

. Research Article

Between The Specificity Of Social Work And The Loss Of Disciplinary Boundaries: An Interdisciplinary Experience Of Postgraduate Training

Dr. Carmen Burgos

carmen.burgos@uda.cl

Dr. Maria Cristina Gonzalez

mariacristina.gonzalez@uda.cl

Daniela guzman

daniela.guzman@uda.cl

Janina Cortes

janina.cortes@uda.cl

Summary:

This research presents an analysis of the academic experience of the Master in Qualitative Research Methodologies in Health, taught by the University of Atacama (Chile). The objective of the study is to first reflect conceptually regarding interdiscipline in the educational field, also reviewing the concepts of multidiscipline and transdiscipline, to then analyze the expression of interdiscipline in the professional training of Social Work in public universities in Chile. In this way, based on the previous conceptualizations, the Master in Qualitative Health Research Methodologies is particularly analyzed, which shows the complementarity of Social Work with the field of Health, and is presented as an element that contributes to overcome the lack of advanced human capital in the Atacama region. The analysis allows to indicate that this Magister is the first program within the country as an alternative of methodological specialization for people in the social and health area, through knowledge of health phenomena with a qualitative perspective. The study concludes that the interdisciplinary base of the Magister effectively expresses the link between different knowledge and practices, which allows predicting auspicious results of this postgraduate course, in addition to leaving challenges, advantages and projections of the Magister.

Abstract:

This research presents an analysis of the academic experience of the Master in Qualitative Research Methodologies in Health, taught by the University of Atacama (Chile). The objective of the study is to first reflect conceptually regarding interdiscipline in the educational field, also reviewing the concepts of multidisciplinary and transdisciplinary, to later analyze the expression of interdiscipline in the professional training of Social Work in public universities in Chile. In this way, based on the previous conceptualizations, the Master in Qualitative Health Research Methodologies is particularly analyzed, which shows the complementarity of Social Work with the field of Health, and is presented as an element that contributes to overcome the lack of advanced human capital in the Atacama region. The analysis allows to indicate that this Magister is the first program within the country as an alternative of methodological specialization for people in the social and health area, through knowledge of health phenomena with a qualitative

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Keywords: Postgraduate course; Education; Health; Social work

Introduction

The objective of the text is to show a binding postgraduate academic experience between Social Work and Health, through a conceptual analysis of interdiscipline. For this, the study is divided into three sections, the first addresses interdiscipline at a conceptual level, the second compiles features of the history of Social Work, highlighting its complementarity with the field of Health, together with the analysis of current professional training in Social Work in Chile; and the third articulates the previous conceptualization, describing as an innovative example, the interdisciplinary academic experience of the Master in Qualitative Research Methodologies in Health, at the University of Atacama. Finally, challenges, advantages, projections and tensions of the proposal are evident.

The Interdisciplinary Need, An Urgent Challenge Of The 21st Century:

Reflecting on the definition of interdiscipline, its theorization and its use in the educational field, implies the review of the different concepts that are attributed not only to interdiscipline, but also to multidisciplinary and transdisciplinary, starting with the word discipline. But not only that, but to delve into the different approaches that can be awarded; from the fragmentary and reductionist perspective of knowledge and therefore of the discipline, and that has to do with the neoliberal approach or, with the tendency to specialization as a way of responding to specific situations as in its origin (Industrial Revolution with the division of labor and that

also results in the division of knowledge). (García and Estrada, 2016) There is a great

diversity of visions and meanings, which can be from methodological, epistemological, ethical, semantic, historical, geographical, political, educational, etc., which transfers these concepts to the field of complexit From our perspective it has a dynamic, historical contextual character, there is no single conceptualization accepted as unique if we take the field in which it is located, that is, scientific, economic, political, social, educational and historical. Semantically, interdiscipline has many possible interpretations, the context in which it is found greatly influences, as an adjective, as an action, as a noun, as a dimension and even as a synonym for transdiscipline, although the term is not recent, in recent decades it has emerged , not only centers for interdisciplinary studies, but also undergraduate and graduate degrees. With so many options, the questions arise: How to clarify or mean interdiscipline? How to understand it in the educational field? Is it built or applied? Olga Pombo (2013) considers that to have a proposal of what interdiscipline is, one must resort to the prefixes that precede the word discipline, the prefixes pluri, inter and trans, and thinks of them in a continuum that goes from coordination to the combination and from this to the fusion, thinking in the form of a crescendo of intensity, in such a way that the multidisciplinary (or multi) implies coordination, inter-convergence and transdiscipline holism. With this logic, levels are considered, and multidisciplinary is the first, followed by interdisciplinary and transdisciplinary. On the other hand, Raúl

Motta takes up the prefixes "pluri" and "multi" and "inter" and "trans", the first as quantity and the last two as relations (he takes a very different turn from the first) which are reciprocal and cooperative, interdependence, exchange and interpenetration. What gives it a totally active character. identifies that the use as synonymous of the concepts, is what generates the confusion between one and the other. In particular, it delves into inter and transdiscipline, as levels of reality that therefore have different logics, which implies the need to relearn how to build and propose in the educational field, with a different, open attitude, ready for transformation and rupture of the known. Starting from the triad of prefixes related to the multidisciplinary concept understood as collaboration, action between different disciplines, which strengthen research for the creation of knowledge, in this sense each contributes its vision to a situation or problem. *Interdiscipline* understood as convergence, it not only assumes the participation of different disciplines, but also the integration of disciplinary approaches in the investigation of situations or problems, understood as complex systems or, the construction of knowledge through the articulation of concepts, procedures and methodologies. The construction of the concept of interdiscipline implies recognizing that a proposal cannot be made without a particular meaning, or without ceasing to question its linguistic or semantic meaning, so we propose to do it from a contextual point of view, which recognizes the existing complexity, globalization and response needs that go beyond the proposals of disciplines and multidisciplines. It is possible to identify different types of contexts: Following a linear sequence, transdiscipline leads to the fusion or synthesis of the disciplines, which implies a transformation and a totally different vision, in which not only the disciplines "coexist", but also propose methodologies and conceptualizations, which is considered a complex multidimensional reality that does not

fragment knowledge. From this brief introduction to the interdisciplinary, the articulation with the topic of interest will be addressed immediately: the current moment of Social Work and its relationship in a concrete way with the Health sciences; from a historical look in order to reconstruct the outlines that make up the state of the matter in the country.

Origin and initial development of Social Work in Chile:

According to Montaña (2012) there are two perspectives on the genesis of Social Work. A so-called endogenist, who refers to the social aid of yesteryear as the origin of the profession, from the logic of improvement of the aid; and the other identified as a historical-critical perspective that establishes that Social Work is a product of a political project that lies in the installation of a State that needs to respond to the undesired consequences of the social question. However, González (2010) mentions that this interest in the social question changes in our country, focusing on the desire to make philanthropy professional, which went through making charity a scientific, systematic and planned actio. The disciplinary complementarity of origin between Health and Social Work is such that, among the recognized pioneers in world Social Work is Florence Nightingale (Cordeiro, 2018), considered a pioneer of modern nursing and creator of the first conceptual model in nursing, who Furthermore, it organized the first school for visiting nurses in England, a model that served as inspiration for the creation of the first school of Social Work in Chile. In Chile, professionalization, which began with the creation of the first School of Social Work in 1925, was soon linked to the hygienic and welfare model of current public policy. The incorporation of subjects such as Prophylaxis and Hygiene, Food and Diet, and Care of the sick and injured is observed in the curricular networks of the time (Castañeda and Salamé, 2010). When the first school of Social Service was created in Chile and Latin America, under the auspices of the predecessor

Charity Board of the Ministry of Health, the training of women who exercise the professionalization of care and social control stands out, being defined as "efficient collaborators in the field of Health" (Quiroz, 1998, p.38). This reflects the main idea of initial training, focused on health, from a paramedical and feminine perspective, they begin to "treat" the consequences of the social problems of the time (Figuroa, 1976).

