

GUIDE BOOK OF MICRO PRACTICUM

For Social Welfare Student

Compiler Team

Desy Afrita, AKS. MP., Yessilia Osira, S.Sos. MP

Rosi L Vini Siregar, S.Sos. M.Kesos

Ishak Fadlurrohimi, S.Tr.Sos., M.Kesos

Social Welfare Department

Faculty of Social Sciences and Political Science

University of Bengkulu

2022

FOREWORD

All Praise to Allah SWT, for His guidance also this Micro Practicum Guidebook 2022 can be completed. This book is a guide designed to adapt the core courses of social work/social welfare education in order to respond to curriculum developments and the demands of the latest learning outcomes.

This guide contains technical directions for the implementation of the practicum, which is expected to provide guidance to students during the implementation of the Micro Practicum. Not only for students, this book can also be a reference for field supervisors and institutional instructors in carrying out professional activities as social workers/social welfare workers based on the integration of knowledge frameworks, skills frameworks and values frameworks aimed at helping and empowering individuals, groups, communities, and social institutions/organizations develop all available resources and potentials in order to improve their social welfare.

Practicum is an important component in the educational process that is useful as direct practical learning in institutions/institutions to improve student competence. One of the important aspects to achieve the objectives of this micro practicum activity is a guideline that can be used as a reference and direction in the implementation of the practicum process. This guide is expected to be useful for practitioners, supervisors and other parties related to the implementation of micro practicums.

On this occasion, allow us to express our gratitude to colleagues, students, alumni and various other parties who have provided support and contributed ideas for the improvement of material content. The writing team is fully aware that this guide is not perfect, for that criticism and suggestions for improvement are openly welcome. Finally, hopefully this guide can provide benefits for all parties.

Bengkulu, August 2022

Compiler Team

TABLE OF CONTENT

Foreword
Table of Content
Attachment List
A. Background
B. Objective and Importance
C. Practicum Requirements
D. Time and Location of Practicum
E. Target and Competence of Practicum
F. Process and Stage of Practicum
G. Task of Practicum Student
H. Duties of Field Supervisor
I. Code of Conduct
J. Assessment
K. Report Writing
L. Final Exam

References
Attachments

ATTACHMENT LIST

1. Micro Practicum Final Report Format	
2. Score Form of Field Practice by Institutional Supervisor/Instructor	
3. Score Form of Guidance by Field Supervisor	
	27
4. Process of Practicum Implementation	
5. Example of Case Handling Contract	
6. Process of Clients Problem Handling and <i>Case Conference</i>	
	37
7. Guidance of Problem Assessment and Clients' Potential	
8. Case Recording and Reporting Format (<i>Case Recording</i>)	
9. Example of Interview Guidelines for Institutions	
10. Micro Social Worker Practice Methods and Techniques	

Collaboration and Cooperation

The preparation of this Practicum Guide involved various parties including the Regional Government, Social Welfare Institutions, professional social worker practitioners, and the Bengkulu Independent Professional Social Worker Association (IPSPI), including;

1. Reni Destiana AKS, Social Service of Bengkulu Province.
2. Anton, S.Sos, Tresna Werdha Social Home Bengkulu
3. Leni Marlina, SST., MPPSp. Center for Dharma Guna Bengkulu
4. Hilda Sriwanty, S.Sos., M.Sos. Independent Professional Social Worker Association (IPSWA) of Bengkulu.
5. Antoni, S.Sos, Indonesian Family Planning Association (IFPA) Bengkulu Province.
6. Zulman Efendi, S. Sos. Child Social Worker Ministry of Social Affairs RI.
7. Siti Romlah, S. Sos. Social Worker Addiction Ministry of Social Affairs RI.

For the active role and support for cooperation that has had a positive impact on curriculum development/Social Work/Social Welfare practice, we as the Practicum Guidelines Drafting Team would like to express our deepest gratitude.

A. Background

The Department of Social Welfare, FISIP, Bengkulu University aims to prepare students to have knowledge and skills that can be applied in various social welfare programs or social work, both for individuals, families, groups, as well as communities and society. In order to achieve this goal, in addition to attending lectures held in class (classroom teaching), students are also required to carry out practical activities in the field (field teaching) through practical activities. Practicum makes students have a responsive attitude and adequate work skills.

Practicum in the curriculum series consists of 2 (two) parts, namely micro practicum based on institutions/social service institutions through a social casework approach or social group work and Macro practicum in community settings through a community organization and community development approach.

Micro Practicum is an integral part of the lecture activities of the Social Welfare Study Program FISIP Bengkulu University. This course belongs to the category of concept application cluster, which is generally intended to improve the ability to apply theoretical concepts that have been obtained by students in the classroom into empirical situations in the field. Through this activity, students are trained to use practical skills in social work methods in various settings, the main goal of which is to improve the welfare and social functioning of individuals, whether as individuals, families, groups, or the general public. Through this process, it is hoped that there will be opportunities for students to learn from teaching theoretical and practical experience as two things that complement each other.

Psychologically, practical students who previously had never been in direct contact with social problems and social realities in the context of social work assistance relations, of course, would get various experiences and reactions. At the individual level, for example, there will be a conflict between the desire to improve abilities and professional responsibilities, but at the same time doubts or fears of rejection still arise. In this situation, the supervisor is responsible for facilitating the learning process in order to increase self-confidence and the achievement of competency standards for Micro Practicum lectures properly. The supervisor's role in this practicum includes the field supervisor appointed by the Department of Social Welfare, and the supervisor of the institution/organization where students conduct micro practicum.

The implementation of the Micro practicum follows the conditions in the institution or social institution. The focus of the Micro Practicum in particular is that students will practice to deal with problems of social functioning of individual clients, groups and families in family settings in the community and or social service institutions by applying social work intervention methods, namely social casework or social group work.

B. PURPOSES AND IMPORTANCES

1. General Purpose

1. Increase knowledge and understanding

Students about the services provided by

Social Welfare Institutions in certain settings.

2. Students have sensitivity to social issues and are able to respond appropriately according to their field of expertise in social work practice.

3. Students have practical experience in implementing social welfare programs in various social welfare service settings.

2. Specific Purpose

1. Students are able to understand client problems on micro, mezzo, and macro levels, which are based on institutions/organizations as well as geographical and functional communities.

2. Students are able to handle client problems by applying the following skills:

1. Skills for building social work assistance relationships

2. Assessment skills

3. Skills in planning intervention

4. Skills for implementing interventions

5. Evaluation and termination skills

3. Importance

1. For Students

1. Understand social welfare programs in various service settings based on institutions/organizations as well as geographical and functional communities.
2. As a medium for applying social work knowledge and skills in social welfare service programs.

2. For Majors

1. Is a means of implementation and development education in Social Welfare Sciences/social work.
2. As a feedback medium for curriculum development.
3. As a media to build a network of cooperation in the implementation of the tri dharma of higher education.

3. For Institutions/Organizations where the practicum is located.

1. Obtain professional assistance in dealing with client problems.
2. Obtain input-output models of client problem handling.

C. REQUIREMENTS OF PRACTICUM

There are 3 compulsory courses that must be completed by students as prerequisites to take part in the Micro Practicum, namely: 1) Introduction to Social Welfare Science; 2) Social Work Methods, and 3) Human Behavior and Social Environment. Each of these courses has a minimum grade of C, as evidenced by the Study Results Report (LHS).

The next administrative requirement is for students to sign a course credit contract as evidenced by a Study Plan Card (KRS). The next stage of the process is the obligation to take part in the material debriefing held before the practicum takes place.

D. TIME AND PLACE OF PRACTICUM

1. Practice Time

Micro Practicum activities are held in a concurrent placement, or student practicums do not have to stay or be constantly in the practice location. The practicum time can be arranged based on an agreement between the practitioner, the client and the management of the institution/organization where the practicum takes place.

Referring to the weight of the practicum credits of 4 credits, students are required to go to the practicum location for three working days every week, or a minimum of practice time 3x50 minutes per day (150 minutes or 2.5 hours per day). Implementation of practicum for 2 (two) months 2 (two) weeks or 10 weeks of practice in the field.

2. Practice Location

Practice locations are institutions/organizations that provide social services, both government-owned and independent foundations. The location of the practicum setting is not outside the city of Bengkulu, unless there is a separate agreement/contract discussion between

the course coordinator, field supervisor and student practitioners taking into account, among other things, certain conditions, time, level of ease/difficulty, and overall practicum funding.

