



THE UNIVERSITY OF TEXAS AT EL PASO  
**DEPARTMENT OF SOCIAL WORK**

**Social Work 5335: Foundation Practicum I**

CRN: 11502

TERM: FALL 2023

MEETING TIMES: WEDNESDAY 6:00PM-8:00PM HSN RM. 215

CRN: 11503

TERM: FALL 2023

MEETING TIMES: SATURDAY 8:00AM-10:00AM HSN RM. 215

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Office Hours: By Appointment

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

**COURSE DESCRIPTION**

This foundation practicum course provides student with an opportunity to participate in an integrative seminar that integrates knowledge of theory, practice skills, continued development of social work perspective, attitudes, ethics and values in social work practice in the border region.

**COURSE GOALS**

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

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

## COURSE OBJECTIVES

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:** 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)

<b>Competencies</b>	<b>Assignment(s)</b>
1: Demonstrate ethical and professional behavior	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)
2: Advance human rights and social, racial, economic, and environmental justice	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)
3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice)	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)
4: Engage in practice-informed research and research-informed Practice	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)
5: Engage in policy practice	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)
6: Engage with individuals, families, groups, organizations, and communities	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)
7: Assess individuals, families, groups, organizations, and communities	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)
8. Intervene with individuals, families, groups, organizations and communities	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values (K, V, S, CA)

9: Evaluate practice with individuals, families, groups and organizations and communities.	Learning Agreement, SOAP Note/Experiential Activity – Hospital Day, Presentation on current internship site – mission, goals, alignment of agency values w/personal values, Journal Assignments, (K, V, S, CA)
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## REQUIRED MATERIALS

**Tevera** - <https://utep.tevera.app/#/logon>

This system is available to you without purchase. You will receive an email inviting you to register. You must do so in order to complete assignments, enter practicum hours, and receive evaluations.

There are no required textbooks for this course.

### RECOMMENDED READINGS:

Code of Ethics of the National Association of Social Workers, (2021). Texas NASW. [Code of Ethics \(socialworkers.org\)](http://socialworkers.org)

MSW: Field Education Guidelines 2021, El Paso, TX  
<http://www.utep.edu/chs/sw/resources/field-education.html>

Hays, J (2010) *Texas Law for the Social Worker* Bayou Publishing  
 Healthy People 2020  
<http://www.healthypeople.gov/2020/default.aspx>

## COURSE ASSIGNMENTS & GRADING

### Attendance & Participation

Attendance is **MANDATORY** for seminar. The hours in seminar count towards the completion of the required 230 hours per semester (14-16 hours are seminar classes). Participation is an essential element of the course to receive the full credit. In the event that an absence is unavoidable, you must first contact your instructor and receive permission to reschedule your absence.

### Time Sheets

Time sheets should be completed and submitted in Tevera **WEEKLY**. Week runs from Sunday to Saturday. It is the student's responsibility to make sure time sheets are accurate and are completed in a timely manner. 230 hours per semester (14 seminar hours included) must be completed from the first day of class until the last day of class, this **does not** include finals week or the winter break. All time sheets will be submitted via Tevera weekly.

**Please be aware that submission of timesheet and approval by field instructor in Tevera 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.**

### **Learning Agreement**

The student is required to complete a Learning Agreement in a thoughtful and meaningful manner in collaboration with their field supervisor, field liaison and/or seminar instructor. The Learning Agreement must include the activity the student will perform to address the behavior which is to be focused on for that semester. The Learning Agreement is available in Tevera. You can develop and submit in Tevera for your field supervisor to approve. Remember you and your field instructor must electronically sign off on your Learning Agreement to receive a final Pass or Fail grade.

Due Date for signed, completed Learning Agreement is **OCTOBER 5, 2023**.

**Participation** is essential to the seminar experience. You **MUST** have an excused absence and a plan of how missed hours will be made up. Only 2 absences are allowed. You can be dropped with 3 or more absences.

### **Journal Assignments (2)**

The student is required to complete two journal assignments throughout the semester. Use a 12 Font and double space. Please submit these assignments, on due dates, to Tevera.

**Mark these dates on your calendars!!! Late papers will not be accepted!** If you are unable to complete any assignment in this seminar you will not receive passing grade.

**Due Date for Journal #1:** 09/28/2023

**Due Date for Journal #2:** 12/06/2023

**Journal #1** are reflections of your internship experiences. Your first journal will be at least one full page. It must consist of: expectations you had for your internship, is your placement what you thought it would be, does it provide the services you expected? Write about what has surprised you the most about your placement. What do you like and what do you dislike? Is there something at the agency that makes you uncomfortable? How has it affected you personally? Do you struggle with personal biases? Be honest. Think about how you feel, how clients make you feel, how staff makes you feel, etc.

**Journal #2** are reflections on the progress you have seen in yourself as a social worker at your internship site. What has surprised you, what has moved you, does your internship provide you the learning experience you expected, and has this internship helped you with your future goals? Have you received sufficient supervision weekly? Did you struggle with any ethical issues? What would you like to change if you could? Talk about the best part of your internship and then talk about the worse part of your internship. What are you taking away with you?

### **Interprofessional education (IPE) (Date to be determined)**

This IPE will require student to write a short summary indicating how the experience affected student, both positive and negative. It should not be one paragraph. (Submitted in Tevera.) Paper is due **(Date to be determined)** by 5 p.m.