The incorporation of Social Assistants, who were initially considered assistance technicians, is specified with the implementation of the public health policy, whose purpose is focused on the social control of the bodies (Illanes, 2006). Thus, then, our profession was marked by a mark of health that made us the "advisor" with the greatest impact on the doctor, since a characteristic of its own was the home visit, serving, finally, as a link between the social welfare institutions and the family, restoring threatened family virtues and moralizing the worker, to face common realities, such as infant mortality before the first year of life, alcoholism of the father, marital breakdown, alliances not legally constituted, unregistered children and unemployment. As can be seen, originally the disciplines were not fragmented. The disciplinary specification processes were developed in response to the need to respond to the increasingly complex social reality. However, this same complexity has made it necessary to approach social reality from the different disciplinary perspectives first, and then from a common perspective, which lies in the object of interest and which is based on integrality and the need to give holistic answers. It is not the same to join disciplinary views to build a transdisciplinary view. The opening of borders, or at least the loss of their relevance, favors the formation of advanced human capital, the creation of advanced knowledge, and a contribution to equity and territorial development. It is the territory, its development and well-being that underpin a transdisciplinary action. The division of scientific knowledge is at the base of the

fragmentation and the domain of professional specialization that limits the integration of knowledge and the construction of general knowledge, as indicated by Martínez (2018) Transdisciplinarity is understood as an intellectual and academic movement that has developed a lot in the last fifteen years; and that it is proposed to go 'beyond' not only unidisciplinarity, but also multidisciplinarity (which enriches one discipline with the knowledge of another) and interdisciplinarity (which even carries the epistemic and methodological order of a to another). ... Its intention is to overcome the division and fragmentation of knowledge reflected by particular disciplines and their consequent hyperspecialization, and, due to this, their inability to understand the complex realities of today's world, which are distinguished, precisely, by multiplicity of the links, the relationships and the interconnections that constitute them. (p.2) Transdisciplinary training processes aim to answer this question. The transdisciplinary is defined as that knowledge that goes beyond the limits of a discipline in order to address diverse and more complex social phenomena. It is aimed at integrating knowledge in the search for more complex conceptual and analytical frameworks (Chávez, 2018). We could say that one of the characteristic elements of modernity is the progressive professionalization of social action, both by civil society and by the State (Illanes, 2006). Professionalization corresponds to the establishment of scientific premises at the base of a profession, goes hand in hand with the specificity of social work, since it represents the sophistication of knowledge and procedures necessary to develop an action to produce the social pact. However, questions about the specificity of social work began to develop in the mid-twentieth century and have remained a focus of disciplinary interest until today, as mentioned in the following quote: It is undeniable that the existence of general or generalizing approaches or visions present in the Social Work profession have left deep

traces ..., permeating the professional system of a methodology that, due to more curricular changes that the Training Units have promoted, has not been able to overcome. ... I remain convinced of the existence of the necessary specificity of Social Work, despite the approaches that affirm that the social is addressed by the social sciences and that the new order brought with it the loss of the frontiers of the sciences, considering that already no need to worry about specifics. (Argueta, 2006, p. 218) At the same time, the question of the specificity of the object of Social Work is generated in a global context where disciplines and professions begin to blur their limits and boundaries and share areas of action and intervention. This situation, typical of postmodernity, implies that the disciplines are preparing to review their components and explore a new form of knowledge that goes beyond the peculiarities of each profession. If you bet on that, then, the study plans should reflect that diversification and transition to the transdisciplinary.

Current Trends In The Training Of Social Workers In Careers Belonging To CRUCH

Training in higher education has been structured by establishing levels of deepening knowledge in training cycles. The configuration in training cycles responds to the main challenges that the OECD has indicated for our country, referring to curricular flexibility, less over-specialization and greater consideration for general or comprehensive education in the undergraduate cycle (OECD, 2017). There is a diversification of higher education, which means that at present diverse training projects coexist, based on different and sometimes conflicting elements, which complicate the professional scene. There is a great growth of private university institutions, which in Latin America reaches 60% (OECD, 2015). For example, in Chile only 17% of the enrollment of Social Work students study at