Placement of practicum students is by appointment by the Department, through the Course Coordinator. In addition to this direct appointment, practicum students can also propose to the Department through: coordinator of courses on social service institutions/organizations for practicum implementation.

E. TARGET AND COMPETENCES OF PRACTICUM

The targets of the Micro Practicum activities are institutions/organizations that provide social services, both government-owned and independent foundations, and client systems that are currently receiving services from these institutions/organizations.

At the end of the practicum activities, students are expected to have competency standards (appropriate/fit ability) in the following aspects:

1. Understanding of institutions/organizations that provide social services, both government-owned and independent foundations, including the vision and mission of the institution, service goals and service objectives, organizational structure, service procedures, intervention models and sources that support service continuity, as well as policy regulations that underlie the organization's operations.
2. Understanding of social work assistance practice methods which include:
 - a. Ability to intervene on individuals, which includes the application of skills:
 1. Skills to build preliminary contacts in the context of effective help relationships
 2. Skills in assessing client problems
 3. Skills in planning intervention
 4. Skills for implementing interventions
 5. Evaluation and termination skills
 - b. Ability to implement basic administrative skill that supports social work practice, which includes:
 1. Recording and reporting cases
 2. Making process notes
 3. Make a daily activity plan
 4. Make a brief report
 5. Make a letter
 6. Using communication technology
 7. Making case notes for narrative recording
 8. Time management
 9. Controlling workload

F. PROCESS AND STAGES OF PRACTICUM

During the practicum, students will get 2 (two) field supervisors appointed by the Head of the Social Welfare Department, as well as a field supervisor appointed by the head of the

institution/organization where the practicum is located. As with the field supervisor, the field supervisor also has the right to provide an assessment of student practitioners during the practicum process. (Assessment format, attached).

During the practicum process, students/practitioners are required to maintain the good name of the alma mater, apply social work principles and ethics, and comply with the rules/regulations set by the institution/organization where the practicum is located.

The outline of the stages of practicum activities that must be followed by students are as follows:

1. Stages of Practicum Preparation

- a. Complete the practicum administration requirements required by the Department of SOCIAL WELFARE FISIP UNIB.
- b. Participate in practicum debriefing organized by the Department of SOCIAL WELFARE FISIP UNIB.
- c. Introduction to the location of the practicum through the directory (if any) and direct assessment/observation.

2. Stages of Practicum Implementation

- a. Understanding social service institutions that become practice settings, including the name of the institution, vision and mission, activity targets, organizational structure, goals, service facilities, eligibility, service procedures, available records/files, implementing officers, role of social workers, intervention models and resources that support the continuity of services.
- b. Client problem handling practice

Each student is required to handle 1 (one) client, who is in a social service institution, by:

- 1) Make contact and contract service activities aimed at:
 - a) Build cooperation with clients and other parties in order to solve problems.
 - b) Communicating with clients and other parties related to the problem solving process.
 - c) Help explain the institution's service procedures to clients.
 - d) Help explain the client's responsibilities during the service process of the institution.
 - e) Establish a tentative agreement on the time, place, and frequency of meetings required by the client and other parties in aid process.
 - f) Help understand client expectations.
 - g) Show a caring attitude, help clients clarify/explain their needs.

h) Create a commitment or contract to carry out exploration and assessment in order to apply the rights, expectations and autonomy of the client as well as guarantees for the practitioner to intervene with the client in the problem solving process.

2) Conducting an assessment of the client's problems, including covering the following aspects:

- a) Identify the history/social history of the client.
- b) Identify the nature/characteristics of the client's problem.
- c) Identify the functioning of the client
- d) Identify strengths and weaknesses of personal and environmental.
- e) Identify the economic, political, and socio-cultural context in relation to the client's problem.
- f) Formulate the constellation and the dominant facts of the client's problem
- g) Identify social support for clients
- h) Generate client genograms and Eco mapping
- i) Identify and strengthen coping strategies (fighting power strategy) of clients.
- j) Analyzing the appearance of the client's role.
- k) Analyzing the client's self-concept
- l) Analyze the client's family function

3) Make a plan of intervention with the following activities:

- a) Formulate client needs/problem solving
- b) Formulate a plan of intervention goals for client problems
- c) Formulate alternative intervention plans for client problems
- d) Formulate an intervention model plan according to the client's problem
- e) Formulate a plan of activities that must be carried out by the client
- f) Formulate a plan of tasks that must be carried out by officers of social service institutions/orphanages/foundations in the process of intervention on client problems
- g) Formulate an intervention plan schedule for client problems
- h) Make an intervention contract plan for client problems

4) Implement the intervention plan

Based on the intervention/problem solving plan that has been formulated, the practitioner begins to implement a program of problem solving activities. In the implementation of problem solving, the practitioner involves the client actively in each activity.

5) Conduct evaluation and termination

At this stage the practitioner must evaluate all the relief activities that have been carried out to see the level of success, failures or obstacles that occur. While the termination stage is carried out if the goal of assistance has been achieved or referral activities occur, or if for rational reasons the client requests the termination of assistance from the practitioner. At the termination stage, it is also necessary to have activities that are:

- a) Handling the emotional crisis in the client as well as the result of the termination of the relationship of help.
- b) Reinforcement of the client's learning experience obtained from the implementation of the help process.

In the termination activity, the practitioner needs to explain the rational considerations that underlie the termination of the aid process. Likewise with references, if necessary referrals need to be emphasized the importance of:

- a) Who is the referred party? (personal/institutional)
- b) The contents of the reference are recommendations that need to be carried out by the referred party clearly/operationally
- c) If more than one is referred, then there needs to be clarity on the division of labor, for example 'who does what'.

6) Carry out other practical support tasks, namely:

- a) Recording and reporting on practical activities carried out individually or in groups
- b) Organizing case conferences
- c) Prepare reports on practical results.

G. TASK OF PRACTICUM STUDENT

In general, the practicum stages include preparation, implementation and termination. The following will describe the details of the practitioner's tasks and the expected results at each of these stages.

1. Preparation Stage

No	Practical Students’ Task	The Expected Results
1	Participate in debriefing activities organized by the SW Department	The clarity of the practicum process at the institution
2	Follow process activities	The clarity of practical guidelines

3	Guidance for the practical preparation stage by the Advisor	<p>The study report, contains:</p> <ul style="list-style-type: none"> a. Characteristics of the institution where the practice is b. Service targets c. Types of service programs d. Facilities and infrastructure e. Government policies and programs related to service goals
4	Conducting literature studies, studying institutional directories (if any), and exploring/observing practicum locations	<ul style="list-style-type: none"> a. Work plan matrix consisting of columns 1) No., 2) Objectives, 3) Activities, 4) Deadline, 5) Description b. Data collection instrument
5	Consultation with supervisor	<ul style="list-style-type: none"> a. Improvement of the work plan matrix. b. Completion of data collection instruments.
6	Reviewing social work competencies: recording models, such as process notes, progress notes, diagnostic summary recordings, analytical thinking model recordings, and various therapies in social work	<ul style="list-style-type: none"> a. Mastering recording models in social work b. Mastering the types of social work therapy

2. Stages of Implementation

No	Practical Students' Task	The Expected Results
7	Understanding the institution directly (meeting with elements of the leadership and agency officers)	<ul style="list-style-type: none"> a. Clarity of institutional support for practical work plans b. Clarity of agency officers to assist practical tasks c. Case Reports on the results of meetings with institutional elements
8	Observation activities and interviews with service recipients/clients, and documentation studies	<ul style="list-style-type: none"> a. Service recipient profile description b. Dissemination of practice programs to service recipients c. Case reports (case records) from interviews and observations of clients

