University of the Philippines
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DTS.UP.EDU.PH OVPAA
2019-0520-0916-0149

UNIVERSITY OF THE PHILIPPINES

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Email: ovpaa@up.edu.ph

OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

15 January 2020

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UNIVERSITY OF THE PHILIPPINES
DATE JAN 17 2020
MARK

DANILO L. CONCEPCION
President
University of the Philippines

Dear President Concepcion:

This is to recommend for approval the following curricular proposals of UP Diliman. These proposals were approved by the UP Diliman University Council (see Annex 1).

A. College of Architecture
   1. Bachelor in Landscape Architecture
B. College of Arts and Letters
   1. Bachelor of Arts (Speech Communication)
   2. Bachelor of Arts (Art Studies: Philippine Arts)
   3. Bachelor of Arts (Art Studies: Art History)
   4. Bachelor of Arts (Art Studies: Interdisciplinary)
   5. Bachelor of Arts (European Languages)
   6. Bachelor of Arts (Theater Arts)
C. College of Education
   1. Bachelor of Elementary Education
   2. Bachelor of Secondary Education
D. College of Engineering
   1. Bachelor of Science in Mining Engineering
   2. Bachelor of Science in Materials Engineering
   3. Bachelor of Science in Metallurgical Engineering
   4. Bachelor of Science in Geodetic Engineering
   5. Bachelor of Science in Computer Science
   6. Bachelor of Science in Electrical Engineering
   7. Bachelor of Science in Computer Engineering
   8. Bachelor of Science in Electronics and Communications Engineering
   9. Bachelor of Science in Industrial Engineering
   10. Bachelor of Science in Mechanical Engineering
E. College of Fine Arts
   1. Bachelor of Fine Arts (Art Education)
F. College of Home Economics
   1. Bachelor of Science in Family Life and Child Development
   2. Bachelor of Science in Hotel, Restaurant and Institution Management
   3. Bachelor of Science in Community Nutrition
G. College of Mass Communication
   1. Bachelor of Arts in Journalism

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2. Bachelor of Arts in Communication Research
3. Bachelor of Arts in Film
4. Bachelor of Arts in Broadcast Communication

H. College of Music
1. Bachelor in Music

I. College of Science
1. Bachelor of Science in Physics
2. Bachelor of Science in Applied Physics (Instrumentation Physics)
3. Bachelor of Science in Applied Physics (Materials Physics)
4. Bachelor of Science in Molecular Biology and Biotechnology
5. Bachelor of Science in Mathematics
6. Bachelor of Science in Biology

J. College of Social Sciences and Philosophy
1. Bachelor of Arts (Anthropology)
2. Bachelor of Arts (Linguistics)
3. Bachelor of Science (Geography)
4. Bachelor of Arts (History)

K. College of Social Work and Community Development
1. Bachelor of Science in Social Work

L. School of Library and Information Science
1. Bachelor in Library and Information Science

M. School of Statistics
1. Bachelor of Science (Statistics)

Truly yours,

Maria Cynthia Rose Banzon Bautista
Vice President for Academic Affairs

APPROVED:

THEODORO J. HERBOSA, M.D.
EXECUTIVE VICE PRESIDENT
BY AUTHORITY OF THE PRESIDENT
1/30/2020

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Annex 1. List of curricular proposals and dates of UC endorsement and submission of revised proposals to OVPAA

Curricular Proposal	UC Endorsement	1st submission of the revised proposal to OVPAA	UC Endorsement	2nd submission of the revised proposal to OVPAA	UC Endorsement	3rd submission of the revised proposal to OVPAA
College of Architecture						
Bachelor in Landscape Architecture	18-Apr-18	29-May-18	28-May-18	9-Aug-18		
College of Arts and Letters						
Bachelor of Arts (Speech Communication)	19-Jun-18	30-Aug-18				
Bachelor of Arts (Art Studies: Philippine Arts)	19-Jun-18	20-Aug-18				
Bachelor of Arts (Art Studies: Art History)	19-Jun-18	20-Aug-18				
Bachelor of Arts (Art Studies: Interdisciplinary)	19-Jun-18	20-Aug-18				
Bachelor of Arts (European Languages)	2-Sep-19	19-Sep-19				
Bachelor of Arts (Theater Arts)	19-Jun-18	30-Aug-18				
College of Education						
Bachelor of Elementary Education	15-Jul-19 & 2-Sept-19	21-Nov-19				
Bachelor of Secondary Education	15-Jul-19 & 2-Sept-19	21-Nov-19				
College of Engineering						
Bachelor of Science in Mining Engineering	*CC approved	17-Apr-19	24-Jun-19	28-Aug-19		
Bachelor of Science in Materials Engineering	18-Feb-19	7-May-19				
Bachelor of Science in Metallurgical Engineering	*CC approved	28-Nov-18	26-Nov-18	28-Aug-19	15-Jul-19	28-Aug-19
Bachelor of Science in Geodetic Engineering	*CC approved	17-Apr-19	24-Jun-19	19-Sep-19		
Bachelor of Science in Computer Science	19-Jun-18	6-Sep-18				
Bachelor of Science in Electrical Engineering	19-Jun-18	30-Aug-18				
Bachelor of Science in Computer Engineering	19-Jun-18	30-Aug-18				

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Curricular Proposal	UC Endorsement	1st submission of the revised proposal to OVPAA	UC Endorsement	2nd submission of the revised proposal to OVPAA	UC Endorsement	3rd submission of the revised proposal to OVPAA
Bachelor of Science in Electronics and Communications Engineering	19-Jun-18	30-Aug-18				
Bachelor of Science in Industrial Engineering	19-Jun-18	30-Aug-18				
Bachelor of Science in Mechanical Engineering	28-May-18	15-Aug-18				
College of Fine Arts						
Bachelor of Fine Arts (Art Education)	15-Jul-19	5-Aug-19				
College of Home Economics						
Bachelor of Science in Family Life and Child Development	28-May-18	23-Aug-18	18-Feb-19	9-Sep-19		
Bachelor of Science in Hotel, Restaurant and Institution Management	19-Jun-18	20-Aug-18				
Bachelor of Science in Community Nutrition	*CC approved	23-May-18	28-May-18	30-Aug-18		
College of Mass Communication						
Bachelor of Arts in Journalism	19-Jun-18	24-Jun-19				
Bachelor of Arts in Communication Research	28-May-18	20-Aug-18				
Bachelor of Arts in Film	19-Jun-18	30-Aug-18				
Bachelor of Arts in Broadcast Communication (The previous curriculum proposal (2018) was approved by the President on 8 March 2019. The attached proposal is the revised 2018 curriculum)	15-Jul-19	5-Aug-19				
College of Music						
Bachelor in Music	*CC approved	29-Nov-18	26-Nov-18	17-Oct-19		
College of Science						
Bachelor of Science in Physics	19-Jun-18	20-Aug-18				

Curricular Proposal	UC Endorsement	1st submission of the revised proposal to OVPAA	UC Endorsement	2nd submission of the revised proposal to OVPAA	UC Endorsement	3rd submission of the revised proposal to OVPAA
Bachelor of Science in Applied Physics (Instrumentation Physics)	19-Jun-18	20-Aug-18				
Bachelor of Science in Applied Physics (Materials Physics)	19-Jun-18	20-Aug-18				
Bachelor of Science in Molecular Biology and Biotechnology	28-May-18	20-Aug-18				
Bachelor of Science in Mathematics	19-Jun-18	20-Aug-18				
Bachelor of Science in Biology	19-Jun-18	20-Aug-18				
College of Social Sciences and Philosophy						
Bachelor of Arts (Anthropology)	19-Jun-18	20-Aug-18		1 July 2019 (replacement of proposed & final checklist)		
Bachelor of Arts (Linguistics)	28-May-18	24-Aug-18				
Bachelor of Science (Geography)	19-Jun-18	5-Sep-18				
Bachelor of Arts (History)	28-May-18	24-Jun-19				
College of Social Work and Community Development						
Bachelor of Science in Social Work	19-Jun-18	20-Aug-18				
School of Library and Information Science						
Bachelor in Library and Information Science	28-May-18	15-Aug-18				
School of Statistics						
Bachelor of Science (Statistics)	19-Jun-18	23-Aug-18				

20 August2018

Referred

For Appr BS SOCIAL WORK

818-319

Ref. No. & Date	Curricular Proposals Title	Date Received/DTS Nos.
Ref. No. MLT 18-427, dtd 16August2018	Proposal for the Revision of the Bachelor of Science in Mathematics Program (Appendix ZZ)	17August2018 2018-0815-0011-8375
Ref. No. MLT 18-428, dtd 16August2018	Proposal for the Revision of the Bachelor of Arts in Communication Research Program (Appendix JJ)	17August2018 2018-0815-0011-8376
Ref. No. MLT 18-429, dtd 16August2018	Proposal for the Revision of the Bachelor of Science in Social Work (Appendix AJ)	17August2018 2018-0815-0011-8374
Ref. No. MLT 18-430, dtd 16August2018	Proposal for the Revision of the Bachelor of Arts (Anthropology) (Appendix NN)	17August2018 2018-0815-0011-8373
Ref. No. MLT 18-431, dtd 16August2018	Proposal for the Revision of the Bachelor of Science in Molecular Biology Program (Appendix GG)	17August2018 2018-0815-0011-8372
Ref. No. MLT 18-432, dtd 16August2018	Proposal for the Revision of the Bachelor of Science in Biology (Appendix YY)	17August2018 2018-0815-0011-8370
Ref. No. MLT 18-433, dtd 16August2018	Curricular proposals (*Appendix OO*, Revision of Bachelor of Arts [Art Studies: Philippine Art] program College of Arts and Letters); (*Appendix PP*, Revision of Bachelor of Arts [Art Studies: Art History] program, CAL); (*Appendix QQ*, Revision of Bachelor of Arts [Art Studies: Interdisciplinary] program, CAL)	17August2018 2018-0815-0011-8369
Ref. No. MLT 18-434, dtd 16August2018	Curricular Proposal (*Appendix AB*, Revision of Bachelor of Science in Physics) Program, College of Science; (Appendix AC, Revision of Bachelor of Science in Applied Physics [Instrumental Physics] program, CS); Appendix AD, Revision of Bachelor of Science in Applied Physics [Materials Physics] program, CS)	17August2018 2018-0815-0011-8371
Ref. No. MLT 18-435, dtd 17August2018	Proposal for the Revision of the Bachelor of Science in Hotel, Restaurant and Institution Management (Appendix RR)	20August2018 2018-0815-0011-8379

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Atty. Roberto M.J. Lara

Secretary of the University and of the Board of Regents

UNIVERSITY OF THE PHILIPPINES
DILIMAN **QUEZON CITY**
VOIP TRUNKLINE: 981-8500 LOCAL: 2558, 2556
DIRECT LINE: (632) 929-5401, (632) 927-1835
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16 August 2018

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2018-0815-0011-8374

University of the Philippines
Office of the Secretary of the University
Administrative Section
RECEIVED BY:
Date: 17 AUG 2018
Ref. No.:

REFERENCE NO. MLT-18-429

Atty. Danilo L. Concepcion
President
University of the Philippines System
Diliman, Quezon City

Dear President Concepcion:

I would like to submit for your consideration and approval the Proposal for the Revision of Bachelor of Science in Social Work (Appendix AJ), endorsed by the University Council at its (special) meeting held on 19 June 2018.

Thank you.

Very truly yours,

MICHAEL L. TAN, PhD
Chancellor

Encl.: 1 copy of the proposal

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UNIVERSITY OF THE PHILIPPINES DILIMAN
Office of the University Registrar

T.M. Kalaw St. corner Quirino St., U.P. Diliman, Q.C. 1101 ▪ P.O. Box 161, U.P. Diliman, Q.C. 1101
Direct Line 927-6084 ▪ U.P. Diliman Trunk Line No. 981-8500

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10 August 2018

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University of the Philippines Diliman
Date: AUG 15 2018 Time: _____
By: _____

MICHAEL L. TAN, DVM, PhD
Chancellor
University of the Philippines
Diliman, Quezon City

THROUGH: Vice Chancellor Evangeline C. Amor, PhD
Office of the Vice Chancellor for Academic Affairs

Dear Chancellor Tan:

I would like to submit for your consideration and endorsement to the President the Proposal for the Revision of Bachelor of Science in Social Work (Appendix AJ), endorsed by the University Council at its (special) meeting held on 19 June 2018.

Sincerely,

MA. THERESA T. PAYONGAYONG, PhD
University Registrar and UPD UC CC Member-Secretary

Secretary of the University and of the Board of Regents
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Encl. 1 copy of the proposal

DEPARTMENT OF SOCIAL WORK
College of Social Work and Community Development
University of the Philippines
Diliman, Quezon City

PROPOSED CURRICULAR REVISION TO THE BACHELOR OF SCIENCE IN SOCIAL WORK PROGRAM

I. Background/Rationale

The Bachelor of Science in Social Work is a four-year course which aims to produce graduates for direct social work practice with individuals, families, groups and communities. Its precursor was A.B. Social Welfare under the Department of Sociology and Social Welfare in the fifties and early sixties. In 1965, Social Work was conferred professional status through the enactment of R.A. 4373 (An Act to Regulate the Practice of Social Work and the Operation of Social Work Agencies in the Philippines and for Other Purposes)and R.A. 5175 (An Act to Amend Republic Act Numbered Four Thousand Three Hundred Seventy-Three, Entitled "An Act to Regulate the Practice of Social Work and the Operation of Social Work Agencies in the Philippines and for Other Purposes) in 1967. The BSSW was instituted as a separate program in the University of the Philippines through the establishment of the Institute of Social Work and Community Development by virtue of R.A. 5174(An Act Establishing the Institute of Social Work and Community Development in the University of the Philippines, Providing Funds for Building, Equipment, Facilities and Operating Expenses Thereof, and for Other Purposes), which was enacted on the same day as R.A. 5175 in 1967.

The last curricular revision of BSSW program was in 1996. In 2014,the Department of Social Work started reviewing its curriculum vis-à-vis current and emerging social issues and academic trends in the field. A scanning of the external environment presented major issues and opportunities that make it imperative for us to review the responsiveness of our curriculum to the times, as well as the extent that it prepares our graduates for professional Social Work practice. At the regional level there is the ASEAN integration, with its attendant opportunities and challenges to the delivery of social services and social welfare. Another development is in the field of social work itself, wherein its two major international professional bodies, the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW),updated the global definition of Social Work to state:

> Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledge, social work engages people and structures to address life challenges and enhance wellbeing.(http://ifsw.org/get-involved/global-definition-of-social-work/)

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The above definition is a result of a series of consultation with members, including professional Social Work associations in the Philippines. The IFSW and IASSW General Assemblies approved the definition in July 2014.

Following this, the IFSW and IASSW came out with the revised Global Standards for Social Work Education and Training (http://ifsw.org/policies/global-standards/). These standards were among the bases of the Commission on Higher Education (CHED) in issuing Memorandum No.39, series of 2017on the policies, standards and guidelines for the BS Social Work program. Another change instituted by the CMO No. 39 is the shift from a competency-based education to an outcomes-based one. While UP is not under the jurisdiction of the Commission on Higher Education (CHED), the latter's standards are now part of the general social work education in the country which the Department of Social Work should be cognizant. Several faculty members of the Department have also been members of CHED technical committees that drafted and approved the said standards.

Presently, the UP Department of Social Work is the first and only Center of Excellence in Social Work in the country. As such, it shall "serve as a potent catalyst in specific program areas need for development of world-class scholarships, nation-building and national development" (CHED Memorandum Order No. 38 s.2015).This distinction bears on the Department of Social Work to provide leadership in shaping the terrain of the profession through education, training and research.

The 2014 curricular review led to the development of a revised BSSW curriculum proposal that was submitted to the Social Science and Law Cluster by the third quarter of 2015. This was actually discussed and endorsed by the cluster in its meeting in November 2015. However, the approval process was stalled by the revision of the GE (General Education) Program of the University of the Philippines. This GE revision had been necessary because of the approval of the K-12 program in basic education. The new GE was adopted by the UPD University Council in its 142nd(Special) meeting and approved by the Board of Regents in its 1330th meeting in 2017.

This 2018 revision of the BSSW curriculum took into consideration the institution of the new GE in UP Diliman. The UP Department of Social Work is proposing a curriculum revision after a series of meetings and writing workshops, which will be implemented starting August 2018, in time for the first batch of BSSW students who graduated from the K-12 program. The program goals of the UP Department of Social Work, which were adapted from the Global Standards and CHED Memorandum Circular No. 39 Series of 2017,were re-oriented to critical perspectives which will enable students to understand and be more responsive to present and emerging social realities greatly shaped by a fast globalizing world. Specifically, the BSSW program aims to produce graduates who are able to:

1. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;

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2. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;
3. Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;
4. Construct professional boundaries in an interdisciplinary context;
5. Analyze different social work practice models and approaches including information technology mediated practice;
6. Demonstrate critical thinking and creativity in social work practice ;
7. Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;
8. Commit to Social Work values, principles and ethics;
9. Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering processes towards the promotion of human rights and social justice; and
10. Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).

Pursuant to the Global Standards, social work education has four curricular areas:

I. Human Behavior and the Social Environment
II. Social Welfare Policies, Programs, and Services
III. Social Work Practice
IV. Field Instruction

In the UP Department of Social Work, these curricular areas correspond to the following number series:

I. Human Behavior and the Social Environment – 100 to 129
II. Social Welfare Policies, Programs, and Services – 130 to 139
III. Social Work Practice – 140 to 149
IV. Field Instruction – 150 to 159

Other Required Courses:

Seminar – 160 to 169
Research – 190 to 199

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II. Summary of Proposed Changes

The proposal for the revision of the BS in Social Work curriculum includes:

1. The institution of four (4) new courses that will complement existing major courses. One course, Critical Social Work aims to provide students with critical mindset; three more courses were instituted to respond to legal mandates and emerging trends in Social Work Practice.
2. Revision of courses such as changes in course number, titles, descriptions, stipulations, prerequisites, co-requisites and course sequencing;
3. Change in course titles were made to align with Social Work Practice areas of engagement; Some courses were aligned with numbering scheme.
4. Changes in the GE requirements to reflect the changes in UPD's new GE program, specifically the reduction of required GE courses from 45 units to the range of 21 to 36 units. In this proposal, there are 21 units of Core GE, 12 units of program prescribed GE courses, and one free GE course;

Institution of courses		
1. SW 110 Critical Social Work		
2. SW 134 Social Work and Social Welfare Laws		
3. SW 145 Social Work Counseling		
4. SW 148 Social Work in a Global Context		
Revision of courses		
Nature	Existing	Proposed
Change in Course Number, Title, Description & Co-requisite	**SW 133 Social Work and Human Resource Development.** Training design, approaches and strategies in the field of social welfare and development work. Co-requisite: none	**SW 146 Social Work Community Education and Training.** Approaches, processes, and skills in Social Work community education and training for empowerment Co-requisite: SW 143 Social Work Practice with Communities for BSSW students;/ COI for non-BSSW students
Change in Course Number, Title, Description & Prerequisite	**SW 100 Social Development Perspectives.** Analysis of development and strategies with emphasis on third world countries. Prerequisite: None	**SW 111 Social Change and Social Development.** Theories and perspectives on social change and social development and their implications to Social Work practice Prerequisites: SW 110 Critical Social Work for BSSW students/ COI for non-BSSW students

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	SW 144 Community Based Social Work Practice. Strategies in community mobilization focused on social enterprise and entrepreneurship development, advocacy, networking and rehabilitation. Prerequisite: SW 132 and SW 133 or COI	**SW 147 Strategies in Community Based Social Work Practice.** Community mobilization focused on social enterprise and entrepreneurship development, advocacy, networking and rehabilitation Prerequisite: SW 132 Project Development for Social Welfare and Community Development and SW 146 Strategies in Community-Based Social Work Practice for BSSW students/ COI for non-BSSW students
Change in Course Title, Description & Prerequisite	**SW 141 The Social Work Helping Processes.** Assessment, planning, intervention, evaluation and termination in social work. Prerequisites: SW 120, SW 121,SW 140	**SW 141 Social Work Practice with Individuals and Families**. Theories, principles, models, methods, and skills in the Social Work helping process with individuals and families Prerequisite: SW 120 Social Work and the Filipino Personality
	SW 143 Community Organizing. Theories, principles, models and trends in community organizing. Prerequisite: SW 141 or COI	**SW 143 Social Work Practice with Communities.** Theories, principles, models, methods, and skills in the Social Work helping process with communities Prerequisite: SW 142 Social Work Practice with Groups for BSSW students; COI for non-BSSW students
Change in Course Description& Prerequisite	**SW 123 Social Deviation and Social Work.** A socio-psychological perspective of abnormal and deviant behavior in relation to social work. Prerequisite: None	**SW 123 Social Deviation and Social Work.** Socio-psychological perspectives on social deviation and implications to Social Welfare and Social Work Prerequisites: SW 110 Critical Social Work and SW 120 Social Work and the Filipino Personality

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Change in Course Description &Co-requisite	**SW 121 Philippine Communities.** Structures, gender -relation and processes of change. Co-requisite: None	**SW 121 Philippine Communities.** Social constructions of community, processes of change, structures, gender and power relations and how these impact Social Work Practice Co-requisite: SW 110 Critical Social Work
Change in course description & stipulation	**SW 160 Seminar on Special Problems in Social Work** (No description in existing approved curriculum) Stipulation: None	**SW 160 Seminar in Social Work.** Trends, issues and challenges in Social Work practice Stipulation: For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.
Change in course title and course description	**SW 142 Social Work Practices with Individuals and Groups** (No description in existing approved curriculum) Prerequisite: SW 141	**SW 142 Social Work Practice with Groups.** Theories, principles, models, methods, and skills in the Social Work helping process with groups Prerequisite: SW 141Social Work Practice with Individuals and Families
Change in Course Title & Prerequisite	**SW 122 Social Welfare and the Philippine Reality.** Philippine economic, social and political realities and their effects on social welfare and social work. Prerequisite: None	**SW 122 Social Welfare and Philippine Realities** Philippine economic, social and political realities and their effects on social welfare and Social Work Prerequisite: SW 110 Critical Social Work
Change in Course Number	**SW 101 Statistics for Social Work.** Statistical analysis in social work. Theories, principles, and methods of statistics.	**SW 198 Statistics for Social Work.** Statistical analysis in Social Work. Theories, principles, and methods of statistics
Change in Prerequisite	**SW 199.1 Research in Social Work I** Prerequisite: SW 101	**SW 199.1 Research in Social Work I** Prerequisite: SW 198 Statistics for Social Work

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Change in Stipulation	**SW 140. The Social Work Profession.** History, philosophy, ethics and scientific foundations. Stipulation: None	**SW 140. The Social Work Profession.** History, philosophy, ethics and scientific foundations Stipulation: Should be taken by BSSW students who have not finished 25% of the total number of units required in the entire Program.
	SW 150. Field Instruction I Placement in institutional settings. Stipulation: None	**SW 150. Field Instruction I** Placement in institutional settings Stipulation: For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.

