



UNDERGRADUATE CURRICULUM CHANGE MEMO

Date: February 20, 2020

From: Erica Balderrama, Coordinator Bachelor of Social Work Program. 

Through: Candyce S. Berger, Interim Chair Department of Social Work 

Through: Dr. Lorraine Torres, Chair, College of Health Sciences Academic Affairs Committee

Through: Dr. Shafik Dhraramsi, Dean, College of Health Sciences

To: Dr. Carla Ellis, Chair, Undergraduate Curriculum Committee

Proposal Title: Changes to the Bachelor of Social Work Curriculum

We are requesting the following:

1. The addition of 1 credit hour to the BSW Traditional Bachelor of Social Work Field Seminar and the Honors Field Seminar courses

The rationale for the course additions and deletions are as follows:

Course Changes to SOWK 4281, 4282, 4283 & 4284

2. We are changing the number of credit hours earned in the Traditional BSW Field Education seminar courses SOWK 4281 & 4282 to incorporate a 1-credit laboratory to promote experiential learning. The laboratory will utilize case simulations that will allow students the opportunity to practice skills learned during the seminar lecture component (2-credits). The added new course numbers would become SOWK 4381 & 4382 and 4281 & 4282 will be deleted.
3. We are changing the number of credit hours by 1 credit for the Honors Field Seminar courses SOWK 4283 & 4284 to increase the seminar time to increase the class time to incorporate greater learning related to more advanced practice theory and interventions consistent with honors education. New course numbers would reflect SOWK 4383 & 4384. We will delete SOWK 4283 and 4284 from the curriculum.
4. We will decrease the number of Elective credits in the degree plan from 18 to 16 to avoid an increase in credits to the BSW Program created by the additional 2 credits for the BSW seminars (see 3 & 4 above).

Pre-requisites for Admission to SSW Program

1. We are changing the language requirements for admission to the BSW Program to include completion of 2 semesters of 1000-level modern foreign language as meeting the language requirement.

Rationale for Added and Deleted Course Changes:

1. Traditional BSW Curriculum: The experience in the BSW Honors Program has demonstrated that the use of simulations/experiential learning enhances students' practice skills. By adding a 1-credit experiential lab to the Traditional BSW 2- credit seminars (SOWK 4281 & 4282), this will create an application component to the seminar. This will enhance the practice skill development of the students through use of simulated cases. By increasing the course credits by 1, it will enable students to apply their learning in the seminar to case scenarios developed to encourage application of seminar content. Based on evaluation data from the BSW Honors Program, students will increase their knowledge and skills that will positively impact student learning and performance in practicum.
2. The experience in the BSW Honors Program has demonstrate that the use of simulations/experiential learning will enhance student skills. However, the intensity of the simulations in the Honors Seminar results in a decrease in time devoted to the seminar's lecture component. Students have provided feedback that increased content on knowledge and intervention approaches prior to the actual simulation would enhance their learning and skill development when participating in the simulation. By adding an additional credit to the seminar, it will enable more time to be devote to knowledge generation.
3. We do not want to add additional credits required to complete the BSW program. This adds a financial burden on students as well as potentially extending the time to graduation. Therefore, we are proposing that the credits associated with Electives will be reduced from 18 to 16.

Rationale for Pre-requisite Change:

1. While most of our students come to UTEP with strong proficiency in Spanish, there are some who require the beginning level courses. By mandating two 2300-level modern foreign language courses as pre-requisites, it could require these students to take up to four courses to meet BSW admission criteria. This could have a financial impact on the students, and potentially extend the time to complete their requirements for admission to the BSW Program. We will open the pre-requisite to the 1300-level courses in any modern foreign language to correct this problem. While we still believe that social work students should complete Spanish to the conversational level if they wish to practice in the El Paso community, we can address this by including the 2300-level courses as Social Work electives/support courses once admitted to the program.

Please let me know if you have additional questions or require further information. We look forward to hearing from you.