9	Collecting data about institutions through interviews, observations, and documentation studies	<p>a. Institutional data collection includes: 1) Name of institution, 2) History of its establishment, 3) Objectives and functions, 4) Types of service programs, 5) Service methods, 6) Structure and work procedures, 7) Number and qualifications of officers, 8) Facilities and infrastructure, 9) Supporting sources, 10) Institutional success.</p> <p>b. Process records and case reports from interviews, observations, and documentation studies about the institution</p>
10	The process of identifying clients by studying client files, consulting with agency officers, and or direct observation and interviews	<p>a. Obtained the case of a client who needs to be handled by a practitioner</p> <p>b. Obtaining an initial picture of the client's problem</p> <p>c. Process reports and case reports from interviews and observations of clients</p>
11	<p>Contacts and service contracts with clients and related parties:</p> <p>a. Identify the party to be contacted</p> <p>b. Determination of the method of establishing contact (done alone, asking for help from others, together with other professions, asking for help from others of higher status)</p> <p>c. Define preliminary strategy, define objectives and requirements.</p>	<p>a. Practical work agreement with clients</p> <p>b. Practical work agreement with related parties</p> <p>c. Process reports and brief case reports from contacts and contracts with potential clients and related parties</p>
12	Problem assessment through interviews, observation, and documentation	<p>a. Identify situations and social conditions that cause the client to have problems</p> <p>b. An overview of the results of the analysis of the problematic situation</p> <p>c. Description of problem solving business objectives and targets to be achieved</p> <p>d. Formulation of tasks and strategies for problem-solving efforts</p> <p>e. The identification of possible new problems as a consequence of the problem solving efforts undertaken</p> <p>f. Process reports and case reports of activity results</p>

13	Making a problem solving intervention plan	a. Formulated: <ol style="list-style-type: none"> 1) Problem Determination 2) The purpose of the problem-solving effort 3) Troubleshooting business program 4) Methods and techniques to be used in problem solving 5) Problem Solving Impact b. Troubleshooting plan case report
14	Case conference (CC)* first stage meeting with related institutions and parties	a. The formation of understanding between agency officers and practitioners about client problems b. Dissemination of problem-solving plans (interventions) to client problems c. Case report on the results of the first stage case discussion
15	Implementation of the intervention/problem-solving process (referring to the problem-solving plan made)	a. Problem solving goal achieved b. Process reports and case reports on implementation of interventions/problem solving

3. Termination stage (termination)

No	Practical Students' Task	The Expected Results
16	Termination and evaluation of the implementation of handling client problems	a. Achievement of success indicators b. Obtaining the effectiveness of the use of methods, techniques, and basic systems of practice c. Referral carried out d. Case report on evaluation and termination results
17	The second stage of the case* (case conference) meeting with the institutions and related elements	a. The institution obtains an overview of the achievement of the final results of solving client problems by practitioners b. The institution gains an understanding of the steps to follow up on referrals to client and practitioner problems c. Case report on the results of the meeting to discuss the second stage of the case
18	Compile final report and final preparation of practice	Compilation of reports containing activities and results of practice to be submitted to the institution
19	Termination of practice with the institution and provide recommendations that can be implemented	a. Positive impression of the institution b. Submission of the final report of the practitioner c. Recommendations that can be implemented by institutions

*Note: *) not required*

During the field practice process, class meetings with the Responsible Lecturer/Course Coordinator are still held according to the class schedule set by the Faculty. The rules for attending class meetings of at least 80% still apply to lecturers and students.

H. DUTY OF FIELD SUPERVISOR

Most students admit that they need special preparation for the implementation of the practicum, especially with regard to mental readiness. This is understandable, considering that psychologically, practical students who have never been in direct contact with social problems and social realities in the context of social work assistance relations, will of course get various experiences and reactions. In addition, the dynamics of field practice usually also provide a different experience for what students learn in class. The dynamics of these differences sometimes require appropriate adjustments, while still prioritizing the interests of the client.

In situations like this, the supervisor is responsible for facilitating the learning process in order to increase self-confidence and the achievement of competency standards for Micro Practicum lectures properly. Supervisors in this practicum activity include field supervisors who are appointed by the Department of Social Welfare, and supervisors of institutions/organizations where internships are appointed by the leaders of the institutions/organizations where the practicum is located.

The following are the duties of the Field Supervising Lecturer during the implementation of the Micro Practicum.

1. Introduce students to the leadership and staff of the institution where students practice, and explain the purpose and objectives of implementing the Micro Practicum.
2. Conduct field visits to monitor student activities.
3. Serving student consultation both on campus and in the field, at least once a week.
4. Attend meetings, discussions, or case meetings (case conference) organized by students.
5. Helping students formulate plans, programs, problem solving in the field, and compiling daily notes, cases, and processes.
6. Provide an assessment for students.

In addition, the duties of the Field Supervisor (supervisor):

1. Monitoring the attendance of practitioners at the Institute.
2. Monitoring participation, creativity, behavior, interaction and relations with agency officials.
3. Bridging the interests of students in the implementation of Micro Practicum.

I. CODE OF CONDUCT

Students who take part in practical activities are required to comply with the following rules:

1. Complete academic administrative requirements.
2. Participate in debriefing activities.
3. Participate in practical preparation guidance activities.
4. Dress neatly and politely.

5. Wearing an alma mater coat at official/formal events organized by the Institute.
6. No long hair for male students.
7. Obey the rules and regulations that apply at the institution or institution where the practice is carried out.
8. Do not leave the practicum location without the permission of the field supervisor.

J. ASSESSMENT

The final score of the Micro Practicum is the cumulative of several aspects of the assessment, including attendance, mentoring process, field practice, final report, and presentation. The assessment is shown in the following table.

No	Components Penilaian	Assessor	Bobot
1.	Attendance (briefing and class)	MP Coordinator	10
2.	Guidance process	Field Supervisor	30
3.	Field Practice	Supervisor/instructor appointed by the institution where the practicum is held	20
4.	Final Report	Field supervisor and MP Coordinator	20
5.	Presentation	Examiner (team)	20
Jumlah			100

The assessment sheet for each component can be seen in the attachment.

K. REPORT WRITING

There are two kinds of reports that must be made by practicum students, including process reports and case reports. Process reports are made on a weekly basis, which are submitted to the field supervisor and course coordinator. Twice/two weeks in a row, a student who does not submit a report is considered to have resigned as a student participating in the micro practicum.

Case report or final report, made at the end of the practicum, with attached systematics. All practicum process report files must be attached to the final report. The final report is submitted no later than 10 calendar days after field practice ends. The final report is made in three copies, each for the Lecturer in Charge of the Course, the Supervisor/Supervisor and the Institution where he/she is practicing.

L. PRACTICUM FINAL EXAM

The final practicum exam is held in the form of an oral exam. For the purpose of this exam, students submit a final practicum report. The scheduling of this oral exam is no later than 12 calendar days after the field practice ends. The Department of Social Welfare through the Coordinator of Micro Practicum Courses regulates the implementation of activities which include the appointment of a team of examiners, schedule arrangements, and preparation of administrative files.

In this final exam, students are given time to present the practicum process. In addition to the final practicum report script, students also bring physical evidence of practicum activities such as supporting documents, photos of activities, or examples of activity results.

LIBRARY REFERENCE

Budhi Wibhawa, Santoso T. Rahardjo, Meilany Budiarti S. 2010. *Dasar-Dasar Pekerjaan Sosial; Pengantar Profesi Pekerjaan Sosial*. Widya Padjadjaran. Bandung.

Hartford, Margaret E. 1971, *Groups in Social Work: Application: Application of Small Group, Theory and Research to Social Work*, Colombia University Press, New York

Jusman Iskandar. 1994. Beberapa Catatan Penting Mengenai Praktikum Di Lembaga Pelayanan Kesejahteraan Sosial. KOPMA STKS. Bandung.

Pincus, Allen dan Anne Minahan. 1973, *Social Work Practice: Model and Method*, F.E. Peacock Publisher Inc, Illinois

Segal, Elizabeth A. dan Stephanie Brzuzy. 1998, *Social Welfare Policy, Programs and Practice*, F.E. Peacock Publisher Inc, Illinois.

Soetarso. 1993, *Praktek Pekerjaan Sosial*, KOPMA STKS, Bandung.

Zastrow, Charles. 1996. *Social Work Practice*, F.E. Peacock Inc, Illinois

Panduan Praktikum Mikro, Jurusan Kesejahteraan Sosial FISIP Universitas Bengkulu, 2020

Garis Garis Besar Program Pengajaran Praktikum, Mata Kuliah Inti Pendidikan Pekerjaan Sosial/Kesejahteraan Sosial, IPPSI, 2014

ATTACHMENT

Attachment 1

MICRO PRACTICUM REPORT FORMAT

TITLE

APPROVAL SHEET

ABSTRACT

FOREWORD

TABLE OF CONTENTS

LIST OF APPENDICES

CHAPTER I INTRODUCTION

1. Background (contains about the implementation of practicum and its relation to social work practice, Reasons for Selection of Settings and Problems)
2. Purpose and Benefits of Practicum
3. Target of Practicum Activities
4. Time and Location of Practicum

CHAPTER II LITERATURE REVIEW

Contains basic concepts related to focus of intervention on client problems raised in practicum (maximum 10 pages).

CHAPTER III OVERVIEW OF THE INSTITUTION

Describe the conditions of the practice location, among others includes the name and address of the institution, the purpose and function of the institution, the target of services, the structure and working procedures of the institution, personnel, facilities and infrastructure, service processes, intervention models, and sources of service support.

CHAPTER IV ASSESSMENT OF CLIENT PROBLEMS AND POTENTIAL

A. Assessment of Client Problems, Describing identity

the client, the client's social history, the symptoms of the client's problem, the functioning of the client, the economic, political and socio-cultural context in relation to the client's problem, as well as formulating the constellation and the dominant facts of the client's problem.

B. Client Potential Assessment, describing the system resources available and accessible to clients for problem solving.

The number of sub-chapters and the naming of sub-chapters in chapter IV can be adjusted to the needs of the practitioner.

CHAPTER V INTERVENTION PLAN AND CLIENT PROBLEM HANDLING

A. Problem Formulation and Intervention Goals

B. Intervention Plans and Objectives

C. Intervention Program (described in narrative form and Problem Solving Plan Matrix)

D. Methods and Techniques Used

E. Basic System of Practice

F. Implementation of Interventions

G. Monitoring and Evaluation of the intervention process

H. Referrals

CHAPTER V CONCLUSIONS AND RECOMMENDATIONS

A. Conclusion describes about practical process conclusion

B. Recommendations describe various possibilities that institutions/practice settings can do in improving their services and stabilizing change efforts to clients that have been achieved during the practicum process.

BIBLIOGRAPHY

ATTACHMENTS

Attachment 2

FORMAT OF FIELD PRACTICE SCORE BY INSTITUTION SUPERVISOR

NAME :

NPM :

DEPARTMENT : S1 Social Welfare FISIP Bengkulu University

The students mentioned above have carried out the Micro Practicum at for 2.5 months, starting on 29th September until 15th December, 2021. Based on observations during the field practice process, the scores are given as follows:

No	Assessment Aspects	Score	Scoring Weight
1.	Attitude, ethics and seriousness in carrying out the practicum process		The rating scale includes numbers 0-100 Final grade weight 85 – 100 : A 80 – 84 : A- 75 – 79 : B+ 70 – 74 : B 65 – 69 : B- 60 – 64 : C+ 55 – 59 : C 45 – 54 : D < 45 : E
2.	Ability to understand and adapt to the work environment (practical place)		
3.	Ability to understand and complete practical assignments		
4.	Ability to build cooperation in teamwork		
Total Score			
Final Score = Total Score : 4 =			

Thus this assessment is given, made in truth so that it can be used as it should be.

Bengkulu,
Field Supervisor

Filled with the name and stamp of the institution
.....

Attachment 3

MICRO PRACTICUM GUIDANCE SCORE FORMAT BY FIELD SUPERVISORS

			Assessment Aspects		
No.	NPM	Name		Total Score	Average Score

			Attitude, ethics and discipline in following the practicum process	Ability to apply knowledge and skills in handling cases	Final Report		
1							
2							
3							
4							
5							

Information
The rating scale includes
numbers 0-100

Bengkulu,
Field Supervisor

Final grade weight
85 – 100 : A
80 – 84 : A-
75 – 79 : B+
70 – 74 : B
65 – 69 : B-
60 – 64 : C+
55 – 59 : C
45 – 54 : D
< 45 : E

.....

PRACTICUM IMPLEMENTATION PROCESS

I. Conducting meetings with elements of the leadership and officers of the institution

1. Explain the support of institutional elements to the practicum's work plan
 - a. The practitioner explains the practitioner's work plan to the leadership elements and agency officers
 - b. Leaders/elements of the institution discuss/respond to the practicum's work plan
 - c. Institutional leaders and supervisors sign the practical work plan
2. Clarity of appointed agency officers to assist the tasks of the practitioner
3. Brief notes on the results of meetings with institutional elements
 - a. Day and date of meeting
 - b. Location/meeting place
 - c. Elements/parties present at the meeting
 - d. Materials discussed in the meeting
 - e. Responses/responses from meeting participants
 - f. Conclusion

II. Conduct interviews and observations of service recipients

1. Obtained a profile picture of service recipients
 - a. Description of the problem the recipient is experiencing service
 - b. Description of service recipient interaction in the institution
 - c. Description of the potential possessed by the recipient of the service
 - d. Description of the economic condition of the recipient's family
 - e. Description of expectations/expectations of service recipients towards institution
2. Dissemination of practice programs to service recipients
 - a. Practical program material to be delivered
 - b. Schedule of practice program socialization activities
 - c. Attendance list of practice program socialization
3. A brief report on the results of interviews and observations of the service recipients
 - a. Day and date of interview and observation
 - b. Location/place of interview and observation
 - c. Description of the contents of interviews and observations
 - d. Practical analysis of the contents of interviews and observations
 - e. Conclusion

III. Conducting data collection on institutions

The following is an example of an instrument/guideline for collecting data about the Institution

1. What is the full/official name of the organization where the practicum is?
2. Where are the location/ mailing address, e-mail address/organizational head office and branch office (if any)?
3. What is the history of this organization?
4. What is the vision and mission of this organization?
5. What are the goals and functions of this organization?
6. Who is the service target of this organization?
7. What types of programs and services are available in this organization?
8. What is the service procedure applicable in this organization?
9. What is the service method used by this organization?
10. What is the structure of this organization?
11. How does this organization work?
12. Who is the chief executive officer (Chief Executive Office)/director/executive director in this organization?
13. Does a person or someone have the authority to appoint or remove the chairman or executive director of this organization?
14. Is the position of director in this organization a political appointment (eg governor or mayor)?
15. If so, who appoints?
16. How many employees are there in this organization?
17. How many professional and administrative staff are there?
18. What are the educational qualifications for personnel in this organization?
19. What is the rank of employees in this organization?
20. What are the opportunities for promotion and position in this organization?
21. Do workers in this organization last long?
22. What is the annual turnover percentage?
23. If the turnover rate is high, what explanation is given by the staff or the leadership of the organization?
24. What are the views of the staff/organizational leaders regarding employee morale?
25. What are the factors that contribute to high or low work morale?
26. What is the organization's program to help reduce work stress and work saturation (worker burnout)?
27. Are the salaries of workers in this organization low? Equal to similar organizations or higher than similar organizations?

28. What are the facilities and infrastructure that support the smooth implementation of the organization's vision and mission?
29. What support sources can this organization utilize?
30. Is the work of this organization always evaluated? By whom?
31. Is this organization a public organization, a private organization, a non-profit organization or a for-profit organization?
32. If this organization is a public organization, is it a central, provincial, city or district organization?
33. If your practicum organization is a private organization, how many people sit on the board of directors?
34. If it is a private organization, how does the board of directors define variables such as age, gender, ethnicity, race, socioeconomic status, occupation and personal experience with the organization's programs and services?
35. What is the percentage ratio of the services of the board of directors/heads of private organizations by the category:
- a.% Humanitarian service professionals
 - b.% Representatives of the community or the business world
 - c.% Ex-clients or other ex-customers
36. If the organization where the practicum is held is a private sectarian organization, with a religious organization or in which nomination is the organization affiliated?
37. If the organization where you practice is a membership organization, how can someone become a member?
38. If the organization is for profit, who is the owner? Who are these benefits for (eg stakeholders, other companies, or other business partners)?
39. Does the organization where you practice have a Board? Advisor? If so, what is the purpose?
40. Does a former client or current client serve on the advisory board? If not, why?
41. Has there been a major organizational reorganization since the founding of the organization in the last five years? If so, what happened and why did the organization do this?
42. What is the geographical coverage of this organization's services (national, provincial, city/district)?
43. What is the total operating budget for this year?
44. What is the total budget of the department/program where you are placed as a practitioner?
45. Where does the organization's finances come from?
46. What are the types of problems, needs that are most frequently conveyed/asked for by the community for assistance to the organization?
47. Are the clients served by the organization completely recorded according to age, gender, ethnicity, socioeconomic status, education level, religion or language?
48. Are statistics compiled regularly by the organization?
49. What are the measures/indicators of organizational success?

