



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

Social Work 4284 Honors Field Education Seminar II

CRN: 25238

TERM: Spring 2024

MEETING TIMES: Mondays from 12-2:50pm, College of Health Sciences Rm. 213.

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Office Hours: Mon. 3-6pm, Wed. 12-2:30pm, or by Appointment

Course Information: What this class is about and what we will do

COURSE DESCRIPTION

This course is an advanced capstone seminar for students enrolled in the BSW Honors Program. Students will develop advanced skills and knowledge of theory to more effectively prepare them to enter at a more advanced level of MSW coursework. Students will learn and apply more advanced communication skills, practice models, assessments, and interventions, and develop more in-depth worker-client relationships necessary for more advanced interventions. These practice skills will be addressed at the micro, mezzo, and macro levels of social work practice.

COURSE GOALS

The overall purpose of the BSW Honors seminar is to facilitate student integration of content and skills learned in the classroom with what experiences in their practicum and in the community. The seminar is structured to provide students with a forum where they reflect upon and share their experiences from the field and classroom, work towards the development of increased self-awareness, and engage in additional learning and reflection that supplements their academic and field experiences and fosters critically reflective practice.

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 team to gain firsthand knowledge of the students' strengths, any challenges, insights, and judgment; and to identify and address problematic placement situations in a timely manner.

COURSE OBJECTIVES

Based on the UTEP Social Work Program's Mission Statement, Goals, and Objectives for the BSW and MSW Program, and on the Educational Policies and Standards of the Council on Social Work Education, students who complete this course are expected to be able to:

1. **Demonstrate Ethical and Professional Behaviors:** Make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to context; demonstrate professional 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 (2022 EPAS Comp 1)
2. **Advance Human Rights and Social, Racial, Economic, and Environmental Justice:** Advocate for human rights at the individual, family, group, organizational, and community systems levels; and engage in practices that advance human rights to promote social, racial, economic, and environmental justice (2022 EPAS Comp 2)
3. **Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice:** Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences (2022 EPAS Comp 3)
4. **Engage in Practice-informed Research and Research-informed Practice:** Apply research findings to inform and improve practice, policy, and programs; and identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purpose of social work (2022 EPAS Comp 4)
5. **Engage in Policy Practice:** Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice (2022 EPAS Comp 5)
6. **Engage with Individuals, Families, Groups, Organizations, and Communities:** Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to engage in culturally responsive practice clients and constituencies (2022 EPAS Comp 6)
7. **Assess Individuals, Families, Groups, Organizations, and Communities:** Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan (2022 EPAS Comp 7)
8. **Intervene with Individuals, Families, Groups, Organizations, and Communities:** Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and

incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies (2022 EPAS Comp 8)

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:** Select and use culturally responsive methods for evaluation of outcomes; and critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities (2022 EPAS Comp 9)

Competencies	Assignment(s) Linked to Competencies
1: Demonstrate ethical and professional behavior	Attendance and Participation, Case Competency Application Presentation (Capstone)
2: Advance human rights and social, racial, economic, and environmental justice	Case Competency Application Presentation (Capstone), Policy and Advocacy Human Rights Assignment
3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice)	Case Competency Application Presentation (Capstone), Policy and Advocacy Human Rights Assignment
4: Engage in practice-informed research and research-informed Practice	Case Competency Application Presentation (Capstone), Research-Informed Practice Presentation
5: Engage in policy practice	Case Competency Application Presentation (Capstone), Policy and Advocacy Human Rights Assignment
6: Engage with individuals, families, groups, organizations, and communities	Case Competency Application Presentation (Capstone), Role Play & SOAP Note Assignment
7: Assess individuals, families, groups, organizations, and communities	Case Competency Application Presentation (Capstone), Role Play & SOAP Note Assignment
8. Intervene with individuals, families, groups, organizations and communities	Case Competency Application Presentation (Capstone), Role Play & SOAP Note Assignment
9: Evaluate practice with individuals, families, groups and organizations and communities.	Case Competency Application Presentation (Capstone), Role Play & SOAP Note Assignment

REQUIRED MATERIALS

All required readings and resources will be posted in Blackboard. You are not required to purchase any textbooks for this seminar class. Make sure that you are familiar with the field policies and the NASW Code of Ethics:

- Field Education Documents: <https://www.utep.edu/chs/sw/resources/field-education.html>
- NASW Code of Ethics: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

COURSE ASSIGNMENTS & GRADING

Assignment	Due Date	Points
Attendance and Participation	ongoing	150
Interprofessional Education Event	2/9 OR 3/1	50
Role Play & SOAP Note	2/25/24	50
Research-Informed Practice In-class Presentation	3/4/24	75
Policy Advocacy and Human Rights Assignment	3/24/24	75
Case Competency Application Presentation (Capstone)	4/15/24-4/29/24	200
Total		600

The scale for grading is as follows: A = 90-100% B = 80- 89% C = 70 -79 %

Attendance and Participation (150 points)

Attending, preparing for, and participating in class activities is worth 150 points (10 points for each class). **Regular class attendance with active participation is expected, including completing each week's assigned readings before class.** When students participate actively in class discussions, learning is enhanced. Class attendance is **NOT** optional. I will keep attendance at each class. Students are responsible for signing in. Missing more than 2 seminar classes may result in being dropped from the course. Please see absence and course drop policy in course policies section.

Interprofessional Education Event (50 points)

Students will attend and participate in one of the two possible Interprofessional Education event opportunities offered – either on 2/9 or 3/1. The first event is the Emergency Preparedness in Communities (EPIC) IPE event offered by Texas Tech University Health Sciences Center El Paso. This virtual event will occur on Friday, 2/9 from 8:30am-12:30pm. You must register for this event here: <https://app4.ttuhs.edu/InterprofessionalEvents>. The second IPE event offered by UTEP will take place on 3/1 from 12:45-2:45 OR 2:45-4:45 (you attend just the first or second session). Registration info to follow. You just need to attend either the TTUTHSC EPIC or UTEP IPE.

Role Play & SOAP Note (50 points)

After further development of skills in the helping process, students will complete an in-class role play. Case scenarios and social work referral forms will be provided. This assignment is designed to help prepare students for the MSW Advanced Standing simulations. Upon completion of the role play, students will submit a SOAP note documenting that encounter using the template provided. Role play will occur on 2/19 with paper due on 2/25.

Research-Informed Practice In-class Presentation (75 points)

Based on a social issue, client population, or a specific case at your agency, find three professional journal articles, books, or other professional research/information (e.g.,

educational video resource from UTEP library, professional association resources, etc.) to better help you understand the client, environment, issue, referral sources, treatment modalities, theoretical framework, or other professional aspect of/consideration for working with that client/population/issue. Bring these resources to class and share a 10-15-minute synopsis of what you learned and how you can use that information to better serve your client/population/community. Presentations will occur on 3/4. You are not required to submit anything for this assignment.

Policy Advocacy and Human Rights Assignment (75 points)

Based on the needs of typical clients in your agency identify/create an agency/local/state/national/funder policy that you would like to add, change, or delete that you believe would have a positive impact on the clients. Write a one-page letter to the appropriate authority explaining the rationale and justification for your proposed change, the exact wording of the new policy you would like them to consider, research that backs/supports your position, and the impact the proposed change would have on the client population/community. Assignment due on 3/24.

Case Competency Application Presentation (Capstone) (200 points)

The assignment consists of an in-depth and intentional application of the social work competencies and dimensions of learning to a real case or case scenario using guiding prompts. The prompts should be applied to the student's understanding of the complexities of the case. A separate document containing the prompts for each competency and corresponding rubrics is provided separately. 4-5 students will present during our final three class sessions, although students will sign up for a presentation date during our initial class meeting. You are expected to submit a PowerPoint for this assignment the day before your presentation. You may use the notes in PowerPoint for additional detail and as prompts to guide your presentation. Presentations will occur on 4/15, 4/22, and 4/29.

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. You will need to have access to a computer or laptop either through your own personal device or the UTEP computing centers. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to download or update the following software: Microsoft Office and Adobe Acrobat Reader. Check that your computer hardware and software are up-to-date and able to access all parts of the course. If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. The Help Desk is often much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

There are several ways we can keep the lines of communication open this semester:

- **Office Hours:** My drop-in office hours this semester are Mondays from 3pm to 6pm and Wednesdays from 12pm to 2:30pm, or by Appointment. If you plan to drop in, try to give me a head's up so I can make sure I'm there.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.
- **Phone** You can reach me by phone and text at (808) 639-3369.
- **Announcements:** I will occasionally use Blackboard to send announcements of any updates, deadlines, or other important messages. I always select the "send as email" option so you should receive these automatically in your email inbox.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect police consideration of other's ideas.
- Respect and courtesy must be always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance for in-person sessions is important not only for your learning and success but also to create a community of learners. I expect you to review all course materials ahead of class, complete assignments on time (some exceptions made on a case-by-case basis; late assignment submission without contacting me first will result in a zero on the assignment), and actively participate in class discussions and discussion boards.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course (more than 2 absences in this course), the instructor may drop the student from the class with a grade of ‘W’ before the course drop deadline and with a grade of ‘F’ after the deadline.” Deadline for this semester is March 28, 2024. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the [Registrar's Office](#) to initiate the drop process. If you do not, you are at risk of receiving an ‘F’ for the course.

PROFESSIONAL CONDUCT IN CLASS

Students are expected to act like professionals in class. This means arriving at class room on time, being prepared to participate in the class discussion, paying attention during class activities and discussions, not holding side conversations nor monopolizing conversations, or engaging in any activities that disturb other members of the class (e.g., texting, emailing, dominating discussions, disrespectful behavior) and showing respect for one another’s opinions. We will not, nor should we, always agree with one another. In this environment students will be exposed to diverse ideas and opinions, and sometime will not agree with the ideas expressed by others. However, you will be expected to engage one another with respect and professionalism.