Change in Program Requirements		
Nature	**Existing**	**Proposed**
1.Deletion of a qualified elective course	**Soc Sci Elective (3u)**	**None**
2. Addition of Required courses		Speech 30 **(9u)** MATH 10 SEA 30
3. Change in GE Requirements	**Core GE (18 u)** **Arts & Humanities** Comm 3 Eng 10 Fil 40 **Math, Science & Technology** STS **Social Science & Philosophy** Kas 1 Philo 1	**Core GE (21 u)** Eng 13 Fil 40 ARTS 1 Kas 1 Philo 1 Soc Sci 1/ Soc Sci 2 DRMAPS
	Program prescribed GE (6u) Math 1 Econ 11	**Program prescribed GE (3u)** Econ 11
	Free GE (21u)	**GE Elective (3u)**
	Total 45u	**Total 36 u**

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5. Change in course sequence	SW 111 Second Semester, First Year	First Semester, Second Year
	SW 120 Second Semester, Second Year	Second Semester, First Year
	SW 121 Second Semester, Second Year	Second Semester, First Year
	SW 123 Second Semester, Third Year	First Semester, Second Year
	SW 130 First Semester, Second Year	Second Semester, Second Year
	SW 146 First Semester, Third Year	Second Semester, Third Year
	SW 141 First Semester, Third Year	Second Semester, Second Year
	SW 142 Second Semester, Third Year	First Semester, Third Year

III. Institution of Courses

(1) **SW 110 Critical Social Work.** Critical perspectives, their origins and application to generalist Social Work Practice

Co-requisite : SW 120 Social Work and The Filipino Personality
Credit (No. of Hours) : 3 units (3 h/week)
Meeting type : Lecture
Stipulation : Should be taken by BSSW students who have not finished 25% of the total number of units required in the entire Program.

Justification : There are different notions of what constitute Social Work and how it is practiced, hence the necessity to equip students with frameworks and tools to analyze the underpinnings of these practices. The stipulation ensures that students will have a critical mindset before proceeding to other major courses.

SW 120 The Filipino Personality and Social Work is a co-requisite to the course because it provides complementary knowledge on the determinants to the behavior of Filipino Social Work clients.

(2) **SW 134 Social Work and Social Welfare Laws.** Social welfare laws and their implications to Social Work Practice

Prerequisites : SW 130 and SW 110
Credit (No. of Hours) : 3 units (3 h/week)
Meeting type : Lecture
Justification : Laws inform the practice of Social Work, as there are some national laws that mandate the duties and

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functions of Social Workers, hence this course is instituted. This course also seeks to align with the requirements of laws regulating the Social Work profession namely, R.A.4373 and RA 5175. Moreover, laws and the legal system affect the rights and wellbeing of people particularly the marginalized this course therefore will enable students to analyze the impact of laws on the marginalized.

SW 130 Social Welfare Policies, Programs and Services is a prerequisite to this course as it provides an overview of social welfare policies in general which put in context legislated policies or laws. SW 110 equips students with a critical mindset.

(3) **SW 145 Social Work Counseling.** Techniques and skills in Social Work counseling as integral tools in the helping process

Prerequisite **: SW 110**
Co-requisite : SW 141 Social Work Practice with Individuals and Families
Credit (No. of Hours) : 3 units (3 h/week)
Meeting type : Lecture
Justification : Counseling has been part of Social Work interventions since the beginning of the profession in the 1800s. In the Philippines, especially in UP, counseling in Social Work has been relegated to the background because of the curricular emphasis on community organizing and social action. The last two decades, however, highlighted its importance in responding to gender-based violence across stages in the life cycle, child abuse, and psychosocial impacts on individuals of disasters, family separation because of migration, and worsening poverty, among others. There are also laws that require social workers to provide counseling to clients such as RA 8369 (Family Courts Act), RA 9344 (Juvenile Justice and Welfare Act), and RA 10364 (Expanded R.A. 9208, Anti-Trafficking in Persons Act), among others. In view of this, the CHED Memorandum No. 39, series of 2017, instituted Social Work Counseling as one of the subjects in the BSSW curriculum.

Counseling takes place in Social Working with individuals and families therefore, knowledge of the said client systems, makes SW 141 Social Work Practice with Individuals and Families a co-requisite. SW 110 is a prerequisite to provide students with a critical mindset.

(4) **SW 148 Social Work in a Global Context.** Approaches, processes, and skills in working transnationally and internationally

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Credit (No. of Hours) :3 units (3 h/week)
Stipulation :For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.
Meeting type :Lecture
Justification : SW 148 is proposed in recognition of the following: (a) contemporary social problems and issues within a nation state can no longer be seen in isolation from the global context. Intensifying neoliberal globalization processes involve not only the economic but the political and socio-cultural spheres, leading to gains for a few and further impoverishment and inequality within and between nation states for the many; (b) people are moving transnationally either by choice, force and/or necessity e.g. overseas Filipino workers, refugees, trafficked children and adults. May experienced human rights violation; (c) advances in information and communication technology make it possible to engage individuals, organizations and social movements in problem solving, advocacy, partnership development, resource generation; and (d) Social Work as academic discipline and profession operates at the intersection of local, national and global context

This course builds on knowledge provided by prior courses, hence the stipulation.

IV. Revision of Courses

A. Change in Course Number, Title, Description and Co-requisite

From **SW 133 Social Work and Human Resource Development**. Training design, approaches and strategies in the field of social welfare and development work.

Co-requisite: None

To **SW 146 Social Work Community Education and Training.** Approaches, processes, and skills in Social Work community education and training for empowerment

Co-requisite: SW 143 Social Work Practice with Communities for BSSW students/ COI for non-BSSW students

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Justification

The change in number reclassifies the course to the Social Work Practice Area from the Social Welfare Policies, Programs and Services Area. The previous description was broad and ambiguous. The new description captures the focus on equipping students with competence in education and training for community empowerment.

SW 143 Social Work Practice with Communities is a co-requisite because it provides social work students the broader context for SW 146 i.e., community dynamics and processes, as well as social action for change, on which community education is grounded. The SW 146 is also COI for students from other colleges and institutes who have the academic and practical experiences necessary to pass the course.

B. Change in Course Number, Title, Description and Prerequisite

(1)

From

SW 100 Social Development Perspectives. Analysis of development and strategies with emphasis on third world countries.

Prerequisite: None

To

SW 111 Social Change and Social Development. Theories and perspectives on social change and social development and their implications to Social Work Practice

Prerequisites: SW 110 Critical Social Work for BSSW students/ COI for non- BSSW students.

Justification

The proposed change is in line with the global definition of Social Work updated by the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) in 2014, as "…a practice-based profession…that promotes social change and development, social cohesion, and the empowerment and liberation of people." (http://ifsw.org/get-involved/global-definition-of-social-work/) Change in course number was made to rationalize sequencing of numbers.

SW 110 Critical Social Work provides students with a critical mindset. COI for students from other colleges, departments within the College of Social Work and Community Development and institutes who have the academic and practical experiences necessary to pass the course.

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(2)

From **SW 144 Community-Based Social Work Practice.**
Strategies in community mobilization focused on social enterprise and entrepreneurship development, advocacy, networking and rehabilitation.

Prerequisite: SW 132, SW 133, or COI

To **SW 147 Strategies in Community-Based Social Work Practice** Community mobilization focused on social enterprise and entrepreneurship development, advocacy, networking and rehabilitation

Prerequisite: SW 132 Project Development for Social Welfare and Community Development and SW 146 Social Work Community Education and Training for BSSW students/COI for non-BSSW students.

Justification: Change in course number, title and prerequisite is necessary to align the course with other practice courses.
SW 146 Social Work Community Education and Training provides students an understanding on learning principles and education strategies needed for community mobilization and advocacy. SW 147 is also COI for students from other colleges, departments within the College of Social Work and Community Development and institutes who have the academic and practical experiences necessary to pass the course.

C. Change in Course Title, Description and Prerequisite

(1)

From **SW 141 The Social Work Helping Processes.** Assessment, planning, intervention, evaluation and termination in social work.

Prerequisites: SW 120, SW 121, SW 140

To **SW 141 Social Work Practice with Individuals and Families.** Theories, principles, models, methods, and skills in the Social Work helping process with individuals and families

Prerequisite: SW 120 Social Work and the Filipino Personality

Justification The new title and description explicitly state that the focus of the course is working with individuals and their families. Individuals and

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families are one of the client systems of Social Work hence, the need for a course that focuses on them.

The previous prerequisite, that is, SW 121 Philippine Communities, is removed because SW 141 is now focused on individuals and families. Another previous prerequisite, SW 140, is deleted because this already has a stipulation that it should be taken before all other major courses.

SW 120 as a prerequisite provides students with an understanding of Filipino behavior and culture as individuals and as family members.

(2)

From **SW 143 Community Organizing.** Theories, principles, models and trends in community organizing.

Prerequisite: SW 141 or COI

To **SW 143 Social Work Practice with Communities.** Theories, principles, models, methods, and skills in the Social Work helping process with communities

Prerequisite: SW 142 Social Work Practice with Groups for BSSW students/COI for non-BSSW students

Justification The changes in course title and description are necessary to make them consistent with changes in other practice courses (e.g. SW 141 Social Work Practice with Individuals and Families) that underscore Social Work practice with specific client systems. The prerequisite, SW 142 Social Work Practice with Groups, provides students with an understanding of Social Work practice with groups. It is essential for students to learn working with groups first before proceeding to the more complex client systems, which are the communities. SW 143 is COI for students from other colleges, departments within the College of Social Work and Community Development and institutes who have the academic and practical experiences necessary to pass the course. - e.g. B.S. Community Nutrition.

Program Affected: B.S. in Community Nutrition

(3)

From **SW 122 Social Welfare and the Philippine Reality.** Philippine economic, social and political realities and their effects on social welfare and social work.

Prerequisite: None

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To

SW 122 Social Welfare and Philippine Realities. Philippine economic, social and political realities and their effects on social welfare and Social Work

Prerequisite: SW 110 Critical Social Work for BSSW students/COI for non-BSSW students

Justification

Due to the fact that there are multiple realities the change in course title is proposed. Change in course title is also made to align it with course description. SW 110 Critical Social Work as a prerequisite provides students with critical lens in viewing social realities and Social Welfare. The change from small letters to sentence style of the term ''social work'' is to emphasize the profession rather than the generic meaning of the term. SW 122 is COI for students from other colleges, departments within the College of Social Work and Community Development and institutes who have the academic and practical experiences necessary to pass the course.

D. Change in Course Description and Prerequisite

From

SW 123 Social Deviation and Social Work. A socio-psychological perspective of abnormal and deviant behavior in relation to social work.

Prerequisite: None

To

SW 123 Social Deviation and Social Work. Socio-psychological perspectives on social deviation and implications to Social Welfare and Social Work

Prerequisites: SW 110 Critical Social Work and SW 120 Social Work and the Filipino Personality

Justification

The proposed change in course description is in cognizance of the importance to shift to a non-stigmatizing and inclusive language, and is in keeping with the current standards in Global Social Work Education and Training (2004).

SW 110 provides a critical mindset, needed to understand the different social constructions of social deviation. SW 120, on the other hand, provides an understanding of Filipino personality, needed to contextualize perspectives on social deviation in the Philippine setting. Use of capital letters for Social Welfare denotes the use of the term in Social Work parlance as "organized system of social

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services..."while Social Work in capital letters refers to the profession rather than a generic term for charity.

E. Change in Course Description and Co-requisite

From **SW 121 Philippine Communities.** Structures, gender-relation and processes of change.

Co-requisite: None

To : **SW 121 Philippine Communities**. Social constructions of community, processes of change, structures, gender and power relations, and how these impact Social Work Practice

Co-requisite: SW 110 Critical Social Work for BSSW students/COI for non-BSSW students

Justification The proposed course description change is in recognition of new paradigms in looking at human behavior and social environment.

SW 110 Critical Social Work provides a critical lens for appreciating the different notions of "community", and the implications of these definitions on social work and social change. COI for students from other colleges, departments within the College of Social Work and Community Development and institutes who have the academic and practical experiences necessary to pass the course.

F. Change in Course Title, Description and Stipulation

From **SW 160 Seminar on Special Problems in Social Work.** (No description in existing approved curriculum)

Stipulation: None

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To **SW 160 Seminar in Social Work** Trends, issues and challenges in Social Work practice

Stipulation: For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.

Justification The proposed course title and description will allow in-depth discussions on current and emerging trends; issues and challenges in Social Work practice. This is an integrative course, hence the stipulation.

G. Change in Course Title and Description

From	**SW 142 Social Work Practices with Individuals and Groups.** (No description in existing approved curriculum) Prerequisite: SW 141
To	**SW 142 Social Work Practice with Groups.** Theories, principles, models, methods and skills in the Social Work helping process with groups Prerequisite: SW 141 Social Work Practice with Individuals and Families
Justification	Since groups are one of the important client systems in Social Work practice, it is imperative to offer a course focusing on these client systems. Social Work practice with individuals has been incorporated in the newly reconfigured SW 141 Social Work Practice with Individuals and Families.

H. Change in Course Number

From	**SW 101 Statistics for Social Work.** Statistical analysis in social work. Theories, principles, and methods of statistics.
To	**SW 198 Statistics for Social Work.** Statistical analysis in social work. Theories, principles and methods of statistics
Justification	Change in course number is proposed to align the course with the Program's number series corresponding to research-related courses.

I. Change in Prerequisite

From	**SW 199.1 Research in Social Work I.** Prerequisite: SW 101
To	**SW 199.1 Research in Social Work I** Prerequisite: SW 198 Statistics for Social Work
Justification	The change in prerequisite is in keeping with the change in number of Social Work Statistics from SW

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101 to SW 198.

J. Change in Course Stipulation

(1)

From **SW 140 The Social Work Profession.**

Stipulation: None

To **SW 140 The Social Work Profession.**

Stipulation: Should be taken by BSSW students who have not finished 25% of the total number of units required in the entire Program.

(2)

From **SW 150 Field Instruction I.**
Stipulation: None

To **SW 150 Field Instruction I**
Stipulation: For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.

Justification This is a practicum and integrative course hence the stipulation. Students need to take courses that will prepare them for this practicum.

V. Change in Program Requirements

A. Deletion of Qualified Elective

From **Soc Sci elective**

To **None**

Justification: Soc Sci Elective is replaced by new Social Work course to give more focus on the evolving trends of the profession and on critical perspectives that inform practice.

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B. Addition of Required Courses

(1) **SW 110 Critical Social Work**

Justification : There are different notions of what constitute Social Work and how it is practiced, hence the necessity to equip students with frameworks and tools to analyze the underpinnings of these practices which this course offers. The stipulation ensures that students will have a critical mindset before proceeding to other major courses.

(2) **SW 134 Social Work and Social Welfare Laws**

Justification : Laws inform the practice of Social Work, as there are some national laws that mandate the duties and functions of Social Workers, hence this course is instituted. This course also seeks to align with the requirements of laws regulating the Social Work profession namely, R.A.4373 and RA 5175. Moreover, laws and the legal system affect the rights and wellbeing of people particularly the marginalized this course therefore will enable students to analyze the impact of laws on the marginalized.

SW 130 (Social Welfare Policies, Programs and Services) is a prerequisite to this course as it provides an overview of social welfare policies in general which put in context legislated policies or laws.

(3) **SW 145** **Social Work Counseling**

Justification : Counseling has been part of Social Work interventions since the beginning of the profession in the 1800s. In the Philippines, especially at UP, counseling in Social Work has been relegated to the background because of the curricular emphasis on community organizing and social action. The last two decades, however, highlighted its importance in responding to gender-based violence across stages in the life cycle, child abuse, and psychosocial impacts on individuals of disasters, family separation because of migration, and worsening poverty, among others. There are also laws that require Social Workers to provide counseling to clients such as RA 8369 (Family Courts Act), RA 9344 (Juvenile Justice Act), and RA 10364 (Expanded R.A. 9208, Anti-Trafficking in Persons Act), among others. In view of this, CHED Memorandum No. 39, series of 2017, instituted Social Work Counseling as one of the subjects of the BSSW curriculum.

The proposed course will enable students to demonstrate knowledge, attitudes and skills in using counseling as an integral part of the Social Work helping process particularly in the context of legal mandates.

Counseling takes place in social working with individuals and families therefore, knowledge of the said client systems, makes SW 141 (Social Work Practice with Individuals and Families) a co-requisite.

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(4) **SW 148** **Social Work in a Global Context**

Justification : SW 148 is proposed in recognition of the following: a) Contemporary social problems and issues within nation-states can no longer be seen in isolation from global contexts; b)People are moving transnationally either by choice, force

and/or necessity, e.g., overseas Filipino workers, refugees, trafficked children and adults who may experience human rights violations; c) advances in information and communication technology make it possible to engage individuals, organizations and social movements in problem-solving, advocacy, partnership development, resource generation; and d) Social Work as an academic discipline and profession operates across, within and between the intersection of local, national and global contexts.

C. Change in GE Requirements

From:

	AH	MST	SSP	Total Units
Required GE	Comm 3 Eng 10 Fil 40 9 u	STS 3 u	Kas 1 Philo 1 6 u	 18 u
Program prescribed GE		Math 1 3u	Econ 11 3u	6u
Free GE	6u	9u	6u	21
Total units	9u	6u	9u	45u

To:

Required GE (a) New	Eng 13 Fil 40 ARTS 1 Kas 1 Philo 1 Soc Sci 1/ 2 DRMAPS	21u
Program Prescribed GE New	Speech 30 MATH 10 Econ 11 SEA 30	12u
GE elective		3u
Total units		36u

New GE Requirements

(1) ARTS 1 Critical Perspective
(2) English 13 Writing as Thinking
(3) Disaster Risk Mitigation, Adaptation and Preparedness Strategies

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Justification: The BOR approved the GE courses listed above via referendum on 18-28 December 2017.

(b) **Addition of Program Prescribed GE**

(1) **Math 10 Mathematics, Culture and Society**

Justification: Replacement for the abolished Math 1. Math 10 was approved by BOR via referendum on 18-28 December 2017. As per approval, degree programs without Math course should prescribe a Math GE course.

(2) **Speech 30 Public Speaking and Persuasion**

Justification: This course is being required to replace Comm 3.

3.**SEA 30 Asian Emporiums: Networks of culture and trade in Southeast Asia.**

Justification: This course is being required as its content will supplement the knowledge of Social Work majors on the culture and trade in South East Asia, and anticipating Social Worker mobility in the context of the ASEAN integration.

(1) **Econ 11 Markets and the State**

Justification: This course is being required as it shall equip Social Work majors with the essential economic concepts and their use in analyzing societal issues. Knowledge on the basics of economics is necessary for understanding Social Work courses such as SW 111 Social Change and Social Development and SW 122 Social Welfare and Philippine Realities to name a few.

D. Change in Course Sequence

Major Courses

Courses	From	To
SW 111	Second Semester, First Year	First Semester, Second Year
SW 120	Second Semester, Second Year	Second Semester, First Year
SW 121	Second Semester, Second Year	Second Semester, First Year
SW 123	Second Semester, Third Year	First Semester, Second Year
SW 130	First Semester, Second Year	Second Semester, Second Year
SW 146	First Semester, Third Year	Second Semester, Third Year
SW 141	First Semester, Third Year	Second Semester, Second Year
SW 142	Second Semester, Third Year	First Semester, Third Year

Justification: With the institution of four (4) new courses in Social Work, the sequencing of courses has to be adjusted so that learning of students can be maximized.

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Program-prescribed Social Science Courses

Courses	From	To
Anthro 123	Second Semester, Second Year	First Semester, Third Year
Psych 101	First Semester, Second Year	First Semester, First Year

Justification: The sequence adjustment of major courses (see above) also required the

adjustment in the scheduling of required social science courses in the curriculum.

VI. Existing and Proposed Program of Study

	Existing	Total	Proposed	Total
Core GE	Com3,Eng 10,Fil 40,STS,Kas 1,Philo1	18	Eng 13,Fil 40,ARTS 1,Kas 1,Philo 1,Soc Sci1/ 2,DRMAPS	21
Free GE		21	GE Elective	3
Electives	Language electives (6u)	6	Language electives(6u)	6
	Soc Sci elective (3)	3	----------	0
Legislated Courses	P1 100	3	PI 100	3
Program prescribed GE	Econ 11 and Math1	6	Econ 11, MATH 10,Speech 30,SEA 30	12
Other Program prescribed courses	Psych 101, Socio 101 and Anthro 123	9	Psych 101, Socio 101 and Anthro 123	9
Major courses	SW 140, 100, 101,120, 121,122, 123, 130,131,132,133,141,142 ,143,144,199.1,199.2,150 (5u), 151 (15u) and 160	74	SW 110,111,120,121,122,123,130,131,132,134,140,141,142,143,145,146, 147,148,150(5u),151(15u),160,198, 199.1 and 199.2	86
Total		**140**		**140**

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BACHELOR OF SCIENCE IN SOCIAL WORK
DEPARTMENT OF SOCIAL WORK

Approval of Existing Curriculum:
120th Special UPD UC : 02 April 2012 | President AEPascual : 04 June 2012

Proposed date of effectivity:
First semester, AY 2018-2019

FIRST YEAR

Existing (140 units)		Proposed (140 units)	
1st Semester	**18 Units**	**1st Semester**	**18 Units**
GE (AH 1) Comm 3	3	GE Kas 1	3
GE (SSP 1) Kas 1*	3	GE Philo 1	3
GE (MST 1) Math 1	3	GE Econ 11	3
GE (SSP 2) Econ 11	3	Psych 101	3
SW 140	3	SW 140	3
Language Elective 1	3	Language Elective 1	3
PE	(2)	PE	(2)
2nd Semester	**18 Units**	**2nd Semester**	**18 Units**
GE (AH 2) Free Choice	3	Language Elective 2	3
GE (SSP 3) Philo 1	3	GE Eng 13	3
GE (SSP 4) Free Choice	3	SW 110	3
GE (MST 2) Free Choice	3	GE Soc Sci 1 / Soc Sci 2	3
SW 100	3	SW 120	3
Language Elective 2	3	SW 121	3
PE	(2)	PE	(2)

SECOND YEAR

1st Semester	**18 Units**	**1st Semester**	**18 Units**
GE (AH 3) Fil 40*	3	GE Fil 40	3
GE (AH4) Eng 10	3	GE Speech 30	3
GE (MST 3) Free Choice	3	GE MATH 10	3
SW 122	3	SW 111	3
SW 130	3	SW 122	3
Psych 101	3	SW 123	3
PE	(2)	PE	(2)
NSTP	(3)	NSTP	(3)
2nd Semester	**18 Units**	**2nd Semester**	**18 Units**
GE (AH 5) Free Choice	3	GE SEA 30	3
GE (MST 4) Free Choice	3	GE Arts 1	3
SW 101	3	SW 130	3
SW 120	3	SW 141	3
SW 121	3	SW 145	3
Anthro 123	3	SW 198	3
PE	(2)	PE	(2)
NSTP	(3)	NSTP	(3)

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THIRD YEAR

1st Semester	18 Units
GE (SSP 5) Free Choice	3
SW 131	3
SW 133	3
SW 141	3
SW 199.1	3
Socio 101	3

2nd Semester	18 Units
SW 123	3
SW 132	3
SW 142	3
SW 143	3
SW 199.2	3
Soc. Sci. Elective	3

1st Semester	18 Units
GE Elective	3
Socio 101	3
Anthro 123	3
SW 131	3
SW 142	3
SW 199.1	3

2nd Semester	18 Units
GE DRMAPS	3
SW 132	3
SW 134	3
SW 143	3
SW 146	3
SW 199.2	3

FOURTH YEAR

1st Semester	17 Units
GE (MST 5) STS	3
SW 144	3
SW 150	5
SW 160	3
PI 100	3

2nd Semester	15 Units
SW 151	15

1st Semester	17 Units
PI 100	3
SW 147	3
SW 148	3
SW 150	5
SW 160	3

2nd Semester	15 Units
SW 151	15

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Note: Existing Checklist

**Kas 1 and Fil 40 satisfy the 6-unit Philippine Studies requirement*

As a requirement for graduation, all students are required to take six (6) units in one of the National Service Training Program (NSTP) component: ROTC & Civic Welfare Training Service are offered by UPD

Note: Proposed Checklist

Note: As a requirement for all graduation, all students must take six (6) units in one of the National Service Training Program (NSTP) components: Civic Welfare Training Service (CWTS), Literacy Training Service (LTS), and Reserved Officer's Training Corps Military Science (ROTC Mil Sci). These are offered by UPD

The University regularly reviews course curricula and may revise them. Students admitted into this program shall follow the existing curriculum until such time that a new curriculum replacing it has been duly approved for implementation. All courses prescribed and taken under this existing curriculum shall be credited under the new curriculum.

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List of Proposed BSSW Courses

SW 110**	**Critical Social Work.** Critical perspectives, their origins and application to generalist Social Work Practice 3u Stipulation: For BSSW students who have not finished 25% of the total number of units required in the entire Program.
SW 111*	**Social Change and Social Development**. Theories and perspectives on social change and social development and their implications to Social Work Practice 3u. Prerequisites: SW 110/ COI for non-BSSW students
SW 120	**Social Work and the Filipino Personality**. Concepts, theories, and indigenous perspectives for understanding the Filipino behavior and culture in relation to Social Work Practice 3u. Prerequisite: Psych 101
SW 121*	**Philippine Communities**. SW 121 Social constructions of community, processes of change, structures, gender and power relations and how these impact Social Work Practice 3u. Co-requisite: SW 110/COI for non-BSSW students
SW 122*	**Social Welfare and Philippine Realities.** Philippine economic, social and political realities and their effects on social welfare and Social Work 3u. Prerequisite: SW 110/COI for non-BSSW students
SW 123*	**Social Deviation and Social Work.** Socio-psychological perspectives on social deviation and implications to Social Welfare and Social Work 3u. Prerequisites: SW 110& SW 120
SW 130	**Social Welfare Policies, Programs and Services.** Survey of social welfare policies, programs and services 3 u.
SW 131	**Social Agency Management.** Theories and methods of social agency management in local government and non-government organizations 3u. Prerequisites: SW 130, SW 140/ COI
SW 132	**Project Development for Social Welfare and Community Development.** Development of sustainable people-oriented and gender-sensitive projects 3u. Prerequisite: SW 131/ COI
SW 134**	**Social Work and Social Welfare Laws.** Social welfare laws and their implications to Social Work Practice 3u. Prerequisite: SW 130
SW 140	**The Social Work Profession.** History, philosophy, ethics and scientific foundations 3u. Stipulation: For BSSW students who have not finished 25% of the total number of units required in the entire Program.
SW 141*	**Social Work Practice with Individuals and Families.** Theories, principles, models, methods and skills in the Social Work helping process with individuals and families 3u. Prerequisites: SW 120 and SW140
SW 142*	**Social Work Practice with Groups.** Theories, principles, models, methods, and skills in the Social Work helping process with groups 3u. Prerequisite: SW 141
SW 143*	**Social Work Practice with Communities.** Theories, principles, models, methods and skills in the Social Work helping process with communities 3u. Prerequisite: SW 142/ COI for non BSSW students
SW 145**	**Social Work Counseling.** Techniques and skills in Social Work counseling as integral tools in the helping process 3u. Prerequisite; SW 110

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	Co-requisite: SW 141.
SW 146*	**Social Work Community Education and Training.** Approaches, processes, and skills in Social Work community education and training for empowerment 3u. Co-requisite: SW 143/ COI for non-BSSW students
SW 147*	**Strategies in Community-Based Social Work Practice.** Community mobilization focused on social enterprise and entrepreneurship development, advocacy, networking and rehabilitation 3u. Prerequisites: SW 132,SW 146/ COI for non-BSSW students
SW 148 **	**Social Work in a Global Context.** Approaches, processes, and skills in working transnationally and internationally 3u Stipulation: For BSSW students who have finished not less than 75% of total number of units required in the entire Program.
SW 150 *	**Field Instruction I.** Placement in institutional setting 5u. Stipulation: For BSSW students who have finished not less than 75% of total number of units required in the entire Program.
SW 151	**Field Instruction II.** Placement in Social Work settings consistent with students' social career plans 15u. Prerequisite: SW 150
SW 160*	**Seminar in Social Work.** Trends, issues and challenges in Social Work practice 3u Stipulation: For BSSW students who have finished not less than 75% of total number of units required in the entire Program.
SW 198*	**Statistics for Social Work.** Statistical analysis in social work. Theories, principles and methods of statistics 3u.
SW 199.1	**Research in Social Work I.** Theories, concepts, processes and methods of research in Social Work practice 3u. Prerequisite: SW 198
SW 199.2	**Research in Social Work II.** Research practicum, dissemination and utilization strategies in the field of Social Work 3u. Prerequisite: SW 199.1

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UNIVERSITY OF THE PHILIPPINES DILIMAN

BACHELOR OF SCIENCE IN SOCIAL WORK

Department of Social Work

UC Approval:
149th UPD UC : 19 June 2018

Date of effectivity:
1st Semester of AY 2018-2019

FIRST YEAR

1st Semester	18 units
GE 1 Kas 1	3
GE 2 Philo 1	3
GE 3 Econ 11	3
Psych 101	3
SW 140	3
Language Elective 1	3
PE	(2)

2nd Semester	18 units
GE 4 Soc Sci 1 / Soc Sci 2	3
GE 5 Eng 13	3
SW 110	3
SW 120	3
SW 121	3
Language Elective 2	3
PE	(2)

SECOND YEAR

1st Semester	18 units
GE 6 Fil 40	3
GE 7 Speech 30	3
GE 8 MATH 10	3
SW 111	3
SW 122	3
SW 123	3
PE	(2)
NSTP	(3)

2nd Semester	18 units
GE 9 SEA 30	3
GE 10 ARTS 1	3
SW 130	3
SW 141	3
SW 145	3
SW 198	3
PE	(2)
NSTP	(3)

THIRD YEAR

1st Semester	18 units
GE 11 GE Elective	3
Socio 101	3
Anthro 123	3
SW 131	3
SW 142	3
SW 199.1	3

2nd Semester	18 units
GE 12 DRMAPS	3
SW 132	3
SW 134	3
SW 143	3
SW 146	3
SW 199.2	3

FOURTH YEAR

1st Semester	17 units
SW 147	3
SW 148	3
SW 150	5
SW 160	3
PI 100	3

2nd Semester	15 units
SW 151	15

TOTAL 140 units

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Notes:

As a requirement for graduation, all students must take six (6) units in one of the National Service Training Program (NSTP) components: Civic Welfare Training Service (CWTS), Literacy Training Service (LTS), and Reserved Officers' Training Corps Military Science (ROTC Mil Sci). These are offered by UPD.

The University regularly reviews course curricula and may revise them. Students admitted into this program shall follow the existing curriculum until such time that a new curriculum replacing it has been duly approved for implementation. All courses prescribed and taken under this existing curriculum shall be credited under the new curriculum

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Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 110 Critical Social Work

A. Course Catalogue Description

1. Course Number	:	SW 110
2. Course Title	:	Critical Social Work
3. Course Description	:	Critical perspectives, their origins and application to generalist Social Work Practice
4. Stipulation	:	Should be taken by BSSW students who have not finished 25% of the total number of units required in the entire Program.
5. Co-requisite	:	SW 120
6. Semester Offered	:	2nd Semester
7. Course Credit	:	3 units
8. Number of hours	:	3 hours per week
9. Meeting Type	:	Lecture
10. Course Goal		This course introduces students to a continuum of frameworks on the theory and practice of Social Work in the Philippines and selected countries, with emphasis on critical perspectives, their history and application to generalist Social Work.

B. Rationale

Social work as a practice-profession and an academic discipline promotes human rights and social justice. Given the realities of social injustice brought about by oppressive social structures, social work students need to be oriented on critical perspectives that will enable them to question realities and take a critical stance on social issues. The course aims to introduce students to the different social constructions of Social Work and to develop a critical mindset to interrogate the origins, philosophical and ideological underpinnings or neutrality of dominant models of practice.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Discuss Social Work as a context-based, dynamic and evolving profession and academic discipline
CO2. Map the socio-political and cultural contexts of the different meanings and practices of SW in the Philippines and other countries
CO3. Differentiate traditional and critical frameworks in social work
CO4. Identify with critical theory as an empowering and transformative framework
CO5. Apply a critical lens in looking at social situations.

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1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO1.Discuss Social Work as a context-based, dynamic and evolving profession and academic discipline	■	■	■		■	■	■	■		■
CO2.Map the socio-political and cultural contexts of the different meanings and practices of SW in the Philippines and other countries	■	■	■	■	■	■	■		■	■
CO3. Differentiate traditional and critical frameworks in social work					■	■	■	■	■	■
CO4.Identify with critical theory as an empowering and transformative framework							■	■		■
CO5 Apply a critical lens in looking at social situations.		■	■				■	■		■

** Program Goals*

A. *Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;*
B. *Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;*
C. *Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;*
D. *Construct professional boundaries in an interdisciplinary context;*
E. *Analyze different social work practice models and approaches;*
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Social Work as a profession with diverse interpretations A. Different definitions given to Social Work B. Socio-political and cultural contexts that gave rise to the definitions	3
II. Notions and models of Social Work through the decades in the Philippines and in selected countries: Ideology, Process and Methods, Client-Worker Relationship, Roles of social workers A. Residual SW B. Clinical Social Work C. Developmental Social Work D. International Social Work E. Neoliberal Social Work F. Critical Social Work	12

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Lecture Topics	No. of Hours (48 hours)
III. Critical Social Work A. Concepts 1. Meanings 2. Importance 3. Standpoint 4. Analytical frameworks 5. Approaches 6. Notions of power 7. Process 8. Client-social worker relationship 9. Core competencies of social workers B. Practices 1. Structural Social Work 2. Radical Social Work 3. Anti-oppressive Social work 4. Feminist Social Work 5. Anti-racist Social Work 6. Green Social Work 7. Post-colonial Social work 8. Postmodern Social work	18
IV. Core critical thinking skills in Social Work A. Analysis B. Thinking creatively and out of the box C. Reasoning D. Problem solving E. Evaluation (e.g., micro-meso-macro connections in a given social issue) F. Deconstruction	9
V. De-professionalization: Arguments for and Against	3
VI. Course Synthesis	3
Total Number of Hours	48

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3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1	CO1	I. Social Work as a profession with diverse interpretations A. Different definitions given to Social Work B. Socio-political and	What are the different definitions given to Social Work through the	Lecture-discussion	Use of open-ended questions

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		cultural contexts that gave rise to the definitions	decades? How is social work context and value-based?		
2-5	CO2 CO 3	II. Notions and models of Social Work through the decades in the Philippines and in selected countries: Ideology, Process and Methods, Client-Worker Relationship, Roles of social workers A. Residual SW B. Clinical Social Work C. Developmental Social Work D. International Social Work E. Neoliberal Social Work F. Critical Social Work	What major socio-political and cultural developments gave rise to dominant and alternative notions of Social Work from the 50s till now? What are the ideological considerations that underlie how social work is socially defined? How are they translated into professional knowledge, values and practice? How is the social worker-client relationship influenced by the different interpretations? What differentiate progressive from conservative notions on social work?	Students work in groups to construct a timeline of Social Work interpretations and socio-political and cultural contexts by the decade from the 50s to present (Philippines, US being historically a major influence in Philippine social work education other selected countries) Students discern which among the definitions are conservative (pro-status quo, client is the target of change, non-transformative) and progressive (cognizant of structural factors and power differentials in	Faculty, self and peer rating based on an agreed upon rubric

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
				understanding poverty, and other social problems, and transformative)	
6-11	CO4	III. Critical Social Work A. Concepts 1. Meanings 2. Importance 3. Standpoint 4. Analytical frameworks 5. Approaches 6. Notions of power 7. Process 8. Client-social worker relationship 9. Core competencies of Social Workers B. Practices 10. Structural Social Work 11. Radical Social Work 12. Anti-oppressive Social work 13. Feminist Social work 14. Anti-racist Social work 15. Green Social work 16. Post-colonial Social Work 17. Postmodern Social Sork	What does it mean to have a critical perspective? What factors influence the quality of analysis? Why is it important for a social worker to have a critical perspective? What are the distinguishing elements, features and processes of critical social work?	Case study Instructional videos Field visits Lecture discussion Reporting	Use of open ended questions Comparison of the different translations of critical social work Portfolio: synthesis of what the student sees as core features and functions of critical social work in society, and core competencies of social workers
12-14	CO4 CO5	IV. Core critical thinking skills in Social Work A. Analysis B. Thinking creatively and out of the box C. Reasoning D. Problem solving E. Evaluation (e.g., micro-meso-macro connections in a given social issue F. Deconstruction	How do I apply a critical lens in analyzing a given social situation?	Use of case studies Exercises Concept mapping Lecture discussion	Qualitative feedback on students' performance in the exercises Self and peer rating using a rubric

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
16		VII. Course synthesis		Workshop-plenary Creative portrayal of what social work means to students	Observation of group processes Feedback Portfolio-wrap up reflection paper

4. **Course Requirements**

Participation in class
Midterm and final exams
Term paper
Case study
Portfolio

D. References

Books

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E. List of Faculty Members Who will Handle the Course

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Assoc. Prof. Rainier V. Almazan, MDM
Prof. Jocelyn T. Caragay, MA RS
Assoc. Prof. Yolanda G. Ealdama, MA
Asst. Prof. Gil I. Espenido, MPaF
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Asst. Prof. Justin Francis Leon V. Nicolas, MSW
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Asst. Prof. Jowima A. Reyes, MSW

Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 134 Social Work and Social Welfare Laws

A. Course Catalogue Description

1.	Course Number	:	SW 134
2.	Course Title	:	Social Work and Social Welfare Laws
3.	Course Description	:	Social welfare laws and their implications to Social Work Practice
4.	Pre-requisite	:	SW 130
5.	Semester Offered	:	2nd semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Meeting Type	:	Lecture
9.	Course Goal		This course equips students with beginning competencies in navigating the Philippine Legal Systems in relation to the adoption and enforcement of social welfare policies, programs and services and to the performance of mandated functions of Social Workers.

B. Rationale

Social work students are expected to situate Social Work practice in the field of Social Welfare as constructed and regulated by the Philippine legal system, discuss legal procedures and processes in relation to social work practice, and analyze concomitant policy challenges, legal issues and concerns in relation to Social Work practice. This course will provide the students the opportunities to learn the specific knowledge and skills that will enable them to engage in effective Social Work practice within the context of Philippine legal systems.

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C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Discuss major provisions of social welfare laws, and their implementing rules and regulations pertinent to Social Work practice;
CO2. Explain the roles of Social Workers based on legally mandated functions;
CO3. Analyze facilitating and hindering factors involving access to justice of marginalized communities and vulnerable sectors; and
CO4. Examine how Social Workers navigate the legal system to promote clients' rights and interests

1.1. Program Goals Met by the Course

Course Outcomes (CO)	Program Goals*

	A	B	C	D	E	F	G	H	I	J
CO1.Discuss major provisions of social welfare laws, and their implementing rules and regulations pertinent to Social Work practice	■									
CO2.Explain the roles of Social Workers based on legally mandated functions		■					■			
CO3. Analyze facilitating and hindering factors involving access to justice of marginalized communities and vulnerable sectors		■	■			■	■	■		
CO4.Examine how Social Workers navigate the legal system to promote clients' rights and interests				■	■	■	■			

* *Program Goals*

A. *Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;*
B. *Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;*
C. *Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;*
D. *Construct professional boundaries in an interdisciplinary context;*
E. *Analyze different social work practice models and approaches;*
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
Overview of social welfare laws relevant to Social Work practice A. Social protection B. Social justice C. Developmental laws D. Omnibus laws	12
Mandated Functions and Roles of Social Workers vis-a-vis Laws on the rights and well-being of Social Work clienteles: Major Provisions, Implementation and Issues A. Adoption B. Child abuse and Juvenile Justice and Welfare Act C. Women D. OFW E. Family courts F. Elderly	12
Analysis of People's Access to Justice A. Systems theory B. Critical social work perspectives C. Gender perspectives	12
Social Work with Judicial and Quasi-Judicial Bodies A. Judicial Bodies (Family and Regular Courts) B. Quasi Judicial Bodies (Parole Boards, Alternative Dispute Resolution councils)	12

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Lecture Topics	No. of Hours (48 hours)
Total Number of Hours	48

3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-3	CO 1	Overview of social welfare laws relevant to Social Work practice A. Social protection B. Social justice C. Developmental laws D. Omnibus laws	Why do social workers need to study law and the legal system?	Film showing Lecture-discussion Reporting	Group discussions Case study Written exams
4-7	CO 2	Mandated Functions and Roles of Social Workers vis-a-vis Laws on the rights and well-being of Social Work clienteles: Major Provisions, Implementation and Issues A. Adoption B. Child abuse and Juvenile Justice and Welfare Act C. Women D. OFW E. Family courts F. Elderly	How does law influence the practice of social work in the country?	Lecture-discussion Reporting Group discussions	Group discussions Case study Written exams
8-12	CO 3	Analysis of People's Access to Justice A. Systems theory B. Critical Social Work perspectives C. Gender perspectives	In what ways does law operate to reinforce or challenge the reality of inequality, marginalization and disempowerment in the country?	Lecture-discussion Group discussions Field visits	Group discussions Case study Assignments Written exams
13-16	CO 4	Social Work with Judicial and Quasi-Judicial Bodies A. Judicial Bodies (Family and Regular Courts) B. Quasi-Judicial Bodies (Parole Boards, Alternative Dispute	How can social workers utilize the law to facilitate marginalized people's access to legal and	Lecture-discussion Field visit / seminar	Group discussions / creative presentations Case study

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		Resolution councils)	social justice?		Written exams

4. Course Requirements

Participation (recitation, class activities, field visits)
Case study
Written Examinations
Report
Term paper

D. References

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E. List of Faculty Members who will Handle the Course

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Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 145 Social Work Counseling

A. Course Catalogue Description

1.	Course Number	:	SW 145
2.	Course Title	:	Social Work Counseling
3.	Course Description	:	Techniques and skills in Social Work counseling as integral tools in the helping process
4.	Prerequisite	:	SW 110
5.	Co-requisite		SW 141
6.	Semester Offered		2nd Semester
7.	Course Credit	:	3 units
8.	Number of hours	:	3 hours per week
9.	Meeting Type	:	Lecture
10.	Course Goal		The course is designed to provide students with beginning knowledge and skills in counseling as applied in the Social Work Practice.

B. Rationale

Counseling will always form part of the repertoire of social work interventions for its different target clientele groups hence the need for a particular course that will enable students to acquire techniques and skills in counseling. It seeks to enable students to distinguish between Guidance and Counseling as a discipline and the use of counseling tools and techniques as part of the Social Work helping process.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Discuss the distinct and unifying relationship between counseling as a discipline and social work counseling as a tool for Social Work practice
CO2. Explain social work counseling as an integral tool of the Social Work helping process
CO3. Distinguish the skills, process and scope of Social Work counseling
CO4. Analyze the key concepts and frameworks in application of Social Work counseling skills in the Philippine setting as mandated by social welfare laws
CO5. Demonstrate basic Social Work counseling skills
CO6. Formulate a counseling plan in the context of the Social Work helping process

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Requirements

1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	*Program Goals**

	A	B	C	D	E	F	G	H	I	J
CO1.Discuss the distinct and unifying relationship between counseling as a discipline and Social Work counseling as a tool for Social Work practice	■			■						■
CO2. Explain Social Work counseling as an integral tool of the social work helping process				■	■			■		■
CO3.Distinguish the skills, process and scope of Social Work counseling				■				■	■	■
CO4.Analyze the key concepts and frameworks in application of Social Work counseling skills in the Philippine setting as mandated by social welfare laws				■	■	■	■	■		■
CO5. Demonstrate basic Social Work counseling skills.				■				■	■	■
CO6. Formulate a counseling plan in the context of the Social Work helping process.				■					■	■

* *Program Goals*

A. *Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;*
B. *Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;*
C. *Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;*
D. *Construct professional boundaries in an interdisciplinary context;*
E. *Analyze different social work practice models and approaches;*
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Historical interaction between Counseling and Social Work A. Boundaries and interface between the activities of Social Work & Counseling B. Social Work and Counseling in the 21st century	6
II. Key concepts and perspectives for using counseling skills in Social Work practice A. Social functioning & person-in-environment B. Social justice and unequal society as context C. Socially constructed meaning with the acronym GRRAACCESS: Gender, Race, Age, Abilities, Culture, Class, Ethnicity, Spirituality & Sexual orientation	6
III. Qualities of an Effective Counselor A. Resilience B. Safe haven C. Use of self	3

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Lecture Topics	No. of Hours (48 hours)
D. Self-other-reflexivity E. Other attributes of an effective helper	
IV. Basic Counseling Skills A. Relationship building skills B. Communication skills	6
V. Phases of counseling vis-à-vis the Social Work helping process A. Preliminary phase B. Beginning phase C. Action D. Ending	12
VI. Introductory Social Work counseling techniques A. Brief counseling (non-crisis) techniques B. Crisis management C. Eclectic verbal intervention D. Critical incident stress debriefing (CISD) E. Feminist Counseling	9
VII. Issues and concerns in the practice of Social Work counseling	6
Total Number of Hours	48

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2 **3. Course Coverage**
3

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-2	CO1	I. Historical interaction between Counseling and Social Work A. Boundaries and interface between the activities of Social Work & counseling B. Social Work and counseling in the 21st century	Why is counseling an integral tool in the social work helping process?	World Café	Reflection paper
3-4	CO2	II. Key concepts and perspectives for using counseling skills in Social Work practice	How do the selected perspectives inform social	Lecture-discussion	Graded puzzle

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		A. Social functioning & person-in-environment B. Social justice and unequal society as context C. Socially constructed meaning with the acronym GRRAACCESS: Gender, Race, Age, Abilities, Culture, Class, Ethnicity, Spirituality & Sexual orientation	work counseling?		
5	CO2	III. Qualities of an Effective Social Work Counselor A. Resilience B. Safe haven C. Use of self D. Self-other-reflexivity E. Other attributes of an effective helper	What are the qualities of effective social work counselor?	Structured Learning Exercise Case analysis	Reflection paper Case study
6-7	CO3	IV. Basic counseling skills in Social Work A. Relationship Building Skills B. Communication Skills	What are the basic skills of effective social work counselor?	Lecture-discussion Role playing	Reflection paper Observation checklist
8-11	CO4 CO5	V. Phases of counseling vis-à-vis the Social Work helping process A. Preliminary phase B. Beginning phase C. Action D. Ending	What are possible issues in each phase of the helping process which may be addressed by social work counseling?	Lecture-discussion Role playing	Observation checklist Examination
12-14	CO4 CO5 CO6	VI. Introductory Social Work counseling techniques A. Brief counseling (non-crisis) techniques B. Crisis management C. Eclectic verbal intervention	How are the selected social work counseling techniques nuanced from the generic	Lecture discussion Role playing	Observation checklist Counseling plan

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		D. Critical incident stress debriefing (CISD) E. Feminist Counseling	social work counseling?		
15-16	CO6	VII. Issues and concerns in the practice of Social Work counseling	What are issues and concerns in the practice of Social Work counseling?	Group discussion	Group report

4. Course Requirements

Reflection papers
Exams
Case study
Counseling plan
Participation (activities such as world café, role playing etc.)
Group report

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D. List of Faculty Members Who will Handle the Course

Prof. Mary Lou L. Alcid, MSPRD
Prof. Jocelyn T. Caragay, MA
Asst. Prof. Hazel C. Lamberte, MSW
Asst. Prof. Nancy Endrinal Parreño, MSW
Asst. Prof. Florence F. Pasos, MSW
Asst. Prof. Jowima A. Reyes, MSW

Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 148 Social Work in a Global Context

A. Course Catalogue Description

1.	Course Number	:	SW 148
2.	Course Title	:	Social Work in a Global Context
3.	Course Description	:	Approaches, processes, and skills in working transnationally and internationally
4.	Stipulation	:	For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.
5.	Semester Offered	:	1st Semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Meeting Type	:	Lecture
9.	Course Goal		This course equips students with beginning competence in working on social welfare issues with global dimensions using critical, human rights and gender perspectives.

B. Rationale

In this age of globalization, social issues affecting populations in one locality can no longer be seen in isolation from the global scenario. The phenomena of human trafficking and migration which results to myriad social welfare issues and concerns are just some of the realities that social workers encounter. Understanding and dealing with clients in such situations will need a global perspective in Social Work. As such, this course introduces students to macro Social Work practice particularly the global dimensions of social welfare issues and the connections between and among local, transnational and international responses.

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C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Describe the terrain of social issues and responses of the Social Work profession at the local, national and global contexts;
CO2. Differentiate international, global, transnational and glocal Social Work
CO3. Identify the intersection of local, national and global context in the analysis of social issues affecting the exercise of rights, and the wellbeing of individuals, groups and / or communities using critical, human rights and gender perspectives;
CO4. Demonstrate beginning skills in engaging clients, both local and foreign;
CO5. Demonstrate tact, sensitivity and solidarity with diverse client systems and partners;

1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO1. Describe the terrain of social issues and responses of the Social Work profession at the local, national and global contexts	■	■	■			■				■
CO2. Differentiate international, global, transnational and glocal Social Work	■	■	■		■	■				■
CO3. Identify the intersection of local, national and global context in the analysis of social issues affecting the exercise of rights, and the wellbeing of individuals, groups and / or communities using critical, human rights and gender perspectives	■	■	■			■	■	■		■
CO4. Demonstrate beginning skills in engaging clients, both local and foreign;						■	■	■	■	■
CO5. Demonstrate tact, sensitivity and solidarity with diverse client systems and partners		■	■	■		■	■	■	■	■

* *Program Goals*

A. *Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;*
B. *Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;*
C. *Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;*
D. *Construct professional boundaries in an interdisciplinary context;*
E. *Analyze different social work practice models and approaches;*
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Social Work as a Global Profession A. Defining international, global, transnational and glocal Social Work in terms of concepts, emphasis and practices B. The pursuit of human rights and social justice in the different practice settings of social workers C. The challenges of global citizenship for social workers	6
II. Interconnections between Place, Realities and Lived Experiences A. Identification and analysis of selected contemporary social issues and problems in the Philippines and the intersection of local-national-global contexts 1. International migration of Filipinos for work and / or marriage 2. Online sexual abuse of children B. Continuum of social work responses at the local, national and glocal levels	6
III. Social Work in Multi-Cultural and Transnational Practice Settings: Frameworks, Principles, Methods, Processes, Roles of Social Workers A. Practice Frameworks B. Practice Settings	9

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Lecture Topics	No. of Hours (48 hours)
1. International agencies (e.g. UNHCR, ICRC) 2. Non-Government Organizations (e.g. World Vision, Forum Asia, Community and Family Services International) 3. Philippine Government (e.g. DSWD: social welfare attaches, Inter-Country Adoption Board) C. Synthesis of social workers' roles, functions and competencies	
IV. Knowledge, Attitudes and Skills A. Framing social problems / issues using critical, human rights and gender perspectives B. Cultural sensitivity C. ICT-mediated helping process and relationship D. Empathic communication skills E. Writing letters and position papers F. Creative approaches G. Reflexivity H. Partnership development	12
V. Academic Field Activity (short-term placement of student in social welfare agencies to hone specific skills) A. Diplomacy B. Communication C.Networking	12
VI. Course synthesis	3
Total Number of Hours	48

3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-2	CO1 CO2	I. Social Work as a Global Profession A. Defining international, global, transnational and glocal social work in terms of concepts, emphasis and practices B. The pursuit of human rights and social justice in the different	Why is Social Work a global profession? What are the similarities and differences among global, international, transnational and glocal Social Work? What are the social issues that Social Workers address at the global context? How do human rights and social justice	Video showing Collage making on global, transnational, international and glocal social work Lecture discussion Use of resource persons, i.e., social workers with international/	Use of open ended questions Portfolio - comparison of international, glocal, transnational and global social work Portfolio - reflection paper by students on the features of social work as a global

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		practice settings of social workers C. The challenges of global citizenship for social workers	inform Social Work practice at the global/glocal level? What is the relevance of the concept of global citizenship to Social Work and Social Workers?	transnational /global/glocal practice	profession as informed by human rights and social justice
3-4	CO3	II. Interconnections between Place, Realities and Lived Experiences A. Identification and analysis of selected contemporary social issues and problems in the Philippines and the intersection of local-national-global contexts B. Continuum of social work responses at the local, national and glocal levels	Why is it important to connect a client's lived experiences to his/her constructed or geographic space, and social realities in assessing and responding to his/her situation? How do Social Workers use critical theory, human rights, gender and social justice perspectives in analyzing a client's social location at the intersection of local, national and global contexts?	Case analysis Reporting	Concept mapping Portfolio-reflection paper on critical analysis
5-7	CO4	III. Social Work in Multi-cultural and Transnational Practice Settings : Frameworks, Principles, Methods, Processes, Roles of Social Workers A. Practice Frameworks B. Practice Settings C. Synthesis of social workers' functions, roles, and	How do I locate in a continuum of Social Work frameworks in multicultural and transnational practice? Where do I locate myself in the continuum? How are approaches, processes, and methods of work the same or different based on one's	Role play to simulate professional settings Agency visits Reporting Use of resource persons	Observation Providing feedback to students on their performance Portfolio- a) essay on social work practice in government agencies and NGOs b) Professional

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		competencies	framework? What competencies do Social Workers demonstrate in multicultural and transnational Social Work? How do I develop beginning skills in multi-cultural and transnational Social Work?		identity and competencies
8-11	CO3 CO4 CO5	IV. Knowledge, Attitudes and Skills A. Framing social problems / issues using critical, human rights ,gender and social justice perspectives B. Cultural sensitivity C. ICT-mediated helping process and relationship D. Empathic communication skills E. Writing letters and position papers F. Creative approaches G. Reflexivity H. Partnership development	How is a given social issue articulated/written in a way that reflects critical , human rights, gender and social justice perspectives? How is cultural sensitivity demonstrated? How does a Social Worker use empathic communication in the helping process, even one that is ICT-mediated? What would be the content and structure of a -- 1. letter addressed to a government agency to a) inquire about the situation of a client?; b) advocate for a client and/or course of action. 2. position paper?	Lecture-discussion Simulation Writing exercises Prepare sharp but tactfully written, and evidence-based letters and position papers addressed to government agencies, embassies, and international organizations in the context of case management, advocacy and partnership development; and operationalizing cultural sensitivity. Use of instructional videos	Observation Providing immediate feedback Self-rating Peer rating

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			3. a press release? How are creativity, reflexivity, tact and solidarity demonstrated?		
12-15	CO3 CO4 CO5	V. Academic Field Activity (short-term placement of student in social welfare agencies to hone specific skills) A. Diplomacy B. Communication C. Networking	What competencies do students want to hone during the placement? What structured learning activities can a social agency provide to help students acquire beginning competencies?	Structured learning activities for students to demonstrate beginning skills	Agency supervision Observation Faculty and student rating using a rubric Portfolio- daily journal, mid- and end of placement self-assessment
16		Synthesis	What is Social Work in a global context? How do critical theory, human rights, gender and social justice perspectives inform transnational, global and glocal Social Work? What practice settings exist for international, transnational, global and glocal Social Work? How does Social Work operate "across, within and between" the intersection of local, national, and global contexts"? What are core	Workshop Sharing of outputs Discussion	Written self evaluation by students Quality of participation in class

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			competencies of a Social Worker in a multicultural, international, transnational and glocal setting? What knowledge and skills did the students acquire?		

4. Course Requirements

Participation in class activities
Midterm exam
Report
Practicum
Portfolio / Reflection papers

D. References

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E. List of Faculty Members Who will Handle the Course

Prof. Mary Lou L. Alcid, MSPRD
Assoc. Prof. Rainier V. Almazan, MDM
Asst. Prof Justin Francis Leon V. Nicolas, MSW
Asst. Prof. Nancy Endrinal Parreno, MSW
Asst. Prof. Jowima A. Reyes, MSW

Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 146 Social Work Community Education and Training

A. Course Catalogue Description

1. Course Number	:	SW 146
2. Course Title	:	Social Work Community Education and Training
3. Course Description	:	Approaches, processes, and skills in Social Work community education and training for empowerment
4. Co-requisite	:	SW 143 Social Work Practice with Communities for BSSW students/ COI for non-BSSW students
5. Semester Offered	:	2nd Semester
6. Course Credit	:	3 units
7. Number of hours	:	3 hours per week
8. Meeting Type	:	Lecture
9. Course Goal		To enable students to learn the basics of community education and training as important processes in Social Work Practice.

B. Rationale : The course seeks to provide students with opportunity to demonstrate beginning skills in designing and implementing community education and training activities to benefit various sectors.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1 Explain the context and meaning of community education and training;
CO2 Discuss the role of community education and training in the context of Social Work Practice;
CO3 Explain different perspectives on education and training;
CO4 Identify the roles and skills of a trainer and the processes involved in community education and training; and
CO5 Demonstrate beginning skills in community education, training design, curriculum development, course delivery and overall training management.

