SAGRADO
Universidad del Sagrado Corazón

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE: Social Work Practicum II

CODE: TSO 403

PREREQUISITE: TSO 400

CREDITS: 3 credits | 45 contact hours | +210 practicum hours | +12 hours of professional development | 1 term

DESCRIPTION

This is the second of two sequential courses offered to undergraduate students in Social Work to undertake supervised internship at a community social service agency. The course provides students, who are about to complete their bachelor's, the opportunity to integrate knowledge, skills, and values required for competent professional practice through the application of the Generalist Practice Model in Social Work with individuals, families, groups, communities, and organizations. The course requires students to complete fifteen (15) hours per week of practical experience in the agency or organization in which they were placed in the TSO 400 course, for a total of 210 hours in the semester: three (3) weekly contact hours at the University with liaison professor (45 semester hours) and twelve (12) hours per semester of professional development workshops. Only for students of the Social Work major.

JUSTIFICATION

Students need to develop the knowledge, values, and professional skills required for competent Social Work practice. This experience will assist students in the development of professional competencies from a perspective focused on the protection and enhancement of human rights. This is in accordance with the mission, goals, and objectives of the Social Work Program and its identification with the purposes, values, and ethics of the profession.

COMPETENCES

The course develops the following competences in students:

- **Critical questioning**
- **Entrepreneurship and innovation**
- **Research and exploration**
- **Communication**
- **Ethical sense and social justice**

OBJECTIVES

After completion of the course, students will be able to:

1. Demonstrate professional conduct in behavior; appearance; and oral, written, and electronic communication, using technology in an ethical and appropriate manner to facilitate the results of the practice.
2. Demonstrate their understanding of how human diversity and differences shape people's life experiences, seeing themselves as learners by integrating participants and constituent groups as experts of their own experiences.
3. Develop self-awareness and ongoing regulation for managing the influence of their personal biases and values in working with diverse participating systems and constituent groups.
4. Use supervision and consulting to guide their professional judgment in decision-making and performance aimed at the protection and expansion of people's human rights.
5. Use empathy, reflection, and interpersonal skills as effective tools in deploying their engagement to work with diverse participants and constituent groups.
6. Implement ethical reasoning strategies to make decisions based on the principles of the Code of Ethics of the College of Social Work Professionals in Puerto Rico, relevant laws and regulations, ethical decision-making models, ethical principles of social research, among other applicable codes.
7. Critically use evidence from social research to inform and improve professional practice, policy (organizational or social), and service delivery.
8. Apply knowledge of human behavior and the social environment, person-environment perspectives, human rights perspectives, and other multidisciplinary theoretical frameworks as tools to facilitate their professional interventions and outcome evaluation with participants and different constituency groups.
9. Apply their understanding of knowledge about social, economic, and environmental justice to advocate for human rights at the micro, meso, and macro levels.

10. Engage in actions, activities, and practices that promote human rights and social, economic, and environmental justice.
11. Critically implement professional interventions to achieve agreed goals and increase the capacities and human rights of participating systems.
12. Demonstrate initiative to promote sustained changes in service delivery and practice, advocating for policies that promote human rights and social, economic, and political justice.
13. Demonstrate initiative in promoting sustained changes in service delivery and practice to improve the quality of social services.
14. Make appropriate use of interprofessional collaboration and community resources to achieve beneficial outcomes for participating systems.
15. Advocate with and for the human rights of the various participants through the use of negotiation and mediation.
16. Critically and continuously employ appropriate methods for monitoring and evaluating processes and outcomes of professional programs and interventions.
17. Apply the findings of the evaluation processes to improve the effectiveness of the practice at the micro, meso, and macro levels.
18. Facilitate transitions and terminations in an effective manner to advance or give continuity to the goals established by mutual agreement with the various participants