universities belonging to the Council of Rectors, attached to the public system. The remaining 83% study in private institutions, where their training project is not necessarily committed to the country project, which is what characterizes a public institution. The public role is played by a university that really contributes and becomes part of a country development project, committing itself to it from different areas and disciplines. The review carried out regarding the graduation profiles and curricular mesh correspond to the careers of the schools belonging to the CRUCH, that is, of public institutions. Likewise, this diversity affects the heterogeneity of the quality levels of university institutions. Currently, undergraduate careers are governed by quality standards established by the National Accreditation Council (CNA). Under the competence approach, they seek to respond to a specific graduation profile, becoming the main parameter that guides the training project. Next, graduation profiles of the CRUCH schools are reviewed to verify the interdisciplinary nature of the committed competencies, as mentioned in their study plan. This also identifies, from the incorporation into the curriculum of subjects associated with Health, the link between this training axis with Social Work. Universities were excluded in the following table: Pontificia Universidad Católica de Valparaíso, Universidad de la Frontera, Pontificia Universidad Católica de Chile, Universidad de Chile, Universidad de Los Lagos, Universidad del Bío Bío, Universidad Católica de la Santísima Concepción, Universidad Católica del Maule and Universidad de Valparaíso, who do not mention the link with health.

	COLLEGE	GRADUATION PROFILE	HEALTH TRAINING
1	University of Tarapacá (UTA)	Does not mention	Social Work in Health (7th semester)
2	Arturo Prat University (UNAP)	Does not mention	Public health (2nd semester)
3	University of Antofagasta (UA)	Does not mention	Social Work and Mental Health (2nd semester)
4	University of Atacama (UDA)	Does not mention	Public Health in-depth electives
5	Metropolitan Technological University (UTEM)	The Bachelor of Social Work has interdisciplinary knowledge that allows him to understand, explain and act in the global culture ... He has different specialties in the knowledge base ...	Mental Health and Psychiatry (3rd semester) Specialized training electives
6	University of Magalanes (UMA)	... Professional with the skills to intervene	Deepening topic

	G)	comprehensively ... with the ability to integrate multidisciplinary teams with a view to facilitating critical reflection on social processes with a perspective of totality	
9	Catholic University of Temuco (UCT)	Does not mention	Social Work and Mental Health (2nd semester)
eleven	University of Concepción (UDEC)	... capable of stimulating and conducting human development processes with individuals and groups, in a context of social and territorial complexity, ... Able to integrate multidisciplinary teams, valuing shared leadership	Social Work and Health (6th semester) Electives

		p, networking and continuous training ...	
fifteen	University of Aysén (UAY)	Has a solid ethical-professional background, aimed at recognizing and safeguarding matters of public interest ... and the ability to participate in multidisciplinary projects, interacting effectively and constructively	Electives
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	gasta (UA)		semester)
4	University of Atacama (UDA)	Does not mention	Public Health in-depth electives
5	Metroplitan Technological University (UTEM)	The Bachelor of Social Work has interdisciplinary knowledge that allows him to understand, explain and act in the global culture ... He has different specialties in the knowledge base ...	Mental Health and Psychiatry (3rd semester) Specialized training electives
6	University of Magallanes (UMAG)	... Professional with the skills to intervene comprehensively ... with the ability to integrate multidisciplinary teams with a view to facilitating critical reflection on social processes with a perspective of	Deepening topic

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Note: Own elaboration.

Reviewing the graduate profiles of the Social Work careers belonging to the CRUCH, it is observed that the incorporation of the transdisciplinary is marginal (one degree mentions the concept), rather what is presented is the incorporation of the interdisciplinary, coinciding with what is What happens in other areas of knowledge. In practice, half of the graduation profiles present within their statement the concepts of interdisciplinary, multidisciplinary, multidisciplinary teams, complexity scenarios, all of them linked to the idea of crossing disciplinary boundaries. 50% of the careers explicitly refer to interdisciplinary as a competence to be developed, specifically they commit to the training of professionals: with interdisciplinary knowledge that allows them to understand, explain and act in global culture, from a multidisciplinary and intercultural perspective, with an attitude of openness to interdisciplinary dialogue. All this enables them to insert, participate and contribute in multi and interdisciplinary intervention and research projects. Regarding the analysis of the link between Social Work and Health, the careers, for the most part, do not incorporate specific subjects in their macrocurriculum. However, six of the eighteen careers establish in their curriculum, in-depth and specialization

subjects, such as: Social Work and Mental Health (UCT, UA), Mental Health and Psychiatry (UTEM), Social Work and Health (UDEDEC, UTA), Public Health (UAP).

Understanding the relevance of Health in the life and well-being of people, it is established from Public Policy, programs and projects that are oriented to this purpose. Along with this, it is recognized that health is transversal to the different contexts in which Social Work is developed, therefore, it is interesting to consider its relevance in the training projects of the Undergraduate Career.

What does Education tell us in the age of knowledge?

Without a doubt, the world has transformed at an accelerating rate in recent years. Since the advent of the Industrial Revolution, then the fall of the Berlin Wall and other events, a series of changes were outlined that will have a profound impact on the social fabric. But what we have experienced in the so-called age of knowledge is something for which, in many ways, it was not prepared neither as a nation, nor as a State, nor as a University. In this scenario, the university of the XXI century in Latin America is traversed by important social, political and cultural determinations to be specified by the emergency with which they appear. One of them is the competency approach for education in the 21st century (Beneitone et al., 2007).

According to Orozco (2009): Traditional education focused on the teaching of statements and axioms, demands new ways of learning ... learning to learn, among other notions. At first glance, these new figures of education are laudable because they underpin new ways of producing and transmitting knowledge. It is required, in the context of the market economy, to learn to incorporate the applicative use of scientific and technological advances (to produce more capital for the benefit of capital itself), while privileging new logics and new educational concepts such as, for example, that of an educated society,

learning societies, education centered on learning, learning to learn throughout life, learning to do and learning to be (Delors, 1997; OECD 1998, 1999; UNESCO, 2005) as educational slogans that argue the developed countries. (p.4)

Before the approach by competences there are different positions. Some with resistance because it is related to a commercial and neoliberal view of knowledge and others with a more condescending and rational view, who believe that the model can be used as a tool for continuous improvement and analyzed from a pedagogical perspective. (Díaz, 2006). Perrenaud (1999) highlights that the competences help to develop processes of conceptual readjustment, that is, the mobility of the content, in the learning process, incorporates, according to the author, the assimilation of the same and the accommodation for the construction of action schemes that serve and take aspects of problem solving models. With this, he proposes a change from the encyclopedic technocratic paradigm to a paradigm located in action. The need for generations prepared for socially useful and productive work cannot be denied. As evidenced in the UDA professional profile, where it refers that someone capable of performing tasks for which they are supposed to be trained and competent will be trained. (University Academic Commission, 2010, in coherence with what has been said, Argudín (2005) points out some advantages of Competency-Based Education, which serve for decision-making compared to programs that have not been designed from this model. **to.** Faces a society where knowledge changes very quickly, that is, the student will have to develop the competence to inquire, synthesize and assess the new data that arise in their professional and personal fields in order to be in tune with accelerated changes. .

b. It requires autonomy and self-control of the procedures to achieve short-term objectives. Quite immediate question but that is related to the social, cultural and technological

environment in which progress is made from knowledge.

c. It maintains the relationship between skills and the labor market, another matter that is requested as a criterion for quality in current tertiary education. Although it is true, the appreciation and discussion is presented briefly, it is considered interesting to highlight some questions about the competency approach that make sense when the following can be read in a university educational model: Universities are required to train graduates who, in addition to having a great technical knowledge, develop a repertoire of competences that allows adding value to the professional functions performed. Thus, the university is emerging as an institution that transforms society and that, at the same time, is transformed by it as a result of the rapid advance of communications, science and technology. (UDA Academic Vice President, 2019, p. 4) Due to the current and established needs at the government level, to have a quality education criteria are established from the institutions in charge such as: Ministry of Education, Higher Council of Education, Council of Rectors, National Commission for Scientific and Technological Research, Commission for the Evaluation of the Quality of Postgraduate Programs, Administrative Commission of the Credit System for Higher Studies and National Commission for Accreditation.

Bearing in mind the guidelines at the macro level, the UDA directs its educational work in the first instance to respond with quality to the diversity of those who enter its programs, especially considering concern for personal growth and self-affirmation, developing an Educational Model consistent with what is proposed in the UNESCO report (Delors, 1996) in terms of basing training work on the pillars of: learning to be and live together, learning to know and learning to do.

In the second instance, to contribute with social responsibility to their regional context,

constantly reviewing their graduation profiles and their relevance to the study plans, to keep the institutional work aligned with the needs of the context. In the third instance, to the management of knowledge, through basic competences, the development of generic and specific competences. Because an Institution of Higher Education must be able to direct complex processes and knowledge circulation. And as stated in its Strategic Development Plan, it must meet the diverse needs of regional and national development, generating knowledge, through research, knowledge transfer, through teaching and training services, application of the knowledge, through technical assistance and consulting services and dissemination of knowledge, through the extension of university work and culture. (University Academic Commission, 2010, pp. 35-45). Considering the foregoing, the state and regional University of Atacama, agreed on the strategy to review, update and validate the curricular structure (Graduate Profile, Curricular Mesh and Subject Programs) of each career, in accordance with the fundamentals of the curricular paradigm by competencies, conceived as an integral, innovative and permanent process. Thus, in 2012 the modification in Social Work was made, the first career of the University of Atacama to undertake the adjustment process in accordance with the guidelines of the Educational Model, entailing the application of participatory methodologies in the training processes. As a result, experience has been accumulated in the teaching staff of the career, which contributes to the design and development of the Magister.

This change implied the review of different proposals and the decision to reinforce a feature that was already evident since its creation, the emphasis on social research, this time posing more strongly as one of the two main axes, together with that of intervention. This implies going beyond what appears as a mandate regarding the task, given by the

disciplinary specificity, to also emphasize the construction of knowledge. In this sense, the importance of something that already appears among the founding features of the profession is revealed (Acero, 1988), although historically it has been displaced by the emphasis on intervention processes (Esteban and Del Olmo, 2016).

Therefore, the new structure was proposed in the context of changes in the educational model of the University, articulated according to the achievement of competencies. This has implied a gradual change from the traditional teaching-learning model towards one focused on learning. Consequently, the training of the University teachers has been intended, through a Diploma in University Teaching and Research, in its third version to the year 2017. Considering the above, interdiscipline is necessary in times of speed, and as seen in the efforts at the institutional level to raise quality and offer careers and development possibilities to students from the north of Chile. In order to get to work for skills. Therefore, it is considered that the experience raised at the University of Atacama, at the level of the Master's program, can serve as a basis, since it can become a perfect exercise of interdisciplinary work at the postgraduate level.

The Interdisciplinary Academic Experience Of The Master's Degree In Qualitative Research Methodologies In Health, Universidad De Atacama:

Within the world paradigm of public policy, Chile is subject to decentralization processes. In other words, our country is immersed in the processes of transfer of powers, knowledge, capital and administrative powers from the central level to the regions (Mardones, 2006).

In this context, we find the lack of advanced human capital in the vast majority of the country's regions, as we can see through the 2017 CENSUS data.

Table 2:Level of the highest approved course, by sex in regions of Chile, 2017

REGION	Highest approved course level			
	Master - Women (%)	Master - Men (%)	Doctorate- Women (%)	Doctorate- men (%)
Tarapacá	0.4	0.5	0	0.1
Antofagasta	0.4	0.6	0.1	0.1
Atacama	0.2	0.3	0	0.1
Coquimbo	0.3	0.4	0	0.1
Valparaiso	0.6	0.6	0.1	0.1
Liberator General Bernardo O'Higgins	0.3	0.3	0	0
Maule	0.3	0.3	0	0.1
Biobio	0.5	0.5	0.1	0.1
The Araucanía	0.4	0.4	0.1	0.1
The lakes	0.3	0.4	0	0.1
Aysén of General Carlos Ibáñez del Campo	0.4	0.4	0	0.1
Magellan and Chilean Antarctica	0.5	0.5	0.1	0.1
Metropolitan of Santiago	0.9	1.1	0.1	0.2
The rivers	0.4	0.4	0.1	0.2
Arica and Parinacota	0.4	0.4	0	0.1
Ñuble	0.3	0.3	0	0.1

Source: Own elaboration, based on census data, INE (2017).

