

The University of Texas at El Paso
MSW Program
SOWK 5380 Social Work in the Border Region

Instructor: Rosario E. Olivera
Email: reolivera@utep.edu
Term: Fall 2020
Classroom: Blackboard/Zoom
Office Hours: By appointment

Office: Health Science Nursing Bld.
Phone: 915-747-8397
Class Meeting Time: 11:00am–2:50pm, Tuesday.

I. COURSE DESCRIPTION

An introduction to social work in a multi-cultural, international region. A review of social development in the US Mexico Border Region.

II. COURSE COMPETENCIES

- Critically analyze how social services enhance the individual and social well-being of people, promote social and economic justice and alleviate critical social problems (EP 2.1.5)
- Recognize, respect, and consider in practice diversity of client systems, including race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities and national origin with attention to border populations (EP 2.3.4, (2.1.10(a)–(d))).
- Describe and analyze major issues and trends in areas of social work practice, such as health, immigration, child welfare, gerontology, substance abuse, and domestic violence as they pertain to the border region (EP 2.1.9)
- Be able to apply the NASW Code of Ethics in relation to social policy as it pertains to the border region and work with immigrants and low income populations (EP 2.1.2)
- Appreciate how social policies differentially affect diverse populations in American society and demonstrate knowledge of how factors such as race/ethnicity, sex, gender, age and sexual orientation affect the helping relationship, especially with vulnerable populations (EP 2.1.4, EP 2.1.5)
- Apply social work values to critically analyze social problems and policies in the border region using a social justice perspective (EP 2.1.2)
- Develop an understanding of the prevailing historical themes and social problems that have shaped social welfare policy in the border region and utilize critical theory, feminist theory and center-periphery theory to explain them (EP 2.1.1, EP 2.1.5, EP 2.1.8)

III. REQUIRED TEXTBOOK

The Future of US-Mexico Relations: Strategic Foresight

by [Tony Payan](#), [Alfonso López de la Osa Escribano](#), [Jesús Guillermo Velasco](#)



Purdue Online Writing Lab (OWL) OWL (<https://owl.english.purdue.edu/owl/>) provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.

Immigration Nation Documentary (Netflix)

V. COURSE ASSIGNMENTS and GRADING

Class Participation – 50%

Term Paper - 50%

VI. Term Paper and Presentation

Each group will complete a term paper and presentation on a topic related to an aspect of social work practice in the border region that is based on the specific context of the region as a de-constitutionalized region affected by policies of exclusion and othering in many facets of public and private life. This is demonstrated as exemplified in a practice or policy paper that specifically ties some theoretical aspect of the border context on the issue at hand, to include for example: Center-periphery, neo-colonialism, moral panic, critical race theory, hyper-militarization, immigration apartheid, dependency theory, oppression, intersectionality, international development theory, feminism, or related material. The paper applies such perspectives to a specific border issue such as environmental racism, colonias, maquiladoras, gendered interpersonal violence, drug abuse, human trafficking, de facto school segregation, health disparities, or any of a variety of related challenges that face this international border context set at the margins of the American and Mexican centers of power. You must also provide your classmates with a one page of highlights on the topic.

- 1) What is the role and importance of a social worker in this border issue?
- 2) Ethics involved
- 3) Macro aspect (What policy/policies address the issue?) If you can't find one what should be done?
- 4) Micro aspect (What is the clinical aspect created: trauma? separation?)
- 5) Local services available to address the need find out and present on access, availability, etc.
- 6) Scholarly Research (minimum of 5 sources)
- 7) Environmental and cultural implications

For your presentation:

1. Presentation was organized logically with an introduction, major points, intervention strategies and usage, and conclusion.
2. The topic was clearly presented.
3. Visual aids were effective (handout, power-point, etc.).
4. The presentation included information not from the textbook. (5 scholarly sources)
5. The presentation captured interest and attention of the audience.
6. The presenter demonstrated creativity in the presentation and in facilitative activities.
7. The presenter was knowledgeable.
8. The presenter was clear and concise using correct grammar and defining terminology that might be unfamiliar to the audience.
9. The presenters demonstrated facultative skills in leading class discussion.
10. Facilitative activities contributed to class members' understanding of the topic.
11. Student demonstrated knowledge of crisis intervention skills and theory
12. The students were able to utilize a model of crisis intervention and explained why they chose it

VII. Active Learning Contract:

Cooperative, Active, Student-Directed Learning

This research driven course is rigorous. It requires a high level of commitment from you with regard to your professional learning. In addition, it requires you to be responsible for asking questions, finding information, and challenging yourself to facilitate your learning. The instructor will award participation credit for active learning based upon observation.

Expectations: Active Learning

- Participate in an interactive educational process grounded in course readings. This means you will read assigned course readings prior to class and contribute to thoughtful discussion with questions, comments, or provide other verbal feedback in response to class lecture or discussion.
- Active, cooperative learning is a requirement of this course. This means you will listen, write, and work together with the other students of the course in response to the course content.
- Exhibit professional behavior with both your peers and instructor. This means you will respect others opinions or experiences by allowing them to fully express themselves in a safe environment. Furthermore, you will respect others by fully expressing yourself in a safe manner. If you have any questions or concerns about this requirement, please speak with me before you continue in the class.

The Active Learning Contract requests that you support an interdependent and reciprocal relationship with all members of the classroom.

Criteria for Evaluation of Participation:

- Student frequently contributes to on line classroom discussion in a manner that reflects evidence of material learned.
- Student is present in on line classroom discussions. This includes showing up to class on time, setting phone and other electronics away, and actively contributing to discussion or activity.
- It is not the opinion that is evaluated, but the quality and elegance of the argument in support of it that matters.

Course Delivery Method:

This course incorporates discussion board, self-learning, documentary analysis and presentations. This is mainly an online course. Students will engage in independent active learning including rich blackboard discussions, case analyses, and other activities. **Students are expected to be a self-directed learner/reader of the text & other course materials.**

I. Grading

- A = 100 - 90 %
- B = 89.9 - 80 %
- C = 79.9 - 70 %
- D = 69.9 - 60 %
- F = 59 %

II. CLASS POLICIES

Syllabus Changes: The instructor reserves the right to make changes to the syllabus at any point during the semester.

Late Assignments: Any assignment that is not turned in by the due dates/times specified in the course syllabus (See Course Outline) will be considered late. While extenuating circumstances may be taken into consideration, late assignments will be lowered by 10% of point value for each day the assignment is late. Assignments past due three days are not accepted. **No late assignments are allowed for in-class exercises and participation, discussion board and quizzes because these activities are designed to contribute to your learning each week and they cannot be made up after their due date has passed.**

Attendance and the Drop Deadline: Students who miss more than **TWO** virtual class meetings will be dropped from the class. Extenuating circumstances may be taken into consideration at the instructor's discretion. **Documentation should be offered and provided if requested for the absence to be considered excused (e.g., doctor's note, letter from your employer, etc.) within a reasonable time frame.**

Students wishing to drop a course and receive a grade of W must do so prior to the Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

Technology Requirements: Course content is delivered via the Internet through the Blackboard learning management system (LMS). Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Mozilla Firefox and Google Chrome are the most supported browsers for Blackboard; other browsers may cause complications with the LMS. When having technical difficulties, update your browser, clear your cache, or try switching to another browser. You will need to have access to a computer/laptop, a webcam, and a microphone. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you encounter technical difficulties beyond your scope of troubleshooting, please contact the [Help Desk](#) as they are trained specifically in assisting with technological needs of students.

Alternative means of submitting work in case of technical issues: Students are strongly encouraged to submit their work with plenty of time to spare in the event that they have a technical issue with the course website, network, and/or their computer. I also suggest you save all your work (e.g., answers to discussion points, quizzes, mindtap activities, etc.) 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 the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

Email: UTEP email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their UTEP email for university and course-related information and announcements. Students are expected to use their UTEP accounts and are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently (minimum of twice/week) to stay current with course-related communications, some of which may require responses within specific time limits.

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.

Professional Conduct in Class: Students are expected to act like professionals in class. This means arriving at virtual 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.

Familiarize yourself with Netiquette found in Blackboard Home Page.

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.

