SOWK 5393: Special Issues in Social work – Introduction to Social Work in Spanish
CRN: 12359
TERM: August 28th to December 11th, 2023
MEETING TIMES: Health Sciences and Nursing Building, Room 215

Professor: Silvia M. Chavez-Baray, Post Doc., PhD
Email: smchavezbaray@utep.edu
Phone: (915) 747 7009 and (915) 412 2182
Office Hours: send an email to request it.

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

COURSE DESCRIPTION

This is an introductory social work course in which students will learn about the profession of social work, its fields of practice, values and ethics, policies and history of the social work profession, its interactions with contexts which shape practice, and its promotion of social and economic justice to advance human rights, alleviating critical social problems, and promoting well-being.

The course will also offer knowledge and practice behaviors in engaging diversity and differences in social work practice. As an introduction to the social work profession, the course will discuss the importance of being a professional social worker.

This course also has a Cultural Diversity component that will focus on the underrepresented groups: immigrants, refugees, women, and persons at risk of become homeless or homeless among others.

Students will have the opportunity to assess their personal strengths and weaknesses and identifying potential ethical conflicts with clients. The course will offer the knowledge of principles and practice behaviors to guide professional ethical decision-making.

COURSE GOALS

It is a professionally oriented course designed to introduce the student to the purpose, values, ethical code, and principles of social work and to teach basic skills of interpersonal helping and interviewing. Within a context of ideas shaped by the generalist perspective and the eco-systems perspective, students will also examine such activities as planned change, assessment, intervention and evaluation and the roles and tasks common to social work practice. The course will introduce the student to concepts of social justice, cross-cultural interaction, gender-related practice concerns and to considerations relevant to practice with client groups that are socially oppressed. Many of the class periods will be devoted to group discussion, demonstrations, guest speakers, videotapes, and experiential activities such as role-plays and other simulations.

COURSE OBJECTIVES
Students, at the end of the minimester, will:

1. Demonstrate knowledge of generalist social work and the social service delivery system and be able to make an informed decision about entry into the field of social work.
2. Identify key social work values, knowledge, principles, and skills within an ethical framework as defined in the NASW Code of Ethics.
3. Define the roles and functions of community-based generalist social work practice.
4. Identify the multiple methods used by generalist social workers with systems of all sizes.
5. Demonstrate understanding of the numerous fields of practice in which generalist social workers perform their functions.
6. Describe the effect of the person, agency, and society on the generalist social work process.
7. Define the dimensions of diversity and oppression as well as thoroughly describe social justice issues related to the needs and hurdles of a particular concern population.
8. Demonstrate understanding of factors related to populations at risk.
9. Identify empowering practices and ways of working collaboratively as generalist social workers.

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<th>Competencies</th>
<th>Assignment(s)</th>
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<td>1: Demonstrate ethical and professional behavior</td>
<td>Review: Social work values, personal skills, Maslow scale.</td>
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<td>3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice</td>
<td>Discussion: Social Justice Populations at risk The Three Levels of Intervention and Generalist Social Work Practice Becoming an Ally/Becoming a Social Worker</td>
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<td>4: Engage in practice-informed research and research-informed Practice</td>
<td>Essay: APA style, two pages, single-spaced, 6 references, summarizing experiential learning, social work values, social work practices, community resources found at health fairs (fieldwork). Poster Draft: Prepare your draft according to the instructions “How to Prepare a Poster.” Add your own pictures and recommendations</td>
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according to your fieldwork observations, power point presentation and class discussions.

7: Assess individuals, families, groups, organizations, and communities

Experiential Learning (Field work): Carry out a different activity every hour depending on the team to which you belong: 1) registration table, 2) navigate customers, 3) exit interview, 4) learn about community resources by visiting each booth and using services.

8. Intervene with individuals, families, groups, organizations and communities

Experiential Learning (Field work): Carry out a different activity every hour depending on the team to which you belong: 1) registration table, 2) navigate customers, 3) exit interview, 4) learn about community resources by visiting each booth and using services.

TEACHING METHODS

Although a variety of teaching methods will be employed (e.g., lecture, videos, discussion, and group exercises), experiential learning (e.g., group projects) will be emphasized. This course will use Blackboard as an electronic support.

The Help Desk, can assist you with your computer and blackboard questions.

REQUIRED MATERIALS

All materials will be posted on blackboard

COURSE ASSIGNMENTS & GRADING

A total of 100 points are possible to earn in this course.

Grade Distribution:

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<th>Grade</th>
<th>Points</th>
<th>Description</th>
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| A  | 100 - 90 | An insightful and comprehensive grasp of the subject matter.  
A clear ability to make sound and original critical evaluation of the material given.  
Outstanding capacity for original creative and/or logical thought.  
An excellent ability to organize, to analyze, to synthesize, to integrate ideas, and to express thoughts both in speech and in writing. |
<p>| B  | 89 - 80 | A comprehensive grasp of the subject matter. |</p>
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<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
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| C     | 79 – 70    | A substantial knowledge of the subject matter.  
A good understanding of the relevant issues and a good familiarity with the relevant literature and techniques.  
Some capacity for original, creative, and/or logical thinking.  
An above-average ability to organize, to analyze and to examine the subject material in a critical and constructive manner, and to express thoughts both in speech and in writing. |
| D     | 69 - 60    | An acceptable basic grasp of the subject material.  
A fair understanding of the relevant issues.  
A general familiarity with the relevant literature and techniques.  
An ability to develop solutions to moderately difficult problems related to the subject material.  
A moderate ability to examine the material in a critical and analytical manner, and to express thoughts in writing. |
| F     | 59 and Below | An unacceptable performance. |

- 30 points: experiential learning and essay  
- 30 points: preparation and poster presentation  
- 30 points: power point presentation in Spanish  
- 5 points: participation & Attendance  
- 5 points: class evaluation.

