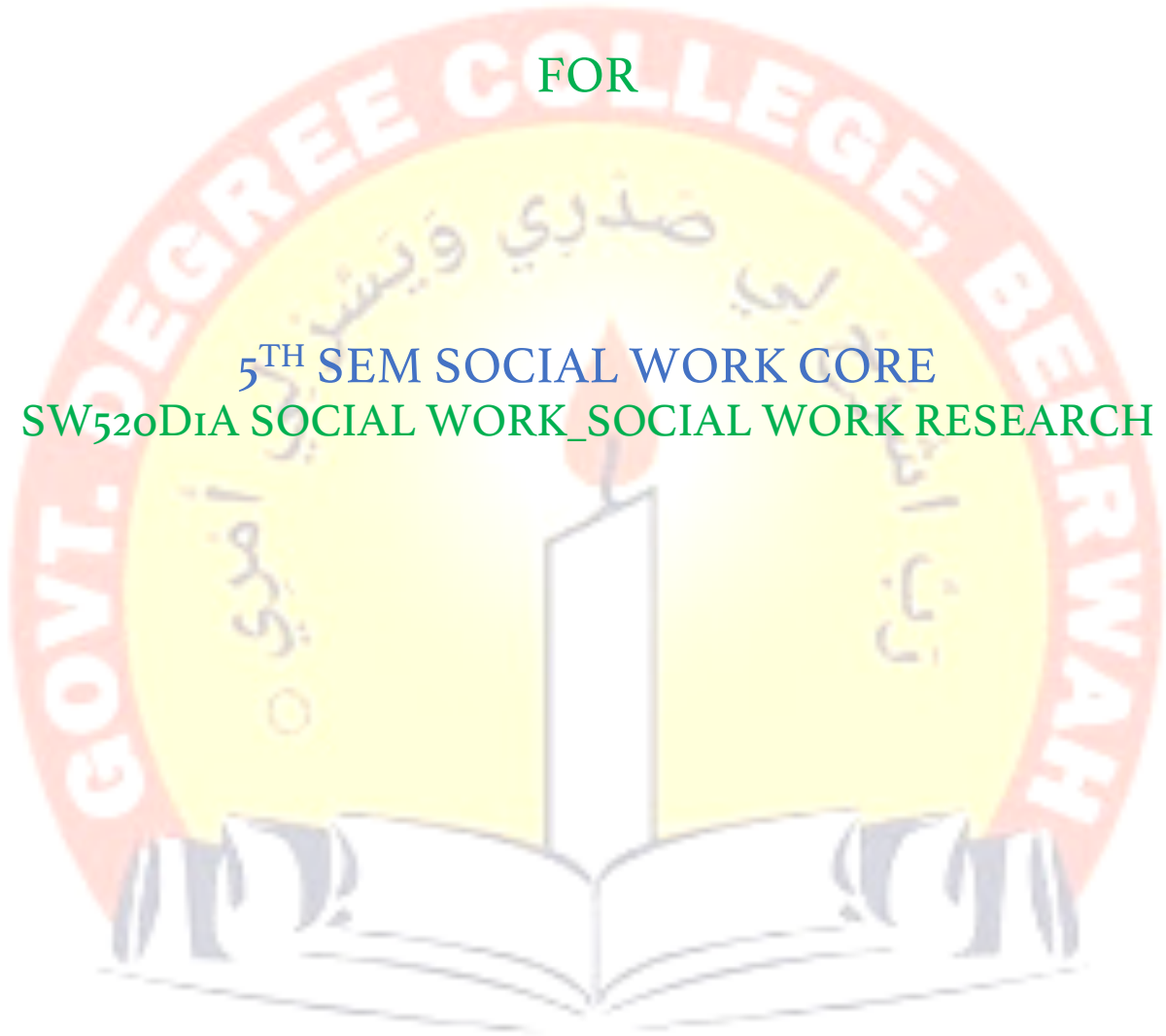


# STUDY MATERIAL

FOR

5<sup>TH</sup> SEM SOCIAL WORK CORE  
SW520D1A SOCIAL WORK\_SOCIAL WORK RESEARCH



DEPARTMENT OF SOCIAL WORK  
GDC BEERWAH – 1934II

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## UNIT – I BASICS OF RESEARCH

### I. CONCEPT OF RESEARCH

#### 1) What is meant by research:

A systematic and step by step search into a phenomenon is known as research. It is the careful consideration of study regarding a particular concern or research problem using scientific methods. According to the American sociologist Earl Robert Babbie, “research is a systematic inquiry to describe, explain, predict, and control the observed phenomenon. It involves inductive and deductive methods.” Inductive methods analyse an observed event, while deductive methods verify the observed event.

#### 2) What is Social Research:

According to Alan Bryman, the term ‘social research’ denotes to the social scientific fields, such as sociology, geography, social policy, politics, and criminology. It involves research that draws on the social sciences for conceptual and theoretical inspiration. Such research may be motivated by developments and changes in society, such as the rise in worries about security or drinking, but it employs social scientific ideas to illuminate those changes. It draws upon the social sciences for ideas about how to formulate research topics and issues and how to interpret and draw implications from research findings.

