MAHATMA GANDHI UNIVERSITY, KERALA

Abstract

Inter University Centre for Disability Studies (IUCDS) - Approval of newly designed open courses and its syllabus for the MSW Programme in IUCDS - Resolution of the Academic Council - Orders issued.

ACADEMIC A 12 SECTION

No. 3857/AC A 12/2025/MGU   Priyadarsini Hills,Dated: 26.04.2025

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*Read:-*Letter No.IUCDS/MGU/2280/2024 dated 03.09.2024

ORDER

The Director ,Inter University Centre for Disability Studies (IUCDS), submitted a letter vide read above for examining and approving the following three open courses from Master of Social Work (MSW) programme in IUCDS for the third semester PG courses conducted in the University campus.

1. Counselling and Disaster Management

2.Geriatric Social work

3.Tribal Social Work

The Syllabi for the said courses also were submitted.

As per the orders of the Hon'ble Vice Chancellor dated 05.10.2024, the request of IUCDS Director for approving the newly designed open courses and its syllabus for the MSW in IUCDS was placed before the Academic Council. The Academic Council meeting held on 25.02.2025 resolved to approve the proposed Syllabi of the newly designed three open courses (Counselling and Disaster Management, Geriatric Social work, Tribal Social Work) for the MSW in IUCDS submitted by The Director, Inter University Centre for Disability Studies (IUCDS).

Orders are issued accordingly.

MANOJ G

ASSISTANT REGISTRAR III
(ACADEMIC)
For REGISTRAR

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Encl

Syllabi of Open Courses-MSW- IUCDS-

1.Counselling and Disaster Management

2.Geriatric Social Work

3.Tribal Social Work

Counselling and Disaster Management

Course Objectives:

1. Develop a comprehensive understanding of disaster management phases and how counseling integrates into each phase.
2. Familiarize with the standard steps in the counseling procedure
3. Identify the psychological and emotional impacts of disasters on various populations, including individuals with disabilities.
4. Learn and apply effective counseling techniques tailored for disaster situations.
5. Design and assess support systems for disaster survivors to enhance recovery and resilience.

Course Outline:

Module 1: Introduction to Counseling

- Defining and Meaning of Counseling, Definition and scope, Basic assumptions
- Principles of Counseling - Core principles and ethics
- Forms of Counseling- Individual, group, and family counseling
- Steps in Counseling Procedure - Initial contact, assessment, intervention, and follow-up

Module 2: Introduction to Disaster Management

- Disaster Management Concepts, Meaning and definitions
- Types and characteristics of disasters, Disaster management cycle
- Risk Assessment Techniques, Methods and tools for assessing risks
- Concept of disaster preparation and disaster relief

Module 3: Psychological and Emotional Impact of Disasters

- Psychological Reactions to Disasters, Trauma responses and PTSD, Acute stress disorder and other psychological effects
- Impact on Different Populations, Effects on children, adults, elderly, and individuals with disabilities
- Cultural Sensitivity, Recognizing cultural differences in trauma, Culturally competent counseling practices

Module 4: Counseling Techniques and Strategies

- Counseling Skills, Active listening and empathy
- Crisis Intervention Techniques, Approaches and methods
- Coping Strategies and Resilience Building, Methods for managing stress and building resilience
- Practical Exercises and Role-Playing

Module 5: Role of Counseling in Disasters

- Importance of Counseling in Each Disaster Phase, Integration of counseling with disaster management
- Ethical and Confidentiality Issues, Confidentiality in crisis situations, Ethical dilemmas and decision-making

Module 6: Developing and Evaluating Support Systems

- Roles and Responsibilities of Stakeholders, Community, PRIs/ULBs, State and Central agencies, Task forces, Emergency response teams
- Warning Systems and Allied Disaster Management Bodies, Media, Fire Services, Para-military, Armed forces
- Health Department, Communication, Insurance
- Civil Society, International NGOs, National and Local NGOs
- Volunteers and Youth Groups

References:

- Thummarukudy, M and Peter, B. (Eds.). (2019). Leaving no one behind: Lessons from the Kerala Disasters. Kerala: Mathrubhumi Books
- Williams, R., & Doolittle, J. (2019). Mental Health and Disaster Recovery: The Psychological Impact of Disasters. Routledge.
- Gergen, K. J. (2015). Relational Being: Beyond Self and Community. Oxford University Press.
- Van der Kolk, B. A. (2014). The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma. Viking.
- Alexander, D. (2013). Principles of Emergency Planning and Management. Routledge.
- Gupta A.K., Niar S.S and Chatterjee S. (2013) Disaster management and Risk Reduction, Role of Environmental Knowledge, Narosa Publishing House, Delhi.
- Murthy D.B.N. (2012) Disaster Management, Deep and Deep Publication PVT. Ltd. New Delhi.
- Modh S. (2010) Managing Natural Disasters, Mac Millan publishers India LTD.
- Disaster Management Guidelines, GOI-UND Disaster Risk Program (2009-2012)
- Damon, P. Copola, (2006) Introduction to International Disaster Management, Butterworth Heineman.

GERIATRIC SOCIAL WORK

Course Objectives:

- Develop an understanding of the scope of Gerontology and Geriatrics.
- Explore factors contributing to the growing problems of older persons.
- Cultivate a sense of responsibility for elderly care among family members.
- Sensitize students to the debilitating impact of aging on older persons.
- Inform students about policies and welfare programs for older persons.

Course Outline:

UNIT- I : INTRODUCTION TO GERONTOLOGY AND GERIATRIC SOCIAL WORK:

Concept and evolution of gerontology; Scope and Fields; Geriatric Care : History of Geriatric care in India; Home & Community-Based Care; Fields of Geriatrics; Theories of Aging; Roles and Functions of Geriatric social worker

UNIT -II : PROBLEMS OF ELDERLY AND THEIR DETERMINANTS

Problems of the Elderly in India; Aging and Risk Factors; Elder Abuse and Neglect; Causes; Factors and Forms of Elder Abuse; Elder Abuse in India; Medications, Substance Abuse and Older Adults.

UNIT- III : FAMILY AND CARE GIVERS: ROLES AND RESPONSIBILITIES

Elder Care - Types and Services of Old Age Homes; Role and Importance of Younger Generations; Role and Importance of Family and Caregivers in Elder Care; Quality of Life of Elderly in Old Age Homes; Needs and Importance of Old Age Homes; Services of Old Age Homes.

UNIT- IV : WORKING WITH THE ELDERLY:

Aspects of aging and the body/body systems; Effects of aging; Common health problems; Care for the patient and reporting symptoms; Aging and the Mind: Mental and personality changes; Temporary mental functioning changes and causes; Permanent mental functioning changes and common problems; Care for clients experiencing memory loss or confusion.

UNIT -V : LAWS AND STATUTORY PROVISIONS FOR THE ELDERLY IN INDIA:

Laws relating to the elderly in India; Statutory provisions for the elderly; National Policy on the Elderly; United Nations Organization and the Elderly; International Initiatives for Elderly Care; Gerontological social work.

Course Outcomes:

- Utilize knowledge to work effectively with the elderly.

- Develop empathy towards elderly individuals.

- Train caregivers in various aspects of care and support for the elderly.

- Cultivate a positive attitude towards elderly communities.

References:

1. Bali, P. Arun (2001). *Care of the Elderly in India*. Shimla: Indian Institute of Advanced Studies.

2. Chatterjee, S.C., & Charian, V.K. (2008). *Discourses on Aging and Dying*. New Delhi: Sage Publications.

3. Dandekar, Kumudini (1996). *The Elderly in India*. New Delhi: Sage Publications.

4. Desai, Murli & Siva, Raju (Ed.) (2000). *Gerontological Social Work in India – Some Issues and Perspectives*. Delhi: BR Publishing House.

5. Dey, A. B. (Ed.) (2003). *Ageing in India: Situation Analysis and Planning for the Future*. New Delhi: WHO and AIIMS.

6. Emmatty, Leena M. (2008). *An Insight into Dementia Care in India*. New Delhi: Sage Publications.

7. Hurlock, Elizabeth (1981). *Developmental Psychology* (5th Ed.). New Delhi: Tata McGraw Hill Publications.

8. Khan, M.Z. (1989). *Voluntary Welfare Services for the Aged*. New Delhi: Jamia Milia Islamia.

9. Kumar, Vinod (Ed.) (1996). *Aging - Indian Perspective and Global Scenario*. New Delhi: AIIMS.

10. Rajan, Irudaya S. (2004). *India's Elderly*. New Delhi: Sage Publications.

11. Ramamurti, P. V. (Ed.) (2004). *Handbook of Indian Gerontology*. New Delhi: Serial Publishers.

12. Pai, Vineeta B. (2000). *Coping with Retirement*. Naganur, Belgaum: UNESCO CLUB.

Tribal Social Work
Syllabus

Course Description
This course provides an introduction to social work practice with Indigenous and Tribal communities. Students will gain knowledge of historical and contemporary issues affecting Tribal populations, cultural competence in working with Tribal communities, and specific social work interventions and policies relevant to Tribal contexts.

Course Objectives
By the end of this course, students will be able to:
1. Understand the historical and contemporary issues affecting Tribal communities
2. Develop cultural competence in working with Indigenous populations
3. Apply social work theories and interventions in Tribal contexts
4. Analyze and critique social policies affecting Tribal communities
5. Engage in ethical and effective fieldwork within Tribal settings

Course Modules

Module 1:   Introduction to Tribal Social Work
- Contemporary issues facing Tribal communities
- Cultural competence and humility in Tribal social work

Module 2:   Tribal Social Work Theory and Practice
- Indigenous and Western social work theories
- Culturally appropriate interventions
- Case management in Tribal contexts

Module 3:   Tribal Social Policy and Advocacy
- Federal Indian law and policy
- Tribal sovereignty and self-determination
- Advocacy for Tribal rights and social justice

Module 4:   Tribal Family and Community Systems
- Indigenous family structures and dynamics
- Community-based interventions
- Intergenerational trauma and healing

Module 5:   Field Work and Integration
- Ethical considerations in Tribal social work
- Reflective practice and self-care
- Integration of theory and practice in Tribal settings

Fieldwork Component

Students will complete 100 hours of fieldwork with a Tribal social service agency or

organization. Fieldwork will be concurrent with coursework and will involve:

- Shadowing Tribal social workers

- Participating in community events and programs

- Conducting needs assessments or program evaluations

- Developing and implementing culturally appropriate interventions

Required Readings

Brave Heart, M. Y. H., Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among Indigenous peoples of the Americas: Concepts, research, and clinical considerations. Journal of Psychoactive Drugs, 43(4), 282-290.

Cross, T. L. (2003). Culture as a resource for mental health. Cultural Diversity and Ethnic Minority Psychology, 9(4), 354-359.

Gray, M., Coates, J., & Yellow Bird, M. (Eds.). (2008). Indigenous social work around the world: Towards culturally relevant education and practice. Ashgate Publishing, Ltd.

Herring, S., Spangaro, J., Lauw, M., & McNamara, L. (2013). The intersection of trauma, racism, and cultural competence in effective work with Aboriginal people: Waiting for trust. Australian Social Work, 66(1), 104-117.

Weaver, H. N. (2019). Trauma and resilience in the lives of contemporary Native Americans: Reclaiming our balance, restoring our wellbeing. Routledge.

Recommended Readings

Baskin, C. (2016). Strong helpers' teachings: The value of Indigenous knowledges in the helping professions. Canadian Scholars' Press.

Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. Transcultural Psychiatry, 50(5), 683-706.

Hart, M. A. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. Journal of Indigenous Voices in Social Work, 1(1), 1-16.

Kovach, M. (2010). Indigenous methodologies: Characteristics, conversations, and contexts. University of Toronto Press.