam, Kerala

GRADE CARD

NAME OF THE CANDIDATE								Student Photo				
PERMANENT REGISTER NUMBER (PRN):												
DEGREE												
PROGRAMME												
STREAM												
NAME OF THE EXAMINATION												
DATE OF ISSUE												
COUR SE CODE	COUR SE TITLE	MARKS						GP	GRA DE	CG P	RES ULT	
		CREDITS	INTERN AL		EXTER NAL		TOT AL					
			AWARDE D	MAXIMUM	AWARDE D	MAXIMUM	AWARDE D					MAXIMUM
General Component												
Skill Component												

	TOTAL							
	SEMESTER RESULT	SCPA:				SG:		

Controller of Examinations

Principal



Annexure II: Consolidated Model Mark cum Grade Card



St. Albert's College (Autonomous)
Ernakulam-682 018, Kerala, India.

Accredited by National
Assessment and Accreditation
Council (NAAC) at A Grade ISO
9001: 2015 Certified

Affiliated to Mahatma Gandhi University, Kottayam, Kerala

CONSOLIDATED MARK CUM GRADE CARD

NAME OF THE CANDIDATE		Student Photo					
PERMANENT REGISTER NUMBER (PRN)							
DEGREE							
PROGRAMME							
STREAM							
DATE OF BIRTH							
DATE OF ELIGIBILITY							
SEMESTER RESULTS							
SEMESTER	MARKS AWARDED	MAXIMUM MARKS	CREDIT S	SCPA	GRADE	MONTH AND YEAR OF PASSING	RESULT
SEMESTER 1							
SEMESTER 2							
SEMESTER 3							
SEMESTER 4							

General Components									
Skill Components									
SEMESTER RESULT					SCPA:			SG:	
SEMESTER 3									
General Components									
Skill Components									
SEMESTER RESULT		SCPA:					SG:		
SEMESTER 4									
General Components									
Skill Components									
SEMESTER RESULT		SCPA:					SG:		
SEMESTER 5									
General Components									
Skill Components									
SEMESTER RESULT		SCPA:					SG:		
SEMESTER 6									
General Components									

Skill Components											
SEMESTER RESULT	SCPA:								SG:		

Principal

Annexure III: Reverse side of the mark cum Grade Card (Common to all Semesters)

DESCRIPTION OF EVALUATION PROCESS

Grade and Grade Point

The evaluation of each paper shall contain two parts:

Internal or In-Semester Assessment (ISA)

External or End-Semester Assessment (ESA)

The internal to external assessment ratio shall be 1:4.

Both internal and external marks are to be rounded to the next integer.

For all papers (theory & practical), grades are given on a 7-point scale based on the total percentage of marks, (ISA+ESA) as given below:-

Percentage of Marks	Grade	Grade Point
95 and above	O Outstanding	10
90 to below 95	A+ - Excellent	9
80 to below 90	A - Very Good	8
70 to below 80	B+ - Good	7
60 to below 70	B- Above Average	6
50 to below 60	C - Average	5
40 to below 50	P - Pass	4
Below 40	F- Fail	0
	Ab Absent	0

31. CREDIT POINT AND CREDIT POINT AVERAGE

The Credit Point (CP) of a paper is calculated using the formula:

$CP = C \times GP$, where C is the Credit and GP is the Grade point.

Semester Credit Point Average (SCPA) of a Semester is calculated using the formula:

$SCPA / CPA = TCP/TC$, where TCP is the Total Credit Point of that semester.

Cumulative Credit Point Average (CCPA) is calculated using the formula:

$CCPA = TCP/TC$, where TCP is the Total Credit Point of that programme.

Credit Point Average (CPA) of different categories, of course, is calculated using the formula:

$CPA = TCP/TC$, where TCP is the Total Credit Point of a category of course.

TC is the total credit of that category of course.

Grades for the different courses, semesters and overall programme are given based on the corresponding CPA as shown below:

CPA	Grade	
9.5 and above	O	Outstanding
9 to below 9.5	A+	Excellent
8 to below 9	A	Very Good
7 to below 8	B+	Good
6 to below 7	B	Above Average
5 to below 6	C	Average
4 or below 5	P	Pass
Below 4	F	Fail

Note: A separate minimum of 30 % marks each for internal and external (for both Theory and practical) and an aggregate minimum of 40 % is required for a pass in a course. To pass in a programme, a separate minimum of Grade P for all the individual courses and an overall grade P or above is mandatory. If a candidate secures Grade F for any of the courses offered in a semester or a programme only grade F will be awarded to that semester/Programme until the candidate improves this to Grade P or above within the permitted period.

Read By	
Verified By	

QR Code

Programme Design

SEMESTER I

No.	Course Code	Course Title	Course Category	Hours per week	Credits
1	ENG1CCT0323	Basic English Skills	General Component	4	4
2	MPS1CMT0123	General Psychology	General Component	4	4
3	MPS1CMT0223	Introduction to Social Work	General Component	4	4
4	MPS1CRT0123	Introduction to Medical Social Work	Skill Component	4	5
5	MPS1CRT0223	Principles of Management and Hospital Administration	Skill Component	4	5
6	VCS1CRPO123	Basic Computer Skills	Skill Component	4	5
7	MPS1OJT0123	On the job training (OJT) -I	Skill Component		3

SEMESTER II

No.	Course Code	Course Title	Course Category	Hours per week	Credits
1	ENG2CCT0323	Advanced English Skills	General Component	4	4
2	MPS2CMT0123	Environment Science and Human Rights	General Component	4	4
3	MPS2CMT0223	Community Health	General Component	4	4
4	MPS2CRT0123	Working with Individuals	Skill Component	6	6
5	MPS2CRT0223	Introduction to Psychiatric social work	Skill Component	6	6
6	MPS2CPR0123	Internship -I	Skill Component		6

SEMESTER III

No.	Course Code	Course Title	Course Category	Hours per week	Credits
1	MPS3CMT0123	Developmental Psychology	General Component	4	4
2	MPS3CMT0223	Sociology for social work	General Component	4	4
3	MPS3CMT0323	Human Resource Management	General Component	4	4
4	MPS3CRT0123	Working with Groups	Skill Component	5	5
5	MPS3CRT0223	Medical Terminology & Procedures	Skill Component	5	5
6	MPS3CRT0323	Counseling and Psychotherapy	Skill Component	5	5
7	MPS3OJT0123	On the job training (OJT)-II	Skill Component		3

SEMESTER IV

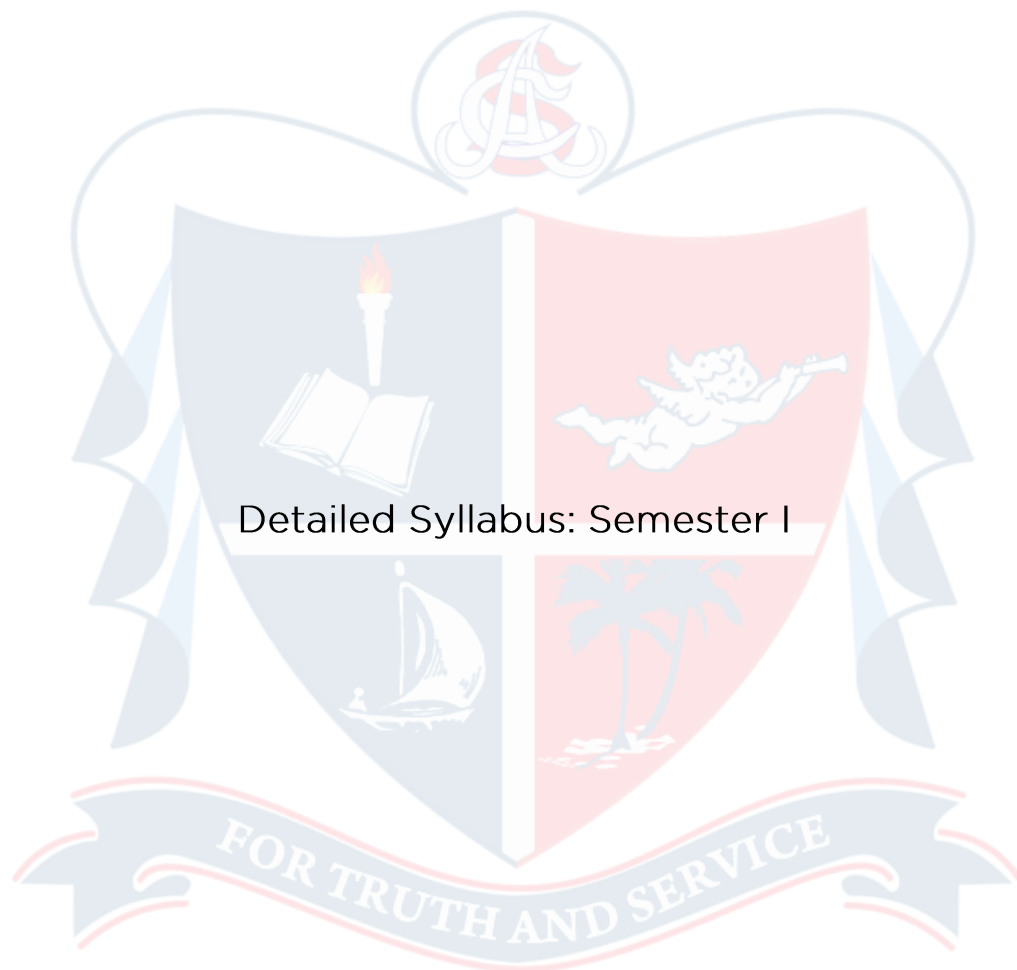
No	Course Code	Course Title	Course Category	Hours per week	Credits
1	MPS4CMT0123	Social Entrepreneurship	General Component	4	4
2	MPS4CMT0223	Social Psychology	General Component	4	4
3	MPS4CMT0323	Health Psychology	General Component	4	4
4	MPS4CRT0123	Project Planning & CSR	Skill Component	6	6
5	MPS4CRT0223	Geriatric Social Work	Skill Component	6	6
6	MPS4CPR0123	Internship -II	Skill Component		6

SEMESTER V

Sl.No	Course Code	Course Title	Course Category	Hours per week	Credits
1	MPS5CMT0123	Statistics	General Component	4	4
2	MPS5CMT0223	Research Methodology	General Component	4	4
3	MPS5CMT0323	School Mental Health and Social Work Practice	General Component	4	4
4	MPS5CRT0123	Psychosocial Rehabilitation	Skill Component	5	5
5	MPS5CRT0223	Clinical Assessment and Advanced Psychopathology	Skill Component	5	5
6	MPS5CRT0323	Health Communication and First Aid	Skill Component	5	5
7	MPS5OJT0123	On the job training (OJT)-III	Skill Component		3

SEMESTER VI

No.	Course Code	Course Title	Course Category	Hours per week	Credits
1	MPS6CMT0123	Disaster Management	General Component	4	4
2	MPS6CMT0223	Legal Framework for Hospitals & Medical Ethics	General Component	4	4
3	MPS6CMT0323	Corporate Readiness Program	General Component	4	4
4	MPS6CRT0123	Palliative Care Social Work	Skill Component	6	6
5	MPS6CRT0223	Psychosocial Counseling for Special Groups	Skill Component	6	6
6	MPS6CPR0123	Internship with Project	Skill Component		6



General Component: Basic English Skills (ENG1CCT0323)**60 Hours****4 Credits****Course outcomes**

- Recognize the speech sounds and supra segmental features
- Familiarize different dialects and the accents
- Demonstrate the features of listening, reading and speaking skills
- Develops skills in face to face and telephonic communication as well as in group discussions
- Builds the ability to use English for performing some of the most common communicative functions in academic, social and professional situation

Module I**(12 Hours)**

Speech Sounds: Phonemic symbols – Vowels – Consonants – Syllables – Word stress – Stress in polysyllabic words – Stress in words used as different parts of speech – Sentence stress – Weak forms and strong forms – Intonation

Module II**(12 Hours)**

Accents: Awareness of different accents: American, British and Indian – Influence of the mother tongue.

Module III

Listening: Active listening – Barriers to listening – Listening and note taking – Listening to announcements – Listening to news on the radio and television.

Module IV**(12 Hours)**

Speaking: Word stress and rhythm – Pauses and sense groups – Falling and rising tones – Fluency and pace of delivery – Art of small talk – Participating in conversations – Making a short formal speech – Describing people, place, events and things – Group discussion skills and telephone skills.

Module V**(12 Hours)**

Reading: Theory and Practice – Scanning – Surveying a textbook using an index – reading with a purpose – Making predictions – Understanding text structure – Locating main points – Making inferences – Reading graphics – Reading critically – Reading for research.

Pedagogical Tools

- Lecture
- Role Play
- Group Discussion

Expected Skills, Proficiencies and Values

- Employability enhancement
- Language Skills

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- V.Sasikumar, P Kiranmai Dutt & Geetha Rajeevan. Communication Skills in English. Cambridge University Press and Mahatma Gandhi University.
- A Course in Listening and Speaking I & II, Sasikumar, V.,Kiranmai Dutt and Geetha Rajeevan, New Delhi: CUP, 2007
- Study Listening: A Course in Listening to Lectures and Note-taking Tony Lynch New Delhi: CUP,
- Study Speaking: A Course in Spoken English for Academic Purposes. Anderson, Kenneth, Joan New Delhi: OUP, 2008

General Component: General Psychology (MPS1CMT0123)**60 Hours****4 Credits****Course Outcomes**

- Demonstrate the dynamics of behaviour in terms of heredity and environment as shapers of personality
- Explain the components of general psychology.
- Describe about the basic mechanism of mental processes.
- Know historical perspectives and recent trends in Psychology
- Develop the understanding of biological basis of human behaviour

Module I: (12 Hours)

Definition, branches of Psychology, Historical aspects, scope and methods.

Module II (12 Hours)

Overview of Bio-psychosocial Aspect- Multidimensional approach to understand human behaviour. The Bio-psychosocial perspective- Person, Environment - Brain: structure and function of brain and Sensory Process. States of consciousness

Module III (12 Hours)

Cognitive process- Attention, Perception, Learning: Definitions, theories of learning-Classical conditioning, Instrumental conditioning, Operational Learning, insight learning, Observational Learning.

Memory – Definition, Memory process-registration, retention and recall, Types of memory Thinking, Reasoning, Problem solving, Decision making and Language

Module IV (12 Hours)

Individual differences

- ▶ Intelligence- definition
- ▶ Concept of IQ, intellectually disabled and intellectually gifted
- ▶ Theories of intelligence- Factor theory, Gardner's theory, Process oriented theories, Assessment of Intelligence (IQ tests) Individual differences and Intelligence
- ▶ Personality- Concept and definition, psychodynamic approaches, Erikson theory, type and trait theories, humanistic theories, tools of personality

assessment- self report inventories, questionnaires, Projective tests

Module V

(12 Hours)

Motivation and emotion

Motivation, theories of motivation- Drive theory, Incentive theory, Opponent process theory, optimal level theory, and Abraham Maslow's theory.

Emotion , definition, factors affecting emotion, theories of emotion

Pedagogical Tools

- Lecture
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Ahuja, N. A.(1995) Short Textbook of Psychiatry. New Delhi: Jaypee Brothers
- Crider, et al.(1989). Psychology. New York: Scott. Foresman
- Fellin, P. (1996). Mental Health and Mental Illness. Illinois: FEPeackck Fernald, L. D. & Fernald, P. S.(1999). Introduction to Psychology. New Delhi: AITBS Publishers
- Kaila, etal. (2001). Stress Management: Western and Indian Techniques. Mumbai: Himalaya Publishers
- Mangal, S. K. (2006). General Psychology. New Delhi: Sterling

- Morgan, et al. (1997). Introduction to Psychology. New York: McCraw-Hillbook Co.



General Component: Introduction to Social Work (MPS1CMT0223)**60 Hours****4 Credits****Course Outcomes**

- Demonstrate the fundamental concepts in social work
- Demonstrate the history of social work approaches with respect to underlying ideologies and philosophies
- Identify the importance of professional values and ethics in social work practice.
- Illustrate different fields of social work intervention and the issues and concerns of social work practice in India.
- Demonstrate the methods of social work

Module I**(12 Hours)**

Concepts in social work: Social Work, Social Service, Social Welfare, Social Reform, Social Justice, Social Health, Social Security, Social Policy, Social Defense, Social Development, Human Rights, Social Legislation, Social Administration

Social Work: definitions, objectives, functions, purpose and Scope, Relationship of Social work with applied social sciences

Module II**(12 Hours)**

Development of professional social work in U.K. and U.S.A, Development of professional social work in India

Development of social work models: Charity model, remedial model, developmental model and sustainable model, Roles played by social worker in different models.