From: [Rivera, Julie A](#)
To: [Rivera, Julie A](#)
Subject: RE: Urgent- signature pages
Date: Friday, March 27, 2020 12:49:48 PM
Attachments: [image001.png](#)

From: Dharamsi, Shafik <shafikdharamsi@utep.edu>
Sent: Friday, March 27, 2020 12:48 PM
To: Rivera, Julie A <jarivera6@utep.edu>; Olimpo, Joy <jolimpo@utep.edu>; Perales, Cynthia C <ccperales@utep.edu>; Torres, Lorraine <lorit@utep.edu>; Meeuwsen, Harry <meeuwsen@utep.edu>; Berger, Candyce S <csberger2@utep.edu>
Subject: Re: Urgent- signature pages

Yes, please.

Thanks very much!

From: "Rivera, Julie A" <jarivera6@utep.edu>
Date: Friday, March 27, 2020 at 12:45 PM
To: Shafik Dharamsi <shafikdharamsi@utep.edu>, "Olimpo, Joy" <jolimpo@utep.edu>, "Perales, Cynthia C" <ccperales@utep.edu>, "Torres, Lorraine" <lorit@utep.edu>, "Meeuwsen, Harry" <meeuwsen@utep.edu>, "Berger, Candyce S" <csberger2@utep.edu>
Subject: RE: Urgent- signature pages

Dr. Dharamsi,

To clarify for the committee members because we do not have the proposals listed in this email, your approval is for the following proposals:

- Changes to HSCI courses
- Social Work: Course deletions, additions, and changes to the BSW degree plan.
- Kinesiology: Course changes and changes to the kinesiology degree plans

Is this correct?

Thank you,
Julie

From: Dharamsi, Shafik <shafikdharamsi@utep.edu>
Sent: Friday, March 27, 2020 12:31 PM
To: Olimpo, Joy <jolimpo@utep.edu>; Perales, Cynthia C <ccperales@utep.edu>; Torres, Lorraine <lorit@utep.edu>; Meeuwsen, Harry <meeuwsen@utep.edu>; Berger, Candyce S <csberger2@utep.edu>
Cc: Rivera, Julie A <jarivera6@utep.edu>

Subject: Re: Urgent- signature pages

Importance: High

No one is in the office but me. I don't have the letters but given COVID19, President Wilson has agreed to accept email as signed confirmation.

I've copied Julie on this email.

Knowing that there are no budgetary implications, this email serves as my official approval of all three proposals.



Shafik Dharamsi, PhD
Dean, College of Health Sciences
Charles H. & Shirley T. Leavell Endowed Chair

The University of Texas at El Paso
500 W. University Ave.
El Paso, TX 79968
Office: 915-747-7201
<https://www.utep.edu/chs/about/index.html>

From: "Olimpo, Joy" <jolimpo@utep.edu>

Date: Friday, March 27, 2020 at 11:38 AM

To: Shafik Dharamsi <shafikdharamsi@utep.edu>, "Perales, Cynthia C" <ccperales@utep.edu>, "Torres, Lorraine" <lorit@utep.edu>, "Meeuwsen, Harry" <meeuwsen@utep.edu>, "Berger, Candyce S" <csberger2@utep.edu>

Subject: Re: Urgent- signature pages

Enrollment, not entitlement. Sorry.

Get [Outlook for Android](#)

From: jolimpo@utep.edu <jolimpo@utep.edu>

Sent: Friday, March 27, 2020 11:37:44 AM

To: Dharamsi, Shafik <shafikdharamsi@utep.edu>; Perales, Cynthia C <ccperales@utep.edu>; Torres, Lorraine <lorit@utep.edu>; Meeuwsen, Harry <meeuwsen@utep.edu>; Berger, Candyce S <csberger2@utep.edu>

Subject: Urgent- signature pages

Hi all, I know there is a lot going on. We must get the Dean's signature pages in for the 3 proposals to Julie Rivera TODAY. I believe all departments responded that the changes have no budgetary implications.

