

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE: Method in Social Work II
CODE: TSO 320
PREREQUISITE: TSO 315
CREDITS: 3 credits | 45 contact hours | 1 term

DESCRIPTION

This is the second course in the sequence of the two levels of Method in Social Work dedicated to the discussion, analysis and use of the Generalist Intervention Model in Social Work with individuals, families, groups, communities, and organizations. It emphasizes the study and application of the following stages of the Generalist Model at the micro, meso, and macro levels: planning, implementation, evaluation, completion, and monitoring. Through the use of active learning, the course allows students to apply the studied content to different situations and diverse populations that they will subsequently work with in their supervised practice scenarios. Only for students in the Social Work major.

JUSTIFICATION

This course provides students with the content and experiences necessary for the application of professional competencies related to the planning process, implementation of a service plan, its evaluation, the termination of the professional relationship and the follow-up, once the intervention at the micro, meso and macro levels of the generalist practice of Social Work is concluded. This fosters the learning of the professional skills necessary in contemporary vocational training for working with individuals, families, groups, communities, and organizations from a perspective focused on the protection and expansion of human rights

COMPETENCES

The course develops the following competences in students:

- **Research and exploration**

OBJECTIVES

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

1. Understand the planning, implementation, evaluation, completion, and follow-up stages of the problem-solving process with a participating system, whether it is an individual, a family, a group, a community, or an organization.
2. Critically integrate knowledge of human behavior and the social environment, a human rights perspective, and other multidisciplinary theoretical frameworks into the planning of effective interventions with participating systems and constituency groups.
3. Develop action plans weighing the strengths, needs, and challenges of various participating systems to establish intervention goals and objectives in mutual agreement.
4. Select appropriate intervention strategies based on the ponderation, knowledge, and evidence from scientific social research and the values and preferences of participating systems and constituent groups.
5. Apply the various levels of implementation in the Generalist Social Work Intervention Model to different situations and diverse populations in working with individuals, families, groups, communities, or organizations.
6. Explain the importance of implementing interventions aimed at increasing the capacities of the participating systems, whether they are individuals, families, groups, communities, or organizations, to improve social conditions and defend human rights.
7. Consider evaluating competent, innovative, introspective, contemporary, and critical practice with diverse, historically oppressed, marginalized, and excluded individuals, families, groups, organizations, and communities.
8. Elaborate on the importance for social workers of analyzing, monitoring, and evaluating interventions and results in a critical way.
9. Critically discern the appropriate use of various methods for the evaluation of the generalist practice of Social Work.
10. Use research evidence to inform practice and improve its effectiveness in delivering services at the micro, meso, and macro levels.
11. Know the tasks and management of transitions associated with the processes of termination and follow-up of professional intervention with individuals, families, groups, communities, or organizations.

CONTENTS

- I. Review of the Generalist Intervention Model in Social Work
 - A. Steps of the generalist intervention model
 1. Commitment (agreement)
 2. Assessment (ponderation)
 3. Planning
 4. Implementation
 5. Evaluation
 6. Termination
 7. Follow-up
- II. The Planning Process in Generalist Practice
 - A. Assessment and planning
 - B. Involve the participating system in the development of the plan
 - C. Prioritize problems, difficulties, issues, or situations
 - D. Determine what is needed to improve or remedy the situation
 - E. Evaluate the levels of intervention for the identification of strategies
 1. Needs, problems, and strengths
 2. Human diversity and human rights
 - F. Set main goals
 - G. Specify objectives and steps for action
 - H. Entering into an agreement
 - I. Complete initial plans at the three levels of intervention
 1. People
 2. Families
 3. Groups
 4. Communities
 5. Organizations
- III. The Implementation Process in Generalist Practice
 - A. Levels of implementation
 1. Follow-up to the plan
 2. Progress monitoring
 3. Plan review
 4. Execution of the plan

- B. Implementation with different situations and populations at the micro, meso, and macro level
 - 1. Protection and well-being of children, adolescents, and young people
 - 2. Empowerment services for adults and seniors
 - 3. Intimate partner violence
 - 4. Issues related to the LGBTTTQ+ community
 - 5. Population with functional diversity
 - 6. Use and abuse of alcohol and controlled substances
 - 7. Other situations and populations
- C. Implementation of strategies for the defense and promotion of human rights
 - 1. Human rights at different levels of intervention
- IV. The Evaluation Process of the Generalist Practice of Social Work
 - A. Definition and purposes of the evaluation
 - B. Obstacles and external factors impacting the evaluation process
 - C. Key strategies and concepts for the evaluation of processes and results
 - D. Evaluation designs for generalist practice
 - 1. Qualitative methods
 - 2. Quantitative methods
 - 3. Designs for program evaluation
 - E. Other aspects to be considered in the evaluation
 - 1. Scope in the promotion of human rights
- V. The Process of Termination and Follow-Up in Generalist Practice
 - A. Termination of the professional relationship
 - 1. Human rights considerations
 - B. Termination tasks
 - C. Planned and unplanned terminations
 - D. Reactions and feelings to termination
 - E. Post-closure and termination follow-up

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Role plays
- Concept maps
- Discussion groups
- Design of evaluation plans
- Individual presentations
- Written reflections and self-reflections
- Development of action plans
- Implementation and execution exercises
- Group case study
- Problem-solving exercises

EVALUATION

Partial assignments	30%
Oral presentations	25%
Participation	15%
Final project or exam	30%
Total	100%

LEARNING ASSESSMENT

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

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ELECTRONIC RESOURCES

Asociación Internacional de Escuelas de Trabajo Social <http://www.iasw-aiets.org/>

Asociación Latinoamericana de Escuelas de Trabajo Social

<http://www.ts.ucr.ac.cr/alaeits.htm>

Asociación Nacional de Escuelas de Trabajo Social de PR <http://anaets-pr.blogspot.com/2020/>

Colegio de Profesionales del Trabajo Social de Puerto Rico <http://www.cptspr.org>

Council on Social Work Education www.cswe.org

International Federation of Social Workers <http://www.ifsw.org/>

National Association of Social Workers www.naswdc.org

United Nations, The Core International Human Rights Instruments and their monitoring bodies.

<https://www.ohchr.org/SP/ProfessionalInterest/Pages/UniversalHumanRightsInstruments.aspx>

Revistas Digitales de Trabajo Social http://www.ts.ucr.ac.cr/bv/revistas_digitales.php

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 Academic Affairs.

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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.

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