I. COURSE DESCRIPTION

SOWK 4384 is an advanced capstone seminar for students enrolled in the BSW Honors Program. It enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice.

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.

II. COURSE LEARNING OBJECTIVES AND COMPETENCIES

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

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)

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

https://www.socialworkers.org/LinkClick.aspx?fileticket=ms_ArtLqzeI%3d&portalid=0

Suggested Readings:

IV. 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 seminar instructor. If student is not present for 2 seminars, student will be dropped.

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 8 weeks which equal out to 16 hours included on
timesheets. Seminar time sheets should be labeled as Week 1, Week 2, Week 3, etc.
You should have a total of 8 weeks which equal out to 16 hours. In addition, you may
have 2-4 hours for your simulation Hospital Day or IPE activity.

All attendance of trainings, presentations, etc. MUST be approved by your field
supervisor, not field seminar 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

Students are placed at internship sites from the 1st day of class to the last day of class
each semester. If a student completes the required 240 hours in a semester prior to
the last day of class and no longer wants to attend internship they must negotiate with
their site supervisor approval of early release.

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.

Due date for signed, completed Learning Agreement submitted in Tevera is February
13, 2023. (Updated)

Participation
Participation is essential to the seminar experience. Expectations are that you actively
participate by sharing 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 7 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 be in narrative form and 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.

**Capstone 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 at least 15 minutes and will include competencies identified in your work. You will use a PowerPoint slide presentation in presenting the material. Please use a client or project (for macro work) 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.

Instructions for Capstone on Black Board

**IPE - February 24, 2023 (No class this week)**

Emergency Preparedness in Communities (EPIC)
8:30 a.m. - 1:00 Central Time
Teamwork and Communication Virtual Event

**Seminar grading is based on the following scale:**
Your Pass or Fail (S/U) grade for field education each semester incorporates 50% for field placement given by the field supervisor and 50% for the field integrative seminar given by the seminar instructor. The grade submitted is a (S) Pass or (U) Fail. There is a total of 100 points you can receive. 70 points or below is failing. **NO LATE PAPERS ARE ACCEPTED! NO MAKE UP WORK IS ACCEPTED.** You will **NOT** receive points if you submit an assignment late into Tevera.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively Participating in Seminar</td>
<td>100</td>
</tr>
<tr>
<td>Learning Agreement</td>
<td>100</td>
</tr>
<tr>
<td>Journal</td>
<td>350</td>
</tr>
<tr>
<td>IPE</td>
<td>100</td>
</tr>
<tr>
<td>Capstone Project</td>
<td>350</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>
The Field Liaison (seminar instructor) has the discretion to submit a Fail (U) for final grade if student:

- fails to turn in (on time) all time sheets, the learning agreement, all assignments (journals, required signed forms, Treatment Plan and SOAP Notes, Agency Presentation PowerPoint) or any additional course requirements
- fails to complete any assignment or a course requirement
- fails to attend field seminar with no attempt to make up the hours or inform instructor
- is inconsistent in performance between field placement and field seminar; and,
- failure to complete the minimum of 240 field placement hours.

Lack of any of any assignments will earn you a U. Earning a U will result in you being dismissed from the Social Work Program.

V. TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Tevera field management system. 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 Tevera; 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 have access to a computer/laptop, scanner, a webcam, and a microphone. Please download or update the following software: Zoom, Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. 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) 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. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

VI. COURSE COMMUNICATION

How will we stay in contact with each other on a regular basis?
Because this is can be a virtual class, we will not see each other in the ways you may be accustomed to: during class time, small group meetings, and office hours. There are several ways we can keep the communication channels open:
• **Office Hours:** We can meet on campus or virtual. Zoom or face to face appointments can be scheduled.

Please contact field instructor at email on page one of this syllabus to set up an appointment.

• **Email:** UTEP e-mail is the best way to contact us. Will make every attempt to respond to your e-mail within 24-48 hours of receipt. Be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

• **Announcements:** Any announcements for seminar will be sent out via email. Be sure and use your UTEP email address, as that is where all emails will be sent.

Seminar will **NOT** be using Blackboard. Seminars will meet via Zoom or in person. All assignments are to be submitted into Tevera.

**VI. NETIQUETTE**

As we know, sometimes communication online can be challenging. It is 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.

During this semester’s virtual seminar, students are required to turn their audio off and cameras on. This will facilitate taking attendance. During presentations students are expected to be professional, listen and take notes. Student might encounter new resource to place in their toolbox.

• Please ensure your camera is working and on while attending class.
• Always consider audience. This is a Master college-level course; therefore, all communication should reflect polite and professional consideration of other’s ideas.
• Respect and courtesy must always be provided to classmates and to the instructor. No harassment or inappropriate postings will be tolerated.
• When reacting to someone else’s message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

Students are expected to act like professionals in class. This means arriving at class on time, being prepared to participate in the class discussion, 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.
VII. CLASS POLICIES
The instructors reserve the right to make changes to the syllabus at any point during the semester.

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

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. Students are expected to listen to the concerns and opinions of others with openness and provide suggestions.

Late Assignments
Late assignments are not accepted. No make-up work is accepted.

Attendance and the Drop Deadline
Students who miss more than two seminars will be withdrawn from class. Students wishing to drop a course and receive a grade of W must do so prior to the Drop Date. Dropping a course after that time will result in an automatic grade of U. It is encouraged for students to speak with their advisors before dropping seminar, as this could change graduation date by a year.

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 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.

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.
**Accommodations for Students**
The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a 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 at cass@utep.edu, or apply for accommodations online via the CASS portal.

**COVID-19 Accommodations**
Students that have a positive COVID-19 test, exposure or symptoms should stay at home and if necessary, seek medical care. If you need to be absent due to medical needs please contact me as soon as possible, so we can arrange necessary and appropriate accommodations.

**COVID-19 Precautions**
Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

**Academic Honesty**
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. 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, and 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 alleged acts of scholastic dishonesty should be reported to the Dean of Students for disposition or
proceed with disciplinary action in a manner which provides the accused student his or her rights of due process.

Refer to hyyp://www.utep.edu/dos/acadintg.htm for further information. You must cite, reference, or quote information obtained from other sources, so you give credit where credit is due. We will report any instances of plagiarism and dishonesty to the Dean of Students Office and the grade for the assignment will be an “F”, “U”, or “zero”.

**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 based on 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](http://admin.utep.edu/Default.aspx?tabid=68750)

Inquiries regarding Title IX need to be referred to the University’s Title IX Coordinator(s): **Gabriel Ramirez**, Title IX Coordinator (Oversees investigations and policy implementation), (915) 747-8358 gramirez@utep.edu

**Andrea Lafleche**, Deputy Title IX Coordinator (Investigation of concerns related to Students) (915) 747-9375 aclafleche@utep.edu, maito:Dr. Catie McCorry-Andalís, Deputy Title IX Coordinator (Education, Training and Outreach) (915) 747-5648 cmandalis@uterp.edu

**Resources for Student Success and Well-Being**

For help with writing: **The University Writing Center** (UWC) (Library Building 2nd [ground] floor, at (915)-747-5112, provides assistance with writing to all UTEP students via email and a Synchronous system through Blackboard Collaborate. If you struggle with writing, the tutors at the UWC can help you. Check out their website – [http://academics.utep.edu/writingcenter](http://academics.utep.edu/writingcenter).

If you have a personal problem or issue that is affecting your studies, please contact the **Counseling and Psychological Services** (CAPS) at (915) 747-5302. The center provides career advice, workshops on academic skills and personal-worth. Services are provided via phone or through video. [www.utep.edu/counsel](http://www.utep.edu/counsel).
The Student Health Center, Union Building East, Suite 100 (915) 747-5624, studenthealth@utep.edu

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

Related Resources
Center against Sexual and Family Violence Helpline: (915) 593-7300
El Paso Police Department (911) or UTEP Police Department (915) 747-5611. Suspected harm of children or older persons, Child/Adult Protective Services 1-800-252-5400.
National Domestic Violence Hotline 1-800-799-SAFE (7233).

Course Evaluation
UTEP issues a survey that evaluates both the course and the instructors. The evaluation is completed by students toward the end of the semester, and all answers are confidential. The instructors may also choose to conduct a mid-point evaluation.

Course Assignments and Learning Activities
A variety of learning methods are used including lectures, discussions, exercises, assignments, simulations, field trips, readings, and videos.

This syllabus is subject to change. The syllabus may change to accommodate student-learning needs.

Syllabus is subject to change

Course Outline – Calendar 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>Week 1</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 23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>January 30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>February 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
<td>EPAS 2015</td>
</tr>
<tr>
<td>February 13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>February 20</td>
<td>IPE</td>
<td>IPE on Feb 24th</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-----</td>
<td>-----------------</td>
</tr>
<tr>
<td>Week 6</td>
<td>February 27</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
</tr>
<tr>
<td>Week 7</td>
<td>March 6</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
</tr>
<tr>
<td>Week 8</td>
<td>March 20</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
</tr>
<tr>
<td>Week 9</td>
<td>March 27</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
</tr>
<tr>
<td>Week 10</td>
<td>April 3</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
</tr>
<tr>
<td>Week 11</td>
<td>April 10</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Analysis</td>
</tr>
<tr>
<td>Week 12</td>
<td>April 17</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Presentations</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 24</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Presentations</td>
</tr>
<tr>
<td>Week 14</td>
<td>May 1st</td>
<td>Class Discussion and/or Presenters</td>
<td>Case Presentations</td>
</tr>
</tbody>
</table>