These data show how the Atacama region has a real need for advanced human capital, since it has one of the lowest percentages and it is the national capital that has the highest rate of this type of professionals. What generates great disparities in the response capacity between the capital and the regions. In this sense, the Council of Rectors of Chilean Universities (CRUCH) has proposed in the decentralizing context to reduce these gaps, this is how it requests a study, which is called The Postgraduate System in Chile: evolution and projections for the Universities of the Council of Rectors, where it is stated that: Those universities that recognize the need to develop Postgraduate programs that respond to new national and global needs will be the leaders of the 21st century. These universities will be the vital engines that will improve the economic competitiveness of their nations and the well-being of their inhabitants. (Munita and Reyes, 2012, p. 15) In this context, in 2016 the University of Atacama, specifically from the Faculty of Health Sciences, carried out a project of postgraduate programs that allowed us to glimpse the lack of advanced human capital in the health area, which translated into professionals who understood better their sociocultural, environmental and political environment. Understanding in this way that the conditioning factors of this area passed over to the health sector, which made inherent the incorporation of other disciplinary perspectives to solve this regional need. Therefore, the Faculty of Health Sciences in its strategic development plan recognized and created two postgraduate programs to respond to the need for advanced human capital in health for the region, creating the master's degree in Qualitative Research Methodologies in Health, program academic that seeks to contribute to the academic development of professionals, orienting themselves to improvement in the research area in health and the master's degree in Public Health, a professional master's program which aims to develop superior professional skills (Exempt Decree No. 25, 2017). For the

creation of the master's program in Qualitative Research Methodologies in Health, work was done directly between the Department of Social Work and the Faculty of Health Sciences of the University of Atacama, where both disciplines converged on the need to search for more knowledge. broad to work and understand the social determinants of health. For this, the qualitative method established in social work was of vital importance for the development of the master's degree. Therefore, this interdisciplinary alliance managed to break down the invisible academic barriers that are often created between departments and faculties and was able to work in an interdisciplinary manner to create a program that will provide students with a methodological perspective that responds to the health problems from a social perspective. In creating the program, the general objective is: to develop in the professionals of the program solid theoretical and practical bases for research with a qualitative, holistic, transdisciplinary approach and oriented to the field of health. Focusing on delivering the qualitative knowledge necessary to develop epistemological skills, practical skills for the creation of health research protocols, skills for the use of appropriate methods and techniques for data collection and subsequent analysis, and the transdisciplinary approach between health-disease for professionals to contribute to the development of knowledge with cross-disciplinary cross-cutting visions for the region, the country and the world (Exempt Decree No. 25, 2017). In this way, the master's degree in Qualitative Health Research Methodologies becomes the first program of this line within the country, standing out as an alternative of methodological specialization for people in the social and health area, through knowledge of health phenomena with qualitative perspective. In this way, it seeks to respond to the lack of specialized human capital, not only from health, but also from a perspective from the social sciences working together to understand, analyze and develop

transdisciplinary strategies for the improvement of the problems of the health area and social determinants. What has been said in advance is related to the intentionality granted to the Master's program in question, since it has been found that traditionally in social research the carrying out of explanatory studies, of a quantitative nature and within the framework of scientific development in the West, has been privileged under the model of Natural Sciences. In Health, the predominance of this methodology, based on positivism, is presented in the research work. Already in the middle of the last century the development of qualitative studies in different areas is observed. In this regard, it is worth highlighting the analysis of social determinants of health, which make it possible to make visible aspects that are beyond the traditional biomedical model, and, therefore, considered as a legacy of the approach made by Richard Cabot on the nexus between Social Work and Public Health, according to what Acero (1988): "The activity of Social work in its relations with Public Health can be summarized, to a great extent, in the investigation of the causes of the disease". (p. 36) In the local context, and in correspondence with the respective study grids, not all University careers achieve a homogeneous level in the development of research competencies at the undergraduate level. When considering those of the Faculties of Health Sciences and Legal and Social Sciences, Social Work stands out in the quantity and focus of research methodology subjects, in accordance with one of the two axes that articulate the training process. As they are contextually situated and transforming knowledge generation processes, the positioning of subjects is especially valued, so that, in this way, knowledge is democratized. At the same time, both in Health and Law careers, the tendency is to include one or two subjects in the matter, in general with a view to carrying out a thesis or seminar, to obtain a bachelor's degree. In the latter, the process consists basically of investigation of

secondary sources, with exceptions. Both in Nursing and Social Work, training in the quantitative and qualitative approach is evidenced, with a predominance of one or the other, respectively. As an example, in the latter, the theses of recent years have been oriented towards the qualitative. The foregoing allows us to visualize how research permeates the educational work of the students of both Faculties to a different degree. It should be noted that in undergraduate intra-disciplinary teaching is privileged, adding the view of others from the provision of services and without necessarily linking them with each other and with the disciplinary base of each curriculum. On this basis, the Master in Qualitative Research Methodologies in Health represents a challenge in the search to share and level knowledge in the matter and at the same time, it constitutes a possibility of interdisciplinary construction, to the extent that different knowledge converges in its design and execution. At the academic body level, there is the contribution of specialists whose training corresponds to the following disciplines: Nursing (1), Kinesiology (1), Law (1), Education (1), Social Work (3), Anthropology (3). In turn, the first cohort, corresponding to the current year, is currently made up of: Nurses (3), Kinesiologist (2) and Social Worker (1). Therefore, at the level of teachers and students, the basic interdisciplinarity is evidenced, an element that undoubtedly contributes to the training process and becomes a plus, which allows to highlight the importance of this both in the pedagogical exercise itself and in the products that this is derived.

Conclusions And Final Reflection:

There is an undeniable link between Health and Social Work, which has been related from its origin. The specialization processes, a product of the professionalization of the discipline, have promoted the fragmentation of knowledge and the partial, and therefore insufficient, approach to human problems. However, the same current social complexity, calls us to establish meeting points from an

interdisciplinary perspective, understanding that in the social is where the health processes of people are inserted. This is recognized by the social model in health, which establishes the social determinants as the most important element. With this, it is based not only to form multidisciplinary teams, but also to generate joint strategies that allow broadening the perspectives of the discipline, not only incorporating Health as a thematic axis in the study plans, but also transferring the methodologies (theoretically supported) of knowing-doing. The lack of advanced human capital in the regions is one of the symptoms of centralization, even when work is being done to reverse this, through decentralization processes. Reality shows that the transfer of knowledge to the regions is limited, therefore, the work that must be done to fill this lack is complex. In this sense, the Master in Qualitative Research Methodologies in Health at the University of Atacama plays a relevant role to collaborate in responding to a specific need, which refers to the area of health and how it can be approached from a social perspective. Thanks to the interdisciplinary work between the area of Health and Social Work, where academics, academics, professionals with specialization in dissimilar areas collaborate, but who respond to the demands required as advanced human capital. From there, it is argued that the Magister shows clear possibilities in terms of generating specialized knowledge from and for the region. Regarding the projection of this, the contribution of this to the formation of specialized human capital in the area can be considered, which will probably be linked to both teaching and research in the medium term. As an example, the research to be developed, at the thesis level, focuses on the issue of social inclusion of different segments: indigenous communities, migrants, older adults, people with disabilities, HIV / AIDS carriers, among others. Although the Master is in its first year of execution, the interdisciplinarity at the base of it allows predicting auspicious results, as different

knowledge and practices converge. At the same time, it affects the completion of individual theses and since the condition of scientific publication is the basis for approval, it results in encouragement and pressure in this regard. Additionally, the confluence of both academics and students focused on research has made it possible to generate and articulate new proposals in this important field of scientific and academic endeavor.

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