Module III**(12 Hours)**

Philosophy and values of social work: humanitarianism and democratic values, values relating to individual, values relating to problem, values relating to relationship, values relating to social agency. Principles of Social Work, Roles of social worker

Module IV**(12 Hours)**

Methods of Social Work: Primary and secondary methods of social work

Units of interventions: Individual, family, group, community

Module V

(12 Hours)

Social Work as a Profession: Professional traits, professional Code of Ethics, Social Work Profession in India and challenges of social work profession

Pedagogical Tools

- Lecture
- Field Work
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Professional Ethics and standards
- Human Values

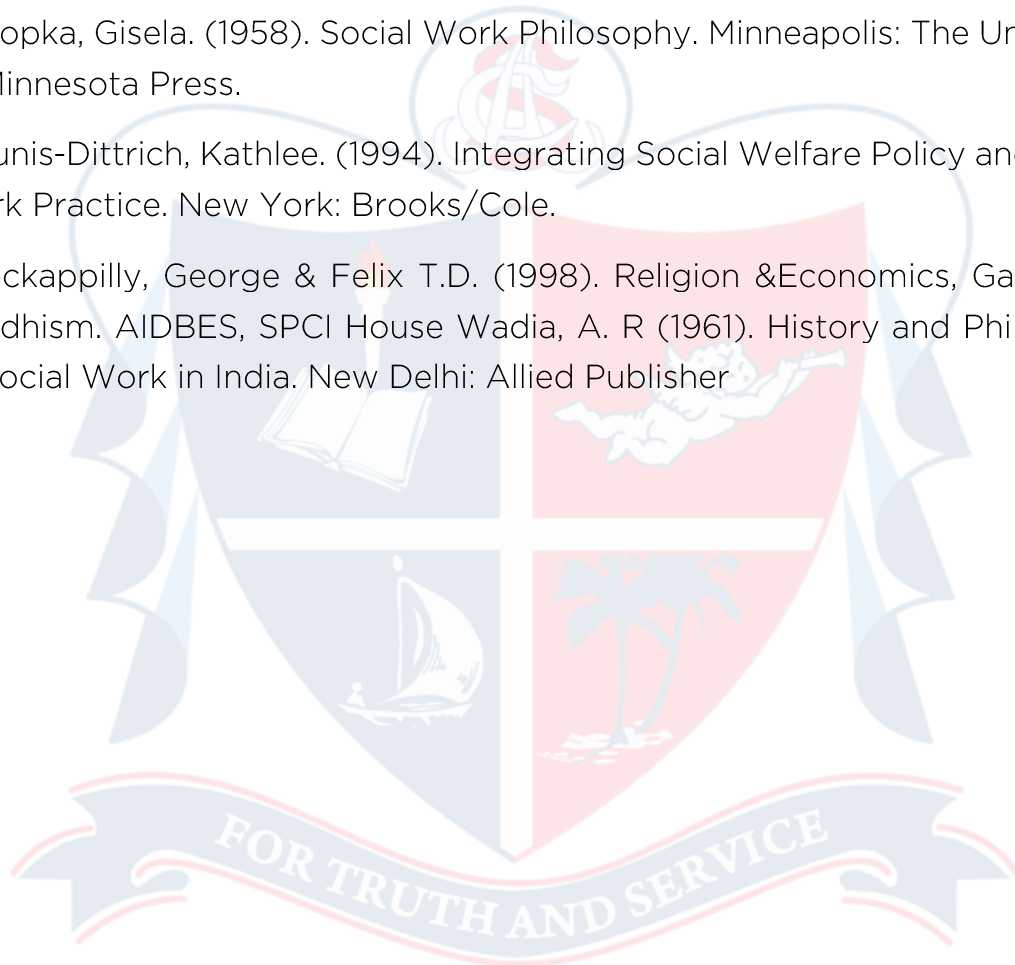
Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Bhanti, Raj. (1996). Field Work in Social Work Perspective. New Delhi: Himanshu Publications.
- Choudhary, Paul. (1983). Introduction to Social work. New Delhi: Atma Ram & Sons.
- Dasguta, S. (1967). Towards a philosophy of Social Work in India. New Delhi: Popular Book Services
- Dinitto, Diana, M. (2008). Social Work Issues and Opportunities in a challenging profession (3rd edition). Chicago: Lyceum Books

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- Friedlander, Walter, A. (1968). Introduction to Social Welfare, Prentice Hall
- Gore, M. S. (1965). Social Work and Social Work Education. Bombay: Asia Publication House.
- Hepworth, Dean, H (2010). Direct Social Work Practice-Theory and skills (8th edition). New York: Brooks/Cole.
- Konopka, Gisela. (1958). Social Work Philosophy. Minneapolis: The University of Minnesota Press.
- Mclunis-Dittrich, Kathlee. (1994). Integrating Social Welfare Policy and Social Work Practice. New York: Brooks/Cole.
- Palackappilly, George & Felix T.D. (1998). Religion & Economics, Gandhism, Buddhism. AIDBES, SPCI House Wadia, A. R (1961). History and Philosophy of Social Work in India. New Delhi: Allied Publisher



Skill Component: Introduction to Medical Social Work (MPSICRT0123)**75 Hours****5 Credits****Course Outcomes**

- Develop understanding of the fundamental concepts in hospital social work
- Explain the history of hospital social work approaches with respect to underlying ideologies and philosophies
- Identify the importance of professional values and ethics in social work practice.
- Demonstrate different fields of social work intervention and the issues and concerns of social work practice in India
- Analyze the present issues faced by social work profession

Module I**(15 Hours)**

Introduction to Hospital setting. Historical origin of hospitals, Types, Functions, Services, key roles, departments

Module II**(15 Hours)**

Hospital Social Work: definitions, objectives, functions, purpose and Scope, Role of Social worker in hospital setting, Historical evolution of Hospital social Work: USA, Europe, India,

Module III**(15 Hours)**

Ethics and Social Work in Health Care: Ethics Terminology and Theory, Terminology (Values, Morals, Laws, Ethics, Meta-ethics, Normative Ethics, Applied Ethics,) Basic Normative Theories (Deontological And Tele ontological Theories, Utilitarianism, Ethics of Duty (Kantian Ethics), Ethics of Care, Virtue Ethics, Historical Development of Medical Ethics, Social Work Ethics, And Bioethics, Decision-Making Models, Dual Relationship, Managed Care and Whistle-Blowing, ethical challenges of 21st century

Module IV**(15 Hours)**

Public Health and Social Work: Definition, History of Public Health Social Work, Healthy People 2020, Epidemiology and the Determinants of Health, Common Values of Public Health and Social Work (Elimination of Health Disparities, Promotion of Social, Economic, And Environmental Justice

Module V**(15 Hours)**

Theories of Health Behavior: Theoretical Approaches Based on Rational Choice (Health Belief Model, Theory of Reasoned Action, Theory of Planned Behavior)
Theoretical Approaches based on Social Networks (Social Action Theory, Behavioral Model of Health Services Use, Trans-theoretical Model: Stages of Change)

Pedagogical Tools

- Lecture
- Organizational Visit
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Gehlert, S., & Browne, T. A. (2019). Handbook of health social work
- Soumen Acharya. "The Study of Medical Social Worker how was this Evolved in India and how Medical Social Service Officer in AIIMS can Changed the Problem Faced by Patients". Acta Scientific Medical Sciences 2.6 (2018): 19-30.

**Skill Component: Principles of Management and Hospital administration
(MPS1CRT0223)**

75 Hours

5 Credits

Course Outcomes

- Develop understanding of the evolution of administration as a science and as a method in Social Work Practice.
- Develop understanding and appreciate the utility of the administrative structures, processes and procedures in an organization.
- Demonstrate the understandings of general principles of management
- Explain the administration of the hospital and the functioning of the various departments
- Explain the quality assurance programmes of hospital

Module I

(15 Hours)

Evolution of administration as a science. Concepts - Administration, Organization, Management, Business Administration, Public Administration.

Basic elements in administration: Planning, Organizing, Staffing, Leading (directing, coordinating), Controlling (Reporting & Budgeting)

Module II

(15 Hours)

Organizational Management: Concept and approaches - Bureaucratic, Democratic, Human Relations Model, System Theory, Theory X, Theory Y and Theory Z.

Module III

(15 Hours)

Management Skills - Planning, Communication, Delegation, Decision Making, Evaluation, Time Management, Meetings

Module IV

(15 Hours)

Organizational Structure of the Hospital

Functions of the various departments of a hospital

- i. Medical staff
- ii. Nursing Services
- iii. Clinical Laboratories,

- 
- iv. Radiology
 - v. Pharmacy
 - vi. Out Patient Services
 - vii. Causality
 - viii. Medical Social Service
 - ix. Operation Theatre
 - x. Dietary
 - xi. Administrative and other departments
 - xii. Personnel Administration
 - xiii. Financial Administration
 - xiv. Engineering and maintenance
 - xv. Material management
 - xvi. House keeping
 - xvii. Medical Library

Interdepartmental Relationships

Module V

(18 Hours)

Medical audit – need for medical Audit – Medical Audit for better patient care – aims - objectives of medical audit.

Quality as a concept – why we need quality – why we need to evaluate quality – determinants of quality in medical care - Norms for Medical staff.

Quality assurance in hospitals – major functions of quality assurance patient care evaluation – utilization review – continuous monitor – Continuing medical education .

ISO 9000 Series - its implication on hospitals – Implementation of quality system.

Pedagogical Tools

- Lecture
- Organizational Visit
- Role Play

- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Abha, Vijay and Prakash. (2000). Voluntary Organizations and Social Welfare. ABD Publishers
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- Kohli A.S., Sharma S.R. (1996). Encyclopaedia of Social Welfare and Administration Vol. 1-7, New Delhi: Anmol Pub. Pvt. Ltd.
- Lawani B.T. (1999). NGOs in Development. Jaipur: Rawat Publication.
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- Pasad.L.M. (2000). Principles and Practice of Management. New Delhi: Sultan Chand & Sons.
- Ralph Brody. (2005). Effectively Managing Human Service Organizations

(Third Edition). New Delhi: Sage Publications

- Sachdeva.D.R.(2003). Social Welfare Administration in India. New Delhi: Kitab Mahal
- Sidmore Rex A. (1990). Social Work Administration: Dynamic Management and
- Human Relationships. New Jersey: Prentice Hall
- Chahine Teresa, Introduction to Social Entrepreneurship
- Bhattacharya Sanjay, Social Work Administration and Development, Rawat Publications New Delhi.



Skill Component: Basic Computer Skills (VCS1CRP0123)**75 Hours****5 Credits****Course Outcomes**

- Recall the basic fundamentals of Information Technology.
- Create documents using features available in Microsoft Word.
- Format data and cells, construct formulas, including the use of built-in functions, and relative and absolute references.
- Create and modify charts.
- Create slide presentations that include text, graphics, animation, and transitions.

Module I**(15 Hours)**

Introduction to Information Technology

Information and Communication Technology (ICT), Information systems E-World - Computer Architecture: Input Hardware - Processing & Memory Hardware, Storage Hardware, Output Hardware, Communication Hardware - Concept of operating system - Understanding your computer customization configuring screen, mouse, printer.

Module II: Word Processing Package**(15 Hours)**

Introduction - Features - Word User Interface Elements; Creating new Documents; Basic Editing, Saving a Document; Printing a Document; Print Preview, Page Orientation - Viewing Documents; Setting tabs - Page Margins; Indents; Ruler, Formatting Techniques; Font Formatting, Paragraph Formatting; Page Setup; Headers & Footers; Bullets and Numbered List; Borders and Shading; Find and Replace; Page Break & Page Numbers; Mail Merging-Spelling and Grammar Checking; Tables; Formatting Tables

Module III:**Spreadsheet Package****(15 Hours)**

Introduction, Excel User Interface, Working with cell and cell addresses, Selecting a Range, Moving, Cutting, Copying with Paste, Inserting and Deleting cells, Freezing cells, Adding, Deleting and Copying Worksheet within a workbook, Renaming a Worksheet. Cell Formatting Options, Formatting fonts, Aligning, Wrapping and Rotating text, Using Borders, Boxes and Colors, Centering a heading, Changing row/column height/width, Formatting a Worksheet Automatically, Insert Comments, Clear contents in a cell. Using print

Preview, Margin and Orientation, Centering a Worksheet, Using header and footer.

Module IV: Advanced Features of Spreadsheet Package (15 Hours)

All Functions in Excel, Using Logical Functions, Statistical functions, Mathematical etc. Elements of Excel Charts, Categories, Create a Chart, Choosing chart type, Edit chart axis - Titles, Labels, Data series and legend, Adding a text box, Rotate text in a chart, Saving a chart.

Module V: Presentation Package (15 Hours)

MS-PowerPoint: Advantages of Presentation Screen layout creating presentation inserting slides adding sounds & videos-formatting slides -slide layout views in presentation -slide transition Custom animation Managing slide shows - using pen Setting slide intervals

Pedagogical Tools

- Lecture
- Practical Lab

Expected Skills, Proficiencies and Values

- Employability enhancement

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Antony Thomas. Information Technology for Office. Pratibha Publications
- Gini Courter & Annette Marquis. Ms-Office 2007: BPB Publications

Skill Component: On the Job Training (OJT)- I (MPS1OJT0123)

3 Credits

Course Outcomes

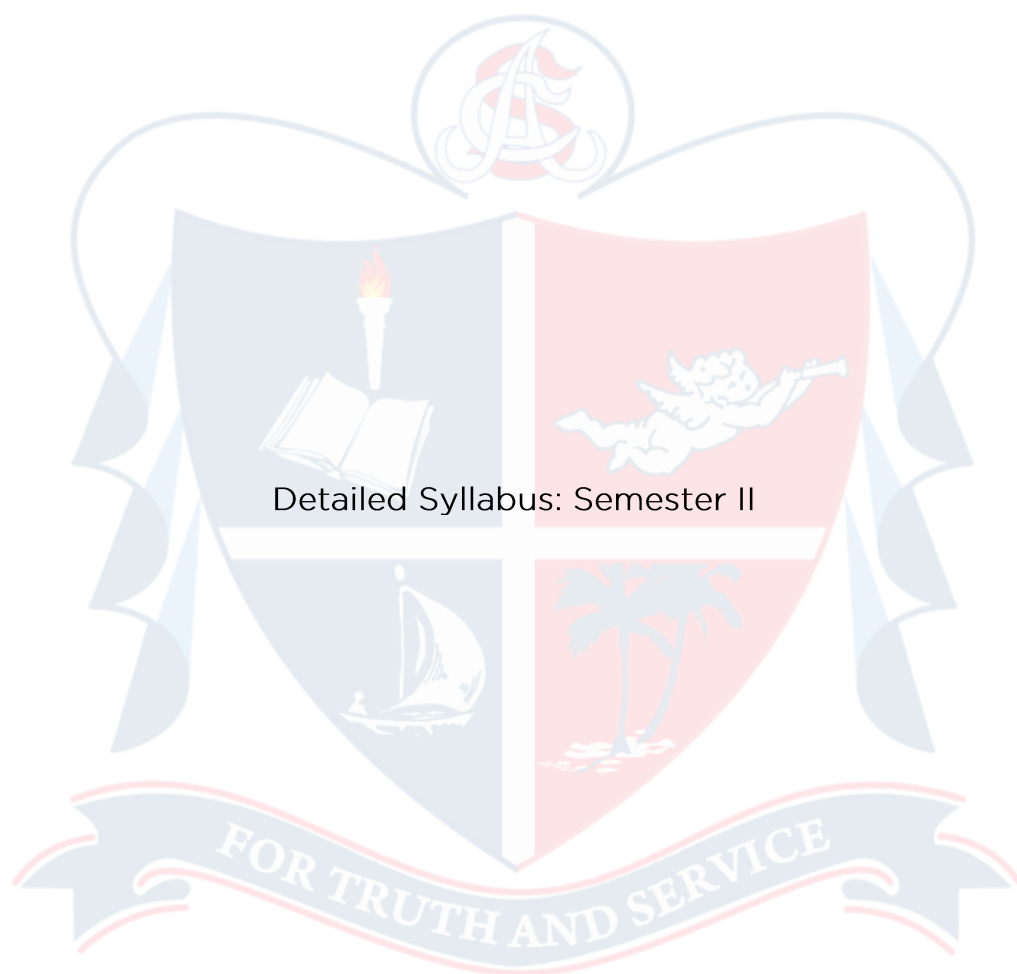
- Know the functioning of local self-government.
- Understand the functioning of various organizations which has scope for medical and psychiatric social work practice.
- Experience rural life and gain insight to the different problems faced by them.

No.	Activity	Minimum Requirement	Credits
1	Visit to Power Centres (Panchayath Office, Village Office, Police Station, CDS office, Kudumbasree meeting, ICDS, etc.)	2 Days	.5
2	Observational visits to organizations related to medical and psychiatric social work practice.	5 Days	1
3.	Rural Camp	7 days	1.5
	Total	14 days	3

Field Practicum Evaluation:

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No.	Parameters	Weightage
1	Rural Camp Participation	1
2	OJT Presentation and PowerPoint presentation	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work and participation in individual conference	2
4	Reports to be submitted General Summary Report Study report on Gramma Panchayath (Min 10 Pages) Study on various Power Centres and Programmes Report EPAS Competency Report Daily Report of OJT Daily Report of Rural Camp with Summary Organizational visits or Voluntary service report Certificate of Internship from Organization Attendance duly filled, signed by internship supervisor.	5



General Component: Advanced English Skills (ENG2CCT0323)**60 Hours****4 Credits****Course outcomess**

- Develop judgement skills
- Develops evaluation and problem-solving skills
- Learns basic grammar to use English language accurately
- Create awareness about different types of official communication skills
- Build the ability to do presentations in a better way

Module I**(12 Hours)**

Critical Thinking: Introduction to critical thinking - Benefits - Barriers - Reasoning - Arguments - Deductive and inductive arguments - Fallacies - Inferential comprehension Critical thinking in academic writing - Clarity - Accuracy - Precision - Relevance.

Module II**(12 Hours)**

Research for Academic Writing and the Writing Process: Data collection - Use of print, electronic sources and digital sources - Selecting key points - Note making, paraphrasing, summary - Documentation - Plagiarism - Title - Body paragraphs - Introduction and conclusion - Revising - Proof-reading.

Module III**(12 Hours)**

Accuracy in Academic Writing: Articles - Nouns and prepositions - Subject-verb agreement - Phrasal verbs - Modals - Tenses - Conditionals - Prefixes and suffixes - Prepositions - Adverbs - Relative pronouns - Passives - Conjunctions - Embedded questions - Punctuation - Abbreviations.

Module IV**(12 Hours)**

Writing Models: Letters - Letters to the editor - Resume and covering letters - e-mail - Seminar papers - Project reports - Notices - Filling application forms - Minutes, agenda - Essays.

Module V**(12 Hours)**

Presentation Skills: Soft skills for academic presentations - Effective communication skills - Structuring the presentation - Choosing appropriate medium - Flip charts - OHP - Power Point presentation - Clarity and brevity -

Inter-action and persuasion - Interview skills – Group Discussions.

Pedagogical Tools

- Lecture
- Role Play
- Group Discussion

Expected Skills, Proficiencies and Values

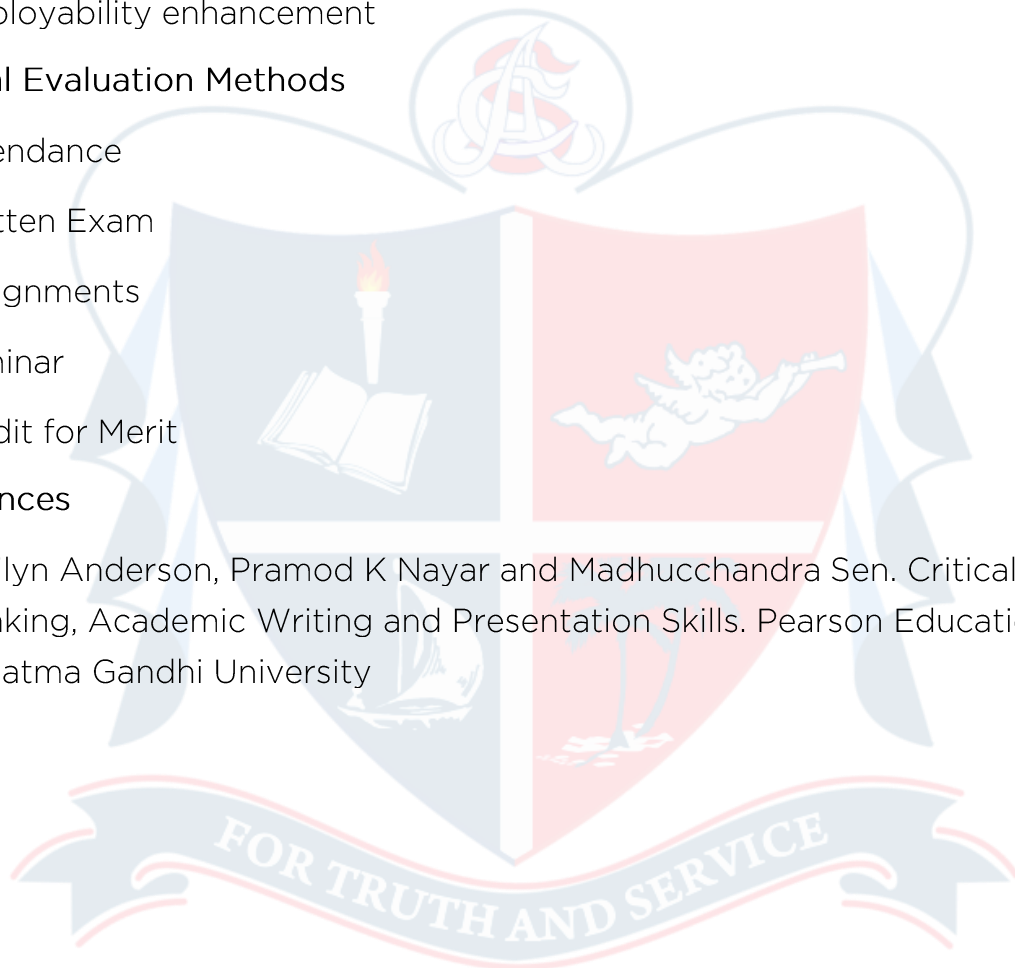
- Employability enhancement

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Marilyn Anderson, Pramod K Nayar and Madhucchandra Sen. Critical Thinking, Academic Writing and Presentation Skills. Pearson Education and Mahatma Gandhi University



**General Component: Environment Science and Human Rights
(MPS2CMT0123)**

60 Hours**4 Credits****Course Outcomes**

- Encourage to research, investigate the things happen, and make decisions about complex environmental issues by developing and enhancing critical and creative thinking skills.
- Explain decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues
- Develop the sense of awareness about the environment and its various problems and to help in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources
- Foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Encourage character building, and to develop positive attitudes and values who recognizes human dignity and rights

Module I**(12 Hours)**

Multidisciplinary nature of environmental studies Definition, scope and importance Need for public awareness. Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems. Ecosystem-Concept, Structure and function. Producers, consumers and decomposers, Energy flow in the ecosystem, Ecological succession, Food chains, food webs and ecological pyramids.

Module II**(12 Hours)**

Biodiversity and its conservation Biodiversity, Environmental Pollution, Definition, Causes, effects and control measures of: Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards, Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution

Module III**(12 Hours)**

Laws on Environment, Environment Protection Act, Air (Prevention and Control

of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation, Public awareness

Module IV

(12 Hours)

Sustainable Development, Organic farming for sustainable development, Eco friendly constructions and green certification process, Rainwater harvesting, Recycling for maximising utility, Clean Natural energy sources and its utilisation for development, Social forestry, Role in Environmental Protection- Role of corporates in environmental protection: CSR initiatives, Role of NGOs in environmental protection, Role of individuals groups and communities in environmental protection: case studies Role of media in promoting awareness on the need of environmental protection, Role of international organisations in environmental protection

Module V

(12 Hours)

Human Rights- An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights). Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights. Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities, Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western Ghats- mention Gadgil committee report, Kasthurirangan report. Over exploitation of ground water resources, marine fisheries, sand mining etc.

Pedagogical Tools

- Lecture
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Human Values
- Environmental issues

- Sustainable Development

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc.
- Study of simple ecosystem-pond, river, hill slopes, etc (Field work Equal to 5 lecture hours)

References

Environmental Studies

- Bharucha, Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013
- Clark.R.S., Marine Pollution, Clanderson Press Oxford
- Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai.
- 4.Dc A.K.Environmental Chemistry, Wiley Eastern Ltd
- 5.Down to Earth, Centre for Science and Environment
- Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press
- Jadhav.H, Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi Mekinney, M.L, Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition
- Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co.

- Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA)
- Rao.M.N,Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.
- Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016
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- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication
- Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA)

Human Rights

- AmartyaSen, The Idea Justice, New Delhi: Penguin Books, 2009.
- Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
- Law Relating to Human Rights, Asia Law House,2001.
- Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi,
- S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998. 2011.
- SudhirKapoor, Human Rights in 21st Century,Mangal Deep Publications, Jaipur,2001.
- United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004

General Component: Community Health (MPS2CMT0223)**60 Hours****4 Credits****Course Outcomes**

- Develop an understanding of the basic concepts of Health and Community health
- Develop understanding of the policies/services in health and implications for social work practice.
- Demonstrate the skills for social work practice in community health sector
- Develop an understanding of concept of health care
- Develop an understanding of the health care programmes of India

Module I**(12 Hours)**

Health – Definition, Dimensions, Determinants, Spectrum of Health Concept of well-being, Positive Health.

Epidemiology- Definition, Objectives, Epidemiologic methods. Social Work in Community-based Health care

Module II**(12 Hours)**

Nutrition: Nutrients – Classification, Sources, Uses, Deficiency diseases
Malnutrition, Environment and health- Components, Pollution, Health issues
Mental health- Characteristics, Causes, Types of mental illness

Mental Health services, Social Work Intervention in the area of mental health

Module III**(12 Hours)**

Demography, Demographic Cycle, Demographic trends in India. National Population Policy, Family Planning: Contraceptive methods.

Reproductive and Child Health Program (RCH)

Module IV**(12 Hours)**

Health Education, Approach to health education, Contents of health education
Models and Principles of health education, Practice of health education-
Schools/Families/Communities. Role of health care providers. Alma Ata Declaration

Module V**(12 Hours)**

Concept of Health care, Levels of health care, Elements of primary health care
Principles of primary health care. Health care system, Primary Health care in India

Voluntary Health Agencies in India- Functions, International Health agencies

Health Programs in India- Vector borne Filariasis, Malaria, TB, HIV/AIDS, Universal Immunization, Family Welfare, Water supply and sanitation.

Role of Social Worker in community health care services

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Entrepreneurship
- Employability enhancement
- Gender Empowerment
- Professional Ethics and standards
- Human Values

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

- Internships

References

- Bajpai, P.K. (1998). Social Work Perspectives on Health. Rawat Publications, New Delhi.
- Egan, Marcia. Kadushin, Goldie (2007). Social Work Practice in Community-Based Health Care. The Haworth Press, New York.
- Park, K. (2005). Preventive and Social Medicine. M/s BanarsidasBhanot Publishers, Jabalpur.
- Goel, S.L.,Kumar,R.(2007). Hospital Administration and Management-Theory andPractice. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Tabish, S.A.(2001). Hospital & Health Services Administration. New Delhi: Oxford University Press.



Skill Component: Working with Individuals (MPS2CRT0123)**90 Hours****6 Credits****Course Outcomes**

- Demonstrate the case work method and its application in practice
- Develop theoretical knowledge for work with individuals
- Develop competencies to use the method in practice while working with Individual clients.
- Demonstrate the practice areas of case work
- Demonstrate the understanding of the social case work process

Module I**(18 Hours)**

Social Casework – Meaning, definition, purpose, values, Historical development of casework.

Relation of social case work with other methods of Social Work. Schools of case work - Diagnostic and Functional schools

Module II**(18 Hours)**

Components of case work: Person, Problem, Place, and Process

Principle of case work: 7 principles of case work relationship

Client case worker relationship: Meaning and importance of Professional relationship, purpose of professional relationship, elements of Professional relationship case work.

Use of relationship: transference, counter transference

Module III**(18 Hours)**

Case Work process: Study, Diagnosis, Treatment, Evaluation & Termination

Case Work Recording: use of Case Work Recording, structure and content of Case Work records. Methods of recording: Verbatim, narrative, condensed, analytical and summary record

Module IV**(18 Hours)**

Skills, Techniques

Models of case work practice: Social Diagnostic (Richmond), Problem Solving Approach (Perlman), Crisis Intervention; Behaviour Modification

Module V**(18 Hours)**

Role of social worker Case work in various setting: School, Hospital, Community, Family and Correctional settings, Similarities and difference between case work, counselling and psychotherapy

Pedagogical Tools

- Lecture
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Gender Empowerment
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Bhattacharya, S. (2003). Social Work: An Integrated Approach. New Delhi: Deep & Deep Publications
- Mathew, Grace. (1992). Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
- Misra, P.D. (1994). Social Work –Philosophy and Methods, New Delhi: Inter India Publications
- Hamilton, Gordon, (1976). Principles of social case recording. New York: Colombia University Press.

- Hepworth, Larsen (2010). Direct Social Work Practice: Theory and Skills (8th ed.). Belmont,
- Perlman, H.H. (1957). Social Case Work: A Problem-Solving Process. Chicago: University Chicago Press.



Skill Component: Introduction to Psychiatric Social Work (MPS2CRT0223)**60 Hours****6 Credits****Course Outcomes**

- Demonstrate the meaning, nature, historical development and challenges of psychiatric social work.
- Demonstrate the concept, nature of mental health, classification and symptoms of Mental illness.
- Understand clinical features of mental disorders.
- Understand psychiatric assessment and develop knowledge on mental health acts and policies.
- Demonstrate the concept of psychiatric rehabilitation and the role of psychiatric social worker in various setting.

Module I**(18 Hours)**

Psychiatric Social Work: Definition and Concept-nature and objectives. Historical Development in India and West. Current status as a field of specialization. Case work, group work, and community organization in the psychiatric services; limitations and difficulties faced in psychiatric social work practice; psychiatric epidemiologist in India.

Module II**(10 Hours)**

Concepts of normality, abnormality and mental health; classification of mental illness: Diagnostic Statistical Manual (DSM); International classification of diseases (ICD).

Signs and symptoms of mental disorders.

Module III**(30 Hours)**

Developmental disorders: Intellectually handicapped, ADHD, specific learning disorders, Conduct disorders, childhood psychosis: autism, schizophrenia.

Cerebral palsy: clinical types, associated disabilities; epilepsy, Suicide: causes, indications, prevention.

Stress and anxiety disorders, somatoform and dissociative disorders, personality disorders, Schizophrenia spectrum disorders, mood disorders.

Ageing: biological, social and psychological problems. Neuro-cognitive

disorders.

Module IV

(14 Hours)

Psychiatric assessment: interviewing, case history taking; sources of intake, mental status examination; formulation of psychosocial diagnosis.

Mental Health Policies & Treatment Approaches

National Mental Health Programme (NMHP - 1982)

National Mental Health Policy, Mental health care Act

Recommendations of WHO - World Health Report 2001

Module V

(18 Hours)

Scope of Psychiatric Social Work practice: 1) Psychiatric OPD'S 2) psychiatric specialty clinics 3) de-addiction centers, 4) child guidance clinics; rehabilitation of psychiatric patients: role of the social worker in rehabilitation - planning, mobilization, reintegration of the patient in the family and community, Principles and models of psychiatric rehabilitation; role of the psychiatric social worker in team work

- Lecture
- Field Work
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Professional Ethics and standards
- Human Values

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Sinha NK, Health in Yojana, Vol. XXIV, no. 14- 15,1980, pp. 77 to 78 .
- Martin Davis, Rose Baston, The Blackwell Encyclopedia of Social Work, Blackwell Publications Limited, UK/USA, 2000, pp.159.
- Francis Peabody, The Care of the Patient, Harvard University, Cambridge, 1928, pp.12.
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- Mishra P. D., Social Work- Philosophy and Methods, Inter-India Publications.
- Mishra P. D., Social Work- Profession in India, New Royal Book Company.
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- Coleman and James, 1996 Abnormal Psychology Modern Life: Tarapore Vala and Sons, Mumbai.
- Detre TP, Kupfer DJ. Psychiatric history and mental status examinations. In: Freedman A, Kaplan H, Sadock B, eds. Comprehensive textbook of psychiatry. Baltimore: Williams and Wilkins, 1975; 1:724-35.
- Mattis S. Mental status examination for organic mental syndrome in the elderly patient. In: Bellak L, Karasu TB, eds. Geriatric psychiatry. New York: Grune & Stratton, 1970; 77-121.
- Sander JW, Shorvon SD. Epidemiology of the epilepsies. Journal of Neurology, Neurosurgery, and Psychiatry. 1996;61(5):433-443.
- Cuddy, A. J., & Fiske, S. T. (2002). Doddering but dear: Process, content, and function in stereotyping of older persons. In T. Nelson (Ed.), Ageism: Stereotyping and prejudice against older persons (pp. 3-26). Cambridge, MA: The MIT Press.
- Adams JB, Baral M, Geis E, et al. Safety and efficacy of oral DMSA therapy for children with autism spectrum disorders: Part A – Medical results. BMC Clinical Pharmacology. 2009; 9:16.
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Psychiatric Epidemiology. 2012; 47:1807-1814.

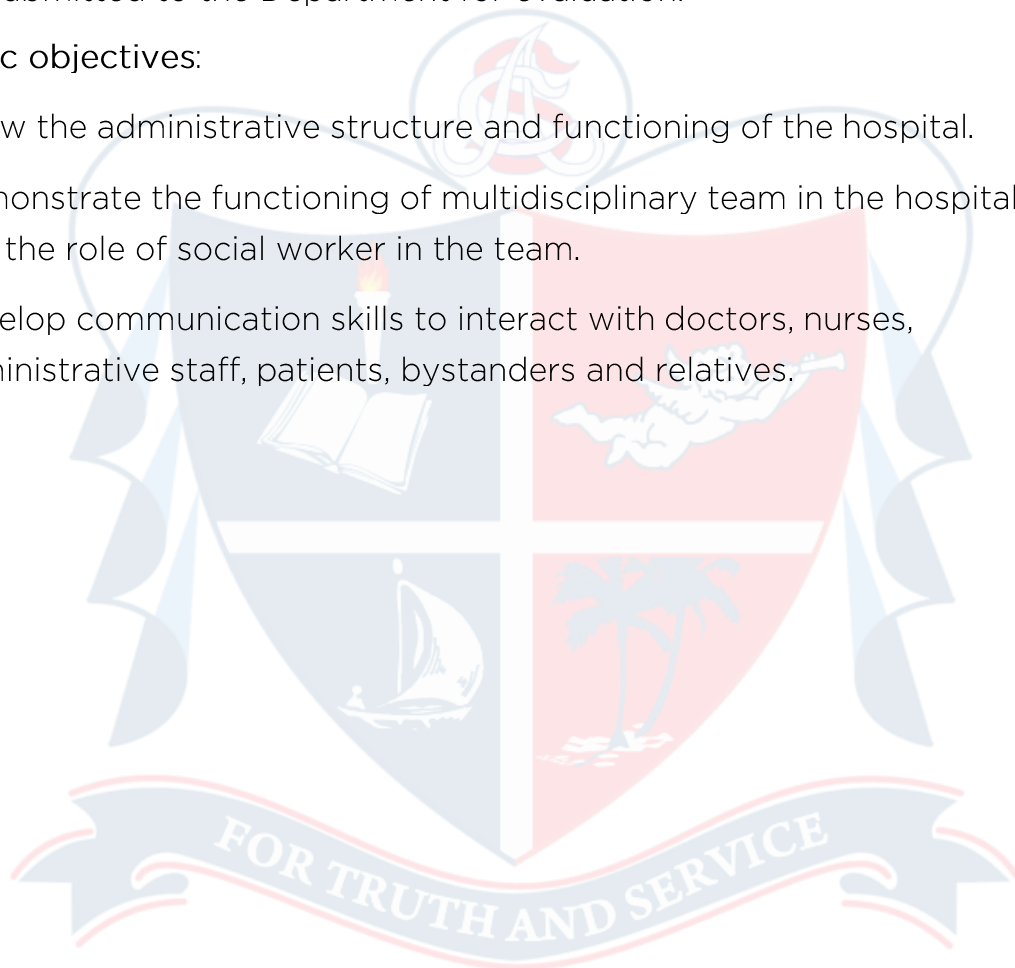
- Pro K.K Vijaya Nambiar "Text Book on Psychological Foundations of education"
- Exceptional Children-Their Psychology and Education - Chintamani Kar.
- Dr. Nandini Mundakar, Consultant Developmental Pediatrician, Center for Child Development and Disability , Bangalore. Email :bhrc@vsnl.com .
- Scholastic Backwardness in Children – Beena Johnson Prevalence of Scholastic Backwardness Among five to Eight year old Children – Jyothi Shenoy and Malavika Kapur.
- Shrivastava SR, Shrivastava PS, Ramasamy J. Medical social worker: Strengthening linkages between the hospital and the community. Int J Health Syst Disaster Manag 2014;2:130.
- Raju B, Lukose S, Raj P, Reddy K. Clinically providing psycho-social care for caregivers in emergency and trauma care setting: Scope for medical and psychiatric social workers. Int J Crit Illn Inj Sci 2016;6:206-10.
- Qadeer I. "Health Services System in India: An Expression of Socio-Economic Inequalities". Social Action 35 (1985): 98-221.
- Raskin, R, Novacek, J, Bahlinger, D, Firth, L. (1996). A model for evaluating intensive outpatient behavioral health care programs. Psychiatric Services. 47: 1227- 1232.
- Smith, GW, Ruiz-Sancho, A, Gunderson. (2001). An intensive outpatient program for patients with borderline personality disorder. Psychiatric Services. 52 (4); 532- 533.
- Verma R. "Psychiatric Social Work in India". Sage Publication, New Delhi (1991).

Skill Component: Internship -I (MPS2CPR0123)**6 Credits****Course Outcomes**

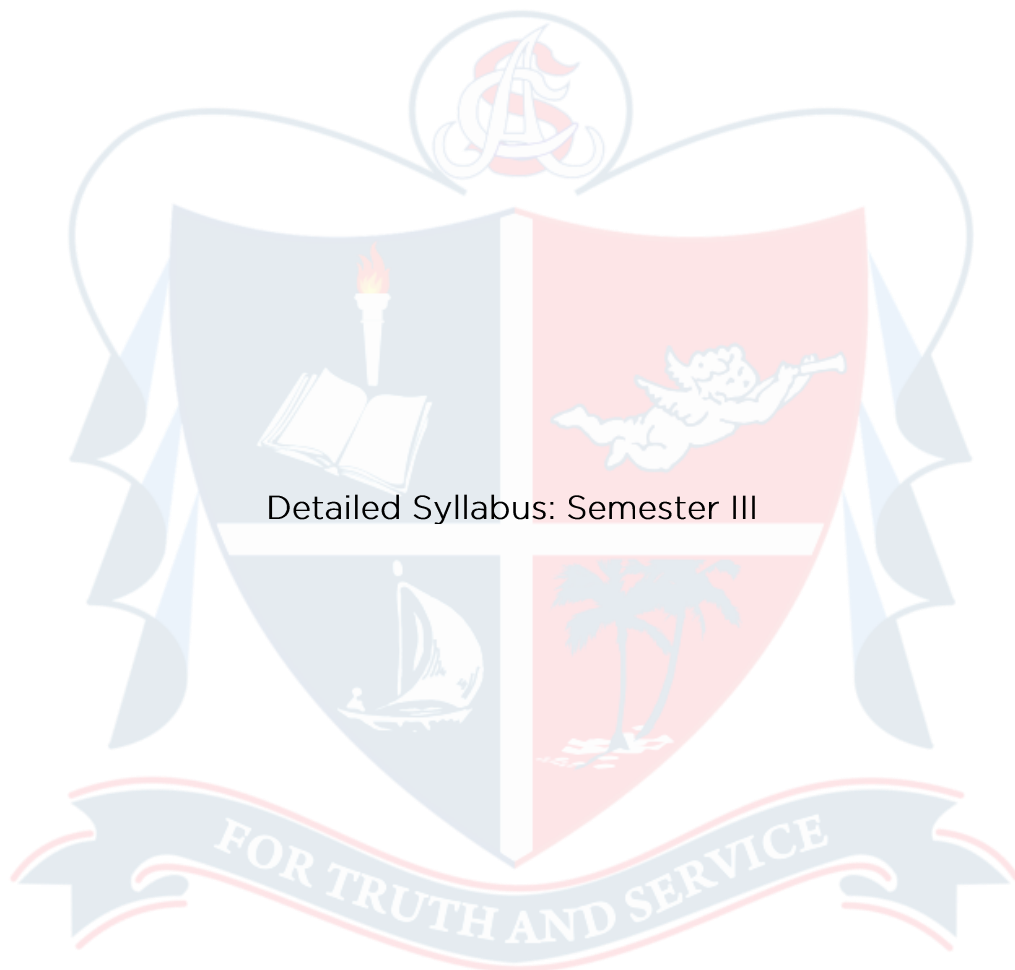
- The student will attach himself with a hospital approved by the department for a period of 4 weeks for Industry Training. The student should actively participate in the operations of the hospital. Student should also produce a certificate of internship from the organization. All the above details should be submitted to the Department for evaluation.

Specific objectives:

- Know the administrative structure and functioning of the hospital.
- Demonstrate the functioning of multidisciplinary team in the hospital setting and the role of social worker in the team.
- Develop communication skills to interact with doctors, nurses, administrative staff, patients, bystanders and relatives.



No.	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation and PowerPoint presentation	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work and participation in individual conference	2
4	Reports to be submitted Completion of requirements: General Summery Report Organizational Study report (Min 10 Pages) Study on various Departments (one page for each department) Report Social Work activities of the Hospital (Min 5 Pages) EPAS Competency Report Daily Report Organizational visits or Voluntary service report Certificate of Internship from Hospital/Organization Attendance duly filled, signed by internship supervisor Completion of 198 hours of Field work	5



General Component: Developmental Psychology (MPS3CMT0123)**60 Hours****4 Credits****Course Outcomes**

- Develop a basic understanding of the developmental changes throughout the life span
- Integrate the knowledge on developmental changes, related issues with personal experiences and observations of human development
- Critically reflect on the implications for social work practice with people at different stages of human life
- Demonstrate the understand basic concepts and issues in the field of lifespan development
- Build understanding of development through different domains like physical, motor, cognitive and psychosocial

Module I**(12 Hours)**

- Meaning, purpose and importance of developmental psychology in social work practice. Understanding growth and development: characteristics, maturation and learning;
- Influence of heredity & environment on human development
- Understanding Life span development: life span, longevity, developmental task, developmental lag, milestones, stages of life span development: characteristic features and hazard
- Overview of theories: Piaget, Vygotsky, Erikson, Kohlberg, Bowlby

Module II**(12 Hours)**

- Beginning of life: maturation, ovulation and fertilization
- Prenatal period: characteristic features, stages of development, prenatal environment, psychosocial influences, hazards. Birth and cultural influences on prenatal and postnatal development Infancy: characteristics of infant, major elements of adjustments, postnatal care.

Module III**(12 Hours)**

- Babyhood: characteristic features, child rearing practices and parenting

styles, language development, attachment behaviour, importance of family; play and its importance:

- Early child hood: characteristic features, importance of preschool education, social and personality development. Late childhood: characteristic features, influence of school, peer relationships.

Module IV

(12 Hours)

- Puberty: characteristic features, physical and psychological changes and its effect on personality and behaviour, hazards:
- Adolescence: characteristic features, social changes, family and peer relationships, moral changes, identity crisis, risk behaviours

Module V

(12 Hours)

- Adulthood: early adulthood - characteristic features, marital and vocational adjustments, Middle age - characteristic features, marital and vocational adjustments,
- Old age - characteristic features, psychosocial issues:

Pedagogical Tools

- Lecture
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Gender Empowerment
- Human Values
- Counselling Skills

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments

- Seminar
- Credit for Merit

References

- Berk Laura, E. (1998). Development through the Lifespan. London: Allyn and Bacon.
- Hurlock, Elizabeth B. (2008). Developmental Psychology-a life span approach (5th ed.). New Delhi: Tata Mcgraw-Hill Publishing Co.Ltd.
- Dinkar, Suchitra S. (2010). Child Development and Psychology. New Delhi: Axis Publications.
- Sigelman, C. K. (1999). Life Span Human Development (3rd ed.). Pacific Grove: Brooks Cole
- Mathew, Grace. (1992). Introduction to Social Case Work. Bombay: Tata Institute of Social Sciences.
- Misra, P.D. (1994). Social Work –Philosophy and Methods, New Delhi: Inter India Publications
- Hamilton Gordon, (1976). Principles of social case recording. New York: Colombia University Press. Hepworth & Larsen (2010). Direct Social Work Practice: Theory and Skills (8th ed.). Belmont, CA: Brooks/Cole/ Thompson

General component: Sociology for Social Work (MPS3CMT0223)**60 Hours****4 Credits****Course Outcomes**

- Develop the understanding of basic concepts in sociology
- Deepen the awareness on various aspects related to socialization and patterns of interaction existing in the society
- Learn about the prevailing social problems and social movements in the society
- Develop an understanding on the importance of sociology for social work practice
- Demonstrate the understanding different types of social interaction patterns and its importance

Module I**(12 Hours)**

Sociology- Meaning, Definitions, Origin, Scope and its relation to other social Sciences - Social Work, Psychology, Political Science, Economics, & Anthropology
Definitions, Characteristics, and Types of Society-Community-Association-Institution- Social Groups-Role- Status

Module II**(12 Hours)**

Theories of Origin of Society, Types of Societies. Types of Community – Rural, Urban and Tribal Individual and the Society Heredity and Environment

Module III**(12 Hours)**

Social institutions- Family, Marriage, Religion, Education, Economic Socialization – Definition, Agents of socialization and theories of socialization .
Social control-values/norms/customs /culture

Module IV**(12 Hours)**

Social interaction: Cooperation, Competition, Conflict, Accommodation and Assimilation Social change and factors of social change, theories of social change

Social systems /political/ eco-system. Social differentiation and stratification: Caste, Class and Race.

Module V**(12 Hours)**

Social movements – definition and types Social change and factors of social

change, theories of social change Social problems - causes and stages of social problems

Theoretical approach to social disorganization Study of specific social problems, intervention strategies and programmes Crime/ Beggary/ Prostitution / Alcoholism & Drug dependence, Terrorism)

Role of social worker in addressing social problems

Pedagogical Tools

- Lecture
- Role Play
- Group Discussion

Expected Skills, Proficiencies and Values

- Human Values

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Abraham, M. F. (2006). Contemporary Sociology: An Introduction to Concepts and Theories. New Delhi: Oxford University Press
- Bhushan, V., Sachdeva, D. R. (2005). An Introduction to Sociology (39th ed.). Allahabad: Kitab Mahal
- Bhushan, V., Sachdeva, D. R. (2012). Fundamentals of Sociology. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Gisbert, P. (2010). Fundamentals of Sociology. New Delhi: Orient Blackswan Private Limited. (M2: Chapter 3, pp. 44-59.)
- Rao, C. S. (2012). Sociology: Principles of Sociology with an Introduction to Social Thought (7th ed.). New Delhi: S. Chand and Company Ltd.

General Component: Human Resource Management (MPS3CMT0323)**60 Hours****4 Credits****Course Outcomes**

- Provide an understanding of different operations
- Demonstrate the understanding of Human Resource management functions and objectives
- Learn human resource planning
- Designing HRD Audit for Business Improvement
- Impart training and development programmes

Module I**(12 Hours)**

Introduction: Human Resources Management (HRM): Meaning, Nature and Scope, HRM functions and objectives, Evolution of HRM environment- external and internal. Human Resource Management in Hospital, Trends and Challenges of HRM in Hospital. Strategic Human Resource Management: Nature of Strategies and Strategic Management, Strategic Management Process - Environmental Scanning, Strategy Formulation, implementation and evaluation.

Module II**(12 Hours)**

Human Resources planning: Definition, purposes, processes and limiting factors; Human Resources Information system (HRIS): HR accounting and audit, Job Analysis - Job Description, Job Specification. The systematic approach to recruitment: recruitment policy, recruitment procedures, recruitment methods and evaluation. The systematic approach to selection: the selection procedure, the design of application form, selection methods, the offer of employment, and evaluation of process.

Module III**(12 Hours)**

Training, Development and Compensation Training and Development: Purpose, Methods and issues of training and management development programmes. Performance Appraisal: Definition, Purpose of appraisal, Procedures and Techniques including 360-degree Performance Appraisal, Job Evaluation.

Module IV**(12 Hours)**

Compensation Administration: Nature and Objectives of compensation,

components of pay structure in India, Wage Policy in India - Minimum Wage, Fair Wage and Living Wage. Incentive payments: Meaning and Definition, Prerequisites for an effective incentive system, Types and Scope of incentive scheme, Incentive Schemes in Indian Industries.

Module V

(12 Hours)

Recruitment, Discipline and Grievance Handling: Recruitment and Selection; Performance Training & Development; Gender Issues at work place, HRD for Women and Workers, Mentoring, HR Audit: Audit Methodology, Writing the HRD Report, Designing and using HRD Audit for Business Improvement. Discipline and Grievance Procedures: Definition, Disciplinary Procedure, Grievance Handling Procedure.

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Entrepreneurship
- Employability enhancement
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar

- Credit for Merit

References

- Aswathappa K(2007) Human Resource and Personnel Management, Tata McGraw Hill,
- Rao VSP (2009) Human Resource Management, Text and Cases, Excel Books, 2nd Ed.
- Ivansevich(2007)- Human Resource Management, Tata McGraw Hill, 10th Ed.
- Dessler(2009) Human Resource Management, Prentice Hall, 10th Ed.
- Bernard(2009) Human Resource Management, Tata McGraw Hill, 4th Ed.



Skill Component: Working with Groups (MPS3CRT0123)**75 Hours****5 Credits****Course Outcomes**

- Demonstrate the understanding of groups as a means of social work practice
- Clarity on the principles, values, objectives of social group work
- Develop understanding of group work process and group development
- Develop group, work practical knowledge and skills
- Demonstrate the understanding of group dynamics

Module I**(15 Hours)**

Introduction to groups and group formation

Group –Definition, characteristics, types

Group purpose, structure-selection of members, composition, orientation; time-duration, frequency, length Group as a mutual aid system

Relevance of groups in development of individuals.

Module II**(15 Hours)**

Group processes and development of social group work

Stages of group development: forming, storming, norming, performing, adjourning

Group dynamics-communication, interaction, cohesion, control, culture, climate, structure Leadership in group work

Group diagnosis

Social Group Work-definition, historical development, basic assumptions

Social group work as a method of social work practice

Importance of social group work

Module III**(15 Hours)**

Social Group Work Process- Objectives of social group work, Principles

Group Work Process-Setting objectives, size, duration, intake, assessment and planning, intervention, evaluation, termination.

Models of social group work

Role of worker in social group work

Ethics in social group work

Module IV

(15 Hours)

Recording in group work and practice in various settings

Recording-Principles, types, purpose, contents, relevance.

Group work record format.

Group work approaches related to setting-groups in mental and physical health settings, involuntary groups, group work with children and families, group work for substance abuse, elderly.

Group work with working groups

Module V

(15 Hours)

Scope, research and evaluation in social group work

Research and evaluation in group work

Process evaluation, outcome evaluation

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Professional Ethics and standards
- Human Values
- Rapport building skill
- Group management Skills

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Misra, P.D., Misra B. (2004). Social Work Profession in India. Lucknow: New royal book Co.
- Zastrow, Charles H. (2001). Social Work with groups: A comprehensive workbook (7th Ed.) Brooks/Cole
- Toseland, Ronald W., Rivas, Robert F. (2009). An introduction to group work practice (4th Ed.) Boston: Pearson/Allyn and Bacon.
- Garvin, Charles D. et. al (2004). Handbook of social work with groups. New Delhi: Rawat Publications.
- Trecker, Harleigh B. (1972). Social Group Work: Principles and practices, Chicago: Follett Pub. Co.

Skill Component: Medical Terminology & Procedures (MPS3CRT0223)**90 Hours****5 Credits****Course Outcomes**

- Read and understand the language of medicine.
- Analyze medical terms into components, i.e., Prefixes, suffixes and roots
- Build words when doctors use symbols
- Practice standard abbreviations
- Demonstrate the fundamentals of medical terminology

Module I**(15 Hours)**

Fundamentals of Medical Terminology Word Roots – Prefix, Suffix, Abbreviations & Symbols Classification System and Nomenclature Meaning and purpose of Coding. Structure of ICD -10 Alphabetic coding system, Characters used in ICD – 10 Rules of Morbidity coding Mortality coding

Module II**(15 Hours)**

Short description of Anatomical, diagnostics operative, radiological, pathological and clinical terms and abbreviations relating to the following specialties –

Gastro Intestinal - Organs and disorders

- Cholecystitis
- Cholelithiasis
- Appendicitis
- Intestinal Obstruction
- Hernia
- Peritonitis
- Gastroscopy: Endoscopy, Laparotomy, Laparoscopy.

Respiratory - Organs and disorders

- Tuberculosis
- Bronchial Asthma
- Pneumonia

- Bronchoscopy, Pulmonary Function Test, Cardio-Pulmonary Resuscitation.

Module III**(15 Hours)**

Short description of Anatomical, diagnostics operative, radiological, pathological and clinical terms and abbreviations relating to the following specialties -

Circulatory - Organs and disorders

- Hypertension
- Coronary Artery Disease

Cardiac Arrest

- Shock, ECG, 2D Echo Cardiogram, Coronary Angiography, Stress Test, Pacemaker.

Endocrinology – glands, functions, hormones, and disorders

Ophthalmology and ENT- organs and major disorder.

Module IV**(15 Hours)**

Short description of Anatomical, diagnostics operative, radiological, pathological and clinical terms and abbreviations relating to the following specialties -

Renal - Organs and disorders

- Urinary Tract Infection
- Renal Failure
- Renal / Bladder Stones
- Cystoscopy, Urinalysis Haemodialysis,

Reproductive - Organs and disorders

- Female – Breast Cancer/Self Examination Menstrual Disorders, Dysmenorrhoea, Premenstrual Syndrome (PMS), Menorrhagia Ovarian Cyst, Fibroids, Malignancy, Infertility Mammography, Ultra Sound, Laparoscopy, IVF, Tubectomy, D & C.

- Male - Prostate Enlargement, Hydrocele, Impotence, Transurethral Resection of Prostate (TURP)

Module V**(15 Hours)**

Short description of Anatomical, diagnostics operative, radiological, pathological and clinical terms and abbreviations relating to the following specialties -

Nervous - Organs and disorders

- Stroke (Cerebro Vascular Accident)
- Brain Tumour
- Brain Injuries
- Spinal Cord Injuries
- Lumbar Puncture, Myelography, CT Scan, MRI, EEG, EMG

Oncology - Types of tumours, benign and malignant neoplasm and their differences, cancers, their classifications

Pedagogical Tools

- Lecture
- Organizational Visit
- Role Play
- Group Discussion
- Use of models
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement

Internal Evaluation Methods

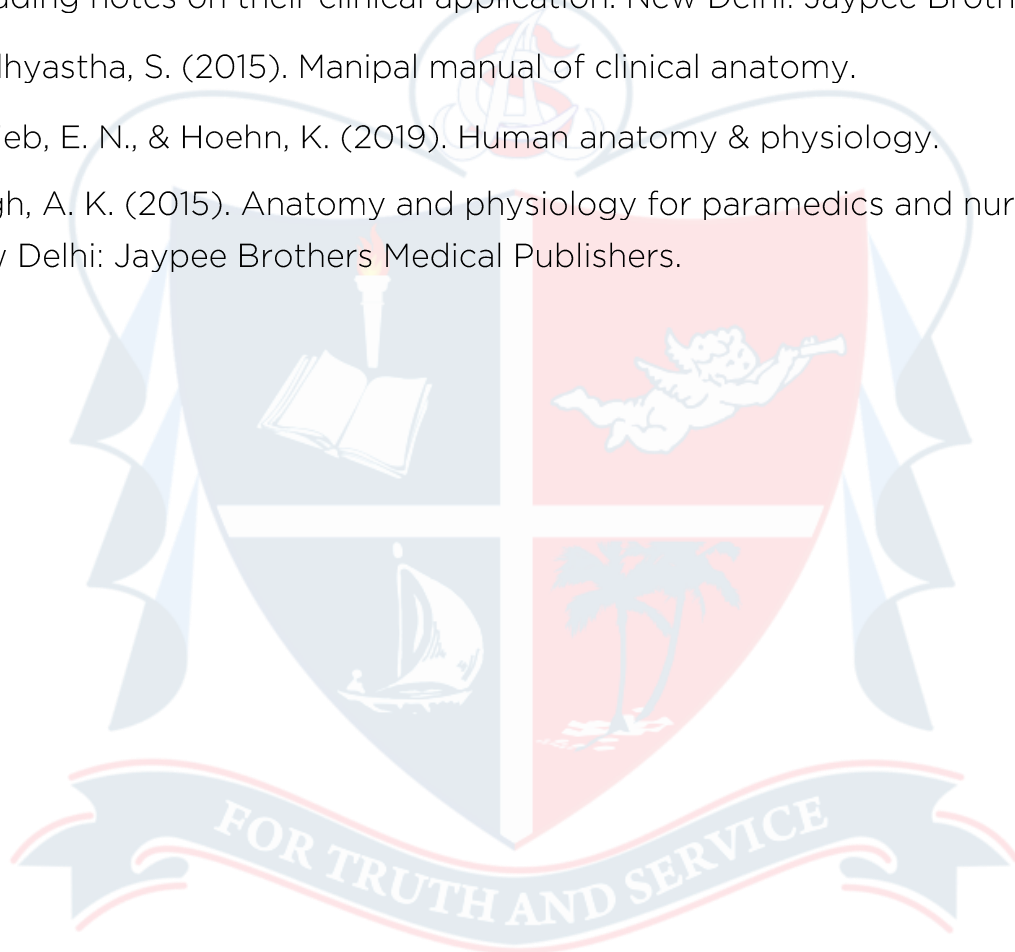
- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Tortora, G. J., Derrickson, B., & John Wiley & Sons, (2017). Principles of

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- Waugh, A., & Grant, A. (2014). Ross and Wilson anatomy & physiology in health and illness.
- Pearce, E. (1983). Pearce's Medical and nursing dictionary and encyclopedia*Pearce's medical and nursing dictionary and encyclopedia. London u.a: Faber and Faber.
- Pearce, E. C., & Besterman, A. (1997). Anatomy and physiology for nurses: Including notes on their clinical application. New Delhi: Jaypee Brothers
- Madhyastha, S. (2015). Manipal manual of clinical anatomy.
- Marieb, E. N., & Hoehn, K. (2019). Human anatomy & physiology.
- Singh, A. K. (2015). Anatomy and physiology for paramedics and nurses. New Delhi: Jaypee Brothers Medical Publishers.