**TECHNOLOGY REQUIREMENTS**

Course content is delivered via the Internet through the Blackboard learning 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 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 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!

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:** Request time by email.
- **Email:** smchavezbaray@utep.edu 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:** (915) 747 7009 and (915)412 2182
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

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 in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and for success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading/Viewing all course materials to ensure understanding of assignment requirements
- Participation in engaging discussion with your peers on the discussion boards
- Other activities as indicated
- Because these activities are designed to contribute to your learning each week, they cannot be made up after their due date has passed.

**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 3 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 November 3\(^{rd}\). 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.

**CLASSROOM BEHAVIOR**

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

**Work Submissions**

Work submissions will be due on Sundays at midnight (11:59 PM) by BB or next class on paper. No late work will be accepted if the reason is not considered excusable.

**Major Assignments**
• Major written assignments will be due on Sundays at midnight (11:59 PM) by BB or next class on paper. No late work will be accepted if the reason is not considered excusable.

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 at all 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.

PLAGIARISM

You are required to cite your sources according to the APA Standards. You must cite the words and phrases of authors with quotation marks and including in parenthesis the name of the author and year of publication. Your dishonesty will be the cause of disciplinary actions. Ask support to the University Writing Center to help you improve your writing assignments & postings. Resubmitting a paper, which has previously received credit, is also considered plagiarism.

ETHICAL STANDARDS

Writing papers, working in teams, and participating in group discussions and fieldwork activities demand your outmost scholastic and ethical standards. This course will use plagiarism software and team peer evaluations to monitor your individual and teamwork. You will be reported to the Dean of Students, (747-5648) at the first infringement of your ethical and civilian conduct during the course.

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.

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. 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. If you have COVID-19 questions, please contact COVIDAction@utep.edu.

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:** 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
- 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**

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<th>(Aug. 28th to Dec. 7th, 2023)</th>
<th><strong>Readings, Topics, and Assignments</strong></th>
<th><strong>Learning Objectives and Competencies Addressed/Measured</strong></th>
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| **Week 1** (8/28)             | Welcome and introductions. Review: the syllabus and the Netiquette Guide. Review: Social work values, personal skills, Maslow scale. | Objectives 1, 2 & 3
Demonstrate knowledge of generalist social work and the social service delivery system and be able to make an informed decision about entry into the field of social work (Comp 1). Identify key social work values, knowledge, principles, and skills within an ethical framework as defined in the NASW Code of Ethics (Comp 1) Define the roles and functions of community-based generalist social work practice (Comp 1) |
| **Week 2** (9/4)              | No Classes                           |                                                          |
Identify the multiple methods used by generalist social workers with systems of all sizes. Demonstrate understanding of the numerous fields of practice in which generalist social workers perform their functions. Describe the effect of the person, agency, and society on the generalist social work process. |
| **Week 4** (9/18)             | Discussion: History of Social Work. The Three Levels of Intervention and Generalist Social Work |                                                          |
| **Week 6** (10/2)             | Power point presentation by students in Spanish Topics previously assigned to each student by the professor |                                                          |
| **Week 7** (10/9)             | Power point presentation by students in Spanish Topics previously assigned to each student by the professor |                                                          |

*No late submissions will be accepted*
| Week 8  | Experiential Learning (Field work):  
Wednesday October 16, 2023. Where: Kelly Center for Hunger Relief. 915 Florence Sr. El Paso, TX. Time: 8:30 AM-1:00 PM  
Carry out a different activity every hour depending on the team to which you belong: 1) registration table, 2) navigate customers, 3) exit interview, 4) learn about community resources by visiting each booth and using services.  
**Essay:** APA style, two pages, single-spaced, 6 references, summarizing experiential learning, social work values, social work practices, community resources found at health fairs (fieldwork). Due date: by Blackboard on November 5th, Sunday, at 11:59 pm or printed on November 6, Monday, in class.  
Integrate knowledge and propose actions for Social Work in local settings. |
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<td>Week 9</td>
<td>No Classes</td>
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| Week 10  | Discussion:  
Social Justice  
Theories of Oppression and Marginalization.  
Objectives 7, 8, & 9  
Define the dimensions of diversity and oppression as well as thoroughly describe social justice issues related to the needs and hurdles of a particular concern population.  
Demonstrate understanding of factors related to populations at risk.  
Identify empowering practices and ways of working collaboratively as generalist social workers |
| Week 11  | Discussion:  
Populations at risk |
| Week 12  | Discussion:  
Work Practice  
Becoming an Ally/Becoming a Social Worker |
| Week 13  | Discussion:  
Social Work  
**Poster Draft:** Prepare your draft according to the instructions "How to Prepare a Poster." Add your own pictures and recommendations according to your fieldwork observations, power point presentation and class discussions. Submit your poster to blackboard. Due November 26, 11:59 pm  
Integrate knowledge and propose actions for Social Work in local settings. |
| Week 14  | Discussion:  
Social Work  
**Evaluate draft posters:** Review the posters assigned by the professor and answer the form "Evaluate Draft Posters." |
| Week 15  | **Final poster presentation:** Edit and finalize your poster according to the feedback, recommendations, and edits received by three students.  
Integrate knowledge and propose actions for Social Work in local settings. |
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<th>Week 16</th>
<th>Final exam</th>
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<td>(12/11)</td>
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**SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR’S DISCRETION**
ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS