I. COURSE DESCRIPTION

This foundation practicum course in which students participate is 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.

The overall purpose of the seminar is to assist students to combine what they learn in the classroom with what they learn in field. The seminar is structured to provide students with a forum where they share their experiences from the field and classroom, work towards the development of increased self-awareness, and receive additional knowledge to supplement their academic and field experience.

The field seminar serves as a learning community where students bring concerns from both the classroom and the field for support and help in problem solving. In the seminar, the importance of professional collaboration and teamwork are reinforced through the student’s direct experience in the group process. Students can present issues of concern, engage in collective problem solving and utilize constructive feedback. The seminar also serves as an individual instrument for socialization into the profession and exposes the student to other areas of practice by using tools such as simulations and Integrated Professional Education activities. Lastly, the seminar enhances the capacity of the field liaison to gain firsthand knowledge of the students’ strengths and challenge, insight and judgment and to identify and address problematic placement situations in a timely manner.

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*; develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within *clients and constituencies*; select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of *clients and constituencies* (EPAS 2.1.7)

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 AND READINGS: Readings
Tevera, https://he.Tevera.com/univ/he/common/login/login.php


Suggested Readings:


III. COURSE ASSIGNMENTS AND GRADING PROCEDURES

Attendance
Attendance is MANDATORY for seminar. The hours in seminar count towards the completion of the required 240 hours of CSWE requirements and this is non-negotiable, unless CSWE approves. Participation is an essential element of the course to receive the full credit. If an absence is unavoidable, student must inform field liaison (seminar instructor) and advise how the 2 hours will be made up.

Regarding COVID-19 Precautions:
You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a
A person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website (UTEP SCREENING) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection.

Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class if we ever meet in person. If you cannot wear a face mask for medical reasons, please let me know ahead of time to discuss accommodations. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5 Disruptions in the UTEP Handbook of Operating Procedures.

COVID-19 Accommodations: (I this class changes with on-campus meetings) Students are not permitted on campus when they have a positive COVID-19 test, exposure, or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and have an ongoing medical condition and/or those who live with individuals who are considered high risk who also have an ongoing medical condition may contact Center for Accommodations and Support Services (CASS) to discuss temporary accommodations for on-campus courses and activities. Apply at cassportal.utep.edu and fill out a three-question application. You will be scheduled to meet with disability coordinator to discuss your unique situation.

It is important that you participate in UTEP’s COVID testing program and monitor your e-mail for regular testing notices. Knowing your status is vital to taking care of yourself and protecting the health of others around you.

Please note that if COVID-19 conditions deteriorate in the City of El Paso, all course and lab activities may be transitioned to remote delivery.
**Time Sheets**

Time sheets should be completed and submitted in Tevera **WEEKLY**. Weekly time sheets will close after Sunday of previous week. It is the student’s responsibility to make sure time sheets are accurate and are completed in a timely manner. Hours (240 per semester) must be completed from the first day of class until the last day of class. All time sheets will be submitted via Tevera and should run Sundays through Saturdays. Time used for interviews, compliance requirements, orientation taking place prior to the first day of class **CANNOT** be counted towards required 240 hours.

Student should have a total of 7 weeks which equal out to 14 hours included on timesheets. In addition, student may have 2-4 hours for simulation Clinic Day and each IPE activities.

Seminar time sheets should be labeled as Week 1, Week 2, Week 3, etc. You should have a total of 7 weeks which equal out to 14 hours. In addition, you may have 2-4 hours for your simulation Clinic Day or IPE activity.

All attendance of trainings, presentations, etc. MUST be approved by your field supervisor, not field liaison (instructor). They will approve attendance and count towards your hours if the event is relevant to the work you are doing at your internship.

Please be aware that your Tevera time sheets: **indicate 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.**  

[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 and field liaison (seminar instructor). The Learning Agreement **must** include the activity the student will perform to address the competency which is to be focused on for that semester. The Learning Agreement will be developed and submitted via Tevera. Remember your field instructor must also sign off electronically on your Learning Agreement through Tevera. Or you may upload a signed copy into Tevera.

Due date for signed, completed Learning Agreement submitted in Tevera is **February 19, 2021**.

**Participation**

Participation is essential to the seminar experience. Expectations are that you share your internship experiences during seminar. This seminar is a safe place where students can express their thoughts, feelings, and ask questions. Discussions in reference to clients or personal experiences taking place in seminar are considered confidential and not discussed outside of seminar. This is also a great place to engage in collective problem solving.
Journal Assignments
The student is required to complete two journal assignments throughout the semester. There is no required number of pages, but your journals should have substance and thought, it should not be one paragraph. Your journals should reflect the work that you have experienced at your practicum site. What have you learned about your work with clients? What was something that either interfered with or enhanced your learning experience? Distractions can be positive and negative. Reflect on those distractions and explain how you dealt with it.

Due Date for Journal #1: March 13th  Due Date for Journal #2: May 1st

CASE ASSESSMENT AND RECOMMENDATIONS

Student will participate in an IPE
- IPE is a Transgender case (Friday, February 19, 2021, students will be assigned to a session, either 8:30 a.m. to 12:30 p.m. or 1 p.m. to 4:30 p.m.) by seminar faculty. Students will be attending with OP, PT, SLP, Pharmacy, SON and Texas Tech medical students.

Your participation is necessary and required.

Reflective Paper
The student is required to write a reflective paper after their IPE experience. The paper will be 2-3 typewritten in 12 PT Font, pages and the details of the assignment will be provided on Clinic Day.

This paper due date is two days after the IPE experience (Monday, February 22, 2021). Papers to be submitted in Tevera.

Case/Project Presentation
The student is required to present one of their clients/cases (or macro project) that they are working with or worked on at their practicum. The presentation will be 10-15 minutes and will include competencies identified in your work. You will use a slide presentation in presenting the material. Please use a client or project that you actively worked with/on. Macro interns can present the work they do that is essential to provide direct delivery services to our community. A schedule of presentations is included with this syllabus.

Field Trip(s)
Two field trips will be set up for this semester. You are required to attend in lieu of a seminar if presentation is schedule on different day and time that your scheduled seminar. More information will be provided later in the semester. These field trips normally require our presence at the agency. Due to completing this course virtually we may just have agency staff presenting on their agencies. Dates TBD.
Grading is based on the following scale:
The student’s final grade for field education each semester incorporates 50% for field placement given by the field liaison and 50% for the field integrative seminar given by the faculty teaching seminar. The grade submitted is a (S) Pass or (U) Fail. The seminar instructor has the discretion to lower a student’s final grade for:

- failure to turn in (on time) all time sheets, the learning agreement, all assignments or any additional course requirements (such as the requirement of participation and Hospital Day)
- failure to complete any assignment or a course requirement
- failure to attend field seminar
- inconsistencies in student performance between field placement and field seminar; and,
- failure to complete the minimum of 240 field placement hours.
- This course is Pass/Fail.

There are four assignments (Learning Agreement, 2 journals, case presentation, mini-IPE) that must be completed and field trips that must be attended. **Lack of any of these assignments will earn you a U.** Earning a U will result in you being dismissed from the Social Work Program.

IV. CLASS POLICIES
Students are required to attend all their regularly scheduled classes. Students may not miss any of their scheduled classes because of practicum requirements, appointments, or meetings. Class attendance takes priority.

**Blackboard**
This class will **NOT** be using Blackboard. Seminars will meet via Zoom. All assignments are to be submitted into Tevera.

**Cell Phones and Pagers**
Please be considerate of fellow classmates by turning phones/beepers, etc. to vibrate while in the virtual classroom, especially during presentations. If it is necessary to take an emergency phone call or text, please make sure camera and audio are off.

**Confidentiality**
Information shared in class about agencies and clients is 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. However, discussion outside of class with individuals not in this class or with other class members in settings where student cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.
**Netiquette**
During this semester’s virtual seminar, students are required to turn their audio off and cameras on. This will facilitate taking attendance. Once attendance is taken students may turn off cameras. During presentations students are expected to be professional, listen and take notes. Student might encounter new resource to place in their toolbox.

**Disabilities:**
UTEP is committed to both the spirit and the letter of federal equal opportunity legislation (reference Public Law 93112 – The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled American with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP and the Center for Accommodations and Support Services (CASS) aspires to provide students with disabilities, accommodations, and support services to help them pursue their academic, graduation, and career goals. University policy states that the student is responsible for informing the Center for Accommodation and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. CASS determines whether students need accommodations and assists the instructor in providing approved accommodations. If students have or suspect a disability and need accommodations, they should contact the CASS Office at 747-5148. Student can also email the office at cass@utep.edu or go to room 106, Union Building East. For additional information, visit the CASS website at [Center for Accommodations and Support Services](#).

**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 unrelated side conversations via chat, or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing, cooking, playing with pet, etc.). The new culture of the virtual 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 is not limited to 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.

**Title IX Statement**
The University of Texas at El Paso is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in any federally funded educational programs or activities.

Title IX protects students, employees, applicants for admission and employment, and other persons from all forms of sex discrimination including sexual misconduct, sexual harassment, and acts of sexual violence. Sexual violence may include rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. Title IX prohibits institutions from excluding, separating, denying benefits, or otherwise treating individuals differently on the basis of sex. Sex based discrimination is prohibited at UTEP both by law and by University and UT System policies.

For additional information or questions, please contact the Title IX Coordinator, who can be reached by phone at (915) 747-8358, by email at titleix@utep.edu, or by mail at 500 W. University Ave., El Paso, TX 79968, Kelly Hall, Room 312. In addition to or in lieu of contacting the Title IX Coordinator, inquiries may also be sent to the Assistant Secretary of the Office for Civil Rights. [Filing a Complaint](#)

**Related Resources**
- Center Against Family Violence Hotlines: [915.593.7300](tel:915.593.7300) or [1.800.727.0511](tel:1.800.727.0511)
- For crimes, contact the El Paso Police Department ([911](tel:911)) or UTEP Police Department ([747-5611](tel:747-5611)).
- For suspected abuse of children or older persons, Child/Adult Protective Services [1-800-252-5400](tel:1-800-252-5400).
- Respect Is (Dating Abuse Prevention) at [loveisrespect.org](http://loveisrespect.org)

Other national organizations include: TitleIX.info and the National Sexual Violence Resource Center.

**Student Support Services**
All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.
- UTEP’s Counseling and Psychological Services offers free counseling to all students with the same number leading to an after-hours crisis line: [915 747-5302](tel:915 747-5302)
- Mental Health Crisis Line [915 779-1800](tel:915 779-1800)
- National Suicide Prevention Hotline [1-800-273-8255](tel:1-800-273-8255) and Veterans Crisis Line [1-800-273-8255](tel:1-800-273-8255)
NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **(915) 534-5478**

**Syllabus is subject to change**

Course Outline – **Calendar is subject to change**

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<td>Review Syllabus and assignments; review of competencies, Q&amp;A</td>
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<tr>
<td><strong>February 19, 2021</strong></td>
<td>UTEP Virtual IPE Registration will be required. Link will be provided before IPE. (Both seminars will be attending)</td>
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