Julie has been REALLY LENIENT with us on missed deadlines but she's up against a wall here. Please get those signed and to her ASAP. If these aren't in, we will have a lot of students losing financial aid next year which will surely hurt our entitlement.

Thanks!

Joy

From: [Berger, Candyce S](#)
To: [Rivera, Julie A](#); [Olimpo, Joy](#); [Perales, Cynthia C](#)
Cc: [Torres, Lorraine](#)
Subject: Re: Urgent- signature pages
Date: Monday, March 30, 2020 7:06:08 AM
Attachments: [image001.png](#)
[image002.png](#)
[image001.png](#)
[image002.png](#)

Yes. You have my approval. Did you receive the syllabi? All 4 were sent by Marina Gallardo on Saturday.

Candyce Berger

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From: Rivera, Julie A <jarivera6@utep.edu>
Sent: Sunday, March 29, 2020 2:01 PM
To: Olimpo, Joy; Berger, Candyce S; Perales, Cynthia C
Cc: Torres, Lorraine
Subject: RE: Urgent- signature pages

Good afternoon,

Do I have your approval to include the information provided below in the proposal?

Thank you,
Julie

From: Olimpo, Joy <jolimpo@utep.edu>
Sent: Friday, March 27, 2020 1:38 PM
To: Rivera, Julie A <jarivera6@utep.edu>; Berger, Candyce S <csberger2@utep.edu>; Perales, Cynthia C <ccperales@utep.edu>
Cc: Torres, Lorraine <lorit@utep.edu>
Subject: RE: Urgent- signature pages

Hello, I can step in and give some insight –

The changes in credits for those courses was to ensure students could more easily reach full-time status in degree countable courses due to Program of Study.

The expectation was that all students who had 4281 on their plans would now take 4381. I believe we planned to update the catalog for all current SOWK students since the 3-credit classes actually benefit them MORE than the 2-credit current situation. And it will allow the language requirement to be loosened.

The addition of those 2 credits reduced the SOWK electives to 16 on the new plan.

Having 2 8-credit semesters made it really hard for our students to get to full-time degree countable courses - they usually took PE classes to reach that full-time status after getting to 11 cr. of degree countable work. The decision was made to get those semesters to 9 cr. so that one additional SOWK elective course would allow students to be full-time.

I know nursing had a similar situation – with their 11-credit semester – so we were trying to do a similar thing. I’m not sure how nursing handled it but I do think they changed something so the students have a 12-credit semester now instead of the 11-credit.

What other information can I provide to help with the proposal?



Joy Olimpo

Assistant Dean for Student Affairs

College of Health Sciences

The University of Texas at El Paso

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Office Location: 200 HSSN Building

www.utep.edu/chs/ssc/

UTEP Students: Please include your UTEP ID # in all correspondence with staff and faculty.

From: Rivera, Julie A <jarivera6@utep.edu>

Sent: Friday, March 27, 2020 1:00 PM

To: Berger, Candyce S <csberger2@utep.edu>; Perales, Cynthia C <ccperales@utep.edu>

Cc: Olimpo, Joy <jolimpo@utep.edu>; Torres, Lorraine <lorit@utep.edu>

Subject: FW: Urgent- signature pages

Importance: High

Good afternoon Dr. Berger,

I have a question related to the SOWK proposal. You are requesting the deletion of four courses: SOWK 4281, 4282, 4283, 4284

These courses are required courses in the degree plans for catalog years prior to fall 2020. What will the students take in place of these courses? We cannot require them to take the new courses because they are 3-credit courses and therefore would require them to take more hours than required for their degree. We will need to include the answer to this in an email that will go in the proposal.

Please let me know before the end of the day so that I can add this proposal to the April UGCC agenda.

Thank you,
Julie

COURSE ADD

All fields below are required

College : CHS Department : Social Work

Rationale for adding the course:

The experience in the BSW Honors Program demonstrated that the use of simulations/experiential learning enhances student knowledge and skills. By adding 1-credit for a simulation lab to the traditional BSW 2-credit seminars (SOWK 4281), it will create an experiential component to the seminar. The lab will enhance the learning of the students through use of simulated cases. By increasing the course credits by 1, it will promote application of skills covered within the seminar. It will enhance educational outcomes, positively impacting student learning and performance in practicum.

All fields below are required

Subject Prefix and # SOWK 4381

Title (29 characters or fewer): Generalist Field Seminar I

Dept. Administrative Code : 2580

[CIP Code](#) 44.0701.00.09

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

SOWK 4381 is a capstone seminar that enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice. Prerequisites: Formal admission to field placement SOWK 3320, 3330, 3355 and 3358. Co-requisite: 4380. It is recommended that SOWK 3358 be taken concurrently with SOWK 4281.

Contact Hours (per week): 2 Lecture Hours 1 Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input checked="" type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): NA

TCCN (Use for lower division courses) : NA

| Prerequisite(s): | | |
|----------------------------------|--|---|
| Course Number/ Placement Test | Minimum Grade Required/ Test Scores | Concurrent Enrollment Permitted? (Y/N) |
| SOWK 3320 | C | N |
| SOWK 3430 | C | N |
| SOWK 3355 | C | N |
| SOWK 3358 | C | N |
| | | |
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| Corequisite Course(s): |
|------------------------|
| SOWK 4380 |
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| Equivalent Course(s): |
|-----------------------|
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| Restrictions: | |
|----------------|--------|
| Classification | JR, SR |

| | |
|--------------|--|
| Major | |
|--------------|--|

UNIVERSITY OF TEXAS AT EL PASO
 Bachelor of Social Work Program
SOWK 4381
 GENERALIST FIELD SEMINAR I

Instructor: Marina C. Gallardo, MSSW, LMSW **Office/Phone:** CHS RM 435/747-7292

Term: Fall 2019 **Office Hours:** M&W 9:00am-10:00am

Meeting Times: **E-Mail:** mcgallardo@utep.edu

HSSN Room 215 M 10:30am - 1:20pm

HSSN Room 216 W 10:30am - 1:20pm

Social Work Program Office: 747-5095

I. COURSE DESCRIPTION

SOWK 4281 is a capstone seminar that enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice. Prerequisites: Formal admission to field placement SOWK 3320, 3330, 3355 and 3358. Co-requisite: 4480. It is recommended that SOWK 3358 be taken concurrently with SOWK 4281.

| Competencies & Related Assignments | Linked Assignment (s) |
|--|------------------------------|
| EP2.1.1: Identify as a professional social worker and conduct oneself accordingly. | 1-5 |
| EP2.1.2 Apply social work ethical principles to professional practice. | 2, 5 |
| EP2.1.3: Apply critical thinking to inform & communicate professional judgments. | 1-4 |
| EP2.1.4: Engage in practice-informed research and research-informed practice | 2,3,4 |
| EP2.1.5 Engage in Policy Practice | 1,5 |
| EP2.1.6: Engage with individuals, families, groups, organizations, and communities | 1,3,4 |
| EP2.1.7: Assess individuals, families, groups, organizations, and communities | 1-4 |
| EP2.1.8. Intervene with individuals, families, groups, organizations and communities | 1-5 |
| EP2.1.9: Evaluate practice with individuals, families, groups and organizations and communities. | 1-5 |

II. COURSE OBJECTIVES

KNOWLEDGE

1. To understand the role of theory as part of practice in multicultural, border region setting and in micro, mezzo and macro social systems.
2. To understand the constraints and opportunities in service delivery to clients within organizational contexts of social service agencies.
3. To understand the nature of evaluating self in practice.

