



SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE: Method in Social Work I
CODE: TSO 315
PREREQUISITE: TSO 306
CREDITS: 3 credits | 45 contact hours | 1 term

DESCRIPTION

This course corresponds to the first level in the two-level sequence of Method in Social Work courses. It introduces the Generalist Intervention Model through the use of the method of solving problems with individuals, families, groups, communities, and organizations. In addition, it provides an opportunity to examine other intervention strategies, such as the Crisis Intervention Model. The course focuses on providing students with learning about the generic practice of Social Work with different systems, the importance of considering the ethical dilemmas that this implies and the parameters to establish an effective professional relationship. It emphasizes the engagement and appraisal (weighting) phases at the micro, meso and macro levels, exposing students to theoretical analysis and practical application through the design of active learning situations. The course is offered only to students in the Social Work major.

JUSTIFICATION

Contemporary professional training in Social Work requires students to know the systemic approach of the Generalist Intervention Model and to develop the professional competencies necessary to work with the different systems in the process of problem solving and in the development of capacities to achieve goals. In order to accomplish this, they will need to understand how to deal with ethical dilemmas, develop basic skills for the establishment of a professional relationship and build on the strengths of individuals, groups, and communities to promote the protection and expansion of their human rights. This course is foundational and provides the student with the content and active learning experiences necessary for the application of engagement and ponderation skills in intervention at the micro, meso, and macro levels of practice.

COMPETENCES

The course develops the following competences in students:

- **Research and exploration**
- **Ethical sense and social justice**

OBJECTIVES

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

1. Explain the Generalist Intervention Model as a systemic approach and its applicability within the intervention process in working with individuals, families, groups, communities, and organizations.
2. Demonstrate ethical and professional behavior in appearance, and oral, written, and electronic communication with an emphasis on integrity and critical thinking.
3. Practice self-reflection and continuous self-regulation to manage their personal values, recognizing that their experiences and affective reactions may influence their professional behavior and judgment.
4. Recognize evaluative dilemmas and the importance of managing them in the context of professional ethics by applying models and strategies of ethical reasoning and principles of critical thinking.
5. Make ethical decisions by applying ethical codes and standards, as well as laws and regulations that may be pertinent and impact practice at the micro, meso and macro levels.
6. Understand commitment as a permanent component in working with and on behalf of diverse individuals, families, groups, organizations, and communities to improve social conditions, defend their human rights, and increase their quality of life.
7. Know the fundamental ethical principles for the establishment of an effective professional relationship.
8. Explain the importance of using empathy, critical reflection, interpersonal skills, and technology in an ethical and appropriate manner in deploying their engagement to work with diverse participants and constituent groups.
9. Select the appropriate information gathering strategies to achieve an accurate and complete assessment of situations by applying critical thinking in the use of multidisciplinary sources and multiple forms of knowledge.
10. Use theoretical knowledge to inform exploratory questions during the collection of relevant information.
11. Interpret the situations of individuals, families, groups, organizations, and communities by critically applying knowledge of human behavior and the social

environment, a human rights perspective, and other multidisciplinary theoretical frameworks.

12. Ponder the situations of various participating systems, such as individuals, families, groups, organizations, and communities in order to intervene alongside them under the scrutiny of ethics and standards of professional practice.
13. Use the crisis intervention model to guide the process of planned change at the micro, meso and macro levels.

CONTENTS

- I. Generalist Intervention Model in Social Work
 - A. Historical background
 1. Emergence of a generic notion of professional practice
 - a. Proposed models for generalist practice
 2. Implications of a generic approach in the practice of social work
 - a. Contributions and criticisms
 - b. Debates and dilemmas
 - B. Fundamental dimensions of the generalist intervention model
 1. Theoretical-methodological dimension
 - a. Ecological-systemic approach
 - b. Broad and plural knowledge base that includes critical theories and human rights perspectives
 - c. Emphasis on strengths, empowerment, and resilience
 - d. Planned change approach
 2. Technical-operational dimension
 - a. Variety of professional roles
 - b. Critical thinking skills
 - c. Planned change approach
 - d. Micro, meso and macro levels of practice
 - e. Functions and tasks within an organizational structure
 - f. Research-informed practice and practice-informed research
 3. Ethical-political dimension
 - a. Professional values and ethical principles
 - b. Social policy and the social welfare system
 - c. Diversity, human rights, social and economic justice

- C. Steps of the generalist model from the problem-solving method
 - 1. Commitment (recruitment)
 - 2. Assessment (weighting)
 - 3. Planning
 - 4. Implementation
 - 5. Evaluation
 - 6. Termination
 - 7. Follow-up
- II. Values and Ethics in the Generalist Practice
 - A. The ethical-political use of knowledge and skills in professional intervention
 - B. Identification of evaluative dilemmas and ethically acceptable management alternatives.
 - 1. Principles of critical thinking for ethical decision-making
 - 2. Models and strategies of ethical reasoning
 - C. The consideration of human rights for professional intervention and its link to the ethics of the profession
- III. The Engagement Process in Generalist Practice
 - A. Establishment of the professional relationship
 - 1. Human rights considerations
 - B. Ethical principles of the professional relationship
 - 1. Non-voluntary participants
 - C. Commitment to the three levels of intervention
 - 1. Initial contacts
 - 2. Use of empathy, interpersonal skills, and technology
 - 3. Discussion of roles, services, and expectations
 - 4. Guidance and documentation
- IV. The Appraisal Process in Generalist Practice
 - A. Identification and description of the participating system
 - B. Gathering and organizing relevant information
 - 1. Strategies for gathering relevant information
 - a. Questionnaires
 - b. Directed and participatory observation
 - c. Review of records

- d. Needs studies
 - e. Group exercises
 - f. Projective techniques
 - g. Interviews
 - 2. The professional interview and the skills required
 - a. Nature of the professional interview
 - b. Types of interviews
 - c. Interview techniques
 - 3. Use of the genogram and ecomap
 - 4. Documentation and organization of collected information
- C. Assessment of the situation at the micro, meso and macro levels
 - 1. Identifying needs and strengths
 - 2. Considerations of human diversity
 - 3. Identification of violated human rights
- D. Development of the theoretical analysis in the ponderation process
- V. The Crisis Intervention Model in the Generalist Practice of the Social Worker
 - A. Defining a crisis situation
 - B. Types of crises
 - C. Steps to crisis intervention
 - 1. Commitment
 - 2. Appraisal
 - 3. Planning
 - 4. Implementation
 - 5. Anticipatory planning
 - D. Crisis intervention at the micro, meso and macro levels
 - 1. People
 - 2. Families & groups
 - 3. Communities and organizations

METHODOLOGY

The following strategies from the active learning methodology are recommended:

- Role plays
- Concept maps

- Discussion groups
- Panel discussions
- Individual presentations
- Written reflections and self-reflections
- Recording mock interviews
- Implementation and execution exercises
- Group case study
- Problem-solving exercises
- Work & peer review

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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Coordinadora Paz para la Mujer, Inc.

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

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