CONTENTS

I. First Phase of the Course: Continuity of the Practice Experience
    A. Semester work plan of the supervised practice
        1. Supervised practice manual
        2. Weekly work plans
        3. Professional development plan
    B. Revisions to processes and agreements of the first phases of the Generalist Intervention Model at the micro, meso, and macro levels.
        1. Commitment
        2. Assessment and Ponderations
        3. Planning
    C. Review and continuity of the student's professional development plan.
II. Second Phase of the Course: Implementation of Intervention Plans
    A. Intervention skills in the generalist model at micro, meso, and macro levels
    B. Communication skills, conflict management, and ethical dilemmas

C. Critical analysis of the effectiveness of interventions

    1. Monitoring of human rights violations in the social situation

    2. Review of alternatives for the vindication of rights

    3. Establish networks of community support and interprofessional collaboration

D. Challenges and difficulties in the planned change effort

E. Accountability in the change effort:

    1. Meetings consistent with the participating systems

    2. Case discussions with professionals from the practice setting

    3. Intervention reports for discussion at supervisory meetings

    4. Evaluation of processes and results

    5. Documenting change efforts

III. Third Phase of the Course: Evaluation, Completion, and Follow-up

A. Evaluation of the results of interventions and professional practice

    1. Results of the monitoring of human rights violations in the social situations addressed

    2. Analysis of the results achieved in relation to violated rights

B. Completion phase of intervention processes at the micro, meso, and macro levels

C. Performance evaluation and professional development

D. Planning and participation in the presentation and closing activities of the practicum experience

E. Final reports and evaluation documents

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Interactive lectures
- Representation schemes or graphic organizers
- Discussion groups
- Cooperative groups
- Panel discussions
- Case discussions
- Field visits
- Expert consultations
- Supervision

- Literature review
- Implementation of action plans
- Visits to community and professional organizations
- Design of evaluation plans
- Individual presentations
- Written reflections and self-reflections
- Implementation and execution exercises
- Professional portfolio design
- Participation in activities promoting social welfare and human rights
- Writing and keeping logs
- Conducting interviews

EVALUATION

Partial assignments	20%
Compositions	15%
Immersion experience	30%
Oral presentations	20
Participation	15%
Total	**100%**

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the course's core activity.

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ELECTRONIC RESOURCES

American Association of Retired Persons, https://www.aarp.org/

American Cancer Society, https://www.cancer.org/

Asociación Internacional de Escuelas de Trabajo Social, http://www.iassw-aiets.org/

Child Welfare League of America, https://www.cwla.org/

Colegio de Profesionales del Trabajo Social de Puerto Rico, http://cptspr.org/

Core International Human Rights Instruments and Their Monitoring Bodies (UN),

https://www.ohchr.org/es/core-international-human-rights-instruments-and-their-monitoring-bodies

Council on Social Work Education, https://www.cswe.org/

International Federation of Social Workers, https://www.ifsw.org/

Mental Health America, https://www.mhanational.org/

National Association of Social Workers, https://www.socialworkers.org/

National LGBTQ Task Force, https://www.thetaskforce.org/

Official Website of the Government of Puerto Rico, https://www.pr.gov/

For more information resources related to the course's topics, access the library's webpage http://biblioteca.sagrado.edu/

REASONABLE ACCOMMODATION

For detailed information on the process and required documentation you should visit the corresponding office. To ensure equal conditions, in compliance with the ADA Act (1990) and the Rehabilitation Act (1973), as amended, any student in need of reasonable accommodation or special assistance must complete the process established by the Vice Presidency for Student Affairs.

- Students participating in the Student Support Program (PAE, in Spanish) shall request their reasonable accommodation in PAE's offices.
- Students who do not participate in PAE shall request their reasonable accommodation at the Integral Wellness Center (*Centro de Bienestar Integral*, in Spanish).

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and / or repetition of the assignment in the seminar, a

grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.

RESEARCH COURSES

The exercises applying social research techniques that will be carried out as part of the supervised practice are for academic purposes and seek to promote the development of professional competencies in the students. Therefore, they will follow and comply with all the regulations established for the protection of the rights and well-being of human subjects who participate in the investigative processes.