50. Is the organization's effectiveness assessed by the organization's own staff or by people outside the organization?
51. Is the client or consumer involved in the evaluation process? If yes, how?
52. Is there any organization or agency that has a significant influence on the policies and operations of this organization?
53. Does this organization regularly submit reports to central or regional with regard to programs and services? If so, what is the form and purpose of the report?
54. Is this organization accredited by a national organization/professional organization (such as the National Council for Persons with Disabilities, BK3S, DNIKS etc.)?
55. If yes, state the organization that accredited it and how often did the accreditation assessment take place?
56. Does the community of similar organizations often refer clients to other organizations?
57. Does this organization frequently refer clients to other organizations?
58. Does this organization experience conflict with other organizations? If yes, why?
59. Does this organization compete with other organizations in terms of raising funds? If so, with which organization?
60. Is there an inter-organizational planning coordination body in which the organization is actively involved?
61. Additional notes and comments

.....

.....

.....

.....

IV. Identifying clients

1. Choose one of the clients in the institution where you practice
2. Study the client files in the institution
3. Consult with institution officials and supervisors
4. Make introductions with clients
5. Create an interview guide that contains a list of questions for each (stage) interview to be conducted. The questionnaire is a client data mining tool
6. Conduct interviews with clients
7. In conducting interviews consider the following attitudes:
- a. Avoid asking directly to the subject (do a small talk first)
- b. Create a relaxed atmosphere
- c. Cultivate confidence in clients that you deserve to be trusted by clients
- d. Asking permission to record the information you have obtained

8. Create a process log containing:

- a. Interview time
- b. Contents of the interview
- c. The feeling of the practitioner at the time of the interview
- d. Client's expression at the time of the interview
- e. Practitioner's estimate of client's expression
- f. Supervisor's comments

V. Make contact and service contracts with clients and related parties

1. Identify the parties to be contracted

- a. Write on your list all the parties who you will contact regarding client problems
- b. Make a list of data information that you want to get from each of the parties you contract
- c. Prioritize which party you will contact first

2. Determine the contact method

- a. Arrange how you will contact the parties that is your contact list
- b. Determine the estimated time when you will make contact

3. Strategies for establishing contacts

- a. Develop the strategy you will use to make contact (direct or through intermediaries)
- b. Reconsider your decision, if you want to make initial contact by phone
- c. Consider the need to use a third party for easy contact (usually at an early stage)
- d. At the initial stage of contact, don't forget to introduce yourself, explain your intentions and goals
- e. Try not to ask for too much information in the early stages you make contact
- f. Consider using an informal approach in making contact (eastern people are relatively would like it more if this was done)
- g. Stay away from the attitude that seems to want to pursue information as soon as possible.

CASE HANDLING CONTRACT SAMPLE

INSTITUTION
(filled with institution logo, name, and complete address)

INFORMED CONSENT

SOCIAL WORK ASSESSMENT APPROVAL LETTER

The undersigned(filled with the name of the client), hereby declares that they are willing and agreed to carry out an initial assessment by the practitioner in the form of the following activities:

- Personal identity
- Identity of family / parent / guardian / companion
- Analysis of physical appearance in general
- Identification of cases that occurred
- Identify the next service
- Accompaniment

Practitioners working under the supervision of the Social Worker, the undersigned below has provided information to me regarding the advantages and disadvantages as well as the reasons for each aspect of the activity.

The practitioner has given me the opportunity to ask questions regarding the activities carried out, and promised to keep this information confidential.

Bengkulu, (date, month, year)

Client Name	:	.....	Practicum Student Name	:	.....
Signature	:	.....	Signature	:	.....
Acknowledge,					
Parent/Guardian Supervisor/Referrer			Supervisor/Social Worker		
Name	:	.....	Name	:	.....
Signature	:	.....	Signature	:	.....

CLIENT PROBLEM HANDLING PROCESS AND CASE CONFERENCE

1. ASSESSMENT

- a. Name
- b. Place/Date of Birth
- c. Religion
- d. Education
- e. Married Status: Yes/No
- f. Work
- g. Complaint
- h. Since when did this complaint arise?
- i. What is the history of the development of the complaint?
- j. Efforts have been made: 1) Individual, 2) Family
- k. What is the family's response to the complaint?
- l. What self-potential can still be developed?
- m. What activities can be done to develop this potential?
- n. What is the purpose of the activity?
- o. What is the cost, time and effort required?
- p. What are the advantages/disadvantages of the activities carried out?
- q. How many times/long should this activity be done to achieve maximum results?
- r. How to maintain these results after the completion of the activity?
- s. What are the indicators for the success of the activity?

2. INTERVENTION PLAN

No	Day/Date	Purpose	Targets	Programs Done	Method	Technique	Information

3. CASE CONFERENCE AND INTERVENTION STAGE

Phase 1 of case conference with activity scenarios:

- a. The practitioner prepares all relevant data to be disclosed in the case conference
- b. The practitioner makes a diagnostic record which includes:
 - 1) Clients see problems and needs
 - 2) Problems and needs seen by the practitioner
 - 3) The client's feelings about the situation, in this case the practitioner uses adjectives to describe the client's feelings such as: confused, ambivalent, worried, high anxiety, accepting, and struggling.
 - 4) Appropriateness of the client's feelings and behaviors
 - 5) The client's efforts to solve the problem.
- c. The practitioner prepares an intervention plan that includes:
 - 1) Goals of the ideal behavioral intervention expected of the client
 - 2) Specific things that will be done in order to solve the problem
 - 3) An overview of the client's desires and abilities in problem solving
 - 4) Overview of client's recent progress
 - 5) Conclusion on what happened
- d. The practitioner prepares the format of the minutes of the implementation of the case discussion meeting
- e. The practitioner prepares a report format for the implementation of the case discussion meeting
- f. The practitioner consults the preparation of case discussion activities related to the substance of the material and activities
- g. The practitioner makes observations during the conference on:
 - 1) Verbal and nonverbal expressions from the audience
 - 2) All processes and events at the case discussion meeting
 - 3) The physical situation around the location of the case discussion meeting.
- h. The practitioner records all questions and questions from the audience relating to understanding and solving problems involving who (name and position), how, what, when, and where
- i. The practitioner evaluates significant matters that arise in the conference.

4. IMPLEMENTING THE INTERVENTION STAGE

With scenario:

- a. Practitioners improve diagnosis records and intervention plans according to the results of case discussions.
- b. Practitioners develop more realistic intervention steps according to the results of case discussions at the conference by considering the duration or estimated timeframe.

- c. Practitioners carry out interventions involving detected source systems.
- d. The practitioner applies the activities, strategies, intervention methods according to the plans that have been prepared.
- e. The practitioner evaluates the intervention process at each stage periodically (eg once every 2 days) and regularly.
- f. The practitioner revises the diagnosis according to the developments experienced in the intervention process
- g. The practitioner records the client's progress at the stage and makes a special list of the significant changes that have occurred, both changes in physical, intellectual, economic, mental and social functioning.
- h. The practitioner makes this significant development an entry point for further intervention.
- i. The practitioner observes:
 - 1) Client activities related to problem solving efforts.
 - 2) Client activities in fulfilling their basic needs.
 - 3) Interaction with his family.
 - 4) Client interaction with source system
 - 5) Interaction with neighbors and other parties.
 - 6) The actions of implementing the change in helping the client solve the problem.
 - 7) The condition of the client's home environment.

5. PHASE II CASE CONFERENCE (if needed)

Conduct a meeting to discuss the second stage of the case with the institution and related elements (accompaniment) by the supervisor

- a. Prepare case conference activities
 - 1) Prepare implementation progress reports of clients' problem solving
 - 2) Prepare the committee for the implementation of the case conference
 - 3) Determine the time and allocation of case conference
 - 4) Determine the participants and resource persons for the case conference
 - 5) Prepare case conference events
 - 6) Determine and deliver invitations
 - 7) Prepare the necessary equipment for implementation of case conference
- b. Implementation of case conference
 - 1) Prepare attendance list
 - 2) Making case conference minutes (see example)
- c. Make brief notes on case conference activities which contain:
 - 1) Overview of the case conference implementation process
 - 2) Questions and comments from resource persons and case conference participants

3) An overview of the ease and difficulty of implementing a case conference.

Example format

REPORTS OF THE IMPLEMENTATION OF THE CASE CONFERENCE

On this day,..... date monthyear at..... a case conference (Case Conference/CC) has been held at the practicum of the Student Institution of the Social Welfare Department of FISIP UNIB Bengkulu located at

.....
with the agenda attached. Number of participants in attendance (attachment list is attached)

Thus this report is made to be used properly.

Acknowledge,	Practitioner
Head of Institution	
()	()

CASE CONFERENCE TIMELINE

- 1. Opening by MC
- 2. Submission of case conference material by the practitioner
- 3. Sources' comments
- 4. Frequently Asked Questions
- 5. Cover
- 6. Prayers

ATTENDANCE LIST OF CASE CONFERENCE

Day/Date:

Time:

Place:

NO	NAME	ADDRESS	POSITION	SIGNATURE

Acknowledge,
Head of Institution

()

Practitioner

()

6. EVALUATION

a. Evaluating the implementation of handling client problems:

- 1) There is a description of the results that have been achieved by the practitioner in handling client problems. The practitioner evaluates the success of the intervention based on the predetermined intervention goals (see evaluation example)
- 2) There is an overview of the effectiveness of using methods, techniques and basic systems of practice in handling client problems by practitioners.
- 3) There are references from practitioners such as related institutions/parties. The practitioner prepares a reference file (see reference file)

b. Brief notes on evaluation results:

The practitioner makes a progress report on client problem solving which contains:

- 1) A description of the achievement of the client's problem-solving objectives based on the results of the evaluation that has been carried out.
- 2) An overview of the implementation of the client's problem solving (an overview of problem solving and the parties involved in solving the problem).
- 3) An overview of the ease and obstacles experienced in the implementation of problem solving.

Example of Evaluation

- 1. This checklist is filled out by recipients of social work services
- 2. Put a mark (v) on each desired intervention goal, then circle a maximum of 3 numbers from the intervention goal that is considered the most important
- 3. Fill in the blanks in the column provided.
- 4. Put a tick (v) on the number that indicates the assessment of the level of success of social work services

No	Purpose of Intervention	- Goal Deciding Party - Execution time	Assessment						
			No Progress		Quite successful		Successful		
			1	2	3	4	5	6	7
1	Reduce and overcome anxiety	Social workers and clients Date....							
2	Reduce and overcome dependency	Client							

3	Can accept and respect yourself							
4	Form and maintain a good relationship with your partner							

7. TERMINATION STAGE

a. Students prepare a final report accompanied by evidence of a letter of submission signed by the Head/Leader of the Social Service Institution which contains that the final report on the results of the practicum has been received.

Example:

FINAL REPORT ACCEPTANCE LETTER

I, the undersigned: Name :

Position: Head/Leader of Social Service Institutions called:

Address :

Have received the final report of the students of the Social Welfare Department, FISIP UNIB Semester..... Academic Year During the practicum, students carried out their duties as good as possible.

Bengkulu, (date, month, year)

Head of Department,

()

- b. Contacting the Head/Leader of the Institution so that in the later parting they can create an impression or the leader appoints one of the staff to foster a positive impression.
- c. The signing of the final report receipt is followed by the submission of the final report.
- d. Students make a termination activity report that contains:
 - 1. Time and location of termination
 - 2. Reason for termination
 - 3. Activities carried out in termination
 - 4. Parties involved in termination
 - 5. Overview of the client's location at the time of termination

- 6. An overview of the ease and barriers in termination activities.
- 7. This termination report is accompanied by a reference file, which contains: the target of the reference; the reason for the referral; referred activities; and the steps to be taken by the target party.

Attachment 7

GUIDELINES FOR ASSESSMENT OF CLIENT PROBLEMS AND POTENTIAL

A. CLIENT IDENTITY

- 1. Client Name:
- 2. Gender:
- 3. Age:
- 4. Education:
- 5. Marital Status:
- 6. Religion:
- 7. Address:

B. IDENTITY OF CLIENTS’ FAMILY

NO	NAME	M/F	RELATIONSHIP WITH THE CLIENT	EDUCATION	OCCUPATION

C. STATEMENT OF PROBLEM

- 1. What are the main problems faced by clients?
- 2. What are the symptoms of the problem expressed by the client verbally and non-verbally?
- 3. What is the impact of the problem experienced by the client?
- 4. How does the client's problem impact on client's family in social environment?
- 5. How does the client's problem impact the client's social environment?
- 6. What is the impact of the client's problem on the wider social environment?

D. STATEMENT OF EXPECTATION

- 1. What are the client's expectations about the future of the problem?
- 2. What are the client's expectations of the practitioner?
- 3. How is the match between the client's expectations and what the practitioner can do?
- 4. How is the practitioner's effort to match the client's expectations with the practitioner's ability?
- 5. What role assumptions does the client agree with the practitioner that the practitioner can perform?

E. HISTORY OF CLIENT PROBLEMS AND TREATMENT THAT HAVE BEEN TAKEN

1. What was the background of events until the client experienced the problem?
2. Has the client used natural sources of help?
3. If so, to whom did the client ask for help?
4. What kind of natural help has the client received?
5. Has the client ever used formal sources of help?
6. If so, what sources of formal help does the client use?
7. What are the forms of assistance from these formal sources?
8. Has the client ever used social assistance resources?
9. If so, what sources of community assistance does the client use?
10. What are the forms of assistance from these community resources?
11. What are the results achieved from natural sources of help?
12. What are the results achieved from formal sources of assistance?
13. How are the results achieved from the social source of assistance?
14. What obstacles does the client face in trying to take advantage of natural sources of help?
15. What obstacles does the client face in seeking to use formal sources of help?
16. What are the obstacles faced by the client in an effort to utilize social assistance resources?

F. CLIENT PSYCHOSOCIAL ANALYSIS

1. What are the client's physical characteristics and functioning?
2. What are the characteristics and intellectual functioning of the client?
3. What are the characteristics and emotional functioning of the client?
4. What is the client's self-concept?
5. What are the characteristics of the client's family?
6. What are the characteristics of the client's peers?
7. What are the characteristics of the client's neighbourhood?
8. What are the social characteristics of the client's community?
9. What are the characteristics of the client's social relationship with his family?
10. What are the characteristics of the client's social relations with their peers?
11. What are the characteristics of the client's social relations with his neighbors?
12. What are the characteristics of the client's social relations with the community?

G. PROBLEM FORMULATION, POTENTIAL, AND SOURCES

1. How is the practitioner's professional analysis (diagnosis) of the causal relationship of the client's problem?
2. What is the practitioner's professional prognosis about the client's problems?

3. What are the potential clients and their functions that can be utilized in solving client problems?
4. What are the external sources and their functions that can be utilized in solving client problems?

Attachment 8

FORMAT OF CASE RECORDING AND REPORTING

There are 2 kinds of reports that need to be made by the practitioner during the practicum, namely process reports and case reports/notes.

1. Process Report

Process Report is a report model that contains a detailed narrative/exposure/detail of the conversation process between the practitioner and the client or other parties, through the use of interview and observation techniques.

The purposes of Process Reporting include:

- a. To get an overview of all the details of the conversation process between the practitioner and the client or other party.
- b. Check the accuracy of the practitioner's assessment of social situations or problems faced by clients or other parties
- c. Knowing the skill level of the practitioner in conducting interviews and observations of clients and other parties
- d. Knowing the degree of sensitivity and empathy practice towards clients and other parties.

Model of Process Report

a. Simple Format

Description of the situation or setting during the conversation process is made on a separate page/sheet, which contains:

1. Day and Date
2. Time
3. Place
4. Client or other base system
5. Other parties present during the interview/observation (if so, who?)
6. Scope of Data to be collected
7. Other information deemed necessary (if any).

Process of conversation	Overview of the practitioner's level of feeling or the practitioner's deepest feeling (Gut-level feeling)	Supervisor's Comment
<p>☞ <i>Describe in detail the process of the practitioner's conversation with the client or other party.</i></p> <p>☞ <i>Also the process / results of practitioner observations of clients or other parties.</i></p>	<p>☞ <i>Describe the response of the practitioner's feelings to the conversation/interview process and the observation process (either regarding the conversation material or nonverbal reactions made by the client or other parties).</i></p>	
<ul style="list-style-type: none"> ▪ <i>The conversation process is written in the form of questions and answers with direct sentences.</i> ▪ <i>Describe the client's nonverbal reactions (such as body movements, facial expressions, tone of voice etc.) or other exist during the conversation</i> 	<ul style="list-style-type: none"> ▪ <i>It's better in this column there is also a scientific analysis</i> ▪ <i>This column is not used as a place to analyze the client's or other party's nonverbal reactions</i> 	

b. A format that can encourage practitioners to use the gut-level feeling column correctly

Supervisor's Comment	Content of Interview	Practitioner's deepest feeling (Gut- level feeling)	Analysis

c. Format of notes made by two practitioners

Practitioner A		Practitioner B	
Content of Interview	Deepest Feeling	Content of Interview	Deepest Feeling

2. Reports/Case Notes

Case Report Systematic

- a. Introduction: contains an explanation as needed about the work plan (among others about the type, type, or scope of data to be searched/collected), and the reasons for the field visit in the week concerned
- b. Activity Objectives: contains the formulation of goals to be achieved in the week concerned.
- c. Activity Target: contains information about the person/person/institution who is the target of the field visit
- d. Activity Results and Discussion: contains a discussion of the results of activities obtained from field visits. The explanation technically contains:
 - 1) Data that has been obtained, either by interview, observation, or documentation studies
 - 2) Analysis of the data that has been obtained. The analysis uses the theoretical orientation in the Social Welfare Science reference.

Attachment 9

EXAMPLE OF INTERVIEW GUIDELINES FOR INSTITUTIONS A. RESPONDENT IDENTITY:

1. Name : M/F*
2. Place/Date of Birth/Age :
3. Last Education :
4. Position in the Organization :
5. Management House Address :
6. Phone Number :

B. OVERVIEW OF THE INSTITUTION

NO	QUESTION	ANSWER
1	Name of Organization	
2	Legal Base	
3	Registered on	Agency: Number:
4	Status of Institution	a. Family Foundation b. People Foundation c. Other, mention
5	Organizational Position	a. Branch b. Stand-alone
6	Year of Establishment	Year Month..... Date.....

7	Year of Operation/ Having Activities	Year Month..... Date.....
8	Secretariat Address	Phone:
9	Background Berdirinya	
10	Organization Vision	
11	Organization Mission	
12	Organization Purpose	
13	Organization Function	
14	Program of Activities (yang sudah dan sedang dilaksanakan)	
15	Target	
16	Target Served (Quantity)	
17	Organization Structure (Attach)	

C. HUMAN RESOURCES

1. Total number of administrators: people
2. Number of administrators by gender:
- a. Male: people
- b. Female: people
3. Number of administrators based on education level and position: People

			Position
--	--	--	----------

No	Nama	Level of Education								
		Elementary school	Junior High School	Senior High School	D3	D4	S1	S2	S3	
1										
2										
3										
4	dst									

4. Types of Skills Training Ever Attended by Organization Committee

No	Name of Training	Participants	Organizer	Duration of Training	Time and Place
1					
2					
3					
4					

5. Term of Management:..... years

D. ORGANIZATIONAL FACILITIES AND INFRASTRUCTURE

1. Land area

2. Building area

3. Land ownership status:

a. Waqf, b. rent, c. borrowed

4. Building ownership status:

a. Waqf, b. rent, c. borrowed

5. Building condition

a. Permanent, b. Semi Permanent, c. Not permanent

6. Land and building function

No	Function of land and building	Amount	Status of Ownership

			Waqf	Rent	Borrowed
1	Office				
2	School				
3	Mosque				
4	Dormitory				
5	Meeting room (aula)				
6	dll				

7. Office Equipment

No	Item	Amount	Ownership Status			
			Owned by Organization		Rented	Borrowed
			Bought	Waqf		
1	Table					
2	Chair					
3	Guest chair					
4	Black/White Board					
5	Typing Machine					
6	Computer					
7	Printer					
8	Cupboard					
9	Filling Cabinet					
10	Document Rack					
11	Stamp					

12	Phone				
13	Fax				

E. SOURCES OF ORGANIZATIONAL FUNDS

No	Funds source	None	Available *	
			Non Routine	Routine
1	Management fee Organisasi			
2	Grant			
3	Tithe			
4	Infaq			
5	Alms			
6	Economic results of foundation productivity			
7	Overseas Social Organization/NGO Assistance			
8	State Budget			
9	Provincial Budget			
10	Regency/City Budget			
11	Tuition/Services			
12	Others (mention)			

F. THE USE OF FUNDS

No	The Use of Funds	None	Available *	
			Non Routine	Routine
1	Salary/Wages Pengurus			
2	Salary / Wages of implementing officers			
3	Building Maintenance			
4	Buying Goods			

5	Transportation			
6	Electric bills			
7	Phone Bills			
8	Security fee			
9	Water bills			
10	Scholarship			
11	Consumption			
12	Recreation			
13	Rent			
14	Others			

G. PRACTICAL VALUE BASIS

1. The values that underlie organizational practice?

.....

.....

2. Special motto

.....

.....

H. ORGANIZATIONAL NETWORK

No	TYPES OF PARTNER INSTITUTIONS	NAME OF INSTITUTION	ACTIVITY
1	Government Service/Office		
2	Provincial Government Service/Office		
3	County/city Government Service/Office		
4	Similar institutions		
5	Universities		
6	Public health center		
7	Other social organizations/NGOs		
8	Others (Mention)		

Attachment 10

PRACTICE METHODS AND SOCIAL WORK TECHNIQUES

1. Social Work Concept

“The social work profession promotes problem solving in human relationships, social change, empowerment and liberation of people, and the enhancement of society.”

“Utilizing theories of human behavior and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work.” (International Federation of Social Workers)

Social work profession is a profession that promotes problem solving in human relations, social change, empowerment and liberation of people, and improvement of society. Utilizing theories of human behavior and social systems, social work intervenes in which people interact with their environment. The principles of human rights and social justice are fundamental in social work as a professional activity based on three basic components of the knowledge framework (Body Of Knowledge), the framework of expertise (Body of Skills) and the framework of values (Body of Values).

The Main Focus of Social Work is to improve clients' social function.

Social Work Goals

- 1) Strengthen people's ability to solve problems as well as self-development abilities.
- 2) Connect people with systems that can provide resources, services, and opportunities or opportunities in solving client problems.
- 3) Develop systems that can provide resources and services for people so that their implementation is more effective and humane.
- 4) Develop and improve social policies.

Basic System of Social Work Practice

- 1) Change Agent System: People whom because of their expertise are responsible for the change efforts made.
- 2) Client System: The people who benefits from the change efforts made.
- 3) The Target System: The people to whom the change effort is targeted.
- 4) Activity System (The Action System): People involved by social workers in change efforts.

Social function is the ability of people (individuals, families, groups or communities) and social systems (institutions and social networks) to fulfill/respond to basic needs, carry out social roles, and deal with shocks and stresses.

The focus of Social Functionality in social work includes the following:

- 1) The ability to face or solve the problems it faces in accordance with the situation and conditions, as well as the environment.
- 2) The ability to interact with other people in their social environment, both in their education, work, family, group, society and so on in a constructive manner.
- 3) The implementation of tasks and roles in life according to their age, status, and responsibilities.
- 4) Behave adequately in order to meet their needs.
- 5) Social functioning shows a condition of balanced exchange, in goodness, as well as reciprocal adaptation, between humans as individuals and their environment.
- 6) Thus, social functioning is a systemic result of a complementary exchange between needs, available resources, expectations/motivations and one's ability to fulfill them, between demands, expectations, and opportunities with the environment's ability to fulfill them.

Social Work Practice Approach

- 1) The practice of direct assistance (direct services), namely increasing and improving the ability of people/target groups in achieving social functioning,
- 2) The practice of helping and indirectly (indirect services) that seeks to change, improve, and build social conditions that are closely related to the social functioning of people/target groups.

Basic Competencies of Social Workers

- 1) Identify and assess needs/problems and potential/resources needed in services.
- 2) Develop and implement an intervention plan in handling client problems
- 3) Develop or improve people's ability to meet needs, solve problems, and develop the client's self-development abilities.
- 4) Connecting people with systems that can provide resources, services, and opportunities.
- 5) Provide effective assistance and intervention processes
- 6) Develop the effectiveness of social services.
- 7) Creating, modifying, and improving social service systems to be more responsive to client needs.
- 8) Evaluating the achievement of goals.
- 9) Evaluating the development of professionalism through practical skills.
- 10) Contribute to the improvement of service quality by developing a professional knowledge base and upholding professional standards or ethics.
- 11) Basic knowledge of the implementation of social research.

Generalist Social Worker Knowledge

- 1) Basic knowledge of human behavior, social systems, and ecological systems.
- 2) Knowledge of social problem areas

its influence and impact at the individual, family, group, organizational, community and State level and the appropriate sources and methods for dealing with the problem.

3) Knowledge of basic theories and methods of social worker intervention, both micro, meso and macro.

Key Features in Generalist Practice

- 1) Social Workers always work together with clients/beneficiaries. Clients: individuals, families, groups, neighborhoods, organizations, communities, etc.
- 2) The problem situation is always viewed within the framework of the “person-in-environment” concept.
- 3) Social Workers provide interventions at several different system levels, micro, meso and macro.

General principles of social work

- 1) Acceptance
- 2) Individualization
- 3) Purposeful expression of feelings
- 4) Non-judgmental attitude
- 5) Have an objective attitude (Objectivity)
- 6) Controlled emotional involvement
- 7) The right to determine one's own destiny and life (Self-determination)
- 8) Have access to resources (Access to resources)
- 9) Confidentiality
- 10) Accountability

2. Social Work Methods, Techniques and Skills

The quality of the service process and maximum results can be seen in the service management used both methods and the capacity of competent human resources in the provision of services required Methods, Techniques and Social Work Skills.

Social Work intervention methods are as follows:

- 1) Case Work (targeting individuals and families): This service setting is generally applied in nursing homes and in cases of social problems in the household or family. This model is known as the Micro Intervention Model. The techniques used include:
 - a. Interview Techniques, the skills needed to use this technique are listening, taking notes, observing, asking questions and recognizing feelings of ambivalence.
 - b. Techniques to provide information and advice, the skills needed are the selection of the right words, language skills, observation, listening, behaving appropriately, delivering information or messages in a concise, targeted and easy to understand manner.
 - c. Discussion Techniques, Skills Required: Language skills, listening, observation, taking notes and asking questions and Arranging topics of interest to clients.
 - d. Observation techniques include taking notes and using recording devices and compiling reports.

e. Role Play techniques include determining the topic to be played, conveying the intent and purpose of the activity and directing the client in the activity in addition to guiding the client to make conclusions from the activities carried out.

f. Behavioral change techniques, skills to become models/examples, provide appropriate rewards and punishment, provide reinforcement for positive changes in client behavior. In addition to observing and recording / making reports.

g. Competition Techniques, conveying the aims and objectives of the competition, creating a conducive competition situation, Arranging the rules of the game that can be followed and implemented by all clients. In addition, observing and giving prizes to the winners of the competition and not discouraging the losing clients.

h. Conflict management techniques are controlling conflict situations and conditions, listening skills and directing conflicts to make alternative solutions and using mutual agreements.

So in its application, technology (Tools) is needed in the Work and Group Work cases, namely a narrative approach. These include Eco Map, Genogram, Social Livelyhood Assessment, Mind Mapping, Body Mapping and so on.

2) Group Work (target groups)

The target of social work methods with families and groups includes families, groups of clients with certain types of social problems. The service setting is in the form of orphanage services, groups with social problems in the community, better known as the mezzo intervention model.

The techniques used in the micro and mezzo intervention models are almost the same, but in general, in the social work method with families/groups, techniques are more often used, namely Group Dynamics, Role Playing, Discussion and Observation. The use of this technique is based on considerations of effectiveness and efficiency. Tools or technology used in this method include gram culture.

3) Community Work (target organization, society, and policy)

The targets of the social work method with a Community Organization/ Community Development approach are institutions, organizations, communities, community groups, indigenous/cultural communities. The service setting includes the community, community groups at the RT/RW level, Dusun, Village/Kelurahan or the larger community.

The Intervention Model in Community Organization/Community Development can be seen into 3 parts:

a. **Local development** (Locality Development) / Community Development (Community Development) which views change or community development can be done very well through an active participation of the local community.

b. **Social Planning** (Social Planning) Emphasizes On A Technical Process In Solving Problems, Believing That The Problems Faced By Communities With Their Environments Are Complex.

c. **Social action** sees that in society there is a section/group that is less fortunate (often oppressed) that needs to be assisted and organized to emphasize the oppressive power structure. Techniques that can be used include: group discussions, observation techniques, behavior change, competition and conflict management which require roles and skills in the community including:

a. **Facilitating roles and skills** include fostering and maintaining social spirit, mediation and negotiation, support, consensus building, group facilitation, utilizing multiple resources, organizing and personal communication.

b. **Educating roles and skills** include raising and increasing awareness, providing information, confrontation and coaching skills.

c. **Representational roles and skills** include acquiring multiple sourcing systems, advocacy, using the media, public relations and public presentations and networking and knowledge/experience.

d. **Technical roles and skills** include Research, Use of Computers, Verbal and written Presentations, management and financial arrangements.

e. **The technologies used in macro interventions** include Participatory Rural Action (PRA), Venn Diagrams, Discussions, PEKA (a guide to assessing the ability of community organizations), Sustainable Livelihoods, Participatory Assessment (MPA) methods and Action Plans.

Skills and Attitudes Social Work must have. Skills that social work must have both in general and in particular and have a good attitude

General Skills:

- 1) Building relationships in the social work service process
- 2) Identify social dysfunctions at the individual, family, group, organizational, community and state levels.
- 3) Conduct a comprehensive assessment and develop an intervention plan.
- 4) Identify the resources needed in solving client problems.
- 5) Apply appropriate intervention methods to clients.
- 6) Build professional relationships in the development of the institution's programs. Initiating the development of community group programs.
- 7) Implement and evaluate applicable policies.
- 8) Applying the basic techniques of social research.

Special skill

- 1) Making preliminary contact with people and the social environment
- 2) Conduct a social work assessment by examining the relationship between human behavior and the social environment
- 3) Select and apply theoretical concepts of social work
- 4) Apply the principles, values and ethics of social work
- 5) Identify and offer alternative services
- 6) Apply social work methods and techniques
- 7) Designing and handling social problems
- 8) Conducting empirical studies of forms of social welfare policy
- 9) Carry out management functions of social service organizations
- 10) Conduct social work research for the development of intervention programs

Social Work Attitude

- 1) Fear of God Almighty

- 2) Upholding human values
- 3) Contribute to improving the quality of life in society, nation, state and progress of civilization based on Pancasila.
- 4) Act as a proud citizen and love the homeland
- 5) Respect the diversity of cultures, religions, views and beliefs
- 6) Cooperate and have social sensitivity.
- 7) Obey the law and discipline in social and state life
- 8) Internalizing the basic values, general principles and code of ethics of the social work profession
- 9) Demonstrate a responsible attitude in the practice of social work independently
- 10) Internalize the spirit of independence, struggle, and entrepreneurship.

3. Social Work Profession

Areas of practice in social work include the following:

- 1) Social work with drug abuse
- 2) Social Work with HIV/AIDS
- 3) Social Work with Elderly
- 4) Social Work with Child Welfare
- 5) Social Work with Family Welfare
- 6) Social work in correctional institutions.
- 7) Social Work in hospital
- 8) Social Work in industry.
- 9) Social Work with social work education.
- 10) Social Work with Disability.
- 11) Social and environmental planning.
- 12) Population and family planning.
- 13) Remote indigenous communities.
- 14) Social Work with disasters.
- 15) Remote indigenous communities.
- 16) Housing is unfit for habitation.
- 17) Social Work with retardation and mental health.
- 18) Seasonal workers.
- 19) Migrant workers
- 20) Relocation services (replacement and migration).