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1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	*Program Goals**									
	A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*
*CO1.*Explain the context and meaning of community education and training			■			■		■		
*CO2.*Discuss the role of community education and training in the context of Social Work practice						■		■		
CO3. Explain different perspectives on education and training								■		
*CO4.*Identify the roles and skills of a trainer and the processes involved in community education and training								■	■	

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO5.Demonstrate beginning skills in community education, training design, curriculum development, course delivery and overall training management			■					■	■	

Program Goals

A. *Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;*
B. *Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;*
C. *Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;*
D. *Construct professional boundaries in an interdisciplinary context;*
E. *Analyze different social work practice models and approaches;*
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. The context and meaning of community education and training: A. Definitions and concepts B. Community education and training as an empowering process C. The role of community education and training in Social Work practice	3
II. Perspectives in Education and Training: A. Adult Education Theory B. Paulo Freire's Liberative Education	6
III.Community of Learners A. Children as learners B. Adults as learners C. Social Worker as co-learner	6
IV.. The Social Worker as Community Educator and Trainer: A. Educator/Trainer's self-awareness B. The educator/trainer as team player C. Roles and skills of educator/trainer	6
V. Community Education and Training Models: A. Popular Education B. Community Training Model	6
VI. Community Training Process and Strategies A. Training needs assessment and selection of participants B. Training design and curriculum development C. Session planning and materials development D. Training implementation and management E. Training monitoring and evaluation	15
V. Implementation of a community education and training activity for disadvantaged	6

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Lecture Topics	No. of Hours (48 hours)
sector/s	
Total Number of Hours	48

3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1	CO1 CO2	I. The context and meaning of community education and training: A. Definitions and concepts B. Community education and training as an empowering process C. The role of community education and training in Social Work practice	What is the relevance of community education and training in Social Work practice?	Buzz group Lecture-discussion	Reflection paper
2-3	CO3	II. Perspectives in Education and Training A. Adult Education Theory B. Paulo Freire's Liberative Education	What is the difference between a banking type of education and a liberate type of education? How are these perspectives reflected in community education processes?	Video showing Lecture-discussion	Recitation
4	CO 4 CO 3	III. Community of Learners A. Children as learners B. Adults as learners C. Social Worker as co-learner	Who are the learners in the community? What are their particular characteristics	Group discussion/case analysis Lecture-discussion	Group reporting Recitation

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			/ needs in relation community education?		
5-7	CO4	III. The Social Worker as Community Educator and Trainer A. Educator's/trainer's self-awareness B. The educator/trainer as team player C. Roles and skills of educator/trainer	What are the characteristics, roles and skills of a good trainer?	Students as discussants Role-playing	Recitation Reflection paper
8-9	CO4	IV. Community Education and Training Models: A. Popular Education B. Community Training Model	What is community popular education and how is it effectively done? What is the training model?	Group discussion Lecture-discussion	Group reporting
10-14	CO5	IV. Community Training process and strategies: A. Training needs assessment and selection of participants B. Training design and curriculum development C. Session planning and materials development D. Training implementation and management E. Training monitoring and evaluation	What are the processes involved in developing and managing a training in the community?	Reaction panel Listening team Workshops Lecture-discussion	Group reporting Education and Training project Examination
15-16	CO5	V. Implementation of a	What skills are	Actual activity	Actual

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		community education and training activity for a disadvantaged sector	needed in conducting community education and training activities? How will these education and training activities benefit the target sector/s?		implementation of education/training project Course paper

4. Course Requirements

Class participation
Reflection Paper
Examinations
Reports
Workshop outputs
Course Paper
Academic Field Activity

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E. List of Faculty Members Who will Handle the Course

Prof. Mary Lou L. Alcid, MSPRD
Assoc. Prof. Rainier V. Almazan, MDM
Prof. Jocelyn T. Caragay, MA
Assoc. Prof. Yolanda G. Ealdama, MA
Asst. Prof. Gil I. Espenido, MPaf
Asst. Prof. Hazel C.Lamberte, MSW
Asst. Prof. Justin Francis Leon V. Nicolas,MSW
Asst. Prof. Nancy Endrinal Parreño, MSW
Asst. Prof. Florence F. Pasos, MSW
Asst. Prof. Rosalie T. Quilicol, MSW
Asst. Prof. Jowima A. Reyes, MSW

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Department of Social Work
College of Social Work and Community Development
University of the Philippines Diliman

COURSE SYLLABUS
SW 111 Social Change and Social Development

A. Course Catalogue Description

1.	Course Number	:	SW 111
2.	Course Title	:	Social Change and Social Development
3.	Course Description	:	Theories and perspectives on social change and social development and their implications to Social Work Practice
4.	Prerequisites	:	SW 110 Critical Social Work for BSSW students/ COI for non-BSSW students
5.	Semester Offered	:	1st Semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Course Goal	:	This course aims to acquaint students with the different theories and perspectives on social development and underpinning social change theories.

B. Rationale

It seeks to orient students on the role of Social Workers in social development; and develop in them the skills to analyze from the developmental Social Work perspectives the different social issues, problems and concerns of the Philippine society in the context of the global economy. It will hopefully enable the students to appreciate integrative Social Work practice as an approach towards holistic and person-centered societal development

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Discuss the different constructions of development;
CO2. Explain the theoretical origins of social development perspectives and underpinning social change theories;
CO3. Trace the evolution, theoretical assumptions and strategies of developmental Social Work;
CO4. Demonstrate how social development perspectives translate to planned change strategies;
CO5. Compare different social development and related perspectives and their implications to Philippine societal development;
CO6. Critically discuss the state of social welfare development in the Philippines using different social development indicators;
CO7. Examine the role of social movements in societal transformation; and
CO8. Develop a vision of society using selected social development perspectives and indicators.

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1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO1. Discuss the different constructions of development	■									
CO2. Explain the theoretical origins of social development perspectives and underpinning social change theories.	■		■							
CO3. Trace the evolution, theoretical assumptions and strategies of developmental Social Work.	■	■	■	■	■	■				
CO4. Demonstrate how social development perspectives translate to planned change strategies.						■	■			
CO5. Compare different social development and related perspectives and their implications to Philippine societal development.	■		■			■	■			
CO6. Critically discuss the state of social welfare development in the Philippines using different social development indicators.			■			■	■			
CO7. Examine the role of social movements in societal transformation.		■	■			■	■	■	■	■
CO.8. Develop a vision of society using development indicators						■	■	■	■	■

* Program Goals

A. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;
B. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;
C. Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;
D. Construct professional boundaries in an interdisciplinary context;
E. Analyze different social work practice models and approaches;
F. Demonstrate critical thinking and creativity in social work practice;
G. Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;
H. Commit to Social Work values, principles and ethics;
I. Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and
J. Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Development as a goal A. Modernization B. Economic growth C. Increased welfare and human development D. Elimination of dependency E. Sustainable Development F. Human security G. Freedom as development H. Equality II. Development as a process	9

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Lecture Topics	No. of Hours (48 hours)
A. Human rights based B. Capability building C. Participatory D. People centered E. People managed F. Dialectical Transformation G. Gender responsive H. Inclusive	
III. Theoretical and contextual origins of Social Development Perspectives, and underpinning social change theories A. Socio-political heritage B. Economic heritage	6
IV. Developmental Social Work A. Evolution B. Theoretical assumptions C. Strategies	6
V. Social development perspectives context, proponents, principles and applications A. Social development B. Human development C. Participatory development D. Human Rights E. Gender and development F. Sustainable development G. Sustainable human development	12
VI. Various indicators of development A. Human Development Index B. Gross National Happiness C. Social Development Index	3
VII. State of social development in the Philippines in the context of globalization	6
VIII. Social movements and societal transformation	3
IX. Visioning for Development	3
Total Number of Hours	48

1 **3. Course Coverage**

2

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-3	CO1	I. Development as a goal A. Modernization B. Economic growth C. Increased welfare and human development	What is development for you? Is there an interconnection	Small group discussion Role playing	Reflection paper

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		D. Elimination of dependency E. Sustainable development F. Human security G. Freedom as development H. Equality II. Development as a process A. Human rights based B. Capability building C. Participatory D. People centered E. People managed F. Dialectical Transformation G. Gender responsive H. Inclusive	among the different dimensions of development?		
4-5	CO2	III. Theoretical and contextual origins of Social Development Perspectives, and underpinning social change theories A. Socio-political heritage B. Economic heritage	How do social change theories contribute to the rise of social development perspectives?	Lecture-discussion	Quiz
6-7	CO 3	IV. Developmental Social Work A. Evolution B. Theoretical assumptions C. Strategies	What is the distinct characteristic of development Social Work?	Video showing Lecture-discussion	Reflection paper
8-11	CO 4	V. Social development perspectives context, proponents, principles and applications A. Social development B. Human development C. Participatory development D. Human Rights E. Gender and development F. Sustainable development G. Sustainable human development	What are the distinguishing characteristics and similarities of the different social development perspectives?	Lecture-discussion; Small group discussion Academic field activities	Quizzes Reflection papers
12	CO5	VI. Various indicators of	What are the	Lecture-	Case study

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		development A. Human Development Index B. Gross National Happiness C. Social Development Index	uses and limitations of the different indicators of development?	discussion	
13-14	CO6	VII. State of social development in the Philippines in the context of globalization	What are the drivers of development in the Philippines?	Video showing Lecture-discussion	Video analysis
15-16	CO7	VIII. Social movements and societal transformation	How do social movements shape social transformation?	Video showing Lecture-discussion	Video analysis
16	CO8	IX. Visioning for Development	What are the gaps between the present state of social development in the Philippines and what we want it to be? What are the challenges faced by social workers if they are to pursue transformative development?	Visioning exercise	Vision paper

4. **Course Requirements**

Video Analysis
Reflection papers
Participation (class activities, academic field activities, recitation)
Examinations(Written and oral)
Vision paper

B. **References**

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C. List of Faculty Members Who will Handle the Course

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Asst. Prof. Gil I. Espenido, MPaF
Asst. Prof. Justin Francis Leon Nicolas, MSW
Asst. Prof. Nancy Endrinal Parreno, MSW
Asst. Prof. Florence F. Pasos, MSW
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Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 141 Social Work Practice with Individuals and Families

A. Course Catalogue Description

1.	Course Number	:	SW 141
2.	Course Title	:	Social Work Practice with Individuals and Families
3.	Course Description	:	Theories, principles, models, methods, and skills in the Social Work helping process with individuals and families
4.	Pre-requisite	:	SW 120 Social Work and the Filipino Personality
5.	Semester Offered	:	2nd Semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Meeting Type	:	Lecture
9.	Course Goal		The course aims to develop students' competence in working with individuals and families.

B. **Rationale: It** provides students with knowledge in the Social Work helping process with individuals and families, and will equip them with necessary skills in assessment and intervention.

C. **Course Outline**

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Discuss concepts and principles in working with individuals and families
CO2. Demonstrate generic Social Work helping process in working with individuals and families
CO3. Recognize the importance of professionalism and ethical behavior towards social work clientele, colleagues, organization and within multidisciplinary settings.
CO4. Demonstrate knowledge and skills in the use of Assessment Tools in the Helping Process (i.e. Rapid Assessment Tools)
CO5. Illustrate the application of social work models and approaches in working with individuals and families.

1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	*Program Goals**									
	A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*
CO1. Discuss concepts and principles in working with individuals and families	■	■								
CO2. Demonstrate generic Social Work helping process in working with individuals and families				■	■				■	
CO3. Recognize the importance of professionalism and ethical behavior towards Social Work clientele, colleagues, organization and within multidisciplinary settings				■			■	■		
CO4. Demonstrate knowledge and skills in the use of Assessment Tools in the Helping Process (i.e.							■	■		

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Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
Rapid Assessment Tools)										
CO5. Illustrate the application of Social Work models and approaches in working with individuals and families										

* Program Goals

A. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;
B. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;
C. Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;
D. Construct professional boundaries in an interdisciplinary context;
E. Analyze different social work practice models and approaches;
F. Demonstrate critical thinking and creativity in social work practice;
G. Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;
H. Commit to Social Work values, principles and ethics;
I. Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and
J. Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Application of concepts and principles in working with individuals and families A. Social Functioning and the person-in-environment B. Social Casework C. Generalist Social Work Practice D. Holistic Social Work Perspective E. Concept of Planned Change F. Components of Social Work Practice G. Professional Use of Self H. Practice Perspective (Ecosystems perspectives, gender, Social Justice, Rights-based) I. Family Systems	9
II. A problem-solving framework in Social Work practice A. Origin of the problem solving process B. Steps in the problem solving process C. Understanding the components of the problem solving process (person, problem, place, process and the social worker) D. Differentiating the concepts of: a. Problem Solving Process b. Helping Process c. Case Management Method	6
III. The social work helping process and ethical considerations in helping individual and families A. Engagements B. Assessment	9

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Lecture Topics	No. of Hours (48 hours)
C. Planning D. Action/ Intervention/ Plan implementation E. Evaluation F. Termination G. Follow up and After Care	
IV. Social Work Assessment with Individuals and Families A. Interviewing in Social Work B. Intake C. Writing Social Assessment Report, Progress Reports and Parental Assessment D. Genograms and Ecomap E. Use of Rapid Assessment Instruments	9
V. Intervention Models and Approaches in working with individuals and families A. Direct Service Provision B. Intercession-mediation C. Crisis Intervention D. Family-Centered E. Functional Approach F. Task-Centered G. Problem-Solving Approach H. Psycho-social Model	9
VI. Simulation / Academic Field Activity	6
Total Number of Hours	48

3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-3	CO1	I. Application of concepts and principles in working with individuals and families A. Social Functioning and the person-in-environment B. Social Casework C. Generalist Social Work Practice D. Holistic Social Work Perspective E. Concept of Planned Change F. Components of Social	How is Social Functioning defined in Social Work? How is the concept of Person-In-Environment applied in Social Work? How do we apply the	Lecture-discussion Buzz groups	Graded group presentation Graded recitation

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		Work Practice G. Professional Use of Self H. Practice Perspective (Ecosystems perspectives, gender, Social Justice, Rights based) I. Family Systems	different foundations of Social Work into practice? Why is it important to be guided by these foundations?		
4-5	CO3	II. A problem-solving framework in Social Work practice A. Origin of the problem solving process B. Steps in the problem solving process C. Understanding the components of the problem solving process (person, problem, place, process and the social worker) D. Differentiating the concepts of: (a) Problem Solving Process, (b) Helping Process, (c) Case Management Method	How is the problem-solving framework used in the Social Work helping relationship? What are the principles that guide a social worker in the helping process? How do social workers use the problem solving process in the context of case management?	Lecture-discussion Buzz groups Group/ Individual Reports Simulation	Graded group/ individual presentation Graded recitation
6-8	CO3	III. The Social Work helping process and ethical considerations in helping individual and families A. Engagement B. Assessment C. Planning D. Action/ Intervention/ Plan implementation E. Evaluation F. Termination G. Follow up and After Care	How is the SW helping relationship developed between: (a) The worker and the individual; (b) The worker and the family? What are the social worker roles and social work skills needed in each phase of the helping process?	Lecture-discussion Buzz groups Group/ Individual Reports Simulation	Graded group/ individual presentation Graded recitation

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
9-11	CO4	IV. Social Work Assessment with Individuals and Families A. Interviewing in Social Work B. Intake C. Writing Social Assessment Report, Progress Reports and Parental Assessment D. Genograms and Ecomap E. Use of Rapid Assessment Instruments	How are the profession's ethics and principles demonstrated in interviewing individuals and families? How are critical perspectives applied / integrated in interviewing individuals and families? Gender sensitivity? What are the essential features of a good social work recording / documentation? How are the different social work assessment tools utilized in working with individuals and families?	Simulation Video showing Reflection	Graded simulation
12-14	CO4 CO5	V. Intervention Models and Approaches in working with individuals and families A. Direct Service Provision B. Intercession-mediation C. Crisis Intervention D. Family-Centered E. Functional Approach F. Task-Centered G. Problem-Solving Approach H. Psycho-social Model	How are the different social work models and approaches used in the Philippine setting?	Lecture-discussion Video Individual Reports Simulation	Graded group/ individual presentation Graded recitation

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
15-16	CO2 CO 5	VI. Simulation / Academic Field Activity	How are the theories, methods, techniques and skills discussed in the classroom applied to actual cases handled by the student (e.g. individuals and families)?	Actual handling (and documentation) of a social work case	Graded final paper

4. Course Requirements

- A portfolio of the following:
  - Social Case Study Report
  - Progress Report
  - Home Visit Report
  - Family Assessment
  - Eco-map
  - Genogram
  - Rapid Assessment Instrument
- Assignments & Reports
- Mid and Final Exam
- Class participation

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E. List of Faculty Members Who will Handle the Course

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Asst. Prof. Hazel Cometa-Lamberte, MSW
Asst. Prof. Florence F. Pasos, MSW
Asst. Prof. Rosalie T. Quilicol, MSW
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Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 143 Social Work Practice with Communities

A. Course Catalogue Description

1.	Course Number	:	SW 143
2.	Course Title	:	Social Work Practice with Communities
3.	Course Description	:	Theories, principles, models, methods, and skills in the Social Work helping process with communities
4.	Pre-requisite	:	SW 142 Social Work Practice with Groups for BSSW students/ COI for non-BSSW students
5.	Semester Offered	:	2nd Semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Meeting Type	:	Lecture
9.	Course Goal		.This course will enable students to hone their competence in the Social Work helping process with communities.

A. **Rationale:** The course will provide students lessons from a historical evolution of community organizing in the Philippines as well as theoretical frameworks of community organizing, different models of Social Work community practice , and skills in community organizing towards building the organized power of the people.

B.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Explain the evolution of community organizing the Philippines;
CO2. Discuss the meaning and importance of community organizing, its goals and objectives within the framework of generalist Social Work;
CO3. Discuss the relationship between community organizing and social movement building;
CO4. Recognize essential attitudes and qualities of an effective community organizer;
CO5. Compare various community organizing models and their corresponding values and principles, methods, and processes;
CO6. Illustrate the basic concepts of organizing people in a community or sectoral context; and
CO7. Demonstrate beginning skills in establishing working relationships in a community context, social investigation, groundwork, facilitation of meetings, problem identification and prioritization, group/community mobilization, and documentation.

1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	Program Goals*

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	A	B	C	D	E	F	G	H	I	J
CO1. Explain the evolution of community organizing the Philippines		■		■			■			
CO2. Discuss the meaning and importance of community organizing, its goals and objectives within the framework of generalist Social Work	■						■		■	
CO3. Discuss the relationship between community organizing and social movement building	■	■						■		
CO4. Recognize basic attitudes and qualities of a community organize		■				■	■	■		
CO5. Compare various community organizing models and their corresponding values and principles, methods, and processes					■	■				
CO6. Illustrate the basic concepts of organizing people in a community or sectoral context			■			■				
CO7. Demonstrate beginning skills in establishing working relationships in a community context, social investigation, groundwork, facilitation of meetings, problem identification and prioritization, group/community mobilization, and documentation					■	■				■

** Program Goals*

A. *Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;*
B. *Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;*
C. *Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;*
D. *Construct professional boundaries in an interdisciplinary context;*
E. *Analyze different social work practice models and approaches;*
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. The Location of Community Organizing (CO) in Generalist Social Work A. Community organizing in narratives of social work history B. Rationale and context of community organizing in the context of mass poverty, marginalization and social inequities, and neoliberal globalization C. Legal framework of community organizing in the Philippines	6
II. CO Models and Approaches A. Evolution of community organizing in the Philippines B. Community organizing models: Values, Principles, Approaches, Methods and Processes	18
III. Basic CO Process: Phases, Tools and Methods of Work	18

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Lecture Topics	No. of Hours (48 hours)
A. Engaging communities in the Social Work helping process B. Social preparation C. Core group development D. Basic organizational development and management E. Partnership development	
IV. CO and Social Movement Building	3
V. Synthesis	3
Total Number of Hours	48

1
2
3 **3. Course Coverage**
4

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-2	CO 1 CO 2 CO 3	I. The Location of Community Organizing (CO) in Generalist Social Work A. Community organizing in narratives of social work history B. Rationale and context of community organizing in the context of mass poverty, marginalization and social inequities, and neoliberal globalization C. Legal framework of community organizing in the Philippines	What is the locus of CO in the array of Social Work interventions? What is the role of CO in addressing the multi-faceted issues and problems of the Filipino people?	Lecture-discussion Video showing	Graded Recitation Reflection paper Quiz
3-8	CO 3 CO 5 CO 6	II. CO Models and Approaches A. Evolution of community organizing in the Philippines B. Community organizing models: Values, Principles, Approaches, Methods and Processes	What are the common experiences and aspirations of Filipinos in the past that prompted them to engage in CO? What are the basic content of each CO model and approach, and their	Video-film showing Reporting Case analysis (group, comparative)	Case study Reporting checklist Comparative study

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			nuances relative to each other? How does CO help in fulfilling the fundamental human rights of the poor, deprived and the oppressed, including those with individuals with disabilities, health issues and the elderly? What is the role of CO in promoting the LGBTI issues and concerns? How does faith / spirituality propel community organizing? How does CO contribute to the mitigation of vulnerabilities of affected communities due climate change? How does CO contribute to the liberation of women? What the role of sectoral organizing in building and sustaining the broad people's movement?		
9-14	CO 3	III. Basic CO Process: Phases,	What are the	Lecture-	Role

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
	CO 4 CO 6 CO 7	Tools and Methods of Work A. Engaging communities in the social work helping process B. Social preparation C. Core group development D. Basic organizational development and management E. Partnership development	factors that determine area selection and types of community entry? Why is social investigation critical in the whole CO process? What are the requirements to be fulfilled by the community organizer in order to surface and develop local leaders? How does a core group facilitate and develop collective decision making and ensure individual accountability? What is the locus of a general assembly in the context of organizing the whole community? What are the organizational processes that should be embedded and institutionalized in the people's organization? What does it mean to expand on the basis of	discussion Role Playing Case analysis	playing rubrics Quiz Case study

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			consolidation and consolidate on the basis of expansion? How does resource mobilization in communities foster self-reliance of the organization? Why is it necessary to link with other formations at different levels (local, national, global)?		
15	CO 3	IV. CO and Social Movement Building	How do networking and advocacy work amplify the issues and struggles of the people and tap support from outside?	Lecture-discussion Case analysis	Case study
16	CO 3 CO 5 CO 7	V. Synthesis		Creative synthesis	Rubrics for assessing creative synthesis

4. Course Requirements

Class participation (recitation, class activities, academic field activity etc.)
Examinations
Case studies
Oral and Written Report of assigned topics
Reflection papers
Creative synthesis

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Department of Social Work
College of Social Work and Community Development
University of the Philippines

SW 123 Social Deviation and Social Work

A. Course Catalogue Description

1.	Course Number	:	SW 123
2.	Course Title	:	Social Deviation and Social Work
3.	Course Description	:	Socio-psychological perspectives on social deviation and implications to Social Welfare and Social Work
4.	Prerequisite		SW 110 and SW 120
5.	Semester Offered	:	1st semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Meeting Type	:	Lecture
9.	Course Goal		The course introduces students to critical perspectives on social deviance in the context of Social Welfare and Social Work.

