University of Texas at El Paso MSW Program
SOWK 5335 – Foundation Practicum I

Instructor: Alma R. Armendáriz, MSW Office: CHS Room 440
Term: Fall 2020 Phone: (915) 747-6595
Meetings Time: Thursday, 4:00 p.m. or Saturday, 8:30 a.m.
Office Hours: Only by appointment (appointments are virtual)
Email: ararmendariz2@utep.edu

I. COURSE DESCRIPTION
This foundation practicum course provides students with an opportunity to participate in an integrative seminar that integrates knowledge of theory, practice skills, continued development of social work perspective, attitudes, ethics and values in social work practice in the border region.

COURSE LEARNING OBJECTIVES AND COMPETENCIES
1. Demonstrate Ethical and Professional Behaviors: Making ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, model for ethical decision-making ethical conduct of research, and additional codes of ethics as appropriate to context; use reflection and self-regulation to manage personal values and maintain professionalism in practice situation; demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication; use technology ethically and appropriately to facilitate practice outcomes; and use supervision and consultation to guide professional judgment and behavior. (EPAS 2.1.1)

2. Engage diversity and difference in practice: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; present as learners and engage clients and constituencies as experts of their own experience; and apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies (EPAS 2.1.2)

3. Advance Human rights and social, Economic, and Environmental Justice: Apply understanding of social, economic, and environmental justice to advocate for human rights at the individual and systems level; engage in practices that advance social, economic, and environmental justice (EPAS 2.1.3)

4. Engage in Practice-informed Research and Research-informed Practice: Use practice experience and theory to inform scientific inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research finding; use and translate research evidence to inform and improve practice, policy, and service delivery (EPAS 2.1.4)

5. Engage in Policy Practice: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; assess how social welfare and economic policies impact the delivery of and access to social services (EPAS 2.1.5)
6. **Engage with Individuals, Families, Groups, Organizations, and Communities:** Apply knowledge of human behavior and the social environment, *person-in-environment, and other multidisciplinary theoretical frameworks* to engage with *clients and constituencies*; use empathy, reflection, and interpersonal skills to effectively engage diverse *clients and constituencies* (EPAS 2.1.6)

7. **Assess Individuals, Families, Groups, Organizations, and Communities:** *Collect and organize data, and apply critical thinking to* interpret information from *clients and constituencies*; apply knowledge of human behavior and the social environment, person-in-environment and other multidisciplinary theoretical frameworks in the analysis of assessment data from *clients and constituencies*; select appropriate intervention strategies based on the critical assessment of strengths, needs, and challenges within *clients and constituencies* (EPAS 2.17)

8. **Intervene with Individuals, Families, Groups, Organizations, and Communities:** *Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies; apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies; use inter-professional collaboration as appropriate to achieve beneficial practice outcomes; negotiate, mediate, and advocate with and on behalf of clients and constituencies* (EPAS 2.1.8)

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:** Select and use appropriate methods for evaluation of outcomes; *apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes*; critically analyze, monitor, and evaluate intervention and *program* processes and outcomes; apply evaluation findings to improve practice effectiveness *at the micro, mezzo, and macro levels* (EPAS 2.1.9)

II. **REQUIRED TEXTBOOKS - None**

Teversa - [https://utep.tevera.app/#/logon](https://utep.tevera.app/#/logon)

This system is available to you without purchase. It is included in your student fees.

**RECOMMENDED READINGS:**


MSW: Field Education Guidelines 2017 El Paso, TX
[http://www.utep.edu/chs/sw/resources/field-education.html](http://www.utep.edu/chs/sw/resources/field-education.html)

### III. COURSE ASSIGNMENTS AND GRADING PROCEDURES

**Attendance & Participation**
Attendance is **MANDATORY** for seminar. The hours in seminar count towards the completion of the required 240 hours per semester (14-16 hours are seminar classes). Participation is an essential element of the course to receive the full credit. In the event that an absence is unavoidable, you must first contact your instructor and receive permission to reschedule your absence.

**Time Sheets**
Time sheets should be completed and submitted in Tevera **WEEKLY**. Week runs from Sunday to Saturday. It is the student’s responsibility to make sure time sheets are accurate and are completed in a timely manner. 240 hours per semester (14 seminar hours included) must be completed from the first day of class until the last day of class, this **does not** include finals week or the winter break. All time sheets will be submitted via Tevera weekly.

Please be aware that **submission of timesheet and approval by field instructor in Tevera indicates that this is a true and accurate reflection of the student's time. Providing false information on this time sheet constitutes a violation of the Code of Ethics as well as a violation of the UTEP Standards of Conduct. Violations will be reported to the Office of Student Conduct and Conflict Resolution.**

**Learning Agreement**
The student is required to complete a Learning Agreement in a thoughtful and meaningful manner in collaboration with their field supervisor, field liaison and/or seminar instructor. The Learning Agreement must include the activity the student will perform to address the behavior which is to be focused on for that semester. The Learning Agreement is available in Tevera. You can develop and submit in Tevera for your field supervisor to approve. Remember you and your field instructor must electronically sign off on your Learning Agreement to receive a final Pass or Fail grade.

Due Date for signed, completed Learning Agreement is **OCTOBER 9, 2020.**

**Participation** is essential to the seminar experience. You **MUST** have an excused absence and a plan of how missed hours will be made up.
Journal Assignments (2)
The student is required to complete two journal assignments throughout the semester. Use a 12 Font and double space. Please submit these assignments, on due dates, via email to ararmendariz2@utep.edu. **Mark these dates on your calendars!!! Late papers will not be accepted!** If you are unable to complete any assignment in this seminar you will not receive passing grade.

**Due Date for Journal #1:** 09/25/2020  
**Due Date for Journal #2:** 12/04/2020

Journal #1 are reflections of your internship experiences. You first journal will consist of the expectations you had for your internship. Is your placement what you thought it would be, does it provide the services you expected? Write about what has surprised you the most about your placement. What do you like and what do you dislike? Is there something at the agency that makes you uncomfortable? How has it affected you personally? Do you struggle with personal biases? Be honest. Think about how you feel, how clients make you feel, how staff makes you feel, etc.

Journal #2 are reflections on the progress you have seen in yourself as a social worker at your internship site. What has surprised you, what has moved you, does your internship provide you the learning experience you expected, and has this internship helped you with your future goals? Have you received sufficient supervision weekly? Did you struggle with any ethical issues? What would you like to change if you could? Talk about the best part of your internship and then talk about the worse part of your internship. What are you taking away with you?

SOAP Note/Experiential Activity - **THIS ACTIVITY WILL BE REPLACED BY IPE ON HOMELESS PATIENT (October 16)**
Students will receive a hospital case. This is normally a simulation but since we cannot meet face to face, we are creating a new way of experiencing hospital work. Some of you will be a social worker in a hospital setting. You will be assigned a patient. ALL students are expected to complete a SOAP note on the Standardized Patient/Hospital Patient assessment for documentation purposes using the format provided to the student. Upload the Soap Note into Tevera. The due date for the SOAP note is the day the student is assigned to the Standardized Patient/Hospital Day experience. The dates for this experience are **September 24th or September 26th**.

Students selected to play the social worker **must** be on time and dressed in professional hospital attire for this activity. Any student who is more than 10 minutes late and is not dressed appropriately will not be able to participate and will, therefore; be unable to complete the seminar experience with a passing grade.

Students will attend an IPE in lieu of Hospital Day. They will receive a case on a homeless client. You will be experiencing an integrated model that will involve a team comprised of other disciplines. This will be a virtual meeting.
Reflection Paper

THIS ACTIVITY WILL BE REPLACED BY A REFLECTION PAPER ON YOUR EXPERIENCE WITH IPE TEAM (Due October 18)

ALL students are required to write a reflective paper subsequent to their standardized patient/hospital day experience, whether you played the social worker or whether you viewed the simulation. The paper will be at least 2 typewritten pages and the details of the assignment will be provided on the morning of the simulation.

The due date of the paper will be the day after the simulation experience (September 25th or September 27th). The paper is to be uploaded not Tevera.

Presentation
The student is required to present on their current internship agency’s mission statement and goals. How does this agency serve our community? Student will include everyday activities at the agency that work toward the mission statement. Also, do the values of your agency align with your own personal values? Include how cultural differences are handled. Do you see biases? Presentation should be 5-8 minutes. You may use PowerPoint, handouts, etc.

Grading is based on the following scale:
Your Pass or Fail (S/U) grade for field education each semester incorporates 50% for field placement given by the field supervisor and 50% for the field integrative seminar given by the field liaison (me). The grade submitted is a (S) Pass or (U) Fail. The Field Liaison (seminar instructor) has the discretion to submit a Fail (U) for final grade if student:

- fails to turn in (on time) all time sheets, the learning agreement, all assignments (journals, required signed forms, SOAP notes, reflection papers) or any additional course requirements (such as the requirement of participation and Hospital Day)
- fails to complete any assignment or a course requirement
- fails to attend field seminar with no attempt to make up the hours
- is inconsistent in performance between field placement and field seminar; and,
- failure to complete the minimum of 240 field placement hours.

IV. CLASS POLICIES

Cell Phones and Pagers
Please be considerate of fellow classmates, instructor and presenters by turning your phones/beepers, etc. to silent or vibrate while in the classroom. If it is necessary to take an emergency phone call or text, please leave the classroom.

Confidentiality
Information shared in class about agencies and clients is considered to be covered by the NASW Code of Ethics regarding the sharing of information for supervisory purposes. Agencies are aware that information is shared in class for this purpose. We will never use a client’s name, nor other identifying information.
In addition, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhearing the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

Gossip is idle talk or rumor, especially about the personal or private affairs of others; the act of is also known as dishing or tattling. Gossip is usually not fact and can be hurtful. We can certainly discuss in class to clarify issues.

Title IX
Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at http://admin.utep.edu/Default.aspx?tabid=68750]
Inquiries regarding Title IX should be referred to the University’s Title IX Coordinator(s):

Sandy Vasquez, Title IX Coordinator (Investigation of concerns related to Faculty and Staff)
915.747.5662 - svasquez@utep.edu
Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students),
915.747.8694 - rholmes@utep.edu
Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)
915.747.5648 - cmandalis@utep.edu

Center of Accommodations and Student Services:
2.1 Purpose
The purpose of this policy is to set out the University’s policy concerning accommodations for Individuals with disabilities, and to provide for the prompt and equitable resolution of complaints alleging the violations of Title II of the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities
Act Amendments Act (ADAAA) of 2008 and Section 504 of the Rehabilitation Act of 1973, including complaints regarding a denial of requested accommodations and auxiliary aids or services, and programs that are perceived to be inaccessible.

2.2 Scope
This policy applies to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of the programs, services, and activities of the University.

2.3 Policy
The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University.

Classroom Behavior:
Students are expected to treat all others in the classroom with respect. This includes paying attention during class activities and discussions, not holding side conversations or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing, typing on laptop). This is especially stressed for days we have presenters. Please be attentive and respectful. The culture of the learning environment is one of challenging ideas not individuals. Personal attacks will not be tolerated.

UTEP expects students to maintain standards of personal integrity that are in harmony with the educational goals of the institution; to observe national, state, and local laws and University regulations; and to respect the rights, privileges, and property of other people. Any disruptive behavior that interrupts faculty’s ability to teach, compromises the safety of the learning environment, and/or inhibits students’ ability to learn could lead to deductions in participation points, removal from the classroom and reporting the behavior to the Dean of Students.

Academic Dishonesty
It is the philosophy of UTEP that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.
Scholastic dishonesty includes but it not limited to falsifying information on timesheets, cheating, plagiarism, collusion, submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or attempt to commit such acts.

Course Outline - syllabus is subject to change

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<th>Assigned Readings</th>
<th>Topics</th>
<th>Course Objectives &amp; Competencies</th>
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<td>1</td>
<td>Syllabus (emailed) Learning Agreement</td>
<td>Review Syllabus and Assignments. Learning Agreement. Discussion</td>
<td>EPAS 2.1.1; EPAS 2.1.2; EPAS 2.1.6; EPAS 2.1.9</td>
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<td>2</td>
<td>Presentations and discussion of agency mission statements and values</td>
<td>Presentation</td>
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<td>3</td>
<td>Hospital Cases</td>
<td>Simulations/Soap Notes/Reflections *IPE Homeless patient, working in an integrated team.</td>
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<td>Wrap up</td>
<td>Agency Evaluation, Seminar Evaluations, Tevera, and review of 2015 EPAS</td>
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