Skill Component: Counselling and Psychotherapy (MPS3CRT0323)**75 Hours****5 Credits****Course Outcomes**

- Recognize the process, the skills necessary and the principles to be abided by in helping individuals
- Acquire knowledge of the theoretical and therapeutic approaches in counselling and Psychotherapies
- Demonstrate knowledge and skills in the process and techniques of counselling and Psychotherapies
- Establish skills for ethical practice of counseling with different clients in various settings
- Demonstrate the understanding concepts of Psychotherapy and various psychotherapeutic techniques.

Module I**(15 Hours)****Fundamentals of Counselling**

Counselling: definitions, need, scope and principles Types and fields of counselling: Individual counselling, Group counselling, career counselling, family counselling, pre-marital counselling, marital counselling, geriatric counselling.

Concepts, similarities and differences: Guidance, counselling, Social Case Work, Psychotherapy

Module II**(15 Hours)**

Elements in counselling: counselee, counsellor, counselling setting. Important psychological tests and tools and its applications in counselling. Code of ethics and

Process in Counselling

Counselling process: Attending, Responding, Personalizing, Initiating, and Evaluating

Relationship building Phase, Exploration and understanding phase, Problem Solving Phase, Termination and Evaluation Phase

Components of the counselling relationship- Facilitative dimension and procedural dimension

Module III**(15 Hours)**

Qualities, Skills and techniques in Counselling, Qualities of an effective counsellor

Counselling skills- Questioning, paraphrasing, reflection of feelings, summarization, clarification, open and closed questioning, reinforcement, Extinguishing, leading, informing, contract, silence, referring, interpretation, Physical Attending skills: Non-verbal skills: Posture, Facial Expressions, Voice, Eye Contact

Counselling techniques: Listening, Responding, Goal setting, Exploration and Action, Behaviour techniques, Psychodrama, Role play

Module IV**(15 Hours)**

Introduction to Psychotherapies

Psychotherapy- Nature and scope, Common goals and ingredients of psychotherapy, Types of psychotherapeutic intervention

Structuring therapeutic relationship: Nature of client-therapist relationship, dimensions and stages of client therapist relationship, building the helping relationship; structuring the therapeutic situation.

Module V**(15 Hours)**

Psychotherapeutic Interventions

Major principles, therapeutic process, Techniques; Application of

Psychoanalysis, Client-centred therapy, Gestalt therapy,

Behaviour Therapy, Cognitive Behaviour Therapy, Rational Emotive behaviour Therapy

Reality therapy, Mindfulness and Solution Focused Treatment

Transactional Analysis, Neuro Linguistic Programming Person Centred practices for person with disabilities (PWD)

Pedagogical Tools

- Lecture
- Field Work
- Internships

- Organizational Visit
- Role Play
- Group Discussion
- Use of models
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Gender Empowerment
- Professional Ethics and standards
- Human Values
- Counselling Skills

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Carroll, Michael., (1996). Workplace Counselling: A systematic Approach to Employee Care. London : Sage Publications
- Corey, G. (2013). Theory and practice of counseling and psychotherapy. Australia Belmont, CA: Brooks/Cole, Cengage Learning
- Fuster, J. M., (2002). Personal Counselling. Mumbai: Better Yourself Books
- Gladding, S. (2013). Counselling: a comprehensive profession. Boston: Pearson.
- Kinra, A. (2008). Guidance and counselling. Noida: Dorling Kindersley (India).
- Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai: Better Yourself Books

- Patri, V.R., (2005). Counselling Psychology. New Delhi: Authors Press
 - Rao, S.N., (2002). Counselling and Guidance. New Delhi: Tata Mc Graw Hill Publishing Company Ltd
 - Sharf, R. (2008). Theories of psychotherapy and counselling: concepts and cases. Australia United States: Thomson/Brooks/Cole
- Yeo, Anthony, (1993). Counselling a Problem-Solving Approach. Boa Vista: APECA publications in India.



Skill Component: On the Job Training (OJT)-II (MPS3OJT0123)

3 Credits

Course Outcomes

- The student will attach himself with a hospital or health care institution approved by the Department for a period of 2 weeks for Industry Training. The student should actively participate in the operations of the Hospital. Student should also produce a certificate of internship from the organization. All the above details should be submitted to the Department for evaluation.

Specific objectives:

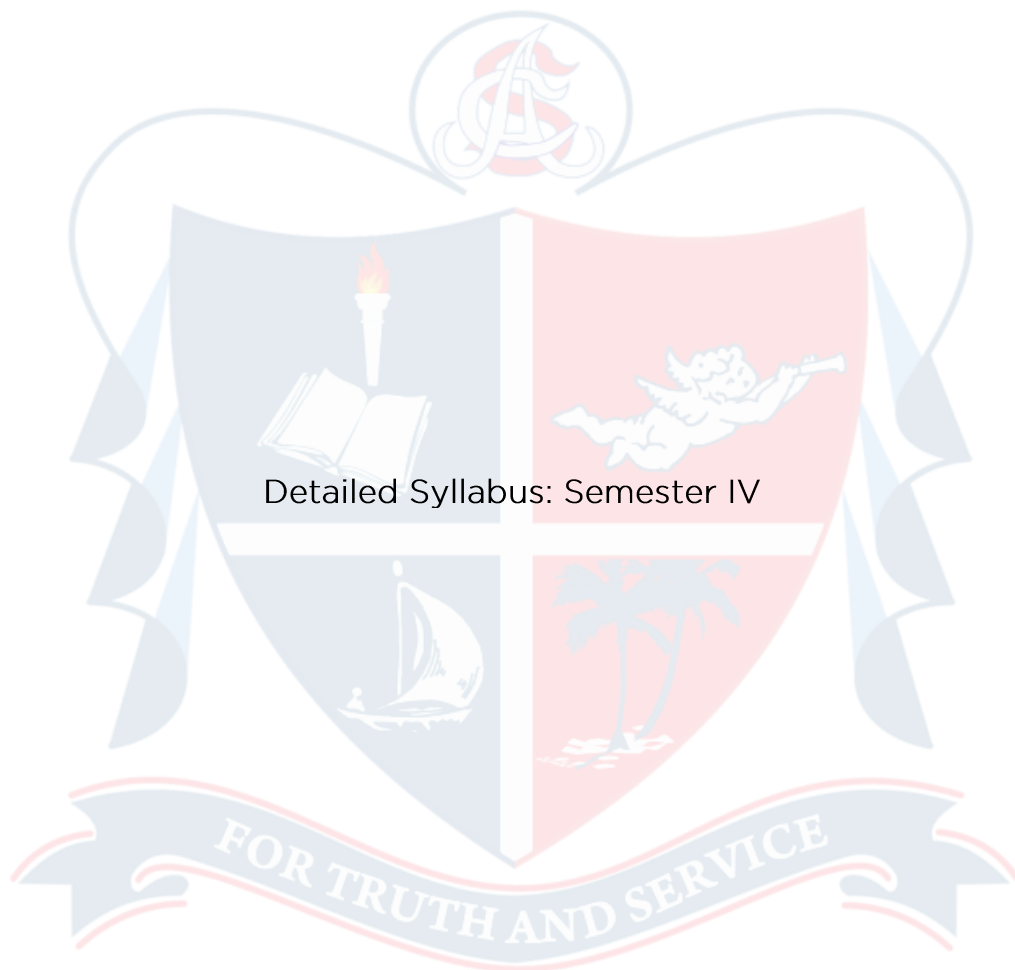
- Demonstrate the ability in assessing, intervening and working with individuals in different settings.
- Gain knowledge in making social diagnosis and applying Social Work intervention techniques in medical and psychiatric settings.

No.	Parameters	Minimum Requirements	Weightage
1	Field work in counselling centers, mental health institutions and agencies related to medical and psychiatric social work practice.	14 Days	3
	Total	14 days	3

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements

No.	Parameters	Weightage
1	OJT Presentation and PowerPoint presentation	2
2	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work and participation in individual conference	2
3	Reports to be submitted General Summery Report Study report on Organization (Min 5 Pages) EPAS Competency Report Daily Report of OJT Organizational visits or Voluntary service report Certificate of Internship from Organization Attendance duly filled, signed by internship supervisor Completion of 195 hours of Field work	5



General Component: Social Entrepreneurship (MPS4CMT0123)**60 Hours****4 Credits****Course Outcomes**

- Knowledge on entrepreneurial development, creativity and skills essential for business plan development.
- Appreciate the importance and relevance of entrepreneur
- Learn entrepreneurial Class Theories
- Know the role of government in entrepreneurship development
- Design the business plan

Module I**(12 Hours)**

Introduction Entrepreneurship: Introduction to Entrepreneur, Entrepreneurship and Enterprise, Importance and Relevance of the Entrepreneur, Factors Influencing Entrepreneurship, Pros and Cons of being an Entrepreneur, Women Entrepreneurs, Problems and Promotion, Types of Entrepreneurs, Characteristics of a Successful Entrepreneur, Competency Requirement for Entrepreneurs.

Module II**(12 Hours)**

Entrepreneurial traits, motivation and development Types of startups; Entrepreneurial class Theories; Entrepreneurial leadership; International Entrepreneurship- Opportunities and challenges; Source of innovative ideas; Entrepreneurship and creativity; Techniques for generating ideas, Impediments to creativity.

Module III**(12 Hours)**

Entrepreneurial Development Institutions and Policy initiatives Implementation of the Project: Financial Assistance through SFC's, SIDBI, Commercial Banks, KVIC, NABARD. Financial incentives and Tax Concessions for MS&MEs, Policies for North Eastern Region; Role of government in entrepreneurship development; recent trends, Vision 2020 of Sikkim.

Module IV**(12 Hours)**

Business Plan Development and Launching: Preparing the Business Plan (BP) Typical BP format, Financial Aspects of the BP, Marketing Aspects of the BP,

Human Resource Aspects of the BP, Technical Aspects of the BP, Social Aspects of the BP, Preparation of BP, and Common Pitfalls to be avoided in Preparation of a BP.

Module V

(12 Hours)

Business Launching, Feedback & Follow-up: Launching of Enterprise Steps involved in floating a Business Venture, Location, Formalities, Trade license, Approvals, Environmental Clearance, Registration. Feedback & Follow-up: Activity Course will involve development of feasible Business Plan by students in Groups.

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit.
- Project
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Entrepreneurship
- Employability enhancement

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit
- Internships

- Projects
- Fieldwork
- Industrial Visit
- Organizational Study

References

- Ramachandran, K. (2016), Entrepreneurship Development, Tata McGraw Hill, India
- Kumar, Arya, (2010) Entrepreneurship: Creating and Leading an Entrepreneurial Organization, Pearson, India.
- Hishrich., Peters, (2008) Entrepreneurship: Starting, Developing and Managing a New Enterprise, Irwin.
- Roy, Rajeev (2015), Entrepreneurship, Oxford University Press.
- Kuratko, D.F., and T. V. Rao, (2010) Entrepreneurship: A South-Asian Perspective, Cengage Learning



General Component: Social Psychology (MPS4CMT0223)**60 Hours****4 Credits****Course Outcomes:**

- Familiarize the scope and methods in applied Psychology.
- Understand and explain behavior in social settings
- Explain the psychological aspects of various social phenomena
- To create awareness about the management of human behaviour in group settings
- To understand the major social issues in India.

Module 1: Introduction to Social Psychology (12 hours)

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Methods of social psychology.

Module 2: Social perception and Attitudes (12 hours)

Social Perception-Definition, Non-Verbal Communication- facial expression, gazes, stares, body language, touching, deception and micro expressions.

Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors.

Attitude and behavior - Definition, nature, components, functions and formation of attitudes.

Module 3: Group, Leadership and Social Influence (12 hours)

Groups: nature and functions. Types and theories of leadership. Social facilitation, social loafing.

Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Obedience and destructive obedience

Module 4: Interpersonal attraction and prosocial behavior (12hours)

Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants-Love- Triangular Model of love.

Prosocial behavior -Responding to emergency, Steps. Altruistic personality. Volunteering.

Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism.

Module 5: Social problems in India and applying Social Psychology(12 hours)

The concept of social problems, characteristics, causes, types, stages in the development of social problems, and solving social problems. Brief description about the concept of poverty, unemployment, population explosion, child abuse and child labor

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Gender Empowerment
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). Social

Psychology, 12 th ed. New Delhi: Pearson Education.

- Baron, R.A., & Byrne, D. (2002). Social Psychology, 10th ed. New Delhi: Pearson Education.
- Chaube, S.P., & Chaube, A. (2006). Groundwork for Social Psychology (Vol.1).Hyderbad: Neelkamal Publications Pvt.Ltd.
- Feldman, R.S. (2001). Social Psychology, 3rd ed. N J. Pearson Education.
- Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). Social Psychology. Australia: Thomson Wadsworth Publication.
- Myers, D.G. (1999). Social Psychology, 7 thed. New Delhi: Pearson Education
- Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). Applied Social Psychology: Understanding and addressing social and practical problems. New Delhi: Sage.



General Component: Health Psychology (MPS4CMT0223)**75 Hours****4 Credits****Course Outcomes**

- Provide an overview of current approaches to changing health-related behaviour at a number of levels
- Evaluate the level of evidence for efficacy and effectiveness of different approaches to health-related behaviour change, in relation to behaviour, population, and type of intervention.
- Critically evaluate several key theories of behaviour change, to highlight the merits and drawbacks of these approaches
- Provide an understanding of the process of developing and evaluating interventions to change health-related behaviour, from epidemiological considerations, through consideration theory and evidence, through to evaluation and implementation.
- Develop understanding of basic theories and models of health

Module I**(12 Hours)**

- Introduction- Meaning and Concept of Health, Aims and future of Health Psychology, Historical Development, Individual and Cross-Cultural Perspectives Approaches to study Health psychology, Bio-Psycho-Social Model of Health

Module II**(12 Hours)**

- Basic theories and models of health Psychology: Health behaviour - Attribution theory, Cognition models - The health belief model, the protection motivation theory, social cognition models, The theories of reasoned action and planned behaviour.

Module III**(12 Hours)**

- Stress, Theoretical Contributions To Stress-Fight-Flight, Selye's General Adaptation Syndrome, Tend -Befriend, Psychological Appraisal & Stress, Coping: Moderators Of Coping-Personality, Social Support, Other Life Stressors, coping strategies.

- **Module IV**

(12 Hours)

Emotional responses to chronic illness, psychosocial issues —continued treatment, issue of non traditional treatment, stages to adjustment to dying, psychological management of terminal illness, medical staff and terminal ill patient, individual counselling, family therapy, management of terminal illness in children

Module V

(12 Hours)

- Stress Management techniques- mindfulness meditation, acceptance and commitment therapy, expressive writing, relaxation techniques – progressive muscle relaxation training, guided imagery, meditation, yoga.

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Gender Empowerment
- Professional Ethics and standards
- Human Values

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Baum. A. Gatchel, R.J. and Krantz, D.S. (1997). An Introduction to Health Psychology, New York: McGraw Hill.
- Baum. A. Revenson, T.A. Singer, J.E. (2001), Handbook of Health Psychology, New Jersey, Lawrence Erlbaum.
- Dimmateo, M.R., and Martin, L.R. (2002). Health Psychology. Boston: Allyn and Bacon.
- Feist J. Linda, B.(1992), An Introduction to Behavior and Health(2nd Ed.) Books/Publishing Company.
- Marks, D., Murray, M., Evans, B. and Willig, C. (2002). Health Psychology: Theory, Research and Practice. New Delhi: Sage Publications
- Hariharan, M.,Rath, R. (2009). Coping with Life Stress: An Indian Experience. Sage, Delhi

Sarafino, E. P. (2005). Health Psychology: Biopsychosocial interactions (5th Ed). New York: Wiley References.

Skill Component: Project Planning & CSR (MPS4CRT0123)**90 Hours****6 Credits****Course Outcomes**

- Provide basic knowledge in project management
- Acquire skill in preparation, management, monitoring and evaluation of projects
- Know the relevance of project planning and management in different fields of social work and Corporate social Responsibility.
- Create independent project proposals
- Demonstrate the steps of participatory project planning

Module I**(18 Hours)**

Project and the concept of people's participation Project-Definition, features, typology

Need and scope of project planning

People's participation in project planning and management Participation stages and typology

Module II**(18 Hours)**

Steps in participatory project planning:

Identifying needs- aspects of situational analysis

Determining priorities

PRA/PLA methods for need identification and prioritization

Feasibility assessment

Formulating Goals and objectives in a project

Preparing action plan/activity schedule including action, responsibility, time and cost

Logical Framework Approach (LFA), Critical Path Method (CPM), Project Evaluation and Review Technique (PERT)

Module III**(18 Hours)**

Financial management of a project: Fund raising methods, community resource

mobilization, possibilities of grant-in-aid from state/central Governments and LSGs, Funding Agencies – National and International

Laws and rules regarding fund raising – 80 G, 12 A, FCRA 35AC OF IT ACT

Budgeting, Social Cost Benefit analysis, Need and importance of accounting in a project

Module IV

(18 Hours)

Project Proposal Writing Workshop

Project title, introduction, objectives, project beneficiaries, activities of the project, strategy of implementation, budget/cost Plan, itemized budget, monitoring conclusion

Module V

(18 Hours)

Ethical responsibilities of Business and CSR

Business Ethics: meaning, significance, Value based business and CSR, Meaning and Definition of CSR, History & evolution of CSR CSR-Legislation in India and the world. Section 135 of Companies Act 2013. Scope for CSR Activities under Schedule VII, Appointment of Independent Directors on the Board, and Computation of Net Profit's Implementing Process in India. Companies (Corporate Social Responsibility Policy) Amendment Rules, 2016

Role of Non-profit and Local Self- Governance in implementing CSR. Role of a Social Work Professional in CSR

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Entrepreneurship
- Employability enhancement
- Gender Empowerment
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit
- Internships
- Projects
- Fieldwork
- Industrial Visit
- Organizational Study
- Corporate Report

References

- Choudhari, S 2001, Project Management, Tata McGraw Hill Publishing Company, New Delhi
- Desai, Vasanth, 1999, Project Management, Himalaya Publishing house,
- Horine, M Gregory (2013), Project Management. Dorling Kindersley Pvt Ltd, Noida
- Meenai, Zubair, 2008, Participatory community work, Concept Publishing Company, New Delhi (M1: 39-67 M2)
- Mukherjee, Neela, 1993, Participatory Rural Appraisal, Methodology and Applications, Concept Publishing Company, New Delhi (M2)
- Roy, Sam M (2002), Project Planning and Management: Focusing on Proposal Writing. Health Association for All, Secunderabad

- Roy, Sam M (2003), Making Development Organizations Perform. Health Association for All, Secanderabad.



Skill Component: Geriatric Social Work (MPS4CRT0223)**90hours****6credit****Course Outcomes**

- Develop conceptual clarity about the nature of physical changes an individual undergoes with advancing age.
- Gain knowledge about the implications of physical & physiological aspects of ageing on an individual and for their family.
- Comprehend emotional & social issues of the elderly in a framework of wellbeing.
- Learn the scope and aspects of geriatric social work and rehabilitation and possible interventions.
- Be introduced to basic fundamental skills for counseling with reference to senior citizens.

Module I**(18 hours)****Physiological Aspects of the Elderly**

Ageing and Physiological Changes: Differentiating between the adult body and the ageing body: Normal Changes with age occurring in body: Nervous system, Cardiovascular systems, Pulmonary system, Digestive, Genito-Urinary system, Musculoskeletal system, ENT, Vision, Integumentary system, Immune system and Endocrine system.

Module II**(18 hours)****Clinical Geriatrics and Health Care Services**

- Morbidity profile among elderly in India
- The Geriatric Giants: Incontinence, Instability(falls), Intellectual decline (Dementias and Parkinson's), Insomnia and Immobility
- Commonly found CD's and NCD's:
 - a) CD: Tuberculosis, Pneumonia, Skin manifestations, HIV, Hepatitis, Measles
 - b) NCD: Diabetes, Hypertension, Heart Attack, Cancer, Arthritis, Fracture, Osteoporosis Asthma, COPD, Kidney diseases, Liver diseases, Stroke, Obesity, Cataract, Macular Degeneration, Glaucoma, Hearing loss, Anemia, UTI, Erectile dysfunction, Benign Hypertrophy of Prostrate(BPH), Dental problems,

Menopause, Diarrhoea.

c) Disorders of the central nervous system: Parkinson's disease, Stroke, Epilepsy.

Module III

18 hours)

Mental Health of Elderly

- Physical and Psychological interface, Effects of sensory deficits on mental health
- Cognitive impairment: Delirium, Delusion, Dementia, Pseudodementia, Alzheimers disease.
- Loneliness, Depression, Anxiety, Panic disorders, Fear of death, Substance abuse, Sleep disorder, Suicidal tendencies, Paranoia, Grief & Bereavement.
- Stressors: Physical (Loss of mobility and Increased dependence), Social (Loss of roles, Retirement, etc.), Financial (Decreased income, Savings, financial dependence), Life events (loss of Spouse, Divorce/Separations lot of Children, Relatives, Friends)
- Psychological, sexual and emotional Consequences of Elder Abuse.

Module IV

(18 Hours)

Geriatric Social work and Rehabilitation.

- Geriatric Social work- Definition, importance, role of social worker in working with elderly
- Fundamental elements of geriatric rehabilitation
- Understanding disability among the senior citizens (causes, types and impairments faced by the senior citizen)
- Structure (Equipment, providers, settings), Process (Exercises, types of exercises, assistive technology) and Outcome of Care
- Rehabilitation for specific conditions: (Osteoarthritis and Musculoskeletal problems, Stroke, Cardiac Disease, Falls and Frailty)
- Therapeutic and Preventive Interventions:

a) Physical Issues: Physiotherapy, Yoga, Respite Care, Hormone Replacement, Medicines and Exercise, Nutritional Care, Education on adoption of healthy lifestyle behaviours, social and community activities, maintaining social

relationships, meditation and spiritual activities.

b) Mental Issues: Conflict Resolution, Coping with loss, Stress Management, Building Self-concept, Development of Skills in Relationship building, Assertiveness and Negotiation, early identification and appropriate referral of mental ill-health, Counselling and support, Rehabilitation centers

c) Challenges encountered during interventions .

Module V (18 hours)

Counselling

- Introduction to Fundamentals of Counselling
- Introduction to Types of Counselling and Counselling skills with special reference to developmental counselling.
- Interventions in Geriatric Counselling with focus on promotion of active ageing.
- Ethics in Counselling.

Pedagogical Tools

- Lecture
- Organizational Visit
- Field work
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement in Geriatric care setting
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

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- Park K. *Park's Textbook of Social and Preventive Medicine.* 23rd edition. Banarsidas Bhanot publishers. 2015; 44: 594.
- Mane AB. Ageing in India: Some Social Challenges to Elderly Care. *J Gerontol Geriatr Res.* 2016; 5(2): e136p
- Prakash Om, Kukreti Perna. State of Geriatric Mental Health in India. *Curr Tran Geriatr Gerontol Rep.* 2013; 2: 1-6p. Annual report to the people on Health. Ministry of Health and Family Welfare, Government of India. 2011.
- Guha R. Morbidity Related Epidemiological Determinants in Indian Aged. An Overview. In: Ramachandran CR, Shah B, editors. *Public Health Implications of Ageing in India.* Indian Council of Medical Research. 1994.
- Purty AJ, Bazroy J, Kar M, Vasudevan K, Veliath A, Panda P. Morbidity Pattern among the elderly population in the rural area of Tamil Nadu, India. *Turk J Med Sci.* 2006; 36: 45-50.
- Pollak Otto. *Human Behavior and the Helping Professions.* New York: Spectrum Publications Inc.:1976.
- American Bar Association. *Effective Counselling of Older Clients.* Commission on Legal Problems of the Elderly of the American Bar Association and Legal Counsel for the Elderly, Inc.; 2020.

- Knapowski J, Wieczorowska-Tobis K, Witowski J. Pathophysiology of ageing. J Physiol Pharmacol. 2002 Jun;53(2):135-46.



Skill Component: Internship- II (MPS4CPR0123)

6 Credits

Course Outcomes

- The student will attach himself with a hospital approved by the department for a period of 4 weeks for Industry Training. The student should actively participate in the operations of the hospital. Student should also produce a certificate of internship from the organization. All the above details should be submitted to the Department for evaluation.

Specific objectives:

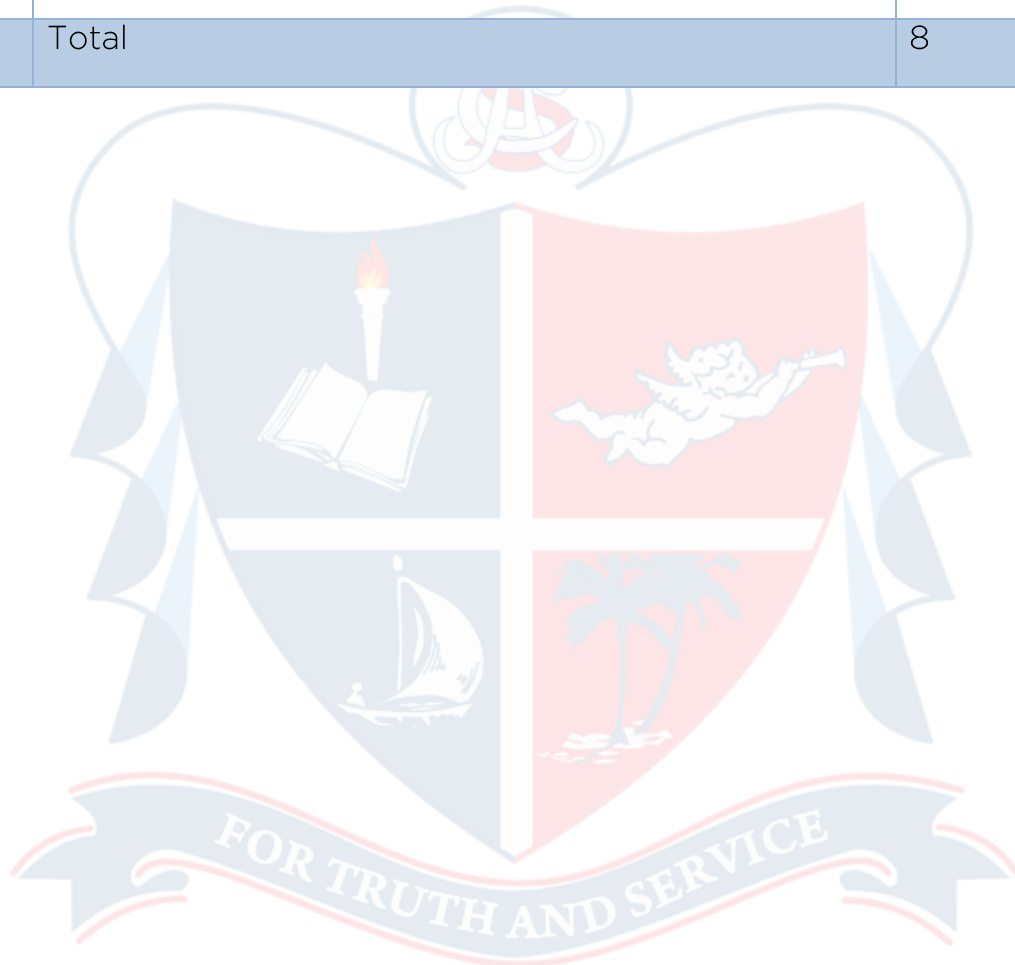
- Develop the skill in case history taking and mental status examination.
- Familiar with the approaches and intervention strategies in the psychiatric setting.
- Develop communication skills to interact with doctors, nurses, administrative staff, patients and their bystanders.

No.	Parameters	Minimum Requirement	Credit
1	Block Field Practicum for 24 days in psychiatric setting.	24 Days- 198 hours	6
	Total	216 hours	6

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No.	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation and PowerPoint presentation	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work and participation in individual conference	5
	Total	8





General Component: Statistics (MPS5CMT0123)**60 Hours****4 Credits****Course Outcomes**

- Develop analytical and critical thinking skills in students to prepare them to logically analyze and critically evaluate problem situation through basic mathematics.
- Provide a reasonable idea of basic statistical methods needed for a statistical investigation and forecasting
- Prepare senses and hospital related statistical reports on inpatient and outpatient care
- Prepare comparative reports of professional performance
- Demonstrate the basic concepts related to statistics

Module I**(12 Hours)**

Statistics: Introduction Origin, Meaning, Scope and limitations of statistics. Relationship with business and industry. Collection of data Collection, classification and tabulation of statistical data. Pie diagrams. Graphic representation.

Module II**(12 Hours)**

Frequency Distribution, Measures of Central Tendency: Meaning, Scope and Limitations; its relationship with other sciences; Statistics as a subject; Descriptive Statistics - compared to Inferential Statistics. Presentation of Uni-variate Data: Construction of a frequency distribution;

Module III**(12 Hours)**

Measures of variation: Measures of Central tendency, Dispersion and their measures
- range, Standard Deviation, uses-co-efficient of variation

Module IV**(12 Hours)**

Inferential statistics: Correlation: Pearson's Coefficient of correlation, Spearman's Rank correlation. Significance tests: Parametric and Nonparametric tests Pearson's chi square, 't' test, analysis of variance-one-way - Relevance, application and interpretation.

Module V**(12 Hours)**

Hospital Statistics: Definition, Use, Limitation, Definition of important hospital terms (Inpatient, outpatient, admission, discharge, length of stay, live birth,

foetal death, unit, hospital bed, transfer etc.), inpatient census, Calculation of Bed occupancy rate, birth rate, bed turnover rate, length of stay etc.

Pedagogical Tools

- Lecture
- Group Discussion

Expected Skills, Proficiencies and Values

- Employability enhancement

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Thukral, J K (2008) Business Mathematics; Mayur Publications, New Delhi.
- Nag, N.K (2001) Business Mathematics & Statistics; Kalyani Publishers, New Delhi.
- Soni, R.S.(2009) Essentials of Business Mathematics and Statistics; Ane Books Pvt. Ltd, New Delhi.
- Sharma AK (2005), Business Statistics, Discovery Publishing House, New Delhi
- Kapoor, V.K. (2004) Business Mathematics; Sultan Chand & Sons, Delhi.
- Allen R.G.D. (2003) Basic Mathematics; Macmillan, New Delhi.
- Dowling, E.T. (2002) Mathematics for Economics; Schaum Series, McGraw Hill, London.
- Sharma J K (2010), Business Statistics, Pearson Education India, New Delhi.

General Component: Research Methodology (MPS5CMT0223)**60 Hours****4 Credits****Course Outcomes**

- Develop an understanding about the scientific approach to human inquiry
- Demonstrate Social research as a method of social work and to develop the appropriate skills to effectively implement the research methods and techniques in the field
- Demonstrate skills in literature search
- Design research proposals
- Carry out appropriate statistical analysis in social work research.

Module I**(12 Hours)**

- Research methodology- meaning. Research, meaning, objectives, significance. Research process- different steps, criteria for good research. Types of research descriptive, analytical, applied, fundamental, quantitative, qualitative, empirical and conceptual.

Module II**(12 Hours)**

- Selection of research problem-sources-technique involved in defining a problem. Hypothesis - types of hypothesis, variables- dependent, independent, extraneous

Module III**(12 Hours)**

- Formulating research design, review of literature, sources of review, sampling -probability and nonprobability sampling, sampling error, fundamentals of sampling

Module IV**(12 Hours)**

- Types of data-primary data -meaning-advantages-disadvantages-methods of collecting primary data-sources. Secondary data- meaning, advantages disadvantages-sources.

Module V**(12 Hours)**

- Interpretation-meaning-techniques-of interpretation. Report writing-significance type of reports; (technical and popular) steps-layout-oral

presentation. Note on course work. This course should not be taught in the conventional lecture method alone. Every lecture should be complemented by an appropriate activity (For example, reference, assignments, project reports etc.).

- SPSS

Pedagogical Tools

- Lecture
- Group Discussion
- Use of models
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Gender Empowerment
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit
- Internships
- Mini research

References

- Krishnamoorthi, Research methodology, Himalaya publishing house, Mumbai
- Kumar, Ranjith, Research Methodology Pearson, 2nd edition 2
- Kothari, C.R., Research Methodology. methods and techniques, New Age International publishers

- Ahuja, Ram, Research Methods Rawat publications
- Sharma, K.R., Research Methodology National Publishing House.



**General Component: School Mental Health and Social Work Practice
(MPS5CMT0323)**

60 Hours**4 Credits****Course Outcomes**

- Describe basics of child mental health and issues of children
- Demonstrate knowledge and skills to work in educational settings.
- Deliver life skills education
- Develop understanding of the multiple levels and systems operating to define schools and ways social workers can effectively practice at these various levels and within these systems

Module I**(12 Hours)****Child Mental Health**

Concept and definition, dimensions and phases of Mental Health. Mental Health in children - mental health problems in children.

School's potential for promoting child mental health. School related factors impeding child mental health.

School mental health programmes - Social Workers as the focal point on mental health influences in school.

Government and NGO initiatives for promotion of mental health in schools.

Module II**(12 Hours)****Issues of Children**

Overview of issues of children: Childhood Disorders, Abuse of children in school (physical, emotional, sexual), substance abuse, Child labor, Children and cyber environment, child trafficking, learning disabilities, Truancy, suicide, victims of family violence, behavioral disorders, speech and language disorders.

Child Rights Perspective: Survival, Development, Protection and participation. Children with special needs.

Module III**(12 Hours)****Introduction to School Social Work**

Meaning and importance of school social work: Concept, purpose and theories.

Role of School Social Workers.

Standards for professional practice of school social work.

System Approach to School Social Work- School Social worker, management, teachers, parents, children and role of social worker as a liaison. Inclusive education.

Module IV

(12 Hours)

Social Work Practice in Educational Settings

Working with individual students and families, groups of students, consultation with teachers and other school staff, classroom and school-level interventions, coordination and collaboration with other serving agencies outside the school.

Work with special children.

School Social Work Interventions: Remedial Education, Supportive Counselling, Sex Education, Career Guidance.

Therapy for school social work: play therapy, art therapy, behavioral therapy, speech therapy.

Social work practice with differently-abled children and special schools.

Module V

(12 Hours)

Life Skills- Concept, need and importance of life skills and life skills education.

WHO Components of Life Skills: Critical thinking skills/Decision-making skills, Interpersonal/Communication skills, Coping and self-management skills including Core life skill strategies and techniques: problem solving, critical thinking, effective communication skills, decision-making, creative thinking, interpersonal relationship skills, self- awareness building skills, empathy, and coping with stress and emotions.

Life skills education in schools.

Pedagogical Tools

- Lecture
- Organizational Visit
- Role Play
- Group Discussion

- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement in Child care setting
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Allen- Meares, P. (2007). Social Work Services in Schools (5th Edition). Boston : Pearson
- Constable R, McDonald S, Flynn J. (1999). School Social Work Practice, Policy, and Research Perspectives. (5 th Edition). Chicago: Lyceum
- Zastrow C. (1982). Introduction to Social Welfare Institutions -Social problem, services, and current issues. USA: The Dorsey Press
- Kapur, Malavika (1997), Mental health in Indian schools, New Delhi: Sage Publications
- Kathy Sexton Radek (2005), Violence in Schools: Issues, Consequences ,and Expressions, Raintree Publications
- Jose Kuriyath (2011), Value Education: A text book for higher secondary and high schools, Karikkamuri: CMI General Department for Education,
- Philip John (2006), School Mental Health through empowering the education sector, Ernakulam :Peejays Child Guidance Clinic,
- Dobriyal N.C (2009), Social Work Education, Sumit Enterprises
- WHO (1997). Life Skills Education for Children and Adolescents in Schools. Geneva: WHO

Skill Component: Psychosocial Rehabilitation (MPS5CRT0123)**75 Hours****5 Credits****Course Outcome**

- Recognize the role of Social Worker in the field of disability rehabilitation.
- Become aware of recent research/ trends in rehabilitation psychology
- Explain basic concepts of rehabilitation
- Explain the approaches of Psychosocial Rehabilitation
- Develop understand process of psychosocial rehabilitation

Module I**(15 Hours)****Basic Concepts of Rehabilitation**

Impairment, disability handicap, Impact of psychiatric disability on the individual, family, community, Disability due to psychiatric disorders, Need for Psychosocial Rehabilitation & Counselling, Introduction to Psychosocial Rehabilitation & Counselling, History / emergence of PSR, Philosophy and Principles of PSR, Definitions, Goals, Objectives, Essentials of PSR, Scope

Module II**(15 Hours)**

Settings in rehabilitation, Hospital based and community based, Residential and Non-residential programs, Halfway Home, Group Home, Quarter-way home, Foster care, Respite care, Hostels, Day Care centres, Day hospitals, Sheltered Workshops, Therapeutic Clubhouses, Vocational Training Units, Community-based programs.

Module III**(15 Hours)**

Processes in PSR, Assessment, Planning, Intervention and Evaluation, Assessment in PSR: Qualitative and quantitative assessments, Areas of assessment, Scales for Assessment -Disability - Family Burden, - Coping- Quality of Life- Work Performance.

Module IV**(15 Hours)**

Approaches in PSR & Therapeutic Programs for each approach, Therapeutic Community, Behavioural approach, Transactional analysis approach, Eclectic approach,

Module V**(15 Hours)**

Professionals associated with Psychosocial Rehabilitation & Counselling, Multi-disciplinary team, Role of psychiatrists, psychiatric social workers, clinical psychologists, psychiatric nurses, occupational therapists and rehabilitation professionals.

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Entrepreneurship
- Employability enhancement
- Professional Ethics and standards
- Human Values/ Indian Values/ Indian Culture/ Indian Heritage

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Kohli, A.S., and Sharma, S.R., (1996). Encyclopaedia of Social Welfare Administration, New Delhi; Anmol Publications Pvt. Ltd.
- Misra .P.D., (1994). Social Work: Philosophy and Methods, New Delhi; Inter-India publications.

- Bharti, I.J., (1990). Darkness into light, New Delhi; D.K. Publishers (P) Ltd.
- Ann Brechin & Penny Liddiard, (1981). Look at it This way: New Perspectives in Rehabilitation, U.K.; The Open University Press.
- Keith Davis, (1981). Rehabilitation Administration and supervision, Maryyord; University park press.
- George Nelson Wright, (1980). Total Rehabilitation, Boston; Little Brown and Company
- Robert M. Goldenson, (1978). Disability and Rehabilitation Handbook, New York; MC Graw-Hill Book company.



**Skill Component: Clinical Assessment and Advanced Psychopathology
(MPS5CRT0223)**

75 Hours

5 Credits

Course Outcomes

- Acquire understanding on the evolution of psychopathology and attitude towards mental illness.
- Demonstrate knowledge of clinical psychopathology.
- Develop an understanding of the clinical features, causes and types of mental health disorders in children, adolescents and adults.
- Understand different treatment modalities of mental disorders.
- Demonstrate knowledge and skills of assessment in mental health settings.

Module I

(15 Hours)

Overview of psychopathology, Historical views of abnormal behaviour, causal factors- biological, psychosocial and socio cultural. Current scientific perspectives in psychopathology.

Module II

(15 Hours)

Neurotic and Behavioural Syndromes

Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of:

Neurotic, stress-related and somatoform disorders - Phobia, Obsessive Compulsive Disorder, Panic Disorder, Generalized Anxiety Disorder, Dissociative Disorder, Somatoform Disorder.

Social - Cultural factors in psychiatric disorders with special reference to India.

Transcultural psychiatry - culture bound syndromes.

Behavioral syndrome associated with physiological disturbances and factors- Eating Disorders, Sleep Disorders, Sexual Dysfunction.

Module III

(15 Hours)

Psychological Disorders

Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of: Organic Disorders - Dementia, Delirium, Epilepsy, Alcohol and Substance Abuse

Personality Disorders: Paranoid, Dissocial (Anti-social), Emotionally unstable

(Impulsive & Borderline) Histrionic, Anankastic, Anxious-avoidant, Dependent.

Childhood Disorders: Specific Learning Disability, Pervasive Developmental Disorder, Hyperkinetic Disorders, Conduct Disorder, Emotional Disorders, Mental retardation

Module IV

(15 Hours)

Schizophrenia & Mood Disorders

Prevalence, etiology, clinical manifestation, course and outcome and different treatment modalities of:

Schizophrenia, schizotypal and delusional disorders

Mood [affective] disorders - Mania & Depression

Psychotic disorders due to general medical conditions

Substance induced psychotic disorders

Module V

(15 Hours)

Psychiatric Assessment, Assessment in psychiatry: Psychiatric interviewing - Content, types, techniques & skills, Case history recording and mental status examination, Overview of Diagnostic Guidelines

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit.
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Entrepreneurship
- Employability enhancement
- Counselling Skills

Internal Evaluation Methods

- Attendance

- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- American Psychological Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). Washington, DC: APA.
- Gelder, M., Mayou, Richard., Cowen, Philip. (2001). Shorter Oxford Textbook of Psychiatry. New Delhi: Oxford University Press
- Hamilton, M. (1994). Fish's Clinical Psychopathology. Bombay: Varghese Publishing House.
- Namboothiri, V.M.D. (2009). Concise Textbook of Psychiatry. Gurgaon: Elsevier Health Sciences.
- Sadock, B., Kaplan, H. & Sadock, V. (2000). Kaplan & Sadock's Comprehensive Textbook of Psychiatry. Hagerstown: Lippincott Williams & Wilkins.
- Sadock, B.J. (2007). Synopsis of Psychiatry 10th Edition. Delhi: Wolters Kluwer India Pvt Ltd
- Vyas J.N., Ahuja, Niraj (1999). Textbook of Postgraduate Psychiatry. New Delhi: JAYPEE Brothers. Vol 1 & 2
- WHO (2002). ICD-10 Classification of Mental and Behavioral Disorders. Geneva: WHO.

Skill Component: Health Communication and First Aid (MPS5CRT0323)**75 Hours****5 Credits****Course Outcomes**

- Develop understanding the role of communication processes in the reception and delivery of health care services and information.
- Know and digest qualitative and quantitative research concerning health care services in order to assist practitioners and patients in the most effective delivery of health care messages and information.
- Identify the effectiveness and limitations of persuasion strategies used to inform and influence audience's adoption of health care information and behaviours.
- Familiar with the organizational setting in which health communication takes place, particularly with reference to interprofessional communication, managerial communication, and the policies that guide health care services.
- Familiar with basic first aid methods

Module I**(15 Hours)**

Health Communication: Concept forms, Steps, Theories and Models, Contexts and role of health psychologists in communication

Module II**(15 Hours)**

Pain: Concept types, Theories, Measurement, Principles of Management (Biomedical and Biopsychosocial), Communication in pre and post-surgical conditions

Module-III Trauma and Communication: Contexts of trauma-Personal trauma, Disaster related trauma (natural, manmade); Effective Communication and Crisis intervention

Module III**(15 Hours)**

Palliative Care and Communication: Breaking bad news, Communication with noncooperative patients, Communication with families, Communication with children, Communication with care providers

Module IV**(15 Hours)**

Managing an incident, Priorities of First Aid, Treatment of an unconscious

casualty who is breathing – recovery position, Treatment of an unconscious casualty who is not breathing – CPR, Importance of a defibrillator and how to use an Automated external defibrillator (AED), Heart Attack, Stroke, Choking, Shock

Module V

(15 Hours)

Bleeding – grazes, splinters, embedded objects, amputated parts, knocked out teeth, mouth injury, eye injury, bruising, nose bleeds, objects in eyes, ears, nose...

Burns and scalds, Head injuries, concussion, compression & skull fracture, Spinal injuries*

Breaks, soft tissue injuries & dislocations, Anaphylactic shock and acute allergic reaction

Fitting and seizures, First Aid Kits

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Rapport building skill
- Listening skill

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments

- Seminar
- Credit for Merit

References

- Zoller, H.M. and Dutta, M.J., (2008). Emerging Perspectives in Health Communication, New York, Routledge
- Gordon, T and Edwards, W.S., (1995). Making the Patient your Partner. London, Auburn House. References Berry, D., (2007). Health Psychology McGraw- Hill Education Hariharan, M., Padmaja, G., & Padhy, M. (Eds.) (2010). Trauma & Pain: Biopsychosocial approach. Delhi: Global Vision. Page 8 of 12
- Thompson, T. L., Dorsey, A.M., Miller, K.I. and Parrott, R., (2003). Handbook of Health Communication. Lawrence Erlbaum Associates, Inc., Publishers
- Walker, Laura Courtney "CPR and First Aid: Lay Responder Training Workbook" Thygerson, Alton L., First Aid, CPR and AED Standard: Meets the Most Current and ECC Guidelines"



Skill Component: On the Job Training (OJT)-III (MPS5OJT0123)

3 Credits

Course Outcomes

The student will attach himself with a hospital or health care institution approved by the Department for a period of 2 weeks for Industry Training. The student should actively participate in the operations of the hospital. Student should also produce a certificate of internship from the organization. All the above details should be submitted to the Department for evaluation.

Specific objectives:

- Be familiar with the policies, laws and government programmes applicable to the client systems of the agency
- Gain knowledge in making social diagnosis and applying social work intervention techniques in Medical and Psychiatric settings

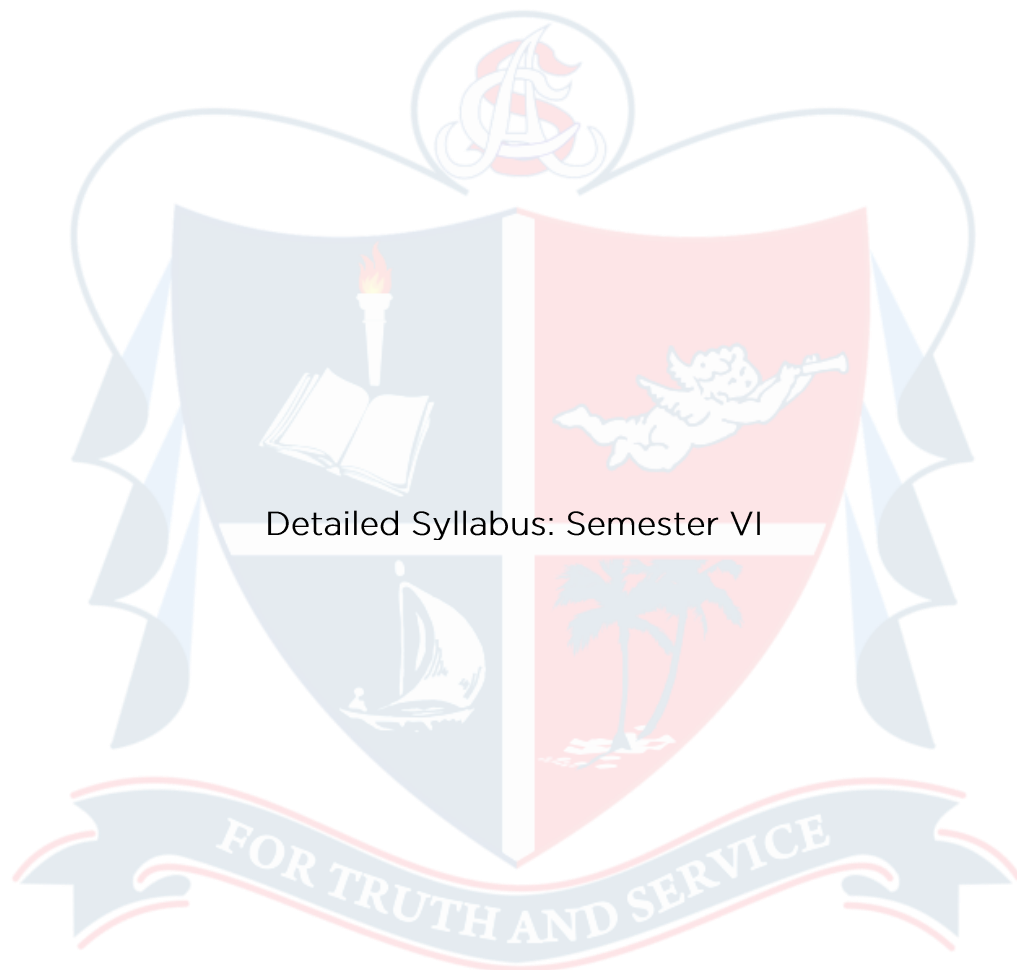
No.	Parameters	Minimum Requirements	Credits
1	Field work in organizations such as old age homes, counselling centers, palliative care units, mental health institutions etc.	14 Days	3
	Total	14	3

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No.	Parameters	Weightage
1	OJT Presentation and PowerPoint presentation	2
2	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work and participation in individual conference	2
3	Reports to be submitted General Summery Report Study report on Organization (Min 5 Pages) EPAS Competency Report Daily Report of OJT Organizational visits or Voluntary service report Certificate of Internship from Organization Attendance duly filled, signed by internship supervisor Completion of 195 hours of Field work	5





General Component: Disaster Management (MPS6CMT0123)**60 Hours****4 Credits****Course Outcomes**

- Gain exposure to the key concepts, typologies and impact of disasters
- Demonstrate the processes of disaster mitigation and disaster management
- Acquire critical understanding of the disaster management policy and programmes in India
- Develop capacity to work with different agencies
- Identify the role of social worker in disaster management

Module I**(12 Hours)**

Conceptual Framework

Concept of hazard, risk, vulnerability, and disaster

Types of disasters: Natural and manmade disasters

Impact of disasters: Physical, social, economic, political, psychological, and ecological

Module II**(12 Hours)**

Disaster Management and Phases

Pre-disaster: Prevention, mitigation, and preparedness

During disaster: Search and rescue, relief mobilization and management, evacuation and camp management.

Post disaster: Reconstruction, rehabilitation, and recovery

Module III**(12 Hours)**

Major Disasters in India- Case Studies

Bhopal gas tragedy (1984), Kutch Earthquake (2001), Tsunami (2004), Leh Cloudburst (2010), Kerala Floods (2018)

Module IV**(12 Hours)**

Disaster Management Policy, agencies

Disaster management Act 2005, National Plan on Disaster Management

National Agencies – NDMA, SDMA, DDMA, NIDM, NDRF

International Agencies – Hyogo Framework of Action, UNISDR, UNDMT, UNDAC, UNOCHA, INSARAG,

Module V

(12 Hours)

Role of social workers and voluntary agencies

Community Based Disaster Management (CBDM)

Psychological First Aid,

Personal and Safety Measures during disasters and dos and don'ts (Earthquake, Flood, Landslide, Fire, Wind)

Preparation of emergency kit

Role of social work professionals in different phases

Networking with government organisations and civil society

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Disaster Management Skills
- Gender Empowerment
- Human Values/ Indian Values/ Indian Culture/ Indian Heritage
- Sustainability
- Sustainable Development

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Abarquez, I., & Murshed, Z. (2004). Community-Based Disaster Risk Management: Field Practitioners' Handbook. New Delhi: Asian Disaster Preparedness Center.
- Blaikie, P., Cannon, T., Davis, I., & Wisner, B. (2004). At risk: Natural hazards, people's vulnerability and Disaster. London: Routledge.
- Carter, I. (2002). Preparing for disaster, PILLARS Guide. UK: Tearfund.
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- Jamshed JI Tata Centre for Disaster Management Working Papers series 2007-2009, Tata Institute of Social Sciences, Mumbai.
- Joint Assistance Centre. (1980). Natural Disaster, New Delhi: AdhyatmaSadhana Kendra.
- Maskrey, A. (1989). Disaster Mitigation: A Community Based Approach, Oxford: Oxfarm.
- Miller J. L. (2012) Psycho Social Capacity Building in Response to Disasters, Columbia University Press, New York.
- Ministry of Home Affairs, Government of India, (2011) United Nation Development Programmes, Disaster Management in India.
- Mohan, M., Clarke, C. (1992). Disaster Prevention for Sustainable Development, Economic and Policy Issues. Geneva: World Bank
- Parasuraman, S. and Unnikrishnan, P.V. (2000). India Disasters Report: Towards Policy Initiative, New Delhi: Oxford University Press.
- Shaw R. Krishnamurthy, R.R. (2009) Disaster Management -Global Challenges and local Solutions, University Press, Hyderabad

- Singh, Atul Pratap (2013). Community Based Disaster Management: An Initiative of Social Work Professionals in Bihar Flood, 2008. In Mishra, A., & Singh, A. K. (eds.). New Dimensions of Disaster Management in India. Vol. II. New Delhi: Serials Publications.
- Singh, R.B. (ed.). (2000). Disaster Management, New Delhi: Rawat Publications.
- Siporin, M. (1966). The experience of Aiding the victims of Hurricane Betsy social service review, vol. 10.
- Tata Institute of Social Sciences. (2002). Special Volume on Disaster Management, Indian Journal of Social Work, Vol.63, Issue 2, April.
- United Nation Development Programmes- India & international recovery Platform (IRP)2010



**General Component: Legal Frame Work for Hospitals & Medical Ethics
(MPS6CMT0223)**

60 Hours**4 Credits****Course Outcomes**

- Orient about the legal frame work to be observed in hospital services and will help them to develop and control hospital programme.
- Help to provide a thorough knowledge and familiarity on the importance medical ethics
- Demonstrate ethical practices in the medical field
- Develop understanding the legislations related to medical setting
- Analyze various medico- legal problems

Module I**(12 Hours)**

Legislation: Law, source of Law, interpretation of Law - Medico-legal problems: types - case handling procedures - police investigation - death certificates. Medical negligence: - Ambit of negligence - Duty of care - Contractual duty - Tortious duty - Duty under Penal law - Duty under consumer law - Contributory negligence.

Module II**(12 Hours)**

Consent to treatment - Types of consent - Types of common complaints - Burden of proof & 'Res Ipsa Loquitur'. Withholding of life support in the Critically III - Euthanasia - Dying declaration --Reasonable care

Module III**(12 Hours)**

Medical ethics - introduction - person centred ethics - ethics and ethical codes - international code of medical ethics - code of medical council of India - services of life and death - duty of preserving life. Medical experimentation in man - Drug Trial - Truth and professional secrecy.

Module IV**(12 Hours)**

Medical termination of Pregnancy Act - Birth and Death registration Act -. - Mental Health Act, The Transplantation of Human Organs Act 1994 -Prenatal Diagnostic Techniques (Regulation and Prevention of Misuse) Act 1994,

Module V (12 Hours)

The Indian Medical Council Act 1956 – The Indian Nursing Council Act 1947 --
The Pharmacy Act 1948 – The Environment Protection Act 1986 & Bio-medical
Waste (Management and Handling Rules 1998)

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Professional Ethics and standards
- Human Values

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit

References

- Kuchhal M C (2001) – Business Laws, Vikas Publishing House Pvt Ltd, Delhi
- Goswani V G (1999) – Labour & Industrial Laws, Central Law Agency, Allahabad.
- Rajkumar – Acts applicable to hospitals in India Knight Bernard – Legal Aspects of Medical practice.
- Bag R.K – Law of Medical Negligence and compensation

- Cox H.W.V- Medical Jurisprudence and Toxicology , The Law Book Co.(p) Ltd
- WHO : Bioethics WHO : Genetic, Ethics and Human Values
- Prabhakara G.N: Professional Medical Ethics



General Course: Corporate Readiness Program (MPS6CMT0323)**60 Hours****4 Credits****Course Outcomes**

- Adapt to the professional world
- Enhance performance
- Upgrade soft skills
- Imbibe the professional values and skills
- Develop understanding of the barriers in success of career

Module I**(12 Hours)**

Understanding Self: Where We Came from (Brainstorming about self), What's important to the students, what he is good at, SWOT analysis,

Module II**(12 Hours)**

Career Assessment: Setting Goals, Career researching and job lead resources, Job Analysis, Values, writing skills (Business correspondence), Business communication and presentation skills

Module III**(12 Hours)**

The Work World: How Do People Really Get Jobs: Beliefs about how people get jobs; Job discrimination; What Are Different Jobs Like: Interviews in different job fields; Identifying and Coping with Problems on the Job: Identifying potential problems, developing solutions; The Management and Organizational Skills: Getting organized, Time Management

Module IV**(12 Hours)**

Interview and Group Discussion: Importance, Need, advantages and disadvantages, methods, types, Do's and Don'ts, Etiquette: Physical and Digital Etiquette

Module V**(12 Hours)**

Campus to Corporate: Building a Resume, Job Search, Applying For a Job, Identifying the Barriers to Success, My Career Plan, Networking

Pedagogical Tools

- Lecture

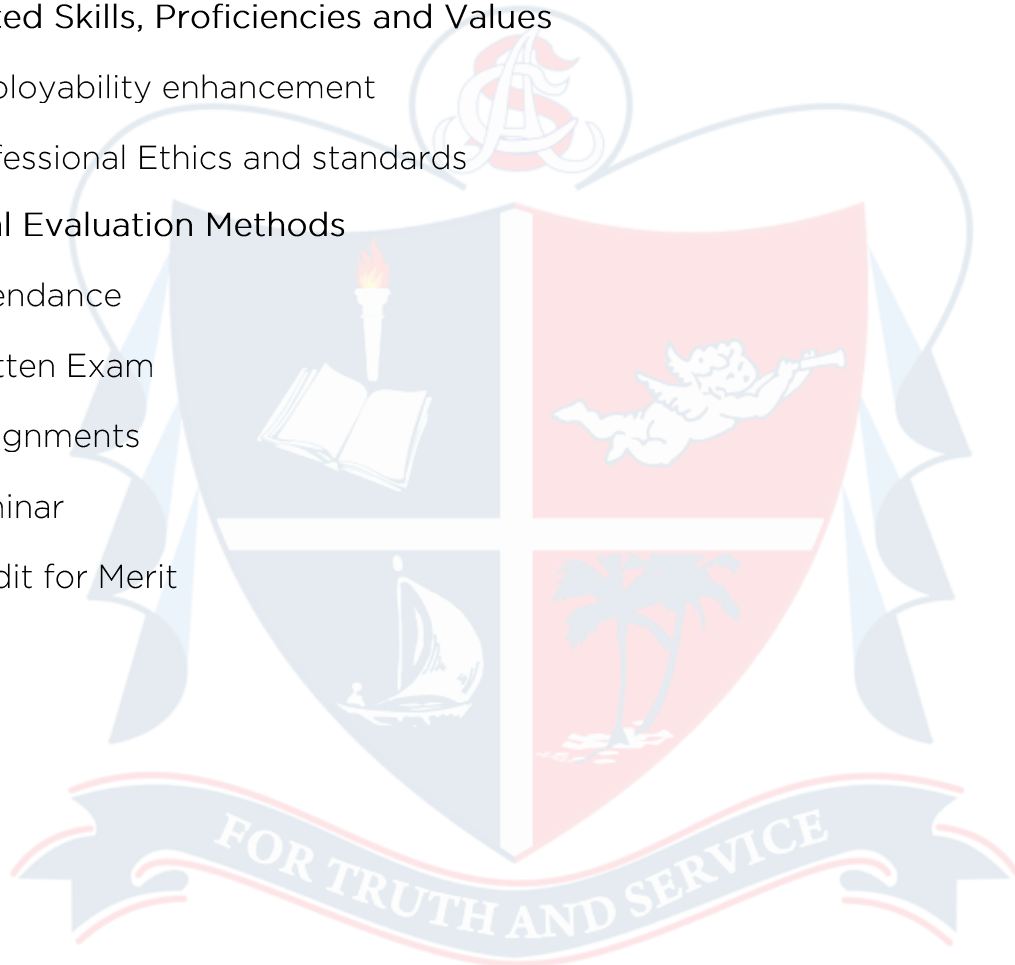
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Professional Ethics and standards

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar
- Credit for Merit



Skill Component: Palliative Care Social Work (MPS6CRT0123)**90 Hours****6 Credits****Course Outcomes**

- Familiarize the concept, nature and scope of palliative care in India and abroad.
- Learn to recognize and address psycho-social, cultural, spiritual and ethical issues in palliative care.
- Demonstrate the role of different professions for management of common symptoms in progressive incurable or life-threatening disease.
- Learn to develop local palliative care need assessment plan and process of its implementation
- Develop understanding of the legal and ethical issues related to palliative care

Module I**(18 Hours)**

Introducing Palliative Care Concept, meaning, nature and scope of palliative care. -Origin of palliative care – historical development, international and national instruments ensuring palliative care provisions

Models of palliative care- Western model, Indian model (special reference to Kerala model of palliative care)

Module II**(18 Hours)**

Dimensions in Palliative Care - Understanding patient and families -distress, coping, adaptation, truth telling, psycho-social care, culture sensitive needs and care, spiritual care

Module III**(18 Hours)**

Ethical and legal issues in palliative care- euthanasia, withdrawal of assistive treatment & devices, preferences for death and dying -Understanding families- caregiving burden, grief, bereavement, supportive interventions for caregivers

Module IV**(18 Hours)**

Symptoms Management and Interventions

Symptoms and sufferings at the end of life for diseases like- cancer, HIV/AIDS, cardiovascular and respiratory, Intimations of dying

Complex interventions, role of multidisciplinary team 3.3 Palliative care outcome evaluation tools- assessment and implementation

Module V

(18 Hours)

Need Assessment and Palliative Care Programme Development

Understanding needs- Maslow, Bradshaw's taxonomy, economist perspective, approaches to needs assessment- epidemiological approach, corporate approach, comparative approach

Evaluation of quality of care services- Maxwell, check land and Donabedian model

Components of programme development and evaluation

Pedagogical Tools

- Lecture
- Field Work
- Internships
- Organizational Visit
- Project
- Role Play
- Case studies

Expected Skills, Proficiencies and Values

- Entrepreneurship
- Employability enhancement
- Professional Ethics and standards
- Human Values

Internal Evaluation Methods

- Attendance
- Written Exam
- Assignments
- Seminar

- Credit for Merit

Reference

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- Cherny, N., Fallon, M., Kaasa, S., Portenoy, R., & Currow, D. (Eds.), Oxford Textbook of Palliative Medicine. Oxford, UK: Oxford University Press, 2015.
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- Greenstreet W. (ed.) Integrating spirituality in health and spirituality care. Radcliffe, Oxford, 2006.
- Hudson, P. Payne (ed): Family carers in palliative care. Oxford University Press, Oxford, 2009.
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- Klass D., Sliverman, P. F., Nickman, S. L.: Continuing bonds: new understanding of grief. Taylor and Francis, Washington, 1996.
- Monreo, B., & Kraus F.: Brief interventions with bereaved children 2nd ed. Oxford university press, oxford, 2010.
- Oliviere, D. Hargreaves, R., Monreo B, Good Practice in Palliative care: Psycho-social perspective. Aldershot, Ashgate, 1998.
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- Williams M. (ed.): Psychosocial issues in palliative care. Oxford University

Press, oxford, 2003.



**Skill Component: Psychosocial Counselling for Special Groups
(MPS6CRT0223)**

90 Hours**6 Credits****Course Outcomes**

- Acquire knowledge of the theoretical and therapeutic approaches in counselling and Psychotherapies
- Demonstrate knowledge and skills in the process and techniques of Counselling and Psychotherapies
- Demonstrate skills for ethical practice of counselling with different clients in various settings
- Describe the concepts of Psychotherapy and various psychotherapeutic techniques
- Demonstrate knowledge of skills and techniques of various psychotherapeutic interventions

Module I**(18 Hours)**

Disability Perspective- Physically Challenged: Types of disabilities under the PWD Act. Definition, prevalence and incidence, specific psychosocial issues involved in each disability. Primary, secondary and tertiary levels of prevention.

Mentally Challenged Individuals: Levels of retardation. Clinical implications. Co-morbid medical and psychiatric disorders.

Disability due to mental retardation. Issues in management - clinical, social, emotional, physical needs. Interventions for working with children and adults. Working with the family. Preventive measures. Community resources.

Module II**(18 Hours)**

Substance Abuse disorders: Understanding substance dependence – causes, comorbidity, theories. Impact on individual, family. Psychosocial issues involved. Treatment settings and interventions in each setting. Self-help groups.

Module III**(18 Hours)**

Persons with HIV/AIDS: Impact of the illness – medical, economic, social, ethical, legal and other issues. Impact on individual, family, community. Issues and skills in counselling. Initiatives of Govt. and NGOs. Self-help. Advocacy. Eradicating

stigma.

Terminally ill: Cancer - Impact of the illness – medical, economic, social, ethical, and other issues. Impact on individual, family, community. Issues and skills in counselling.

Module IV

(18 Hours)

Counselling in special situations • Survivors of sexual abuse: Understanding sexual abuse – theories. Issues – emotional, medical / physical, legal, social impact. Ethical issues. Scope of counselling. Support groups.

Counselling related to Illness, Dying, Death and Grief Counselling

Module V

(18 Hours)

Counselling related to Disasters, Need Assessment, Impact of disasters on – Individuals, Families, Communities, Resource management. Team work, Stages of Psychosocial Counselling in Disaster, Monitoring and Evaluation of Psychosocial Counselling and Rehabilitation Services, Psychosocial and ethical issues in disaster management / working with survivors.

Pedagogical Tools

- Lecture
- Field Work
- Organizational Visit
- Role Play
- Group Discussion
- Case studies

Expected Skills, Proficiencies and Values

- Employability enhancement
- Professional Ethics and standards
- Human Values

Internal Evaluation Methods

- Attendance
- Written Exam

- Assignments
- Seminar
- Credit for Merit

References

- 1.Carroll, Michael., (1996). Workplace Counselling: A systematic Approach to Employee Care. London: Sage Publications
- 2.Corey, G. (2013). Theory and practice of counselling and psychotherapy. Australia Belmont, CA: Brooks/Cole, Cengage Learning
- 3.Fuster, J. M., (2002). Personal Counselling. Mumbai: Better Yourself Books
- 4.Gladding, S. (2013). Counselling: a comprehensive profession. Boston: Pearson.
- 5.Kinra, A. (2008). Guidance and counselling. Noida: Dorling Kindersley (India).
- 6.Nelson-Jones, R., (2000). Practical Counselling and Helping Skills. Mumbai: Better Yourself Books
- 7.Patri, V.R., (2005). Counselling Psychology. New Delhi: Authors Press
- 8.Rao, S.N., (2002). Counselling and Guidance. New Delhi: Tata Mc Graw Hill Publishing Company Ltd
- 9.Sharf, R. (2008). Theories of psychotherapy and counselling: concepts and cases. Australia United States: Thomson/Brooks/Cole
- 10.Yeo, Anthony, (1993). Counselling a Problem-Solving Approach. Boa Vista: APECA publications in India.

- Skill Component: Internship with project (MPS6CPR0123)

6 Credits

Course Outcomes

- The student will attach himself with an agency related to medical and psychiatric social work practice approved by the department for a period of 4 weeks for Industry Training. The student should actively participate in the operations of the hospital. Student should also produce a certificate of internship from the organization. All the above details should be submitted to the Department for evaluation.

Specific objectives:

- Develop understanding of the functioning of multidisciplinary team in the agency and the role of social worker in the team.
- Demonstrate the ability in assessing, intervening and working with clients.

No.	Parameters	Minimum Requirements	Credits
1	Block Field Practicum for 30 days with project	30 Days- 216 hours	6

Field Practicum Evaluation

The evaluation of the field work will be based on overall performance of the student in all the practicum requirements.

No	Parameters	Weightage
1	Evaluation by agency supervisor	1
2	Field work Presentation and PowerPoint presentation	2
3	Evaluation by faculty supervisor based on performance of the student in the field work: Understanding of concepts and quality of field work and participation in individual conference	2
4	Reports to be submitted Completion of requirements: General Summery Report Organizational Study report (Min 10 Pages) Study on various Departments (one page for each department) Report Social Work activities of the Hospital (Min 5 Pages) Summery and session reports of Casework (3), Group Work (2) EPAS Competency Report Daily Report Certificate of Internship Attendance duly filled, signed by internship supervisor Completion of 216 hours of Fieldwork	5

Gist of Changes

Gist of Changes proposed in the syllabus of B.Voc. Medical and Psychiatric Social Work from 2020 admission onwards

- The following subjects have been interchanged

Course	Current semester	Changed to
General Psychology	Second	First
Statistics	First	Fifth
Research Methodology	Third	Fifth
Human Resource Management	Fifth	Third
Sociology	Second	Third
Medical Terminology and procedures	Second	Third
Community Health	Fifth	Second
Environment Science and Human Rights	Third	Second
Health Psychology	Third	Fourth

- Computer skills for social work paper (1st semester) has been changed from theory category to theory with practical category.

The following subjects have been removed and new subjects introduced

Courses Removed		Courses Added
Organisation Behaviour		School Mental Health and Social Work Practice
Abnormal Psychology		Social Psychology
Working Community Social Action	with and	Introduction to Psychiatric social work
Accounting Social Workers	For	Geriatric Social Work



Changes in syllabus of the following subjects

SEMESTER	PAPER NAME	CURRENT SYLLABUS	CHANGES
II	General psychology Module II	Overview of Bio- psychosocial Aspect- Multidimensional approach to understand human behaviour. The Bio- psychosocial perspective- Person, Environment - Brain: structure and function of brain and Sensory Process	States of consciousness(newly added)
	Module IV	Definition, Theories of motivation-Drive theory, Incentive theory, Opponent process theory, optimal level theory, and Abraham Maslow's theory. Intelligence: Definition, Theories of intelligence: Factor theory, Gardner's theory, Process oriented theories, Assessment of Intelligence (IQ tests) Individual differences and Intelligence: Heredity and Environment	(Changes in order) Individual differences Intelligence- definition Concept of IQ, intellectually disabled and intellectually gifted (newly added) }Theories of intelligence- Factor theory, Gardner's theory, Process oriented theories, Assessment of Intelligence (IQ tests). } Personality- Concept and definition, psychodynamic approaches, Erikson theory, type and trait

			theories, humanistic theories, tools of personality assessment- self report inventories, questionnaires. Projective tests (newly added)
	Module V	Psychoanalytical theory (Sigmund Freud), Psycho-social theory (Eric Erickson), Client Centred Theory (Carl Roger), Self-Actualization Theory (Abraham Maslow)	<p>Motivation and Emotion</p> <p>Motivation, theories of motivation- Drive theory, Incentive theory, Opponent process theory, optimal level theory, and Abraham Maslow's theory (Changes in order and heading)</p> <p>Emotion, definition, factors affecting emotion, theories of emotion (newly added)</p>

SEMESTER	PAPER NAME	CURRENT SYLLABUS	CHANGES
III	Developmental Psychology Module I	Meaning, purpose and importance of developmental psychology in social work practice. Understanding growth and development: characteristics, maturation and learning; Influence of heredity & environment on human development Understanding Life span development: life span, longevity, developmental task, developmental lag, milestones, stages of life span development: characteristic features and hazard	Overview of theories: Piaget, Vygotsky, Erikson, Kohlberg, Bowlby (newly added)
III	Health psychology Module V	Stress and Health: Stress: Concept, Meaning, Definition and Models, Sources of Stress, Coping with Stress, Stress Management	coping strategies- problem focused and emotion reducing strategies (newly added)
III	Research Methodology Module II	Selection of research problem-sources-technique involved in defining a problem.	Hypothesis – types of hypotheses, variables- dependent, independent, extraneous (newly added)

	Module III	Research design-meaning-need, concepts-elements Sampling design-steps criteria of selecting a sampling procedure- sampling process	Formulating research design, review of literature, sources of review, sampling -probability and nonprobability sampling, sampling error, fundamentals of sampling (changes in heading and order)
	Module V	Interpretation-meaning- techniques-of interpretation. Report writing-significance type of reports; (technical and popular) steps-layout-oral presentation.	SPSS (newly added)