B. Rationale

This course provides competence for students to "facilitate the inclusion of marginalized, socially excluded,dispossessed,vulnerable and at-risk groups of people" (Global Standards,2004.)which some sectors of society consider deviants.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Explain selected theoretical perspectives and approaches to social deviation in relation to Social Work practice;

CO2. Identify the theoretical underpinnings of current conceptualization and responses to selected social issues;

CO3. Explain the implications of social deviation to social welfare and Social Work practice; and

CO4. Critically analyze the current Social Work perspectives and practice in the Philippines with regard social deviance.

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1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO1.Explain selected theoretical perspectives and approaches to social deviation in relation to Social Work practice										
CO2.Identify the theoretical underpinnings of current conceptualization and responses to selected social issues										

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO3. Explain the implications of social deviation to Social Welfare and Social Work practice										
CO4.Critically analyze the current Social Work perspectives and practice in the Philippines with regard social deviance										

* Program Goals

A. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;
B. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;
C. Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;
D. Construct professional boundaries in an interdisciplinary context;
E. Analyze different social work practice models and approaches;
F. Demonstrate critical thinking and creativity in social work practice;
G. Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;
H. Commit to Social Work values, principles and ethics;
I. Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and
J. Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).

2. Course Content

Lecture Topics	No. of Hours (48 hours)
Social construction of deviance and implications to Social Work practice a. Objectivist theories of deviance b. Subjectivist theories of deviance and perspectives • Strain Theory • Social Disorganization / Chicago School Theory of Deviance • Deterrence Perspective • Symbolic Interactionist / Labelling Perspective • Ethno-Methodology Perspective • Conflict Perspective • Feminist Perspective	15
Social issues related to deviance a. Crimes and deviance(e.g. physical violence, sexual crimes, property crimes, children in conflict with the law) b. Mental health (e.g. addictions) c. Gender and sexuality issues (VAW, prostitution, reproductive rights, LGBT++)	12
Modes of management of social deviance in the context of Social Work practice a. Laws and their interpretation b. Medicalization of mental health c. Labeling, stigma, discrimination	12
Integration: Social deviance and Social Work practice in the Philippines	9

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Lecture Topics	No. of Hours (48 hours)
Total Number of Hours	48

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4 3. Course Coverage
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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-5	CO1	Social construction of deviance and implications to Social Work practice a. Objectivist theories of deviance b. Subjectivist theories of deviance and perspectives • Strain Theory • Social Disorganization / Chicago School Theory of Deviance • Deterrence Perspective • Symbolic Interactionist / Labelling Perspective • Ethno-Methodology Perspective • Conflict Perspective • Feminist Perspective	How has the discourse of "social deviance" evolved through the years, across groups and cultures?	Film showing Lecture-discussion Reporting Reflection papers Reports / presentations	Exam Group workshops and presentations Assignments
6-9	CO2	Social issues related to deviance a. Crimes and deviance(e.g. physical violence, sexual crimes, property crimes, children in conflict with the law) b. Mental health (e.g. addictions) c. Gender and sexuality issues (VAW, prostitution, reproductive rights, LGBT)	How have the ideas of "social deviance" shaped related concepts of "social issues", "social control" and "social order"? How have ideas of social deviance shaped the role of social welfare and Social Work in society?	Lecture-discussion Reports / presentations Case study Field visits	Exam Group workshops and presentations Assignments
10-13	CO3	Modes of management of	How have	Lecture-	Exam

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		social deviance in the context of Social Work practice a. Laws and their interpretation b. Medicalization of mental health c. Labeling, stigma, discrimination	constructions of social deviance influenced Philippine social welfare and Social Work practice?	discussion Group discussions Field visits Case study	Group workshops and presentations Assignments
14-16	CO4	Integration: Social deviance and Social Work practice in the Philippines	What are the current and future directions of Philippine Social Work practice in dealing with social deviance? How can Philippine Social Work practice on social deviance-related issues be made more empowering at the same time affirmative of difference and diversity?	Lecture-discussion Field visit / seminar	Exam Group workshops and presentations Assignments

4. Course Requirements

Class Participation (classroom lectures, group workshops, field visits, reflection papers)
Written examinations
Group and individual presentations
Term paper

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Asst. Prof. Jowima A. Reyes, MSW

Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 121 Philippine Communities

A. Course Catalogue Description

1.	Course Number	:	SW 121
2.	Course Title	:	Philippine Communities
3.	Course Description	:	Social constructions of community, processes of change ,structures, gender and power relations and how these impact Social Work Practice
4.	Co-requisite	:	SW 110/COI for non-BSSW students
5.	Semester Offered	:	2nd Semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Meeting Type	:	Lecture
9.	Course Goal		: The course will provide students with critical perspectives on understanding community dynamics and prepare them for Social Work community practice.

B. Rationale: This course will enhance Social Work practice with communities because it orients students with different constructions of and dynamics within communities . It will also orient them with different tools in analyzing communities.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Differentiate notions of what a "community" is
CO2. Define the elements, structures, processes of change in Philippine communities
CO3. Apply selected conceptual and theoretical frameworks and tools in the study of communities and processes of change in a community

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1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO1. Differentiate notions of what a "community" is	■					■	■			
CO2. Define the elements, structures, processes of change in Philippine communities	■	■				■	■	■		
CO3. Apply selected conceptual and theoretical frameworks and tools in the study of communities and processes of change in a community		■	■	■	■	■	■	■	■	■

* Program Goals

A. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;

B. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;
C. Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;
D. Construct professional boundaries in an interdisciplinary context;
E. Analyze different social work practice models and approaches;
F. Demonstrate critical thinking and creativity in social work practice;
G. Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;
H. Commit to Social Work values, principles and ethics;
I. Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and
J. Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Constructions of what a "Community" is according to: A. Definitions B. Typologies C. Elements D. Patterns	6
II. Selected Theoretical Perspectives in Analyzing Communities A. Positivism B. Interpretivism C. Critical D. Systems Theory E. Symbolic Interactionism F. Social Constructivism G. Conflict Theories H. Structuration Theory I. Feminist Theories J. Human Rights and Development K. Filipino traditions	18
III. Situation, Processes, Risks, Problems, and Challenges of Philippine Communities A. Environmental B. Economic C. Political D. Socio-Cultural	12
IV. Social Work Practice with Communities A. Practice Through the Years B. Community Profiling Methods used in Social Work practice C. Ethical Conduct for Social Workers	6
V. Presentation of Community Studies and Integration	6
Total Number of Hours	48

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3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-2	CO 1 CO 2	I. Constructions of what a "Community" is according to: A. Definitions B. Typologies C. Elements D. Patterns	What is a community and why do Social Workers need to understand the community? What are the elements that make up a community? What are the patterns, systems and structures found in a community?	Lecture-discussion Structured learning exercise	Graded recitation Graded group presentations Feelings meter Rating Form/ Guide Questions
3-9	CO 3	II. Selected Theoretical Perspectives in Analyzing Communities A. Positivism B. Interpretivism C. Critical D. Systems Theory E. Symbolic Interactionism F. Social Constructivism G. Conflict Theories H. Structuration Theory I. Feminist Theories J. Human Rights and Development K. Filipino traditions	How do we analyze a case of a community using social systems model? What are the symbols common to Philippine communities and the meanings Filipinos attach to these and why do Social Workers need to know the meanings attached to the symbols? Who defines 'reality'? How does the difference in meaning-making affect the community? What are the different social classes? How is the community affected by the differences in interests among social groups and	Lecture-discussion Buzz groups Skit Group exercise Group reflection Lecture-discussion Structured learning exercise	Peer grading Graded presentations Reflection paper Feelings meter Rating Form/ Guide Questions Graded recitation

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			classes? How can structuration theory guide Social Workers in analyzing communities and in working with them? Why is the "personal" political? What are the gender relations in Philippine communities and how do these affect communities? How do human rights and human development affect the following elements of the community: 1. social control and social sanctions 2. demographics 3. traditions 4. social change 5. power, leadership, influence 6. social groups and social ranks 7. space relations and resources How do Filipinos define and value "community"? How do Filipinos express their sense of community? What is the difference between how Filipinos		

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			value their families and how they value their community? When working with a community, how should a practitioner consider the dynamics within and among families?		
9-14	CO 2 CO 3	III. Situation, Processes, Risks, Problems, and Challenges of Philippine Communities A. Environmental B. Economic C. Political D. Socio-Cultural	What are the different risks and hazards that are experienced by Philippine communities? How do communities respond to these risks and hazards? How do communities strengthen and eliminate their vulnerabilities? What are the structures and relations within the community that pose as threats to disaster risk reduction and management? How do gender roles and dynamics shape community life? Who are the usual decision-makers? have access, control or ownership of resources? How is Social Welfare systems in the community affected by this? How are the lives of the community members affected by the existence of classes/social strata?	Structured learning exercise Group activity	Graded group presentation Peer rating Feelings meter Rating Form/ Guide Questions

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			What are the dynamics within an agricultural community; fishing community; industrial community? how does this impact Social Welfare systems in the community? How does Filipino culture affect governance and decision making, social control and social change in the community? How does Filipino culture affect migration? How do Philippine politics affect planning and implementation of Social Welfare in the community? How do Philippine communities access quality healthcare services, education, and other social services?		
14-15	CO 2 CO 3	IV. Social Work Practice with Communities A. Practice Through the Years B. Community Profiling Methods used in Social Work practice C. Ethical Conduct for Social Workers	How do we enter and integrate in the community? How and when do we use each community profiling method? What are the skills, competencies and ethical conduct required of a Social Worker when working with	Lecture-discussion Class exercises	Graded recitation Feelings meter Rating Form/ Guide Questions

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
			communities?		
16	CO3	V. Presentation of Community Studies and Integration	How do we profile communities? How do we determine community issues? What are the common issues faced by Philippine communities?	Conduct of community study	Community Study as final output Rating Form/ Guide Questions

4. **Course Requirements**

Participation (including exercises, quizzes, reflection papers)
Reports (Individual or Group)
Examinations (midterms and finals)
Final Paper: Community Profile and Analysis (with peer rating)

D. References

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- Ø Stakeholder Analysis
- Ø Understanding Resistance to Change
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E. List of Faculty Members Who will Handle the Course

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Assoc. Prof. Yolanda G. Ealdama, MA
Asst. Prof. Gil I. Espenido, MPaF
Asst. Prof. Hazel C. Lamberte, MSW
Asst. Prof. Justin Francis Leon V. Nicolas, MSW
Asst.Prof. Nancy E. Parreño, MSW
Asst. Prof. Florence F. Pasos, MSW
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Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 160 Seminar in Social Work

A. Course Catalogue Description

1. Course Number : SW 160
2. Course Title : Seminar in Social Work
3. Course Description : Trends, issues and challenges in Social Work Practice
4. Semester Offered : 1st Semester
5. Course Credit : 3 units
6. Number of hours : 3 hours per week
7. Course Stipulation : For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.
8. Meeting Type : Seminar
9. Course Goal : To enable students to integrate critical perspectives and knowledge from previous professional courses through an intensive study of selected trends, issues and challenges in contemporary Social Work Practice.

Rationale: This course provides students opportunity to demonstrate analytical competence through presentation of seminar papers related to contemporary Social Work Practice.

B. Course Outline

1.Upon completing the course, students must be able to:

CO1. Situate Social Work theories and practice amidst local and global situations;
CO2. Examine trends, issues and challenges in Social Work practice;
CO3. Analyze strengths and limitations of current social welfare policy and programs as applied in the Philippines;
CO4. Apply critical theories and perspectives in resolving ethical dilemmas and professional issues.

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1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO1. Situate Social Work theories and practice amidst local and global situations;	■	■	■			■		■		■
CO2. Examine trends, issues and challenges in Social Work practice;		■	■	■		■		■		■
CO3. Analyze strengths and limitations of current social welfare policy and programs as applied in the Philippines;		■	■	■	■	■	■	■		■
CO4. Apply critical theories and perspectives in resolving ethical dilemmas and professional issues.		■		■		■	■	■	■	■

* Program Goals

A. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;
B. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;

C. *Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;*
D. *Construct professional boundaries in an interdisciplinary context;*
E. *Analyze different social work practice models and approaches;*
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Review of Social Work Theory and Practice A. The Philosophical, Ethical and Scientific Base of Social Work Practice B. Social Work Helping Methods and Strategies C. Fields of Social Work	9
II. Mapping social welfare realities in contemporary situation: A. Internal conflicts and displacement B. Rise of fundamentalism C. Natural and human made disasters D. Others (Students may explore other situations)	9
III. Issues in Social Work practice A. Targetting vs. universalism B. Privatization vs. public service C. Professionalization vs. De-professionalization of Social Work (Students may explore other issues)	6
IV. Trends A. Green social work B. Veterinary social work C. Forensic social work D. IT mediated social work (Students may explore other trends)	9
V. Ethical dilemmas and professional issues in current Social Work practice A. Legal vs. ethical standards B. Ideological perspective of Social Worker vs. client's self determination C. Charity vs. professional / legal standards D. Political pressure vs. professional standards (Students may explore other ethical issues)	12
VI. Integration	3
Total Number of Hours	48

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3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-3	CO1	I. Review of Social Work Theories and Practice A. The Philosophical, Ethical and Scientific Base of Social Work Practice B. Social Work Helping Methods and Strategies C. Fields of Social Work	What is the difference between charity and professional Social Work practice?	World café Lecture-discussion	Crossword puzzle Reflection Paper
4-6	CO1	II. Mapping social welfare realities in contemporary situation: A. Internal conflicts and displacement B. Rise of fundamentalism C. Natural and human made disasters D. Others (Students may explore other situations.)	Is professional Social Work relevant in today's world?	Video/film showing Seminar Paper presentation	Video/film analysis Rubrics for assessing paper presentation
7-11	CO2 CO3	III. Issues in Social Work practice A. Targeting vs. universalism B. Privatization vs. public service C. Professionalization vs. De-professionalization of Social Work (Students may explore other issues)	What are the ideological underpinnings of these issues?	Debate	Debate scorecard Group Position paper
12-15	CO2	IV. Trends A. Green Social Work B. Veterinary Social Work C. Forensic Social Work D. IT mediated Social Work (Students may explore other trends)	What are the issues & challenges faced by Social Workers engaged in these trends?	Seminar Paper presentation	Rubrics for assessing paper presentation
16	CO4	V. Ethical dilemmas and professional issues in current Social Work practice	How do social workers resolve these	Seminar Paper presentation	

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
		A. Legal vs. ethical standards B. Ideological perspective of social worker vs. client's self determination C. Charity vs. professional / legal standards D. Political pressure vs. professional standards (Students may explore other ethical issues.)	dilemmas?		Rubrics for assessing paper presentation
	CO4	VI. Integration	What challenges are faced by contemporary social workers? How prepared are you to face these challenges?	Group discussion	Group report

4. Course Requirements

Reflection Paper
Video / film analysis
Group Position paper
Group Report
Seminar Paper

C. References

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Department of Social Work
College of Social Work and Community Development
University of the Philippines

COURSE SYLLABUS
SW 142 Social Work Practice with Groups

A. Course Catalogue Description

1.	Course Number	:	SW 142
2.	Course Title	:	Social Work Practice with Groups
3.	Course Description	:	Theories, principles, models, methods and skills in the Social Work helping process with groups
4.	Prerequisite	:	SW 141 Social Work Practice with Individuals and Families
5.	Semester Offered	:	1st Semester
6.	Course Credit	:	3 units
7.	Number of hours	:	3 hours per week
8.	Course Goal	:	This course aims to develop knowledge and skills in the Social Work helping process with groups.

B. Rationale: This course will focus on the use of Social Work theories, principles, assessment tools and helping approaches or models in working with groups.

C. Course Outline

1. Course Outcomes (CO)

Upon completing the course, students must be able to:

CO1. Discuss the historical development of group work and its influence on the growth of group work practice in the Philippines;
CO2. Explain the generalist knowledge and value bases of Social Group Work practice;
CO3. Discuss the uses and purposes of groups and how they can effect individual and social change;
CO4. Compare a treatment group from a task group and their respective application to working with different typologies of groups;
CO5. Analyze how the dynamics and phases in group development are applied in the group work helping process;
CO6. Illustrate the helping process in Social Work with groups;
CO7. Distinguish the different group work theoretical approaches and models; and
CO8. Design a group work proposal and program.

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1.1. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	*Program Goals**									
	A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*
CO1. Discuss the historical development of group work and its influence on the growth of group work practice in the Philippines										

Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO2. Explain the generalist knowledge and value bases of Social Group Work practice	■	■								
CO3. Discuss the uses and purposes of groups and how they can effect individual and social change		■								
CO4. Compare treatment group from a task group and their respective application to working with different typologies of groups					■					
CO5. Analyze how the dynamics and phases in group development are applied in the group work helping process						■				
CO6. Illustrate the helping process in Social Work with groups							■	■	■	
CO7. Distinguish the different group work theoretical approaches and models	■				■				■	
CO8. Design a group work proposal and program									■	■

* Program Goals

A. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;
B. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;
C. Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;
D. Construct professional boundaries in an interdisciplinary context;
E. Analyze different social work practice models and approaches;
F. *Demonstrate critical thinking and creativity in social work practice;*
G. *Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;*
H. *Commit to Social Work values, principles and ethics;*
I. *Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and*
J. *Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).*

2. Course Content

Lecture Topics	No. of Hours (48 hours)
I. Historical development in Social Work with groups with their concomitant evolving goals and models A. Definition and goals of social work B. Differences between case work and group work C. Thematic movements of groups goals and models: Social goals remedial and reciprocal models D. Prevention, treatment, and developmental goals E. Current practice trends	6

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Lecture Topics	No. of Hours (48 hours)
II. The generalist knowledge and value bases of Social Group Work practice A. The small group as the focus of social work practice B. Values and ethics in group work practice C. Definition of group work D. Small group theory E. Influence of other theories: systems and ecological, psychodynamic, learning, narrative and constructivist	6
III. Uses and purposes of small groups A. Uses of small groups B. How groups effect change: group as a medium of change, as target of change, and as agent of change C. Advantages of group approach	6
IV. Types of groups A. Treatment group B. Task group C. Developmental groups	6
V. Phases in group development A. Pre-group B. Group formation C. Evaluation and termination	6
VI. Helping process in social work with groups A. Pre-group activities of the social worker B. Individual-focused assessment and planning C. Group-focused assessment and planning D. Program media E. Plan implementation F. Evaluation G. Termination	6
VII. Theoretical approaches and models A. Developmental approach B. Remedial model C. Interactionist approach D. Crisis intervention	6
VIII. Design and present group work proposal and program	6
Total Number of Hours	48

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3. Course Coverage

Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
1-2	CO 1	I. Historical development in Social Work with groups with their concomitant evolving goals and models A. Definition and goals of social work B. Differences between case work and group work C. Thematic movements of groups goals and models: Social goals remedial and reciprocal models D. Prevention, treatment, and developmental goals E. Current practice trends	How did working with groups develop into one of the major methods in the Social Work practice? How does social work group work compliment other Social Work methods?	World café Lecture-discussion	Graded recitation
3-4	CO 2	II. The generalist knowledge and value bases of social group work practice A. The small group as the focus of Social Work practice B. Values and ethics in group work practice C. Definition of group work D. Small group theory E. Influence of other theories: systems and ecological, psychodynamic, learning, narrative and constructivist	What is the importance of group work in Social Work practice? What are the different theories which guide the implementation of Social Work group work?	Lecture - discussion	Video presentation
5-6	CO 3	III. Uses and purposes of small groups A. Uses of small groups B. How groups effect change: group as a medium of change, as target of change, and as agent of change C. Advantages of group approach	How do small groups bring about change?	Lecture-discussion	Role Playing Case analysis

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
7-8	CO4	IV. Types of groups A. Treatment group B. Task group C. Developmental groups	What are the advantages of using Social Work group work?	Lecture - discussion	Quiz
9-10	CO5	V. Phases in group development A. Pre-group B. Group formation C. Evaluation and termination	What are the roles of a social worker in each phase of group development?	Lecture Simulation	Quiz Role Playing
11-12	CO6	VI. Helping process in Social Work with groups A. Pre-group activities of the social worker B. Individual-focused assessment and planning C. Group-focused assessment and planning D. Program media E. Plan implementation F. Evaluation G. Termination	How does group work operate in the context of Social Work helping process and problem solving process? What skills and techniques should students need to enhance?	Lecture Simulation	Quiz Role Playing
13-14	CO7	VII. Theoretical approaches and models A. Developmental approach B. Remedial model C. Interactionist approach D. Crisis intervention	What approaches and models in Social Work group work are applicable in Philippine setting? When do you apply these approaches and models?	Video showing Case analysis	Quiz

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Week	CO	Topic	Essential Key Questions	Suggested Teaching and Learning Activities	Suggested Assessment Tools
15-16	CO8	VIII. Design a group work proposal and program	What are the elements of a good group work proposal?	Assessment of an actual group case Writing a proposal, program media and modules	Examination Group work proposal

4. Course Requirements

Class participation
Reflection Papers
Role Playing
Quizzes
Academic Field Activity
Group work proposal
Examinations

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E. List of Faculty Members Who will Handle the Course

Assoc. Prof. Yolanda G. Ealdama, MA
Asst. Prof. Hazel Cometa-Lamberte, MSW
Asst. Prof. Justin Francis Leon V. Nicolas, MSW
Asst. Prof. Nancy E. Parreño, MSW
Asst. Prof. Florence F. Pasos, MSW
Asst. Prof. Rosalie T. Quilicol, MSW
Asst. Prof. Jowima A. Reyes, MSW

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Department of Social Work
College of Social Work and Community Development
University of the Philippines
Diliman, Quezon City

Course : SW 147 Strategies in Community- Based Social Work Practice

Course Description : Community mobilization focused on social enterprise and entrepreneurship development, advocacy, networking and rehabilitation

Prerequisite: SW 132 Project Development for Social Welfare and Community Development and SW 146 Social Work Community Education and Training for BSSW students/COI for non- BSSW students

Specific Objectives:

At the end of the semester the students must have:

1. Contextualized community practice of social work within the concrete Philippine realities and development frameworks
2. Applied some tools for the study of community-based strategies in community mobilization
3. Described social work practice in relation to a selected community based strategy

Course Outline

Topics
Module 1. Overview of the Course
Orientation on Class Syllabus & Policies
Expectation setting on the course
Module 2. Social Work, Poverty & Participatory Development Strategies
Poverty Scenario in the Philippines
What is Participatory Development & its role in poverty reduction?
Strategic Development Intervention & the Management of Change
The Role of Social Work in Participatory Development
Anti-Poverty Frameworks & Strategies
▪ *Decent Work (ILO)*
▪ *Rights Based (UNDP)*
▪ *Farming System (FAO)*
▪ *Sustainable Livelihood (DFID)*
▪ *Building Natural Assets*
▪ *Poverty Reduction Strategy (WB)*
▪ *Minimum Basic Needs (Phil. Govt)*
▪ Local Economy Development
Module 3: People's Organizations: Pillar of Participatory Development
Summarization of Poverty Eradication Approaches & Strategies
Community Organizing (Elements of Social Action) : Basic Tool for Empowering People & Communities
Asset Based Community Development
Some forms of Community/People's Organizations
▪ *Rural Worker's Organization/Peasant Association*
▪ *Trade Union*
▪ *Cooperative*

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Module 4. Cases of Community Based Strategies for Rehabilitation,Poverty Eradication & Empowerment
Fisheries Resource Management Program (FRMP)
Community Mortgage Program (CMP)
Community Based Disaster Management
Community Based Rehabilitation & Management
Module 5. Some Tools for Community Organizing & Development
▪ Rural Accessibility Planning
▪ Organizational Diagnostic Tool
Module 6: Integrative Paper Writing
• Overview & Framework
• Need/Problem/Issue
• Population Affected
• Laws & Policies
• Community Based Program Interventions
• GO/NGO/PO Service Delivery Process/Procedure
• Description of Benefits
• Financing Sources
• Budget Allocations
• Monitoring & Evaluation System
• Targets & Results
• Analysis of Performance
• Implications of Findings
• Policy Recommendations

Course Requirement

Active & Substantive Participation in Class Discussions & Group Mtgs.

GWAC (Group written analysis of a case)

Integrative Paper on Community Based Development Interventions

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Module 2:

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Module 3:

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- Kotler, Philip. *The Elements of Social Action*
- Peterman, William (2000). *Neighborhood Planning & Community Based Development: The Potential & Limits of Grassroots Action*

Module 4:

- Aberia, Hermilando (1997). *Securing Land for the Poor*
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Module 5:

- Hope, Anne, Timmel, Sally & Hodzi, C. (1984). *Training for Transformation: Handbook for Community Workers, Vol. 1-3.*
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- Serote, Ernesto (1996). *Sourcebook on Integrated Area Development Planning & Implementation for NGOs & POs*

List of Faculty who can teach this course

Prof. Mary Lou L. Alcid, MSPRD
Assoc. Prof. Rainier V. Almazan, MDM
Prof. Jocelyn T. Caragay, MA
Assoc. Prof. Yolanda G. Ealdama, MA
Asst. Prof. Gil I. Espenido, MPaf
Asst. Prof. Justin Francis Leon V. Nicolas, MSW
Asst. Prof. Nancy E. Parreño, MSW
Asst. Prof. Florence F. Pasos, MSW

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Asst. Prof. Rosalie T. Quilicol, MSW

Department of Social Work
College of Social Work and Community Development
University of the Philippines
Diliman, Quezon City

SW 198 Statistics for Social Work

Course Description: Statistical analysis in Social Work. Theories,principles, and methods of statistics

Rationale:

The course aims to provide students with knowledge and skills in using statistics for social work research and evaluation of social welfare programs. It primarily emphasizes descriptive statistics but also provides an introductory overview of basic inferential statistical concepts and measures. Central to the course are the conceptual learning of (1) types of variables, (2) methods of organizing measures of variables, (3) the meaning and interpretation of descriptive and some inferential statistical measures, (4) the principles of hypothesis testing, and (5) the appropriate use in describing and estimating characteristics and effects of practice within social welfare clients and of social welfare programs. Students will also have an overview on how to use a statistical software package (Stata) to perform analyses of quantitative data.

Learning Objectives:

1. To enable students to know and understand the statistical concepts and procedures needed to analyze and interpret data specific to social work and community development; and
2. To apply the knowledge and skills of basic statistical formulas through a mini-research of topics relevant to social work and community development.

TOPICS

Course Overview
Foundations and Concepts of Understanding Statistics
(Common Statistical Terms and Review of Some Useful Concepts)
Charts and Graphs
Collection of Data
Measures of Central Tendency & Measures of Dispersion
The Normal Distribution & Estimation
Exam #1
Sampling and Sampling Techniques & Intro to Hypothesis Testing
Test of Hypothesis on Mean and Proportion of a Single Population
Test of Hypothesis on Two Population Mean and Proportion of 2 Population
Test of Hypothesis for 2 or more Population Means (ANOVA) and Test for Independence
Correlation Analysis and Linear Regression
Exam #2

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Overview of Stata Software
Other Related Topics
Final Exam

Course Requirements

Class Attendance and Participation
Homework/Seatwork
Exams
Oral Report
Class Attendance and Participation. Attendance is required and will be checked regularly. Exams, quizzes and other graded activities that take place in class cannot be made up without a written excuse.
Homework/Seatwork. Statistics takes practice, therefore homework and seatwork are mandatory.
Exams. There will be two in-class exams during the course of the semester. The two exams will consist of the lectures discussed prior to the exam date. The final exam is compulsory depending of the class standing of the student.
Group Report. The assigned topic to report will be randomly picked and each report should be in PPT.

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List of Faculty who will handle this course

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Department of Social Work
College of Social Work and Community Development
University of the Philippines

SW 122 Social Welfare and Philippine Realities

Course Description: Philippine economic, social, and political realities and their effects on social welfare and Social Work

Prerequisite: SW 110 Critical Social Work for BSSW students/COI for non-BSSW students

Course Objectives:

At the end of the course the students should be able to:

1. Differentiate the different conceptions of social realities;
2. Explain the different perspectives in analyzing social welfare realities;
3. Use different tools in analyzing social welfare realities; and
4. Demonstrate the intersection of analytical perspectives, Social Welfare paradigms and Social Work interventions to social problems.

Week	Course Topic	Learning Activities
1 and 2	I. Conceptions of Reality A. Objective B. Subjective C. Social Construction	Lecture Group work and discussion
3,4,5,6	II. Different Analytical Perspectives A. Welfare Ideologies a. Radical Right b. Conservatism c. Social Democracy d. Marxism e. Neoliberalism B. Social Development Perspectives a. Human development b. Human Rights c.Gender and development d.Sustainable development e. Sustainable human development	Lecture Group discussion Film Showing
7,8,9,10	III. Tools in social welfare analysis A. Spider Web B. Power analysis C. Human development Indeces D. Social Development Indeces E. Vulnerabilities and Strengths Analysis	Lecture Group written analysis of a case Examination

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	F. Gender analytical tools G. Human Rights Inventory	
11, 12,13,14	IV.Analyzing social welfare realities A. Poverty in general B. Sectoral Realities 1. Children 2. Women 3. Elderly 4. People with Disabilities 5. Indigenous People 6. Migrant Workers 7. Internally Displaced People 5. Transgender C. Special social welfare problems 1. Drug trafficking and addiction 2. Human Trafficking 3. Landlessness and Homelessness 4. Unemployment/underemployment 5. Disasters	Lecture Academic Field Activity Personal Reflection Group discussion
15 and 16	Intersection of analytical perspectives, Social Welfare paradigms and Social Work interventions to social problems	Lecture Group discussion

COURSE REQUIREMENTS

Class participation
Group written analysis of a case
Reflection paper
Examination
Film Analysis
Term Paper

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Tuazon, Bobby M, et. al (contributors),n.d. "Unmasking the War on Terror: US Imperialist Hegemony and Crisis, Center for Anti-Imperialist Studies

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Xavier Science Foundation Inc (2012). "Food and Nutrition Security in the Philippines: An Overview "

List of Faculty who will handle this course

Prof. Mary Lou L. Alcid, MSPRD
Assoc. Prof. Rainier V. Almazan, MDM
Assoc. Prof. Yolanda G. Ealdama, MA
Asst. Prof. Gil I. Espenido, MPaf
Asst. Prof. Justin Francis Leon V. Nicolas, MSW
Asst. Prof. Nancy E. Parreño, MSW
Asst. Prof. Florence F. Pasos, MSW
Asst. Prof. Rosalie T. Quilicol, MSW

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Department of Social Work
College of Social Work & Community Development
University of the Philippines
Diliman, Quezon City

Course : SW 199.1 Research in Social Work I

Course Description Theories,concepts,processes and methods of research in Social Work Practice

Rationale

The SW 199 course introduces the undergraduate social work student to the theory and methods of research in the context of social work practice. It has two parts, SW199.1 and SW199.2. The SW199.1 is focused on the theoretical study of social research while SW199.2 focuses on the practical application of social research.

For SW199.1, the student is expected to develop beginner's set of skills in proper research work. The undergraduate student should be able to demonstrate this skill set by making her/his own research proposal to be submitted at the end of the semester. If approved and accepted by the professor, the proposal may be implemented in SW199.2 in the next semester in coordination with the designated professor.

Prerequisite : SW 198 Statistics for Social Work

Course Objectives

At the end of the semester, the students shall be able to:

1) Define and explain the importance, concepts and principles of research as applied in social work;
2) Understand and apply the different research methodologies and processes in their chosen field of concern and interest with special focus on interviewing, FGD and case study;
3) Demonstrate the basic skills in analyzing data using appropriate research methodologies and analytical tools;
4) Conceptualize and design a research proposal.

Course Schedule

The class is designed to include classroom-based activities (lecture-discussions, seatwork, group and individual assignments), and reading and writing breaks for students to work on the course requirements.

Date	Topic
	• Overview of SW 199.1
	• Reading break: What is social work research?
	• Submission of reaction paper on reading/s

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Date	Topic
	• Introduction to social work research
	• Developing a research project
	• Types of research, formulating research objectives
	• Doing a literature review • Theoretical and conceptual framework
	• Reading break / group activity
	• Doing a literature review • Theoretical and conceptual framework
	• Research designs
	• Reading break / group activity
	• Research methods and tools
	• Reading break / group activity
	• Data consolidation and analysis
	• Data consolidation and analysis
	• Writing break / consultations
	• Submission of research topics / preliminary ideas • Integrative lecture
	• Writing break / consultations
	• Submission of research proposal

Class Requirements and Grading

Final research proposal
Reaction paper and individual assignments
Group assignments
Class participation / seatwork

The students' individual grades in the group outputs shall be assessed by the faculty (50%), their groupmates (30%), and themselves (self-assessment, 20%). Class groupings shall be determined by the faculty.

Class Policies

1. Class Attendance

- The student is allowed a maximum of 3 absences in class. More than this, the student is given the option to drop (if still within the University deadline) or to continue but losing 15% of her/his grade (equivalent to the combined attendance and class participation / seatwork grades)
- Unless in exceptional circumstances, students coming to class after 10:00 AM will be considered absent.

2. General Guidelines for All Papers

- Papers should be submitted through email unless otherwise instructed.
-

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- The major papers should observe the following guidelines:

Reaction paper	• Minimum of 2,500 words in main text • Garamond / Times New Roman 12, single spaced • 2 reference materials cited (aside from the assigned reading) • APA format in citations
Group outputs (3)	• Minimum of 4,000 words in main text • Garamond / Times New Roman 12, single spaced • 7 reference materials cited (minimum) • APA format in citations
Research topic and preliminary ideas	• Minimum of 1,000 words • Garamond / Times New Roman 12, single spaced • 2 reference materials cited • APA format in citations
Final research proposal	• Minimum of 3,000 words in main text • Garamond / Times New Roman 12, single spaced • 10 reference materials cited (minimum) • APA format in citations

- On plagiarism: Please note that plagiarism is a serious academic offense. Any student whose work is found to be plagiarized in part or fully will be automatically given a grade of 5.0 for the output.

The students are strongly encouraged to inform themselves on what is plagiarism and how to avoid it. Suggested introductory reading: "Is it plagiarism yet?" Purdue University Online Resources (http://owl.english.purdue.edu/owl.resource/589/02/)

3. Dropping, failing the class, getting an Inc.
   - Students will be informed of their class standing within the first week of November.
   - Students who have submitted their final research proposals but whose grades are lower than 75 points at the end of the semester will be given a 5.0 for the course
   - Students who have not submitted their final research proposals but whose computed grades are lower than 60 points will be given a 5.0 for the course.
   - The grade of Inc. will be given to students who have not submitted their final research proposals but whose grades are 60 points and above.

4. Others
   - There will be a 15 minute break midway through the 3-hour class (from 9.45-10:00AM)
   - Mobile phones should be on silent mode while in class.

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Suggested Readings

There are many materials on social work research and research in general in the CSWCD library which the student can refer to for the finer details of concepts which will be discussed in class. The list below

features materials which highlight Philippine experiences in social research (not necessarily in the social work field) and readings that may help the students ground their research project on social work in the Philippines.

Aguiling-Dalisay, G. et al. (2008) *Luto ng Diyos (A feast from God): the life stories of husbands and wives.*
Alcid, M.L. (2008). *Migration of Filipino women for marriage to Korean men : critical issues and challenges to social work.*
Alejo, A. (2000). *Generating energies in Mount Apo: cultural politics in a contested environment.*
Guerrero, S.H., ed. (1997). *Feminist research experiences : a casebook.*
_____ (1997). *Gender-sensitive & feminist methodologies: a handbook for health and social researchers.*
Pe-Pua, R., ed. (1982). *Sikolohiyang Pilipino: teorya, metodo at gamit (Filipino psychology : theory, method and application).*
Tan, M.L. (2008). *Revisiting usog, pasma, kulam.*
Veneracion, M.C. J. (2004). *Bago dumating ang social work : katutubong konsepto ng pagtulong sa Filipinas.*
_____ (2003). *Social work in the Philippines: tradition and profession.*

Other references:

APA. *Publication Manual of APA. 4th or 6th Edition*
Denzin, N and Lincoln, Y., eds. (1994). *Handbook of Qualitative Research.*
Reason P. and Bradbudy, H., eds. (2008). *The Sage Handbook of Action Research: Participative Inquiry and Practice.*
Save the Children (2004). *How to Research Physical and Emotional Punishment of Children.* (also available online)
Yegidis, B. and Weinbach, R. (2006).*Research Methods for Social Work.*
Yin, Robert (2003). *Case Study Research: Design & Methods.*

ADDITIONAL REFERENCES

Argyrous, G. (2005). Statistics for Research w/ a Guide to SPSS.

Bentzen, W.R. (2000), Seeing Children: Guide to Observing & Recording Behavior

Billman, J. & Sherman, J. (1996) Observation & Participation in Childhood Settings

Brighton, J. (1997). What Makes Feminist Research Feminist.

Burgess. R. (Ed.) (1982). Field Research Sourcebook and Field Manual.

Cherry, A. (2000). A Research Primer for the Helping Professions.

Colton, R., & Covert, R (2007). Designing & Constructing Instruments for Social Research & Evaluation.

Connor, D. (1990). Understanding Your Community

Denzin, N and Lincoln, Y (eds.) (2000) Handbook of Qualitative Research.

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DnCruz, H. and Jones, M. (2004) Social work research: ethical and political contexts. London : Sage.

Drake, B. & Jonson-Reid, M. (2008) Social Work Research Methods from Conceptualization to Dissemination.

Dudley, J. (2005) Research Methods for Social Work: Becoming Consumers & Producers of Research.

Engel, R. J. and Schutt, R.K. (2014) Fundamentals of social work research. Thousand Oaks, California: SAGE.

Francisco, J., (2002). Gender Gap Audit: Toolkit for Social Investigation.

Fraser, M.W., Galinsky, M.J., Richman, J.M. and Day, S.H. (2009). Intervention research: developing social programs. Oxford: Oxford University Press.

George, D. & Mallery, P. (2001) SPSS for Windows: Step by Step.

Hesse-Biber, S.N. (2012). The handbook of feminist research : theory and praxis. California: Sage Publications.

Krueger, R. (1994). Focus Groups: A Practical Guide for Applied Research.

Kvale, S. & Brinkmann, S. (2009) Interviewing: Learning the Craft of Qualitative Research Interviewing.

McLaughlin, H. (2005). Understanding social work research

McLeod, J. and Thomson, R. (2009). Researching social change: qualitative approaches. London: Sage.

Meezan, W. and Martin, J. (eds.) (2009) Handbook of research with lesbian, gay, bisexual, and transgender populations. New York : Routledge.

Neuman, W.L. (1997). Social Research Methods: Qualitative and Quantitative Approaches

Padgett, D. (2008). Qualitative methods in social work research. Los Angeles, Calif.: Sage.

Payne, G. & Payne, J. (2004). Key Concepts in Social Research.

Phelps, R., Fisher, K. & Ellis, A. (2007) Organizing and Managing Your Research: A Practical Guide for Postgraduates.

Reason P. and Bradbudy, H. (eds.) (2008). The Sage Handbook of Action Research: Participative Inquiry and Practice.

Ritchie, J. & Lewis, J. (eds.). (2003) Qualitative Research Practice: A Guide for Social Science Students and Researchers.

Save the Children (2004). How to Research Physical and Emotional Punishment of Children.

Smith, R. (2009). Doing social work research. Maidenhead, England: Open University Press.

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Stoecker, (2005). Research Methods for Community Change: A Project-Based Approach.

Szuchman, L. & Thomlison, B. (2011) Writing with Style: APA Style for Social Work. 3rd Edition

Thyer, B. (ed.) (2010) The handbook of social work research methods. Thousand Oaks, Calif. : Sage Publications, Inc.

Tungpalan, M.T.V. (ed.) (2001). Handbook for researchers. Quezon City : Research Extension for Development Office, College of Social Work and Community Development, University of the Philippines.