#### 3) Purpose of social research:

There are three main purposes:

1. **Exploratory:** As the name suggests, researchers conduct exploratory studies to explore a group of questions. It is undertaken to handle new problem areas that haven’t been explored before.
2. **Descriptive:** It focuses on expanding knowledge on current issues through a process of data collection. Descriptive research describe the behavior of a sample population. Primary purposes are describing, explaining, and validating the findings.
3. **Explanatory:** Causal or explanatory research is conducted to understand the impact of specific changes in existing standard procedures.

### 2. APPROACHES OF RESEARCH:

#### 1) Quantitative:

Quantitative methods deal with numbers and measurable forms. It uses a systematic way of investigating events or data. It answers questions to justify relationships with measurable variables to either explain, predict, or control a phenomenon.

*Advantages:*

- Quantitative data is numbers and statistics.
- It can collect and analyse much more information.
- With good design, that means you can make general statements about what is likely to be true overall.

*Disadvantages:*

- A drawback can be a lack of depth (e.g. reasons why, context, emotions or feelings).
- It requires mathematical and/or statistical knowledge to be able to analyse the data effectively.

**2) Qualitative:**

Qualitative research is a method that collects data using conversational methods, usually open-ended questions. The responses collected are essentially non-numerical. This method helps a researcher understand what participants think and why they think in a particular way.

*Advantages:*

- It allows to use words, opinions, thoughts, feelings and behaviours.
- You get lots of detail about specific cases, people or group.

*Disadvantages:*

- You can't make general statements.
- Analysis is time consuming and also very subjective.

**3) Mixed-Method:**

Mixed methods means that you collect both quantitative and qualitative data and analyse both together to answer your question. For instance, say you wanted to know whether parents' feelings about reading with their children affected children's reading scores. You could interview parents, sort them into groups (e.g. confident, mixed feelings, and anxious) and compare the test scores of children whose parents fall into different groups. That would be a good mixed methods design, because you are using the qualitative data to inform the analysis of the quantitative data (known as multistage research design).

*Advantages:*

- Mixed methods enables investigators conceptually and analytically to integrate qualitative research and quantitative data.
- Validity increases if Quantitative and Qualitative methods are used together.
- Reliability also increases.
- Mixed methods help understand, not just whether an intervention works, but how, why, and for whom.

*Disadvantages:*

- Expensive.
- Time consuming.
- methods need to complement each other.
- Skills needed to analyse both sets of data



### 3) SOCIAL WORK RESEARCH – CONCEPT AND SCOPE:

#### 1) Concept of social work research:

In a very broad sense, social work research is the application of research methods to solve problems that social workers confront in the practice of social work. It provides information that can be taken into consideration by social workers prior to making decisions, that affect their clients, programmes or agencies such as use of alternative intervention techniques or change or modification of programme/ client/objectives and so forth.

#### *Definition of social work research:*

Social work research may be defined as systematic investigation into the problems in the field of social work. The study of concepts, principles, theories underlying social work methods and skills are the major areas of social work research. It involves the study of the relationship of social workers with their clients; individuals, groups or communities on various levels of interaction or therapy as well as their natural relationships and functioning within the organisational structure of social agencies.

While on the theoretical side, social work research re-examines the special body of knowledge; concepts and theories, whereas in the area of social work practice it tries to evolve a systematic theory and valid concepts, to know the efficacy of different methods/interventions of social work as to search for alternate/innovative interventions and treatments.

#### 2) Scope of social work research:

Social work profession has a scientific base, which consists of a special body of knowledge; tested knowledge, hypothetical knowledge and assumptive knowledge. Assumptive knowledge requires transformation into hypothetical knowledge, which in turn needs transformation into tested knowledge. Social work research has significant role in transforming the hypothetical and assumptive knowledge to tested knowledge.

Not all concepts or theories that are used by professional social workers have been tested and validated. Concerted efforts through social work research are very much required to conceptually articulate and validate the concepts and theories, which will in turn strengthen the scientific base of professional social work.

Identification of social work needs and resources, evaluation of programmes and services of social work agencies are some of the areas in which social work researches are undertaken. Social work research may be conducted to know the problems faced by professional social workers in social work agencies and communities in its concern with social work functions. Thus, social work research embraces the entire gamut of social work profession; concepts, theories, methods, programmes, services and the problems faced by social workers in their practice.

The areas of social work research may be broadly categorized as follows:

- 1) Studies to establish, identify and measure the need for service.
- 2) To measure the services offered as they relate to needs.
- 3) To test, gauge and evaluate results of social work intervention.

4) To list the efficacy of specific techniques of offering services. 5) Studies in methodology of social work.

Social work is a diverse profession, possible broad research areas could be:

Community Development ii) Community Health (Including Mental Health). iii) Child Welfare iv) Women Welfare v) Youth Welfare vi) Aged Welfare vii) Welfare of SC & ST Groups viii) Poverty Alleviation ix) Physical and Mental Disabilities x) Juvenile Delinquency xi) Crime and Correction etc. xii) Management of Social Welfare Department and Organisation xiii) Disaster Management xiv) Industrial Social Work xv) Issues concerning Advocacy and Networking.

The list is not exhaustive, it's only an exemplary list which enlists broad areas which is very frequently studied by social workers.



## UNIT 2: PROCEDURES OF RESEARCH

### I. REVIEW OF LITERATURE:

#### 1) Definition

A literature review surveys books, scholarly articles, and any other sources relevant to a particular issue, area of research, or theory, and by so doing, provides a description, summary, and critical evaluation of these works in relation to the research problem being investigated. Literature reviews are designed to provide an overview of sources you have explored while researching a particular topic and to demonstrate to your readers how your research fits within a larger field of study.

#### 2) Importance of a Good Literature Review

A literature review may consist of simply a summary of key sources, but in the social sciences, a literature review usually has an organizational pattern and combines both summary and synthesis, often within specific conceptual categories. A summary is a recap of the important information of the source, but a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how you are planning to investigate a research problem. The analytical features of a literature review might:

- Give a new interpretation of old material or combine new with old interpretations,
- Trace the intellectual progression of the field, including major debates,
- Depending on the situation, evaluate the sources and advise the reader on the most pertinent or relevant research, or
- Usually in the conclusion of a literature review, identify where gaps exist in how a problem has been researched to date.

Given this, the purpose of a literature review is to:

- Place each work in the context of its contribution to understanding the research problem being studied.
- Describe the relationship of each work to the others under consideration.
- Identify new ways to interpret prior research.
- Reveal any gaps that exist in the literature.
- Resolve conflicts amongst seemingly contradictory previous studies.
- Identify areas of prior scholarship to prevent duplication of effort.
- Point the way in fulfilling a need for additional research.
- Locate your own research within the context of existing literature [very important].

### 2. HYPOTHESIS:

#### 1) Introduction

A hypothesis is a prediction of what will be found at the outcome of a research project and is typically focused on the relationship between two different variables studied in the

research. It is usually based on both theoretical expectations about how things work and already existing scientific evidence.

We know that research begins with a problem or a felt need or difficulty. The purpose of research is to find a solution to the difficulty. It is desirable that the researcher should propose a set of suggested solutions or explanations of the difficulty which the research proposes to solve. Such tentative solutions formulated as a proposition are called hypotheses. The suggested solutions formulated as hypotheses may or may not be the real solutions to the problem. Whether they are or not is the task of research to test and establish.

## 2) Definition

According to Lundberg, "A hypothesis is a tentative generalization, the validity of which remains to be tested. In its most elementary stage, the hypothesis may be any hunch, guess, imaginative idea, which becomes the basis for action or investigation".

## 3) Types of hypothesis

While there are many types of hypothesis, the most common types are Null and Alternative hypothesis:

### I. Null hypothesis

A null hypothesis proposes no relationship between two variables. Denoted by  $H_0$ , it is a negative statement like "Attending physiotherapy sessions does not affect athletes' on-field performance." Here, the author claims physiotherapy sessions have no effect on on-field performances. Even if there is, it's only a coincidence.

### II. Alternative hypothesis

Considered to be the opposite of a null hypothesis, an alternative hypothesis is denoted as  $H_1$  or  $H_a$ . It explicitly states that the dependent variable affects the independent variable. A good alternative hypothesis example is "Attending physiotherapy sessions improves athletes' on-field performance." or "Water evaporates at  $100^\circ\text{C}$ ."

## 4) Uses of Hypothesis

- i. It is a starting point for many a research work.
- ii. It helps in deciding the direction in which to proceed.
- iii. It helps in selecting and collecting pertinent facts.
- iv. It is an aid to explanation.
- v. It helps in drawing specific conclusions.
- vi. It helps in testing theories.
- vii. It works as a basis for future knowledge.

## 3. RESEARCH DESIGN:

### 1) Meaning:

The research design refers to the overall strategy and analytical approach that one chooses in order to integrate, in a coherent and logical way, the different components of the study,



thus ensuring that the research problem will be thoroughly investigated. It constitutes the blueprint for the collection, measurement, and interpretation of information and data. It is the research problem which determines the type of design, not the other way around. The function of a research design is to ensure that the evidence obtained enables you to effectively address the research problem logically and as unambiguously as possible.

Creating a research design means making decisions about:

- Your overall research objectives and approach.
- Whether you'll rely on primary research or secondary research.
- Your sampling methods or criteria for selecting subjects.
- Your data collection methods.
- The procedures you'll follow to collect data.
- Your data analysis methods.

### 3) Research Process Steps:

The length and complexity of describing the research design can vary considerably, but any well-developed design will have following steps:



**Step 1: Identify the Problem:** Finding an issue or formulating a research question is the first step. A well-defined research problem will guide the researcher through all stages of the research process, from setting objectives to choosing a technique.

**Step 2: Literature Review:** Once a problem has been found, the investigator or researcher needs to find out more about it. This stage gives problem-zone background. It teaches the investigator about previous research, how they were conducted, and its conclusions. The researcher can build consistency between his work and others through a literature review.

**Step 3: Create Hypotheses:** Formulating an original hypothesis is the next logical step after narrowing down the research topic and defining it.

**Step 4: Planning a Research Design:** Research design is the plan for achieving objectives and answering research questions. It outlines how to get the relevant information. Its goal is to design research to test hypotheses, address the research questions, and provide decision-making insights. A research design can be – Exploratory, Descriptive or Experimental.

**Step 5: Describe Population and sampling:** Research projects usually look at a specific group of people, facilities, or how technology is used in the business. In research, the term population refers to this study group.

It is not possible to research out to the entire population in a research study hence a sample is chosen using different types of probability and non-probability sampling taking into account the issue of generalization.

**Step 6: Data Collection:** Data collection is important in obtaining the knowledge or information required to answer the research issue. Every research collects data, either from the literature or the people being studied, or both. These sources are defined as Primary Data – which includes tools such as questionnaire, interview schedule, interview guide, observation, and Secondary Data – which includes tools such as literature survey, official and unofficial reports, documentaries, big data sources (Census etc).

**Step 7: Data Analysis:** After collecting data, the researcher analyses it. Analysis is done separately for qualitative and quantitative data. Quantitative data analysis involves a number of closely related stages, such as setting up categories, applying these categories to raw data through coding and tabulation, and then drawing statistical conclusions. The researcher can examine the acquired data using a variety of statistical methods.

**Step 8: The Report-writing:** After completing these steps, the researcher must prepare a report detailing his findings. The report must be carefully composed so that it is presentable as a good research document.

#### 4. SAMPLING AND TYPES:

##### 1) What is Sampling:

Before approaching the question of sample - recruiting participants, researchers must identify the *population* that they want to study. This population could be comprised of people (such as single parents or teachers), or it could be made up of institutions (such as schools or workplaces).

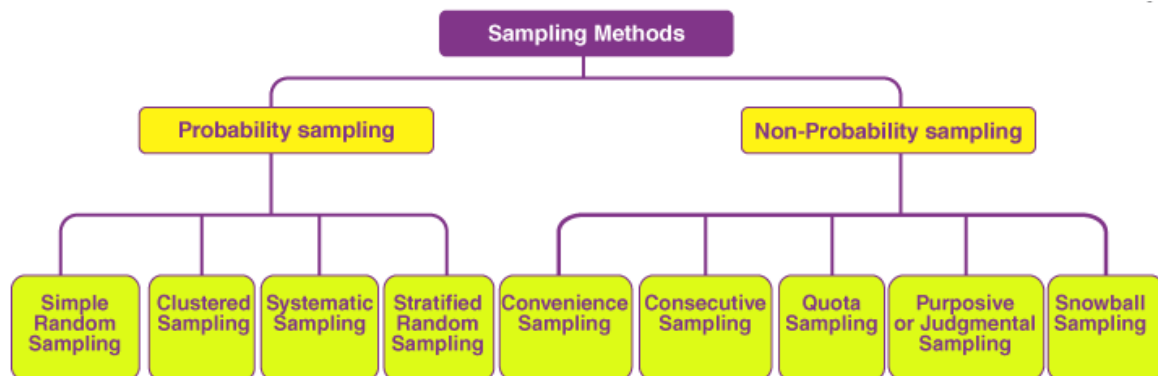
The purpose of any research project is to collect information from *individuals* within the *target population* and making inferences about the entire target population from the analysis of the information collected.

A sample is a small proportion of people from the target population that a researcher is aiming to study. The process of sampling involves selecting and recruiting the sample by apply probability or non-probability sampling technique, or a combination of both these techniques.

## 2) Importance of sampling:

In an ideal world, social scientists would have the time and resources to study every member of the target population. However, that's usually impossible, particularly when the subject of study involves overarching or vague variables, such as ethnicity or gender. This is where sampling comes in – selected a small group of people from entire target population which possesses all the characteristics of that population.

## 3) Types of Sampling:



### A. Probability Sampling:

The probability sampling method utilizes some form of random selection. In this method, all the eligible individuals have a chance of getting selected in the sample from the whole sample population. The benefit of using probability sampling is that it allows for representativeness and generalization of results.

Probability Sampling is further classified into following 4 types:

#### i. Simple Random Sampling:

In simple random sampling technique, every item in the population has an equal and likely chance of being selected in the sample.

Suppose we want to select a simple random sample of 200 students from a school. Here, we can assign a number to every student in the school database from 1 to 500 and use a random number generator to select a sample of 200 numbers.

#### ii. Systematic Sampling:

In systematic random sampling (sometimes called interval sampling), researchers take items from the sampling frame at specific intervals, also referred to as every  $n$ th item.

Suppose out of 300 students we have to select 15. By using systematic random sampling method, we will select every 15<sup>th</sup> student from the list of 300 students.

#### iii. Stratified Sampling

Stratified random sampling is often conducted to ensure that certain groups from the overall population are adequately represented in the sample. In this method the total population is divided into smaller groups. The small group is formed based on a few characteristics in the population (gender, age, caste etc). After separating the population into a smaller group, the sample is randomly selected from each group, usually using proportionate stratified sampling. For instance, if 40% of the target population is female,

then the sample should also be 40% female, 30% is of SCTs, sample should be 30% of the total sample.

#### *iv. Clustered Sampling*

In the clustered sampling the cluster or group of people are formed from the population set. The group has similar characteristics. Also, they have an equal chance of being a part of the sample. This method uses simple random sampling for the cluster of population. For example, an educational institution has ten branches across the country with almost the same number of students. If we want to collect some data regarding facilities and other things, we can't travel to every unit to collect the required data. Hence, we can use random sampling to select three or four branches as clusters.

#### *A) Non-Probability Sampling?*

The non-probability sampling method is a technique in which the researcher selects the sample based on subjective judgment rather than the random selection. In this method, not all the members of the population have a chance to participate in the study.

Non-probability sampling method is further classified into following 3 types:

##### *i. Snowball sampling:*

In snowball sampling, an individual (or a few) respondent is asked to identify other members of the target population who may be willing to participate in the study. This technique usually involves the researcher gaining the initial respondent's trust and is often used in studies of criminal or deviant groups.

##### *ii. Quota sampling:*

Quota sampling involves selecting an exact number of people from categories (such as age or gender etc.), which are relevant to the study, in proportion to how they are represented in the target population. Quota sampling is different to stratified random sampling, as here the sample from different quotas is not selected randomly.

##### *iii. Purposive sampling:*

Purposive sampling is a new and improved spin on convenience sampling. Here, the sample is selected and recruited based on the study's particular needs. Examples of groups recruited through purposive sampling could be secondary school teachers or people receiving welfare benefits.

## UNIT 3: SOURCES AND TOOLS OF DATA COLLECTION

### I. SOURCES OF DATA:

#### 1. Primary Data:

Data that has been generated by the researcher himself/herself through field work surveys, interviews, observations, experiments specially designed for understanding and solving the research problem at hand.

#### 2. Secondary Data:

Using existing data generated by large government Institutions, healthcare facilities etc. as part of organizational record keeping. The data is then extracted from more varied datafiles.

BASISFOR COMPARISON	PRIMARY DATA	SECONDARY DATA
Meaning	Primary data refers to the first hand data gathered by the researcher himself.	Secondary data means data collected by someone else earlier.
Data	Real time data	Past data
Process	Very involved	Quick and easy
Source	Surveys, observations, experiments, questionnaire, personal interview, etc.	Government publications, websites, books, journal articles, internal records etc.
Cost effectiveness	Expensive	Economical
Collection time	Long	Short
Specific	Always specific to the researcher's needs.	May or may not be specific to the researcher's need.
Available in	Crude form	Refined form
Accuracy and Reliability	More	Relatively less

### I. TOOLS OF DATA COLLECTION

#### 2. QUESTIONNAIRE:

The questionnaire was first developed in London in 1838. This is a method of collecting data from respondents through a series of questions. It focuses more on obtaining standardized answers instead of specific answers. There are 7 different types of Questionnaires.



### 3. SCHEDULE:

The schedule is another data collection technique containing statements, questions, and blank spaces to fill up the answers given by the respondents to the enumerator or interviewer.

*The major differences between the Questionnaire and Schedule are:*

Questionnaire	Schedule
The questionnaire is one of the methods used for data collection. The questionnaire will have many questions, with each question having multiple choices.	The schedule is also one of the methods of data collection. It will have a set of statements, questions and space given to note down the answers.
Questionnaire method of data collection is preferred when the respondents are willing to cooperate. In addition, to deploy this method, the respondents need to be literate.	The Schedule method of data collection can be utilised irrespective of the respondent's literacy. It can be used when the respondents are literate and can be used even when the respondents are illiterate.
Informants receive questionnaires through emails, posts and the answers will be given as per instructions given in the cover letter.	Answers in the Schedule method of data collection are filled by research workers/enumerators.
In the Questionnaire method, there is no scope for direct personal contact with the respondents.	In the Schedule method, there is direct personal contact of the respondents with the enumerators.
The cost incurred in the questionnaire method of data collection is economical in comparison with the schedule. The cost is less even if the sample size used is very large. Predominantly the money is spent on preparing questionnaires only.	The cost incurred in the Schedule method of data collection is very expensive since there is the cost involved in preparing the schedule, cost incurred on enumerators in addition to the training imparted to them.
The coverage of the Questionnaire method is extensive as the questionnaires can even be sent to respondents who are not easily accessible.	The coverage of this method is relatively small as there are constraints in sending enumerators to larger areas.

In the questionnaire, there is a higher possibility of collecting wrong or incomplete information when respondents are unable to have a clear understanding of the given question.	The possibility of receiving inaccurate answers or incomplete answers due to difficulties in understanding the question can be ruled out in this method of data collection as the enumerators will be present and they can resolve any doubts and queries of respondents.
In the Questionnaire method, respondents will get sufficient time to think before answering questions.	The time available for respondents while answering questions is limited in the Schedule method when compared to the Questionnaire method.
In Questionnaires, responses are filled by the respondents.	In Schedule, method responses are filled by the enumerators themselves.
In the Questionnaire method, there is no scope for bias or the answers getting influenced by the interviewer's thought process as the answers are filled by the respondents themselves.	In the Schedule method of data collection, there is scope for bias or the answers getting influenced by the enumerator as the answers to the questions are filled by enumerators although the answers are given by the respondents.
The response rate of the Questionnaire method is low compared to the Schedule method.	The response rate in the Schedule method of data collection is high.
In the Questionnaire method, the identity of the respondent is not known.	In the Schedule method, the identity of the respondent is known.
The Questionnaire quality determines the success of the questionnaire method of data collection.	The success of the Schedule method of data collection is dependent on the efficiency, integrity and honesty of the Schedule method of data collection.

#### 4. INTERVIEW GUIDE:

An interview guide is simply a list of the high-level topics that you plan on covering in the interview with the high-level questions that you want to answer under each topic. We usually limit the guide to one page so that it's easy to refer to and to make sure that we're not getting too low level. The process of creating such a guide can help to focus and organize your line of thinking and therefore questioning. When conducting the interview, we always bring a fresh copy of the guide so that we can easily cross off questions or topics as they are covered. Often, we find that some questions are answered during the course of our

conversation with the interviewee without even asking. Using the guide, I can check off the question on the guide so that we don't ask it explicitly later.

It is important to remember that the interview guide really is only a guide. You don't have to follow the exact ordering and there's nothing wrong with "going off script" at times if a particular line of questioning that you hadn't anticipated seems worthwhile. You may also decide partway through that an entire line of questioning isn't appropriate for a particular interviewee. However, the guide can help you with pacing during an interview. If you're ten minutes into a thirty-minute interview and you realize that you've only covered one topic out of the five on your guide, then you still have time to get back on track.

Qualitative interviews are sometimes called intensive or in-depth interviews for which interview guide (unstructured interview) or semi-structured interview is used. Respondents might think that qualitative interviews feel more like a conversation than an interview, but the researcher is guiding the conversation with the goal of gathering information from a respondent.

#### *Features of an interview guide:*

- In a qualitative interview, the researcher usually develops a guide in advance that they can refer to during the interview or memorize the interview takes place.
- An **interview guide** is a list of topics or questions that the interviewer hopes to cover during the course of an interview. It is called a guide because it is simply that—it is used to guide the interviewer, but it is not set in stone.
- Interview guides should outline issues that a researcher feels are likely to be important. Participants are asked to provide answers in their own words and to raise points they believe are important, so each interview is likely to flow a little differently.
- The specific format of an interview guide might depend on your style, experience, and comfort level as an interviewer or with your topic.

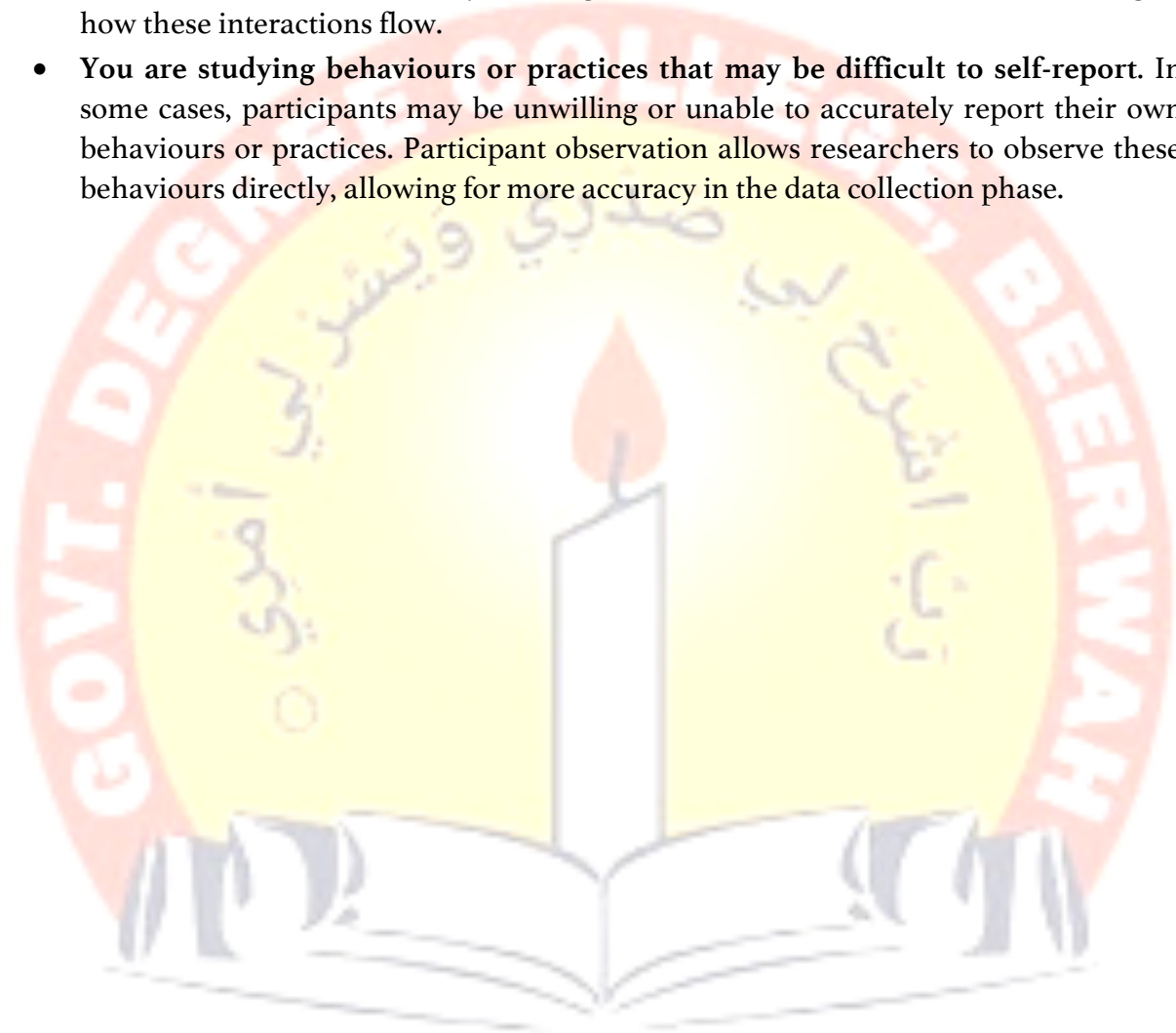
#### **5. OBSERVATION:**

Participant observation is a research method where the researcher immerses them self in a particular social setting or group, observing the behaviours, interactions, and practices of the participants. This can be a valuable method for any research project that seeks to understand the experiences of individuals or groups in a particular social context. In participant observation, the researcher is called a participant-observer, meaning that they participate in the group's activities while also observing the group's behaviour and interactions. There is flexibility in the level of participation, ranging from non-participatory (the weakest) to complete participation (the strongest but most intensive.) The goal here is to gain a deep understanding of the group's culture, beliefs, and practices from an "insider" perspective.

PO was historically associated with a form of research in which the researcher resides for extended periods of time in a small community. Currently, PO is used in a wide variety of settings, and over varied periods of time, from single interactions to many years.

A participant observation could be a good fit for your research if:

- **You are studying subcultures or groups with unique practices or beliefs.** Participant observation fosters a deep and intimate understanding of the beliefs, values, and practices of your group or subculture of interest from an insider's perspective. This can be especially useful when studying marginalized groups or groups that are resistant to observation.
- **You are studying complex social interactions.** Participant observation can be a powerful tool for studying the complex social interactions that occur within a particular group or community. By immersing yourself in the group and observing these interactions first-hand, you can gain a much more nuanced understanding of how these interactions flow.
- **You are studying behaviours or practices that may be difficult to self-report.** In some cases, participants may be unwilling or unable to accurately report their own behaviours or practices. Participant observation allows researchers to observe these behaviours directly, allowing for more accuracy in the data collection phase.



## UNIT: 4 FIELDWORK IN SOCIAL WORK

### I. CONCEPT OF FIELW WORK:

Professional education depends upon the applicability of its skills, methods and strategies in the field. The concurrent fieldwork component of social work education provides an opportunity to all students to *practice* their learning in the classroom. The students develop the capacities and abilities to work with Individuals, groups and communities usually under the supervision of their faculty members. Through first hand observation and participation the students are able to imbibe the nuances of actual practice. This facilitates students to perceive the relationship between theoretical parts of social work with the practice in the field settings.

Various professions use different words to describe the practical use of classroom learning. Different terms used are practicum, internships, field work, or field experience. Some professions have a year-long internship for the doctoral degree. Some placements in the field of shorter duration or which are less intense may be called field work or practicum. This is not true in all cases. In graduate or undergraduate social work, the terms used for practical training is field work, field placement or practicum.

#### *Objectives of Fieldwork:*

- To offer purposeful learning experience to students through interaction with life situation under supervisory guidance for professional growth in terms of knowledge, skills and attitudes.
- To foster attitudes in the student towards professional self-development and increasing self-awareness.
- To help students develop skills in the practice all the methods of social work
- To integrate the class room learning with field practice
- To develop skills in problem solving.

### 2. SIGNIFICANCE OF FIELD WORK:

- The purpose of the field practicum is to provide students the opportunity to work in a professional setting to develop and demonstrate skills in social work.
- To integrate the theories and practices learned in and out of the classroom.
- To develop a sense of commitment to the social work profession and Code of Ethics.
- To develop an understanding of the diversity of a community population and the role of diversity in social work practice.
- To develop an understanding of how administrative processes and policies impact delivery of services.
- To develop professional relationships within the community to better understand local resources to benefit future clients, and to confirm personal interests and abilities in the social service field.
- To developed and refined skills, attitudes and values.
- Additionally students are afforded opportunities for analysis of the effects of social welfare policy on programs and services, opportunities for the development of



research questions in relation to practice efforts, and opportunities for evaluation of practice interventions.

- Field practicum courses enable students to personally affirm the validity of content presented in the classroom.
- Field Instruction enables students to integrate the knowing, feeling and doing aspects of their social work education. It is designed to produce a knowledgeable, skilled, self-evaluating and professionally reflective social worker.

### **3. BASICS OF FIELDWORK:**

#### **i. Field Work Orientation:**

It takes place following admission of the students into the department and before the commencement of field visits and placements. The focus of the orientation is to provide an insight and understanding to the students on - the nature and significance of field work practice in Social Work education, the meaning of concurrent field work in an approved agency, importance of guided practice, different fields of social work, guidelines on ways to relate to issues and field problems.

#### **ii. Field Observation Visits:**

The first year students come from a variety of disciplines, and hence field observation visits help them to get oriented to the profession. The students are taken for observation visits to Governmental and Non -Governmental Organizations to get acquainted about the ongoing services by different groups and individuals in response to people's needs. Students are exposed to different sectors like disability, health, vulnerable groups, urban & rural community and industry.

#### **iii. Skills to be Acquired From Field Work:**

Organizing & Participatory skills, Observation & Interactive skills, Listening & comprehending skills, Analytical skills, Interpersonal skills and Documentation skills.

#### **iv. Knowledge Building:**

- Basic understanding of how generalist social work practice is applied in a specific agency setting.
- Knowledge about the application of theories to client situations in the agency setting.
- Knowledge regarding the use of culturally sensitive practice methods with diverse and at-risk populations.
- Knowledge about the social work system and structure in an agency, and how the structure impacts the provision of social work services.

#### **v. Awareness Generation:**

- Awareness of practice issues, policy issues, and related research information relating to the student's field setting as well as to the placement settings of other students.
- Awareness of appropriate methods for social action related to the agency purpose and function and participation in these when appropriate.

- Awareness of social service resources in the area to enable students to broker services to enhance client functioning and well-being.

**v. Values Enhancement:**

- Respect for an individual's worth and dignity and their unique characteristics.
- Importance of advocating for the client with organizations and systems to ensure protection of rights and procurement of needed resources.
- Appreciation for professional ethics, especially confidentiality, regarding clients, peers, agencies, and recognition of the individual's right to self-determination and active participation in the helping process.

**4. FIELD WORK SETTINGS:**

Fieldwork Practicum forms an important component of social work course as it provides an opportunity for the student to practice social work skills. The student gets an exposure to the problems and needs prevailing in each setting and the training equips him/her to handle those problems with necessary skills.

There are three broad settings of fieldwork in social work – individuals, families and communities, which are used in various sectors depending on the need such as health care, education, correctional, corporate, youth development etc.

**1. Fieldwork with individuals:**

Field experience related to helping individuals would primarily involve placing the student in the 'place' which is an agency where he learns the entire process of working with the individual.

Students undergoing training in casework have to be provided this experiential learning so that the student while interacting with real person/client imbibes the process of problem solving.

1. To provide the student with experiences in using case work concepts, components, principles and techniques
2. To enable the student to develop his concept of 'professional self' and its differential use
3. To facilitate the experience of going through the entire process of social case work viz Intake process, Diagnosis of the problem, treatment plan, implementation and evaluation and follow up.

**2. Fieldwork with families/Groups:**

The social workers also have to work with the families/Groups in problem. This is gaining a lot of importance as the families are going through a stage of transition while meeting the changing demands of the present-day society. This in turn is leading to a lot of problems in raising children, relationship of married couple, balancing multiple roles and so on. The important objective of family social work is to help families learn to function more efficiently while meeting the developmental and emotional needs of all the members. Hence, as a part of field work practicum a social work trainee is exposed to families as one of the major areas of field work.

The guidelines for a student to do his field work practicum with families - Collecting and identifying information, Assessing the client's needs, Understanding the stages of family life cycle; Home visit; Learn to draw a Genogram and Ecomap; Building a relationship with the client; Protecting confidentiality; Developing attending skills; Developing interviewing skills; Problem identification; Working through the problem, Termination, Follow up and Reporting.

### **3. Fieldwork with Communities:**

Working with communities refers to the various methods of intervention whereby a professional change agent helps a community system composed of individuals, groups or organizations to engage in planned collective action in order to deal with social problems within a democratic system of values.

Learning goals in community fieldwork are – providing opportunities for the students to understand the features of communities – Urban, rural, tribal; to imbibe the skills required for practice in open communities; understanding the unique needs of the different communities, and prioritize; understand the importance of people participation in implementing the intervention planned.

### **5. DOCUMENTATION IN FIELDWORK:**

Field work recording/documentation is an essential skill to be developed during Social Work training. The students are expected to inculcate and advance this skill by efficiently maintaining record of all their activities in the prescribed format:

#### **Purpose of Documentation:**

- To enable the student to organize and present information in a chronological manner with personal reflections and professional learning.
- It serves as a tool for supervision during practice.
- Helpful for self-evaluation.
- Enables integration of theory and practice.
- A Source of documentation of the social work interventions

#### **Nature of Fieldwork Documentation:**

For the purpose of Field Work documentation students are expected to maintain the following types of records:

**Field Work Diary-** issued by the Department- includes the Field Work Attendance & Time Sheet.

**Field Work Record-** issued by the Department- for the purpose of Analytical and Descriptive recording.

**Special Records-** includes a record of Agency profile, Community profile, Social Case Work, Group work, Community Organisation, Self-evaluation, (personal and professional learning) Rural Social Work Perspective & National Social Work Perspective Reports. These records should be maintained separately by the student as a bound copy.

## **6. REPORTING IN FIELDWORK:**

The purpose of a field report in the social work is to describe the activities done and outcomes achieved, along with observation of people, places, and/or events, and challenges encountered in relation to the problem under intervention. The content represents the field workers interpretation of meaning found in data that has been gathered during one or more observational events.

**When writing a field report field worker's needs** – to systematically observe and accurately record the varying aspects of a situation, continuously analyse your observations, keep the report's aims and objectives in mind; and consciously observe, record, and analyse what you hear and see in the context of a theoretical framework.

**Data gathering techniques for a good report** - Although there is no limit to the type of data gathering techniques you can use, the most frequently used instruments include – field work diary, note taking, photography, video and audio recording, illustrations, drawings, observations.

The **structure of a social work field work report** in an agency setting mainly consist of following components:

1. Introduction about the field work – semester, nature of field work, college/university introduction etc.
2. Objectives of the field work
3. Profile of the agency – agency introduction location, address, year of establishment, registration details, constitution of board/Trust, vision and mission, Organizational structure , resources, network details, Funds / budget details, projects undertaken etc.
4. Activities carried out by the trainee – whether Case Work Practice, Group Work Practice and community organization practice.
5. Skills learnt by the Trainee during the field work training.
6. Professional competencies developed.
7. Observations and other learnings.
8. Challenges and limitations encountered during field work.
9. Conclusion.
10. Annexures - Copies of various forms, returns, hand bills, posters, photographs etc.