**SOAP Note/Experiential Activity - THIS ACTIVITY – IS THE HOSPITAL SIMULATION AND WILL TAKE PLACE ON Wednesday Oct. 20<sup>th</sup> and Saturday Nov. 3<sup>rd</sup>.**

Students will simulate a hospital social worker. This is a face-to-face simulation and will take place with other disciplines (nurses, pharmacy, OT, PT, SLP, etc.). There will be several cases. You will meet as a large group to receive a patient case file and instructions. You will spend 10 minutes reviewing your patient's file and creating a treatment (service) plan. ALL students are expected to actively participate. You are encouraged to use a SOAP note. You will then meet as a group and debrief your experience.

- SOAP Note does not need to be submitted. It is for you to become familiar with its use. You will be required to submit a reflection paper on your experience. The reflection paper is a short summary indicating how the experience affected student, both positive and negative. (Submitted in Tevera.) Paper is due **Oct. 23, 2023 and Nov. 6, 2023.**

**Presentation**

Students are required to present on their current internship agency's mission statement and goals. How does this agency serve our community? Students will include everyday activities at the agency that work toward the mission statement. Also, do the values of your agency align with your own personal values? Include how cultural differences are handled. Do you see biases? Which competencies do you see yourself developing? Presentation should be 8-10 minutes. You will use a PowerPoint. You can also use handouts, etc.

**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 field liaison (me). The grade submitted is a (S) Pass or (U) Fail. There is a total of 100 points you can receive. 80 points or below is failing. You will **NOT** receive points if you submit an assignment late into Tevera.

Participation	16 (2 pts for each seminar)
Learning Agreement	20
Journal 1	10
Journal 2	10
SOAP Note/Experiential Activity	20
Agency presentation	24
<b>TOTAL</b>	<b>100</b>

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 230 field placement hours.

## **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:** By appointment.
- **Email:** UTEP email ([rvara@utep.edu](mailto:rvara@utep.edu)) 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** 915-252-1509
- **Announcements:** Check your email frequently for any updates, deadlines, or other important messages.

## **TECHNOLOGY REQUIREMENTS**

- Course content is delivered via internet through Tevera. Ensure that 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 have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: 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) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [MicrosoftOffice365](#) 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 to assist you than I might be in several cases! I will work hard to assist you in times that I am able to!

## **Use of technology in the classroom**

Please be considerate of fellow classmates, instructor, and **presenters** by turning your phones/beepers, etc. to silent or vibrate while in the classroom. If it is necessary to take an emergency phone call or text, please leave the room.

## **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 **Nov. 3, 2023**. 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.

### **CLASSROOM BEHAVIOR**

Students are expected to treat all others in the class with respect. Specifically, the information shared in in-class discussions, when responding to your peers. The culture of the learning environment is one of challenging ideas, not individuals. Personal attacks on your peers in-class, 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.

### **DEADLINES, LATE WORK, AND ABSENCE POLICY**

All assignments must be submitted electronically to TEVERA. No late assignments will be accepted **for any reason**... Given that all assignments are listed in the syllabus, you should begin working on them as soon as possible. This way you can turn in the assignment on time or early, even if you experience a personal or medical crisis.

### **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 Tevera, please contact me via e-mail. 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. Remember this seminar is only offered in the fall. If you receive an incomplete you will not be able to move forward to SOWK 5336 and it may delay graduating for a year.

### **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. We encourage discussions without identifiable information.

### **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](mailto:cass@utep.edu) or apply for accommodation online via [CASS portal](#)

### **COVID-19 PRECAUTIONS**

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you have tested positive for COVID-19, prior to, after, and/or during your time enrolled in your course(s), you are highly encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu) as well as to let our office know at [ppp@utep.edu](mailto:ppp@utep.edu).

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 we can take care of ourselves and others is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org).

## 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](#).

**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](http://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](mailto:elpaso.nami@dshs.state.tx.us) or **915-534-5478**

### WEDNESDAY WEEKLY SCHEDULE

Session	Assigned Readings	Topics	Course Objectives & Competencies
<b>WEEK 1</b> (08-30-23)	Syllabus (emailed) Learning Agreement	Review Syllabus and Assignments. Learning Agreement. Discussion	1, 3, 6, 9
<b>WEEK 2</b> (09-13-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 3</b> (09-27-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 4</b> (10-11-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 5</b> (10-20-23) Off 10-25-23	Soap Note/Experiential Activity. Hospital Simulation assignment	Soap Notes/Development of Treatment Plan	1, 3, 6
<b>WEEK 5</b> (10-25-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 6</b> (11-08-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 7</b> (11-22-23)	Wrap up	Agency Evaluation, Seminar Evaluations, Tevera, and review of 2015 EPAS	1, 3, 6

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

**ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS**

## SATURDAY WEEKLY SCHEDULE

Session	Assigned Readings	Topics	Course Objectives & Competencies
<b>WEEK 1</b> (09-02-23)	Syllabus (emailed) Learning Agreement	Review Syllabus and Assignments. Learning Agreement. Discussion	1, 3, 6, 9
<b>WEEK 2</b> (09-16-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 3</b> (09-30-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 4</b> (10-14-23)	<b>No seminar class. Hospital Day 11-03-23</b>		
<b>WEEK 5</b> (10-28-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
(11-03-23)	Soap Note/Experiential Activity. Hospital Simulation assignment	Soap Notes/Development of Treatment Plan	1, 3, 6
<b>WEEK 6</b> (11-11-23)	Presentations and discussion of agency mission statements and values	Presentations	1, 3, 6
<b>WEEK 7</b> (11-25-23)	Wrap up	Agency Evaluation, Seminar Evaluations, Tevera, and review of 2015 EPAS	1, 3, 6

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