Veneracion, C. (Ed.) (1989). A Decade of Process Documentation Research: Reflections & Synthesis

Yegidis, Bonnie, Weinbach, Robert (2006). Research Methods for Social Work.

Yin, Robert (2014), Case Study Research: Design & Methods.

List of Faculty who can teach the course

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Asst. Prof. Nancy E. Parreño,MSW

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Department of Social Work
College of Social Work and Community Development
University of the Philippines

SW 140 The Social Work Profession

Course Catalogue Description:

1.	Course Number	: SW 140
2.	Course Title	: The Social Work Profession
3.	Course Description	: History, philosophy, ethics and scientific foundations
4.	Semester Offered	: 1st Semester
5.	Course Credit	: 3 units
6.	Stipulation	: Should be taken by BSSW students who have not finished 25% of the total number of units required in the entire Program.
7.	Number of Hours	: 3 hours per week
8.	Meeting Type	: Lecture
9.	Course Goal	: The course will provide students with an overview of Social Work as an academic discipline and as a profession.

A. Rationale:

The course is necessary for all incoming Social Work students as a foundational course. It will tackle Social Welfare and the different approaches that informs it as well as the knowledge and value base of the profession, the various fields and settings where students can practice Social Work, an overview of social work helping process and selected theoretical perspectives that guides Social Work practice. These knowledge foundations are necessary for them to understand the in-depth discussions of Social Work concepts, theories and perspectives in the succeeding courses.

B. Course Outline

1. Course Outcomes (CO)

Upon completing the course, the students will be able to:

CO 1. Discuss Social Work and the various approaches that inform the implementation of Social Welfare;
CO2. Describe the emergence of Social Work profession;
CO3. Define Social Work as a profession including its scope and purpose;
CO4. Explain the values, principles and ethics of the Social Work profession;
CO5. Identify the knowledge and skills needed for Social Work practice;
CO6. Identify the various fields of and settings for Social Work practice;
CO 7. Explain selected theoretical perspectives for Social Work practice;

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2. Course Content

Course Outline:	No.of Hours (48 hours)
I. Social Welfare, Social Services and Social Work A. Definition and goals of Social Welfare and Social Work B. Views/Approaches of Social Welfare (Residual, Institutional, Developmental)	3
II. Historical development of Social Work and Social Welfare A. Europe B. US C. Philippines	6
III. Social Work as a Profession A. The Attributes of a Profession B. The Domains of Social work	5
IV. The Philosophical Foundation of Social Work A. Social work philosophy and values B. Social work practice principles and ethics C. Roles and functions of social worker	6
V. The Knowledge Base of Social Work A. Knowledge needed by Social workers B. Competencies needed by Social workers	3
VI. Fields of Social Work Practice A. Child and Family Welfare B. Gerontology C. Alcoholism and Substance Abuse D. Medical and Health Care E. Corrections and Criminal Justice	6
VII. Settings of Social Work Practice A. Government Sector B. Non profit (Voluntary) Sector C. Business Sector	4
VIII. Theoretical Perspectives for Social Work Practice A. Ecological -systems Perspective B. Strengths Perspective C. Human Rights Perspective D. Empowerment Perspective E. Ethnic-sensitive perspective	6
IX. The Social Work Helping Process A. Engagement B. Assessment C. Planning D. Implementation E. Evaluation F. Termination	6
X. Emerging trends and issues in Social Work Practice in the Philippines	3

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Course Requirements

Exams (midterm and final)
Reflection/ Reaction Papers
Reports
Participation

D. References

Ambrosino, R. et al. (2008). Social Work and Social Welfare: An Introduction. 6th ed. Calif.: Brooks/Cole

Compton, B., et.al. (2005). Social Work Processes. Calif.: Brooks/Cole

Dubois, B. (2014). Social Work: An Empowering Profession. Boston: Allyn and Bacon.

Farley, O. W. et. al. (2006). Introduction to Social Work. 10th ed. Boston: Pearson

Kirst-Ashman, K & Hull, G. (2009). Understanding Generalist Practice. Calif.: Brooks/Cole

Hepworth, D. et. al. (2017). Direct Social Work Practice: Theory and Skills. Boston: Cengage Learning.

Hull,G. et al. (2004). The Generalist Model of Human Service Practice. Calif.: Brooks/Cole

Mendoza, T.L. (2008). Social Welfare and Social work. Quezon City: Megabooks.

Morales, A. and et. al. (2012). Social Work: A Profession of Many Faces.12th ed. Boston. Allyn and Bacon

NASWEI. (2000). The Philippine Encyclopedia of Social Work.

Veneracion, M.C., ed. (2003). Social work in the Philippines: Tradition and Profession.Quezon City: PASWI

Zastrow, C. (2014). Introduction to Social Work and Social Welfare: Empowering People. 11th ed. Calif.: Brooks/Cole

E.List of Faculty Members Who Will Handle the Course

Prof. Mary Lou L. Alcid, MSRPD
Prof. Jocelyn T. Caragay,MA
Asst. Prof. Hazel C. Lamberte, MSW
Asst. Prof. Florence F. Pasos ,MSW
Asst. Prof. Rosalie T. Quilicol, MSW
Asst. Prof. Jowima A. Reyes, MSW

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Department of Social Work
College of Social Work and Community Development
University of the Philippines

SW 150 Field Instruction I

A. Course Catalogue Description

11. *Course Number*	:	SW 150
12. *Course Title*	:	Field Instruction I
13. *Course Description*	:	Placement in institutional settings
14. *Stipulation*	:	For BSSW students who have finished not less than 75% of the total number of units required in the entire Program.
15. *Semester Offered*	:	First Semester
16. *Course Credit*	:	5u 340 hrs
17. *Number of hours*	:	
18. *Meeting Type*	:	Practicum
19. *Course Goal*		To develop students' beginning proficiency in Social Work problem-solving with individuals, families or other small groups in institutional settings.

B. Rationale

Field Instruction is a vital step in Social Work education. As an applied science social work education aims to develop the students' capability to apply theories and concepts in real life practice of the profession. As a human service profession with the goal of promoting social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being, the building of competence in working with individuals, groups or communities sets the tone of social work education. Working with human beings is a delicate responsibility since human beings should not be subjected to experimentation, thus the supervision in the field instruction program is a very important component.

C. Course Outline

1.2. Course Outcomes and Relationship to Program Goals

Course Outcomes (CO)	*Program Goals**									
	A	*B*	*C*	*D*	*E*	*F*	*G*	*H*	*I*	*J*
CO1 Work effectively and efficiently in a structured multidisciplinary setting;				■			■	■		
CO2. Assess in writing the bio-psychosocial situation of the client or the client system as affected by the micro, mezzo and macro systems.	■							■		
CO3. Show evidence of knowledge and skills in social work documentation and recording.								■		■
CO4. Demonstrate beginning competence in the scientific process of social work problem solving.	■	■	■	■	■	■	■	■	■	■
CO5. Analyze how the economic,political and socio-economic structures affect the social functioning of the client system;		■	■					■		

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Course Outcomes (CO)	Program Goals*									
	A	B	C	D	E	F	G	H	I	J
CO6 Apply generic skills in working with individuals,families and groups;										

* Program Goals

K. Discuss how human behavior and social environment (HBSE) theories and perspectives affect the identification, analysis and responses to social problems;
L. Examine the intersectionality of personal and social identities, the multi-locality of social issues, and their impact on people's wellbeing and social welfare systems;
M. Critique the impacts of neoliberal globalization on people's wellbeing and social welfare policies, programs and services;
N. Construct professional boundaries in an interdisciplinary context;
O. Analyze different social work practice models and approaches;
P. Demonstrate critical thinking and creativity in social work practice;
Q. Advocate respect for diversity, solidarity with marginalized groups and gender responsiveness in the conduct of the Social Work profession;
R. Commit to Social Work values, principles and ethics;
S. Demonstrate beginning competencies in generalist evidence-based and ethical practice in working with diverse client systems using transformative and empowering process towards the promotion of human rights and social justice; and
T. Develop a body of work to reflect the quality and progress of their social work praxis (e.g. process recordings, case studies, integrative field papers).

1.2.Course Phases

Practicum Phases	No. of Hours (340 hours)
I. Engagement with the agency/institution A. Trialogue B. Establish rapport with agency officers and staff C. Mapping of agency vision,mission,goals, policies, programs and services D. Establish rapport with client system	20 hours
II. Working with individual clients and their families (minimum of 5 cases) A. Intake Interview B. Data gathering C. Assessment D. Intervention planning E. Implementation of Intervention Plan F. Case review/case conference G.Evaluation H.Termination/transfer/referral	250 hours
III. Social Work helping process with groups (at least one group) H. Pre-group activities of the social worker I. Individual member assessment and planning J. Group-focused assessment and planning K. Program media L. Group work plan implementation M. Evaluation N. Termination	50 hrs.
V. End of Practicum A. Preparation and endorsement of transfer summary B. Evaluation through trialogue C. Development of Integrative Paper	20 hrs.
Total Number of Hours	340 hours

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1.3 Course Coverage

WEEK	CO	Practicum Phases	Assessment Tools
1 and 2	CO1	I. Engagement with the agency/institution A. Trialogue B. Establish rapport with agency officers and staff C. Mapping of agency vision,mission,goals, policies, programs and services D. Establish rapport with client system	Agency and Client System Profile Journal
3,4,5,6, 7,8,9	CO2,CO3, CO4,CO5,CO6	II. Working with individual clients and their families (minimum of 5 individuals) A. Intake Interview B. Data gathering C. Assessment D. Intervention planning E. Implementation of Intervention Plan F. Case review/case conference G.Evaluation H.Termination/transfer/referral	Initial case study, process recording, interview reports, home visit reports,assessment notes, intervention plan, proceedings or transcript of case review/conference,) Journal
10,11,12,13	CO2,CO3, CO4,CO5,CO6	III. Helping process in Social Work with groups A. Pre-group activities of the social worker B. Individual-focused assessment and planning C. Group-focused assessment and planning D. Program media E. Plan implementation F. Evaluation G. Termination	Journal, Group profile,group assessment, Group work design, Process recordings, Evaluation report
14,15,16	CO2,CO3, CO4,CO5,CO6	V. End of Practicum A. Preparation and endorsement of transfer summary B. Evaluation through Trialogue C. Development of Integrative Paper	comprehensive case study,referral report,transfer summary or termination report, personal journal(entries of learnings and personal insights, integrative paper

1.4 Course Requirements

Participation in Supervisory Sessions
Portfolio of Documentation
Presentation in Midterm Sharing
Presentation in Final Term Sharing
Integrative Paper

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D. List of References

Danowski, William A. (2011). In the Field: A Guide for the Social Work Practicum (2nd Edition).U.S.A: Pearson

Dulmus, Karen M. ,Sowers, Catherine N. , Holosko, Michael J. (eds)(2013) Social Work Practice with Individuals and Families: Evidence-Informed Assessments and Interventions. New Jersey/Canada: John Wiley and Sons

Department of Social Work- UPCSWCD. (2009). Field Instruction Manual for BSSW students. Unpublished.

Gitterman, Alex. (2014). Handbook of Social Work Practice with Vulnerable and Resilient Populations.USA: Columbia University Press

Gitterman, A., & Salmon, R. (Eds.) (2009)Encyclopedia of Social Work with Groups New York: Routledge,

Karen Healy (2011) Social Work Methods and Skills: The Essential Foundations of Practice. England/New York: Macmillan International Higher Education

Lee-Mendoza, Thelma. (1999). Social Work with Groups. Manila: Megabooks, Inc.

Lee-Mendoza,Thelma. (2002). Social Work and Social Welfare. Manila:Megabooks

Salmon, Robert and Kurland , Roselle . (1995).Group Work Practice in a Troubled Society: Problems and Opportunities. New York/Oxon:The Hayworth Press, Inc./ Routledge/Taylor and Francis

Salmon, Robert and Graziano Roberta K. (2012) . Work and Aging: Issues in Practice, Research, and Education. Roberta K Graziano (ed.) Group New York/Oxon: Routledge/Taylor and Francis

Tuckman, B. & Jensen, M. (1977) Stages of Small Group Development. Group and Organizational Studies, 2, 419-427.

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Asst. Prof. Gil I. Espenido, MPaf
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Asst. Prof. Justin Francis Leon V. Nicolas, MSW
Asst. Prof. Nancy E. Parreño, MSW
Asst. Prof. Florence F. Pasos, MSW
Asst. Prof. Rosalie T. Quilicol, MSW
Asst. Prof. Jowima A. Reyes, MSW

1 SW 141

2 Comparison between the existing and new syllabus

Course Title	The Social Work Helping Processes	Social Work practice with Individuals and Families
Course Description:	Assessment, planning, intervention, evaluation, and termination in social work	Theories, principles, models, methods, and skills in the Social Work helping process with individuals and families
Course Objectives to course outcomes	At the end of the semester, the students are expected to be able to: 1. Explain the concept of 'social functioning and the person-in-environment focus' as the domain that distinguishes Social Work from other helping professions. 2. Discuss their understanding of the philosophy and knowledge foundations of social work in helping relationship. 3. Demonstrate beginning generic social work skills entailed in the helping process: ▪ Formulation of assessment statement ▪ Formulation of goals and objectives ▪ Planning of interventions to be used ▪ Formulation of plans for evaluation 4. Demonstrate basic skills in the use of social work tools such as interviewing and recording. 5. Apply social work principles (i.e., client-worker relationship), theories, skills and the professional use of Self given some practice cases.	Upon completing the course, students must be able to: CO1. Discuss concepts and principles in working with individuals and families CO2. Demonstrate generic Social Work helping process in working with individuals and families CO3. Recognize the importance of professionalism and ethical behavior towards social work clientele, colleagues, organization and within multidisciplinary settings. CO4. Demonstrate knowledge and skills in the use of Assessment Tools in the Helping Process (i.e. Rapid Assessment Tools) CO5. Illustrate the application of social work models and approaches in working with individuals and families.
Course Content	I. The domain of social work: the concept of 'social functioning and the person-in-environment Interaction'. II. Review of philosophical and scientific foundation of the social work profession III. The concepts of planned change, generalist social work, components of social work practice, professional use of self IV. A problem-solving framework in social work practice ▪ Origin of the problem solving process ▪ Steps in the problem solving process ▪ Use of problem solving framework in the generalist perspective V. The helping process within the problem solving framework Assessment ▪ The term used in social work: "diagnosis"; "social diagnosis"; "problem definition". ▪ Intake and data gathering, sources and techniques ▪ The presenting problem and the problem for work ▪ The assessment statement ▪ Characteristics of assessment Planning	II. Application of concepts and principles in working with individuals and families A. Social Functioning and the person-in-environment B. Social Casework C. Generalist Social Work Practice D. Holistic Social Work Perspective E. Concept of Planned Change F. Components of Social Work Practice G. Professional Use of Self H. Practice Perspective (Ecosystems perspectives, gender, Social Justice, Rights-based) I. Family Systems II. A problem-solving framework in Social Work practice E. Origin of the problem solving process F. Steps in the problem solving process G. Understanding the components of the problem solving process (person, problem, place, process and the social worker) H. Differentiating the concepts of: a. Problem Solving Process b. Helping Process c. Case Management Method IV. The social work helping process and ethical considerations in helping individual and families H. Engagements I. Assessment J. Planning K. Action/ Intervention/ Plan implementation L. Evaluation

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	▪ Goals and plans: usage in social work; characteristics of useful goals ▪ Components of a plan in social work ❖ Goals, objectives, and action plans ❖ Units of attention (i.e., systems that are the focus of change activity) ❖ Strategy (overall approach to change a situation—i.e., approaches/ models/theories of practice) ▪ Factors that influence an intervention/action plan ❖ The community ❖ The agency ❖ The worker ❖ The problem Action/Intervention/Plan implementation ▪ Intervention as used in social work ▪ Specific interventive roles of the social worker and tasks involved: direct practice roles; beyond direct practice roles ▪ Limitation on worker activity: time, skills, ethics, agency function Evaluation ▪ Evaluation as used in social work ▪ Purpose of evaluation ▪ Two levels of evaluation (direct practice with clients, program implementation) ▪ Essentials for evaluation ❖ Clear definition of goals/objectives to be attained ❖ Clear definition of the intervention and change activities to be undertaken ❖ Documentation of activities undertaken to achieve goals defined Termination ▪ Termination as used in social work ▪ Reasons for terminating a helping relationship	M. Termination N. Follow-up and aftercare IV. Social Work Assessment with Individuals and Families A. Interviewing in Social Work B. Intake C. Writing Social Assessment Report, Progress Reports and Parental Assessment D. Genograms and Ecomap E. Use of Rapid Assessment Instruments V. Intervention Models and Approaches in working with individuals and families A. Direct Service Provision B. Intercession-mediation C. Crisis Intervention D. Family-Centered E. Functional Approach F. Task-Centered G. Problem-Solving Approach H. Psycho-social Model VI. Simulation / Academic Field Activity
Prerequisite	SW 120,SW 121, SW 140	SW 120

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1 SW 142: Comparison between existing and new syllabus

Course Number	Existing: SW 142	Proposed: SW 142
Course Title	Social Work Practice with Individuals and Groups	Social Work Practice with Groups
Course Description	None	Theories, principles, models, methods and skills in the Social Work helping process with groups
Course Objectives to Course Outcomes	This course will focus on the use of social work assessment tools and helping approaches or models in working with individuals, families, and small groups. At the end of the semester, the student should be able to: 1. Review key concepts and foundations (knowledge and values) for direct social work practice; 2. Describe the social work helping process vis-à-vis problem solving process in working with individuals and small groups; 3. Formulate an assessment report or a case study utilizing / applying assessment tools to better understand the person/ client in his/her environment situation; 4. Describe the various helping approaches or models in working with individuals; families and small groups; 5. Demonstrate skills in selecting and applying social work helping interventions with concomitant techniques and strategies relevant to client needs; 6.Discuss problems and issues in the use of social work approaches and models in current social work practice.	Upon completing the course, students must be able to: CO1. Discuss the historical development of group work and its influence on the growth of group work practice in the Philippines; CO2. Explain the generalist knowledge and value bases of Social Group Work practice; CO3. Discuss the uses and purposes of groups and how they can effect individual and social change; CO4. Compare a treatment group from a task group and their respective application to working with different typologies of groups; CO5. Analyze how the dynamics and phases in group development are applied in the group work helping process; CO6. Illustrate the helping process in Social Work with groups; CO7. Distinguish the different group work theoretical approaches and models; and CO8. Design a group work proposal and program.
Course Content	I. Understanding key concepts in social work practice a. Definition and goals of social work b. Generalist social work c. Social worker roles d. Systems and ecological perspectives; other theoretical perspectives on direct practice e. Micro, mezzo, and macro practice f. Review of knowledge, skills, and values (to include ethics) needed for social work practice (competences of social worker II. The helping process vis-à-vis problem solving process g. The problem-solving sequence and basic relationship considerations h. Understanding the concept of client in social work III.Assessment in social work practice i. Social worker tasks, activities, and skills in the assessment process j. Formulation of assessment statement k. The use of some assessment tools IV.Social work practice approaches and models in working with individuals and familiess	I. Historical development in Social Work with groups with their concomitant evolving goals and models F. Definition and goals of social work G. Differences between case work and group work H. Thematic movements of groups goals and models: Social goals remedial and reciprocal models I. Prevention, treatment, and developmental goals J. Current practice trends II. The generalist knowledge and value bases of Social Group Work practice F. The small group as the focus of Social Work practice G. Values and ethics in group work practice H. Definition of group work I. Small group theory J. Influence of other theories: systems and ecological, psychodynamic, learning, narrative and constructivist III. Uses and purposes of small groups D. Uses of small groups E. How groups effect change: group as a medium of change, as target of change, and as agent of change F. Advantages of group approach IV. Types of groups D. Treatment group E. Task group F. Developmental groups V. Phases in group development D. Pre-group E. Group formation F. Evaluation and termination

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	b. Functional approach c. Problem-solving approach d. Task-centered approach e. Crisis intervention f. psychosocial approach g. Behavioral approach h. Understanding and working with the client family	VI. Helping process in Social Work with groups H. Pre-group activities of the social worker I. Individual-focused assessment and planning J. Group-focused assessment and planning K. Program media L. Plan implementation M. Evaluation N. Termination VII. Theoretical approaches and models E. Developmental approach F. Remedial model G. Interactionist approach H. Crisis intervention VIII. Design and present group work proposal and program
Prerequisite	SW 141	SW 141

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