Tips for Online Participation/Discussion

- **Language:** Given the absence of face-to-face clues, written text can easily be misinterpreted. Avoid the use of strong or offensive language and the excessive use of exclamation points. If you feel particularly strongly about a point, it may be best to write it first as a draft and then to review it, before posting it, in order to remove any strong language.
- **Be Forgiving:** If someone states something that you find offensive, mention this directly to the instructor. Remember that the person contributing to the discussion is also new to this form of communication. What you find offensive may quite possibly have been unintended and can best be cleared up by the instructor.
- **This is Permanent:** Think carefully about the content of your message before contributing it. Once sent to the group, there is no taking it back. Also, although the grammar and spelling of a message typically are not graded, they do reflect on you, and your audience might not be able to decode misspelled words or poorly constructed sentences. It is a good practice to compose and check your comments in a word-processor before posting them.
- **Test For Clarity:** Messages may often appear perfectly clear to you as you compose them, but turn out to be perfectly obtuse to your reader. One way to test for clarity is to read your message aloud to see if it flows smoothly. If you can read it to another person before posting it, even better.
- **Remember Your Place:** A Web-based classroom is still a classroom, and comments that would be inappropriate in a regular classroom are likely to be inappropriate in a Web-based course as well. Treat your instructor and your fellow students with respect.
- **Follow the Parameters/ Stick To The Point:** Follow the posting requirements and parameters set up by your professor. Contributions to a discussion should have a clear subject header, and you need to stick to the subject. Don't waste others' time by going off on irrelevant tangents.
- **Read First, Write Later:** Don't add your comments to a discussion before reading the comments of other students unless the assignment specifically asks you to. Doing so is tantamount to ignoring your fellow students and is rude. Comments related to the content of previous messages should be posted under them to keep related topics organized, and you should specify the person and the particular point you are following up on.
- **Blackboard is NOT a Public Internet Venue:** All postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

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 Office of Student Conduct and Conflict Resolution. Please check the links below for further information.

- [UTEP Handbook of Operating Procedures](#)
- [UTEP Office of Student Conduct and Conflict Resolution](#)
- [UTEP Office of Institutional Compliance](#)

Class Recordings: The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You may not share recordings outside of this course.** Doing so may result in disciplinary action.

Copyright Statement for Course Materials: All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

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 of anyone who should report any of these three criteria, you should 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 (screening.utep.edu) 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 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.

III. Students with Disabilities: Americans with Disabilities Act

The University of Texas at El Paso is committed to both the spirit and 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 Americans with Disabilities Act (ADA),

pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing The Center for Accommodations 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 accommodation, and assists the instructor in providing accommodation. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS).

If you have or suspect you may have a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at 915-747-5148. You can also email the office at cass@utep.edu or apply for accommodations online via the [CASS portal](#). For additional information, visit the CASS Website at <http://sa.utep.edu/cass/>.

COVID-19 Accommodations

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.

IV. ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. According to the University of Texas at El Paso's Handbook of Operating Procedures (1.2.2.1), Scholastic Dishonesty is defined as:

"Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the 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 the attempt to commit such acts."

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. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. To learn more [HOOP: Student Conduct and Discipline](#).

V. 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>

Related Resources

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**.
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**.

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.

- [Counseling and Psychological Services](#): 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) **(915) 534-5478**
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.

Course Outline

[This course schedule is subject to change]

COURSE SCHEDULE

SOWK 5350 – Social Work in the US Mexico Border Region
 3:00 pm Thursdays 3-5:50 pm
 HSN 211

Date	Topic	
Week 1 August 25	"Installing Fear"	
Week 2 September 1	"Maintaining Vigilance"	
Week 3	"Power of the Vote"	
Week 4	"The New Normal"	
Week 5	"The Right Way"	

Week 6	"Prevention Through Deterrence"	
Week 7	"A more perfect union"	
Week 8	Non communicable and communicable health inequalities	Page 349
Week 9	Forecasting the next twenty five years of the US-Mexico Public Safety and security relationships	Page 191
Week 10	US and Mexico future security and defense scenarios: from convergence to divergence	Page 227
Week 11	Socio demographic, cultural, and political change in the United States: Three Scenarios on the US Mexico Relationship	Page 15
Week 12	Back to the future: Mexico and the United States	Page 1
Week 13	Presentations	
Week 14	Presentations	