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.

CLASSROOM CIVILITY

A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. Students are responsible for treating others with courtesy and respect and should promote group cohesion in an effort to create a safe learning environment. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

DEADLINES, LATE WORK, AND ABSENCE POLICY

It is expected that you follow the assignment submission guidelines and deadlines referenced earlier in this syllabus. You may request an extension on an assignment if circumstances

warrant providing one. In cases of late submission without an extension being granted, your assignment will be penalized a letter grade for every 3 days late. I understand that life happens and there may be a situation where you have to miss class without a documented emergency. Missed classes will result in a 10-point deduction in your course attendance and participation grade. More than 2 unexcused absences may result in receiving a failing grade in the class.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me –in advance if possible– and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

'INCOMPLETE' GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

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 you 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.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job 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. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them cass@utep.edu or apply for accommodation online via [CASS portal](#)

ILLNESS PRECAUTIONS

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations.

TITLE IX STATEMENT

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) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

GUIDANCE ON ARTIFICIAL INTELLIGENCE

The use of generative AI tools such as Chat GPT is not permitted in this course. It may not be used at any point in time during the paper writing process. Suspected use of AI will be reported to the Office of Student Conduct and Conflict Resolution (OSCCR)

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [https://www.utep.edu/library/UTEP Library](https://www.utep.edu/library/UTEP_Library): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#): Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#): Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- 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
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- 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**

WEEKLY SCHEDULE

Spring 2024	Assigned Readings (To be completed BEFORE class)	Topics	Assignments	Comps Addressed and/or Measured
Week 1 No class	• Course Syllabus	<i>Although we will not be meeting live this week due to MLK, Jr. Holiday, please take this time to get familiar with the course syllabus and assignments.</i>		
Week 2 1/22	• 2022 EPAs pages 8-13	<ul style="list-style-type: none"> • Course expectations and assignments review • Competency review 		1, 2, 3, 4, 5, 6, 7, 8, 9,
Week 3 1/29	• Skills of Helping Guide	<ul style="list-style-type: none"> • Group case reflection • The beginning phase of engagement 		1, 6, 7, 8, 9
Week 4 2/5	• Skills of Helping Guide	<ul style="list-style-type: none"> • The middle phase of treatment and questioning/reflection skills 		1, 6, 7, 8, 9
<i>First Interprofessional Education Event Opportunity 2/9 8:30-12:30</i>				
Week 5 2/12	• Skills of Helping Guide	<ul style="list-style-type: none"> • Group case reflection • The ending phase of treatment 		1, 6, 7, 8, 9
Week 6 2/19	• Skills of Helping Guide	<ul style="list-style-type: none"> • Group case reflection • In-class role plays 	• Role play-SOAP note due 2/25/24	1, 6, 7, 8, 9
Week 7 2/26	• Readings TBD	<ul style="list-style-type: none"> • Group case reflection • Focus on research-informed practice 	• Research-informed practice presentation due 3/4/24	4
<i>Second Interprofessional Education Event Opportunity 3/1 12:30-2:45 OR 2:45-4:45</i>				
Week 8 3/4		<ul style="list-style-type: none"> • Group case reflection • Research-informed practice presentations 		4
<i>Spring Break March 11-15</i>				
Week 9 3/18	• Readings TBD	<ul style="list-style-type: none"> • Group case reflection • Focus on advancing human rights and policy advocacy 	• Policy Advocacy and Human Rights Assignment due 3/24/24	2, 5

Week 10 3/25	<ul style="list-style-type: none"> • Readings TBD 	<ul style="list-style-type: none"> • Group case reflection • Review for Capstone 	<ul style="list-style-type: none"> • Case Competency Application (Capstone) Presentations Begin 4/15/24 	1, 2, 3, 4, 5, 6, 7, 8, 9,
Week 11 4/1	<ul style="list-style-type: none"> • Readings TBD 	<ul style="list-style-type: none"> • Group case reflection • Skill development 		7
Week 12 4/8	<ul style="list-style-type: none"> • Readings TBD 	<ul style="list-style-type: none"> • Group case reflection • Skill development 		6-8
Week 13 4/15	<ul style="list-style-type: none"> • Group case reflection • Case Presentations (Capstone Assignment) 			1, 2, 3, 4, 5, 6, 7, 8, 9
Week 14 4/22	<ul style="list-style-type: none"> • Group case reflection • Case Presentations (Capstone Assignment) 			1, 2, 3, 4, 5, 6, 7, 8, 9
Week 15 4/29	<ul style="list-style-type: none"> • Group case reflection • Case Presentations (Capstone Assignment) 			1, 2, 3, 4, 5, 6, 7, 8, 9

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION****

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS