



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

Social Work 5346: Advanced Practicum II

CRN: 21683

TERM: Spring 2024

MEETING TIMES: Thursday 6:00 p.m. – 8:00 p.m. HSN Building Room 135

Professor: Yahell G. Zuñiga, LCSW-S

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Phone: (915) 541-5311

Office Hours: virtual by appointment

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

COURSE DESCRIPTION

The second advanced practicum course in which students participate in planned direct practice experience and an integrative seminar that integrates advanced social work knowledge of theory, practice skills, continued development of social work perspective, attitudes, ethics, and values in the border region setting.

DIVERSITY STATEMENT

At UTEP, we embrace and celebrate diversity as a cornerstone of our institution's identity. As the United States' leading Hispanic-serving institution situated along the U.S.-Mexico border, we recognize the richness and value of diversity in our community's backgrounds, perspectives, and life experiences. The Department of Social Work at UTEP is committed to creating brave and inclusive spaces where students, faculty, and staff feel comfortable expressing themselves authentically knowing they will be respected and accepted as they are. The department encourages open dialogue, critical thinking, and respectful engagement across differences with the understanding that such dialogue is essential for personal and professional growth. Through our commitment to diversity, we aim to prepare social work students with the skills and knowledge to navigate and contribute to an increasingly diverse and interconnected society through an enriching and inclusive curriculum.

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 the 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; use supervision and consultation to guide professional judgment and behavior; engage in culturally responsive ethical decision-making processes that take into consideration the histories, diverse needs, and contexts reflected in the border region; reflect upon the impact of life experience, potential biases, and positionality on the provision of services in the border region at the micro, mezzo, and macro levels. (2022 EPAS Comp 1 and UTEP Specialist Behaviors)
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; engage in practices that advance human rights to promote social, racial, economic, and environmental justice; utilize integrative, decolonizing, anti-oppressive, and antiracist frameworks to advocate for equitable access to high quality services and resources for the diverse populations served in the border region; and through action, address issues related to immigration, poverty, homelessness, food insecurity, education, health and wellness, and/or environmental challenges (2022 EPAS Comp 2 and UTEP Specialist Behaviors)
3. **Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice:** Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; 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; identify the impacts of racism, oppression, discrimination, and other "isms" on border communities, and use this knowledge to advance A DEI efforts throughout the border region; and apply the lenses of intersectionality, positionality, and reflective practice when confronting racism and promoting diversity, equity and inclusion for clients, constituencies, and organizations reflected in the border region at all service levels (2022 EPAS Comp 3 and UTEP Specialist Behaviors)
4. **Engage in Practice-informed Research and Research-informed Practice:** Apply research findings to inform and improve practice, policy, and programs; 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; Critically evaluate literature and research for applicability and cultural responsiveness to border region communities; and engage in culturally responsive research that advances knowledge and understanding of border-related needs and realities (2022 EPAS Comp 4 and UTEP Specialist Behaviors)

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; apply critical thinking to analyze, formulate and advocate for policies that advance human rights and social, economic and environmental justice; critically evaluate the impact of local, regional, national, and international policies on clients, constituencies, and organizations reflected in the border region at all service levels; and Identify and engage with policy makers and organizations in order to advance the creation, revision, and implementation of border inclusive policies (2022 EPAS Comp 5 and UTEP Specialist Behaviors)
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; use empathy, reflection, and interpersonal skills to engage in culturally responsive practice clients and constituencies; apply culturally responsive social work theories, frameworks, perspectives, and models to effectively and authentically engage border region clients, constituencies, and organizations; and critically reflect upon the impact of personal life experiences, potential biases, positionality, and potential cultural barriers on the engagement process with families, groups, organizations, and communities in the border region (2022 EPAS Comp 6 and UTEP Specialist Behaviors)
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; demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan; apply culturally responsive social work theories, frameworks, perspectives, and models to engage in effective and authentic assessment practices with border region clients, constituencies, and organizations; and critically reflect upon the impact of personal life experiences, potential biases, positionality, and potential cultural barriers on the assessment process with families, groups, organizations, and communities in the border region (2022 EPAS Comp 7 and UTEP Specialist Behaviors)
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; incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies; apply social work theories, frameworks, perspectives, and models to collaboratively identify and implement culturally responsive interventions with border region clients, constituencies, and organizations; and critically reflect upon the potential for client experiences of privilege, oppression, marginalization, and discrimination to influence the intervention process (2022 EPAS Comp 8 and UTEP Specialist Behaviors)

9. **Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities:** Select and use culturally responsive methods for evaluation of outcomes; critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities; apply culturally responsive and diverse evaluation practices in collaboration with border region clients, constituencies, and organizations; and critically reflect upon the impact of personal experiences, potential biases, and connections to client populations may on evaluation practices (2022 EPAS Comp 9 and UTEP Specialist Behaviors)

Competencies	Assignment(s)
1: Demonstrate ethical and professional behavior	Learning Agreement, Timesheets identifying competencies for activities, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, Inter-Professional Education participation, various community presentation and discussions (K, V, S, CA)
2: Advance human rights and social, racial, economic, and environmental justice	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)
3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice)	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)
4: Engage in practice-informed research and research-informed Practice	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)
5: Engage in policy practice	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)
6: Engage with individuals, families, groups, organizations, and communities	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)
7: Assess individuals, families, groups, organizations, and communities	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)
8. Intervene with individuals, families, groups, organizations and communities	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)
9: Evaluate practice with individuals, families, groups and organizations and communities.	Learning Agreement, SOAP Note/Experiential Activity, Reflection Paper – Clinic Day, Case Presentation, various community presentation and discussions (K, V, S, CA)

REQUIRED MATERIALS

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

This system is available to you without purchase. If you are a new student to the MSW Program, you will receive an email inviting you to register. You must do so to complete assignments, enter practicum hours, and receive evaluations.

Readings:

Code of Ethics of the National Association of Social Workers. (2017). Washington, DC: NASW.
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

MSW: Field Education Guidelines 2011-1012 El Paso, TX

https://www.utep.edu/chs/sw/_files/docs/august-2023-field-education-manual-jul-11.pdf

Suggested Readings:

Allen, S. and Tracy, E (2008). Developing Student Knowledge and Skills for Home-Based Social Work Practice, *Council on Social Work Education*.

Spencer, P and Munch, S. (2003). Client violence toward Social Workers: The Role of Management in community Mental Health Programs. *Social Work* 48, 4, 532-544

Hays, J (2010) *Texas Law for the Social Worker* Bayou Publishing

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. If 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**. The week runs 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 (16 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.

Time used for interviews, compliance requirements, orientation taking place prior to the first day of class **CANNOT** be counted towards the required 230 hours without prior authorization of Field Office.

Student should have a total of 8 weeks of seminar, which equal out to 16 hours included on timesheets. Seminar time should be included in the appropriate week, as Week 1, Week 2, Week 3, etc. You should have a total of 8 weeks which equals 16 hours. In addition, you may have more hours for your simulations, IPE activities, etc.

All attendance of trainings, presentations, etc. where you count hours **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 of each semester. If a student completes the required 230 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 sign off electronically on your Learning Agreement through Tevera.

The due date for the signed, completed Learning Agreement submitted in Tevera is **February 16, 2024.**

Participation

Participation is essential to the seminar experience. Expectations are that you will 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.

Case Presentation

The student is required to present an application of all competencies to one of their clients/cases (at micro, mezzo, or macro levels) that they are working with at their practicum. The 15-minute presentation is based on answering a series of prompts that are provided in the assignment description document. You will use a PowerPoint slide presentation in presenting. Please use a client or client system (for macro work) that you actively worked with/on. Macro interns can present the work they do that is essential to supporting direct delivery services to our community.

Experiential Activity/Standardized Patient (Clinic Day Simulation)

This clinic day will provide experience working with translators. Students will be assigned an experiential activity - Clinic Day. During this activity, the student will complete a SOAP note on the Standardized Patient/Hospital using the format provided to the student with this syllabus.

The date for this experience is **Saturday, February 10, 2024**. **Students are advised to please clear their schedules for availability from 8:30 a.m. to Noon on this day.** This simulation will be recorded for students to self-critique and write their reflection paper.

Students must be on time and **dressed in professional attire** for this activity. Any student who is more than 10 minutes late and is not dressed appropriately will not be able to participate and will, therefore, be unable to complete the seminar experience with a Passing grade (S).

Reflective Paper

The student is required to write a reflective paper after their standardized patient simulation day experience. The paper will be 2-3 **typewritten** in 12 PT Font and double spaced, pages and the details of the assignment will be provided on Clinic Day.

This paper due date is two days after students receive their videos for review. Papers are to be written in narrative form and submitted on the due date in Tevera.

Student will participate in Inter-Professional Education (IPE)

UTEP IPE in an Educational Setting will be held in person on **Friday, April 12, 2024**, from 6:00 PM - 8:00 PM at the EPNGCC, El Paso Natural Gas Conference Center.

This IPE is presented by the College of Health Sciences, Department of Social Work and the College of Education, Educational Psychology and Special Services .

- This IPE will require students to write a short summary indicating how the experience affected students, both positive and negative. (Submitted in Tevera.) Paper is due **April 15, 2024, by 5 p.m.**

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.

Actively Participating in Seminar	16 points
Learning Agreement	20 points
Case Presentation	24 points
ASL Clinic Day Simulation	20 points
IPE – UTEP	20 points

TOTAL 100 points

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 and/or activities 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.

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.

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

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

- **Office Hours: My office hours are by appointment.** I can meet virtually, or via telephone.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your email within 24-48 hours upon receiving your email. When e-mailing me, be sure to email from your UTEP student account.
- **Phone** (915) 541-5311
- **Announcements:** All Field Office announcements are made via email. Please check email frequently for any updates, deadlines, or other important messages.

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. 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!

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

ATTENDANCE AND 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 an absence is unavoidable, you must first contact your instructor and receive permission to reschedule your absence.

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 November 3, 2024. See academic regulations in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

OR

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

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.

DEADLINES, LATE WORK, AND ABSENCE POLICY

All assignments must be submitted electronically in TEVERA. No late assignments will be accepted **for any reason**. Given that all assignments are listed in the syllabus, you should make note of due dates. This way you can turn in the assignment on time or early, even if you experience a personal or medical crisis.

MAKE-UP WORK

No make-up work is accepted.

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 the seminar instructor via email and email your assignment until the issue is addressed to upload the assignment.

'INCOMPLETE' GRADE POLICY

Incomplete grades are rarely granted in seminar classes. An Incomplete 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. Keep in mind that an Incomplete may impact your graduation date.

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. Use of client names and identifiable information is discouraged. Agencies are aware that information is shared in class for this purpose. However, discussion outside of class with individuals not in this class or with other class members in settings where you cannot assure that no one else may overhear the conversation is considered a breach of confidentiality and will result in recommendation against remaining in the social work program.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support](#)

[Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them cass@utep.edu or apply for accommodation online via [CASS portal](#)

ILLNESS PRECAUTIONS

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

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX. In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. Link to full text at <https://www.utep.edu/titleix/>

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

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

GUIDANCE ON ARTIFICIAL INTELLIGENCE

All assignments should be fully prepared by the student.

Developing strong competencies in the skills associated with this course, from student-based brainstorming to project development, will prepare you for success in your degree pathway and, ultimately, a competitive career. Therefore, the use of generative AI tools to complete any aspect of assignments for this course is not permitted and will be treated as plagiarism. If you have questions about what constitutes a violation of this statement, please contact me. Students must cite any borrowed content sources (APA) to comply with all applicable citation guidelines,

copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

PLAGIARISM DETECTING SOFTWARE

Some of your course work and assessments may be submitted to SafeAssign, a plagiarism detecting software. SafeAssign is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

Course Resources: Where you can go for assistance

UTEP provides a variety of student services and support:

Technology Resources

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

Academic Resources

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

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#): Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#): Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**

- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

WEEKLY SCHEDULE

Session	Assignments	Topics	Course Objectives & Competencies
Week 1 January 18	Syllabus (handout)	Review Syllabus and assignments; review of competencies, Q&A	EPAS 2015
Week 2 January 27 SATURDAY	Presenter – Jennifer Dahlgren, EPCC Room 211	Working with ASL Interpreters and Deaf clients	EPAS 2015
Week 3 February 10	ASL Simulations 8:30-12:30	Simulations working with ASL Interpreters and Deaf clients.	EPAS 2015
Week 4 February 22	Presenter – Sarah Rashbaum, Director of Volunteer Recruitment Class Discussion and/or Presenters	Presentation on CASA First round of presentations will begin	EPAS 2015
Week 5 March 21	Class Discussion and/or Presenters	Second round of presentations	EPAS 2015
Week 6 April 4	Class Discussion and/or Presenters	Third round of presentations	EPAS 2015
Week 7 April 12 FRIDAY	UTEP IPE w/Education	6:00 PM - 8:00 PM at the EPNGCC, El Paso Natural Gas Conference Center	EPAS 2015
Week 8 April 25	Class Discussion and/or Presenters	Final round of presentations	EPAS 2015

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

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS