I. COURSE DESCRIPTION
This advanced practicum course in which students participate in planned direct practice experience and 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.

This seminar will 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

II. 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)
EPAS 15 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 2.17)

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)

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


MSW: Field Education Guidelines 2011-1012 El Paso, TX http://socialwork.utep.edu/

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.

**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.

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

Please be aware that entering hours into Tevera time sheets **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.** Office of Student Conduct and Conflict Resolution

**Learning Agreement**
The student is required to complete an updated Learning Agreement in a thoughtful and meaningful manner in collaboration with 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 entered in Tevera. Remember field instructor will review Learning Agreement through 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 students share their 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.

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 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.

Experiential Activity/Standardized Patient (Clinic Day Simulation)
This clinic day will provide an experience working with translators. Students will be assigned an experiential activity - Clinic Day. During this activity, the student is encouraged to complete a SOAP note on the Standardized Patient/Hospital Patient assessment for documentation purposes only using the format provided to the student with this syllabus.

Although students are encouraged to use SOAP notes they do not need to submit. The date for this experience is Saturday, April 17, 2021. Students are advised to please clear their schedule for availability for 8:30 a.m. to 1:00 p.m. on this day. This simulation will be recorded for student to self-critique.

Students must be on time and dressed in professional 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 (S).

Reflective Paper
The student is required to write a reflective paper after their standardized patient simulation day 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 simulation experience (Monday, April 19, 2021) and after students receive their videos for review. Papers to be submitted in Tevera.

**Student will participate in two IPEs**

- **IPE One** 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.

  This IPE will require a short summary indicating how the experience affected student, both positive and negative. (Submitted in Tevera.)

- **IPE Two** is a session (Friday, February 26, 2021, 8:30 a.m. to 1:30 p.m., where student will emulate a social worker helping after a natural disaster. This IPE includes students from many disciplines and is put on by Texas Tech. This will be the first time that UTEP Social Work students will participate.

  This IPE will require a short summary indicating how the experience affected student, both positive and negative. (Submitted in Tevera.)

**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 supervisor and 50% for the field integrative seminar given by the field liaison (faculty teaching seminar). The grade submitted is a (S) Pass or (U) Fail. The field liaison (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, Hospital Day, Clinic Day)
- failure to complete and submit 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 (unless approved by CSWE)
- This course is Pass/Fail.

The assignments that must be completed are Learning Agreement, Clinic Day (simulation), reflection paper and participation in IPEs. **Lack of any of these assignments will earn student a U. If student receives a U, student is no longer eligible to remain in the Social Work Program.**
IV. CLASS POLICIES
Students are required to attend all of 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 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. 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 it 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 or 1.800.727.0511
- For crimes, contact the El Paso Police Department (911) or UTEP Police Department (747-5611).
- For suspected abuse of children or older persons, Child/Adult Protective Services 1-800-252-5400.
- National Domestic Violence Hotline 1-800-799-SAFE (7233).
- Respect Is (Dating Abuse Prevention) at 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
- Mental Health Crisis Line (915) 779-1800
- National Suicide Prevention Hotline 1-800-273-8255 and Veterans Crisis Line 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
<table>
<thead>
<tr>
<th>Session</th>
<th>Assigned Readings</th>
<th>Topics</th>
<th>Course Objectives &amp; Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Syllabus (handout)</td>
<td>Review Syllabus and assignments; review of competencies, Q&amp;A</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>January 19 &amp; 23</td>
<td>Class Discussion and/or Presenters</td>
<td>Adolescent Suicide PEAK Behavioral Program, James Jackson, LMHC, Military Liaison and Therapist</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Class Discussion and/or Presenters</td>
<td>Latoya S. Hogg, Ph.D. student, Howard University School of Social Work</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>February 2 &amp; 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Class Discussion and/or Presenters</td>
<td>Paso del Norte, Center of Hope, Nicole Shiff, Executive Director</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>February 16 &amp; 20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>February 19, 2021</strong></td>
<td>UTEP Virtual IPE</td>
<td>Transgender case Registration will be required. Link will be provided before IPE. (Both seminars will be attending)</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td><strong>February 26, 2021</strong></td>
<td>Texas Tech IPE</td>
<td>IPE – Natural Disaster</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Class Discussion and/or Presenters</td>
<td>El Paso Center for Children, various Staff of various departments</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>March 2 &amp; 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>March 27, 2021</strong></td>
<td>Class Discussion and/or Presenters</td>
<td>Working with ASL translators Jennifer Dahlgren</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Class Discussion and/or Presenters</td>
<td>Understanding Coding, Rocio Gonzalez, Project Vida</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>April 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Class Discussion and/or Presenters (Both seminars will be attending)</td>
<td>Working Your Way Through Licensing Application Process, Christal Tucker, LMSW</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>April 13, 2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Clinic Day Simulations (Both seminars will be attending)</td>
<td>Simulations w/ASL and Spanish speaking clients. Learn how to work with translators.</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>April 17, 2021</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Class Discussion and/or Presenters</td>
<td>UTEP Career Center, Claudia Dominguez</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>April 27 &amp; May 1</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>