SAGRADO
Universidad del Sagrado Corazón

SCHOOL OF HEALTH AND SCIENCES

SYLLABUS

TITLE: Social Work Practicum I

CODE: TSO 400

PREREQUISITE: TSO 320

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

DESCRIPTION

This is the first of two sequential courses offered to undergraduate students in Social Work to undertake supervised practicum at a community social service agency. The aim is for students to become familiar with the role of the professional in Social Work, the assigned practice scenario, the services offered, and the population participating in them. The course requires students to complete fifteen (15) hours per week of practical experience in the assigned center, for a total of 210 hours in the semester, three (3) hours of weekly contact at the University with liaison professor (45 semester hours), and twelve (12) hours per semester of professional development workshops. The course is offered during the first academic semester. Only for students in 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. Identify social policies, at the local, state, or federal level, that affect participants' well-being, service delivery, and access to social services.
2. Ponder how the social welfare system and economic policies impact the provision of and access to social services for participants.
3. Apply critical thinking to analyze policies that promote human rights and social, economic, and environmental justice.
4. Critically contrast the policies, services, and programs available in the practice settings with the characteristics, needs, and human rights of the participants.
5. Recognize how cultural structures and values can oppress, marginalize, alienate, or create power and privilege.
6. Communicate 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.
7. Develop self-awareness and continuous regulation for managing the influence of their personal biases and values in working with various participating systems and constituent groups.
8. Examine the various professional roles of a generalist in Social Work.
9. Apply 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.
10. Critically reflect on their performance while managing their values, strengths, and limitations to maintain professional behavior in practice situations.
11. Collect relevant data in an organized manner, applying critical thinking to interpret information from participants and different constituent populations.
12. Use practical experience and theories to inform their research processes.
13. Apply critical thinking to guide the analysis of quantitative and qualitative research methods and findings.
14. Apply knowledge of human behavior and the social environment, person-environment, human rights perspectives, and other multidisciplinary theoretical frameworks as tools to facilitate work engagement and the weighing of social

situations with participants and different groups of constituents.

15. Develop mutually agreed intervention goals and objectives based on the weighting of the strengths, needs, human rights, and challenges of participating systems and constituent groups.

16. Select appropriate intervention strategies based on the weighting, knowledge, and evidence from social research, the values, and preferences of participants, and constituent groups.

17. 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.

18. Use empathy, reflection, and interpersonal skills as effective tools in deploying their engagement to work with diverse participants and constituent groups.

19. Use supervision and consulting to guide their professional judgment in decision-making and enforcement aimed at the protection and enhancement of human rights.

CONTENTS

I. First Phase of the Course: Orientation and Placement in the Organizational Context

    A. Semester work plan of the supervised practice

        1. Supervised practice manual

        2. Weekly work plans

        3. Professional development plan

    B. The social welfare system and its link to the provision of services and access to social services for participants

    C. The policies, resources, services, and constraints of the practice scenario

        1. The nature of the problems faced by the participating systems it serves

            a. Identification of violated rights in participants and constituent groups

            b. Recognition of structural or institutional weaknesses

            c. Identification of alternatives for the care and vindication of these rights

    D. The professional relationship with practice scenario staff

    E. Professional roles and intervention strategies used in the practice setting

    F. Ethical-political dimension in professional performance

G. Using self as a social worker-in-training

II. Second Phase of the Course: The Collection and Analysis of Relevant Information

A. Delimitation of situations at the:

1. Macro level - Development of an organizational or community project

2. Meso level - Identification of a group for intervention at the center and community level

3. Micro level - Assignment of situations at the micro level (individuals or families) to establish intervention agreements

B. Theoretical-methodological approach in practical experience

1. Theoretical foundations

2. Collection techniques with primary sources: the use of observation, visits, interviews (individual and group), among others.

3. Compilation techniques with secondary sources: review of documents, reports, files.

C. Critical analysis of participants' social situations at the micro, meso, and macro levels

III. Third Phase of the Course: Ponderation and Planning

A. Social ponderations at the micro, meso, and macro levels

1. Critical use of knowledge about human behavior and the social environment, person-environment, human rights perspectives, and other multidisciplinary theoretical frameworks

a. Identification of human rights violations

B. Action plans at micro, meso, and macro levels

1. Developing mutual agreements: goals and objectives

2. Considerations from the technical-operational dimension

a. Selection of strategies for intervention

b. Actions for the defense and vindication of rights

METHODOLOGY

The following strategies from the active learning methodology are recommended:

● Interactive lectures
● Concept & resource maps
● Discussion groups
● Cooperative groups
● Panel discussions

- Field visits
- Expert consultations
- Supervision
- Literature review
- Policy analysis exercises
- Conducting interviews
- Visits to professional organizations
- Design work plans
- Individual presentations
- Written reflections and self-reflections
- Writing and keeping logs
- Representation schemes or graphic organizers
- Development of action plans
- Implementation and execution exercises
- Participation in activities to promote social welfare and human rights

EVALUATION

Partial assignments	20%
Compositions	15%
Immersion experience	50%
Participation	15%
Total	**100%**

LEARNING ASSESSMENT

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

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el trabajo social. *Voces desde el Trabajo Social, 5*(1), 69-98.
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ELECTRONIC RESOURCES

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

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

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

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

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

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

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 Academic Affairs.

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.