VALUES

4. To recognize and acknowledge the professional self in practice.
5. To recognize, acknowledge, and validate client diversity.
6. To commit to ethical professional relationships in service delivery.
7. To promote social and economic justice.
8. To validate the need for specialized services for populations at risk.
9. To acknowledge the dignity and worth of the individual in all service.

SKILLS

10. To demonstrate the ability to differentiate between personal and professional values and identify how these may create ethical practice dilemmas.
11. To demonstrate the ability to conduct focused, goal oriented interviews with individuals and families.
12. To demonstrate the ability to apply critical thinking through problem solving methods to assessment and the identification of problems.
13. To demonstrate the ability to develop comprehensive bio-psycho-social assessments and goal oriented intervention plans.
14. To demonstrate the ability to assess client strengths and resources.
15. To demonstrate the ability to identify how external environmental, social, and ethno cultural factors affect how vulnerable, exploited or oppressed populations respond to social service agencies and/or social work intervention at the micro, mezzo and macro levels.
16. To demonstrate the ability to use problem solving skills to identify and assess individual, family, group or community needs at the mezzo level and the use of known community resources for referral purposes.
17. To demonstrate the ability to utilize state of the art social sciences publications and academic research to enhance and/or improve generalist social work practice at the micro, mezzo, or macro levels.

III. REQUIRED TEXTS

****** SUBSCRIPTION to eMedley**** No purchase is necessary. Go to eMedley.com. to set up your account.**

- 1) Code of Ethics of the National Association of Social Workers. (2008). Washington DC: NASW. Available at <http://www.socialworkers.org/pubs/code/code.asp>
- 2) Field Manual of the UTEP Program
- 3) Required reading packet on reserve in the library.
 - a) Birkenmaier, J. & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (3rd ed.). New York: Pearson Education, Inc.
 - i) Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 52-61.
 - ii) Birkenmaier & Berg-Weger, from Chapter 5 - Gathering Information - pages 98-99.
 - iii) Birkenmaier & Berg-Weger, from Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 108-113 and 122-124.
 - iv) Birkenmaier & Berg-Weger, from Chapter 9: Social work Practice and the Legal System, pages 196-201.
 - b) Cummins, L., Sevel, J. & Pedrick, L. (2012) *Social Work Skills for beginning Direct Practice* (3rd ed.)
 - i) Cummins, L., Sevel, J. & Pedrick, L. Chapter 1- An Introduction to Social Work and the Helping Process – pages 2-12.
 - ii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 9 – The Assessment Process- pages 182-188.
 - iii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination pages 260-268
 - c) Kirst-Ashman, K. & Hull Jr. G. (2006) *Understanding Generalist Practice* (4th ed.)
 - i) Kirst-Ashman, K. & Hull Jr. G. Chapter 1: the Generalist Intervention Model pages 25-38. (Critical thinking) & Planned change.
 - ii) Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with Individual- pages 43-62.
 - d) Royse, D. Dhooper, S. S. & Badger K. L. (2018). *Field instruction: A guide for social work students* (7th ed.). New York: Pearson Education, Inc.
 - i) Royse, Dhooper & Badger, Chapter 1. The Student Intern: Learning New Roles pages 1-10.
 - ii) Royse, Dhooper & Badger, Chapter 4: Learning New Roles, pages 71-75.
 - iii) Royse, Dhooper & Badger, chapter 5: Context in Which Social Workers Operate, page 100-101
 - iv) Royse, Dhooper & Badger, Chapter 6: Diversity, pages 138-143.
 - v) Royse, Dhooper & Badger, Chapter 8: Legal and Ethical Concerns, pages 203-212.

IV. COURSE OUTLINE

WEEK 1

- Overview of the Field Practicum Experience
Review of Readings and Assignments
Review of Field assessment, Learning Agreement, Field Logs
- Discussion The role of Critical Thinking in the practicum and as social workers
Learning agreement exercise
- Readings i) Kirst-Ashman, K. & Hull Jr. G, Chapter 1:the Generalist Intervention Model pages 25-26 (Critical thinking) & 26-38(Planned change).

WEEK 2

- Review of the Problem Solving Model
- Discussion Agency context and analysis
- Readings Birkenmaier & Berg-Weger, From Chapter 5 - Gathering Information - pages 110-111.

WEEK 3

- Review of person in the environment (“PIE”) models
- Discussion Safety in the agency context
- Readings Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 121-127
Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 56-74.

Due

Journal 1

Agency Intake and/or Assessment forms
Agency Safety Policy

WEEK 4

- Discussion The use of supervision
- Readings Royse, Dhooper & Rompf, Chapter 4: Learning New Roles, pages 65-69.
Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with Individual- pages 43-62.

Due

Agency Task list

WEEK 5

- Discussion Interviewing Skills
Initial client contact
- Readings Birkenmaier & Berg-Weger in Grobman, Chapter 19: Good Habits for Practicum, pages 161- 168.

Due

Journal 2

LEARNING AGREEMENT

WEEK 6

- Discussion NASW Code of Ethics
Ethical Dilemmas
- Readings* Royse, Dhooper & Rompf, Chapter 8: Legal and Ethical Concerns, pages 189-198
(Ethical Dilemmas)
Birkenmaier & Berg-Weger, pages 233-239 (Confidentiality).

WEEK 7

- Discussion Working within agencies, Policy & Ethics
- Readings* Royse, Dhooper & Rompf, chapter 5: Context in Which Social Workers
Operate, page 91

Due: Journal 3

WEEK 8

- Readings* Royse, Dhooper & Rompf, Chapter 6: Diversity, pages 131-139.

Due: Interviewing Skills Part 1

WEEK 9

- Readings* Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field-
Working with Individuals and Families, pages 138-141 (Evidence Based Practice)

Due: Journal 4

WEEK 10

- Readings* Cummins, L., Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination
pages 260-268

Due: Interviewing Skills Part 2

WEEK 11

Due: Journal 5
Interviewing Skills Part 3

WEEK 12

Due: Agency Analysis Paper
Interviews
Interviewing Skills Part 4

WEEK 13

Due: Journal 6

WEEK 14

Due: Interviewing Skills Part 5

WEEK 15

Due:

Journal 7

Week 16 Final

V. COURSE ASSIGNMENTS AND GRADING

1. Agency Analysis 200

The goal of this assignment is for students to demonstrate competence in the use of social work values to critically analyze the functioning of the agency or department where they are completing their field practicum.

The motivation for this assignment comes out of Courtney and Specht's (1994) indictment of the social work profession for having "... abandoned its mission to help the poor and oppressed... (p. 4). Although El Paso-region social services agencies strive to make fair and just provision of services a primary goal, it is not uncommon for *goal displacement* to occur as agencies strive to keep their doors open in today's resource-scarce environment. As a result social workers may find themselves working in agencies that are drifting in the direction of abandoning the mission to help the poor and oppressed. With this in mind, this assignment examines student's competence in applying social work values in the critical analysis of agency policies.

- 1) Agency and Social Work Policy Context
 - a) Identify the agency where you are completing your field placement. State the agency mission, and the mission of the department in which you are working if it differs from that of the agency.
 - b) Describe the services offered by the agency or department
 - c) Describe how the agency rations these services.
 - d) Authority
 - i) Where does the agency get authority to provide services?
 - ii) Where do agency social workers get authority to provide services?
 - e) From a social work values perspective, how are clients perceived by agency staff.
- 2) Fair and Just Provision of Services (Application of Social Work values)
 - a) To what extent and in what areas does the agency fulfill or fail to fulfill its mission?
 - b) How do the agency's sources of authority influence fair and just provision of services?
 - c) How does service rationing influence achievement of social justice?
 - d) How does perception of clients by agency staff influence service provision from a values perspective?
 - e) Identify social work values conflicts or ethical dilemmas that result from the way the agency or department provides services.
- 3) Policy Practice

- a) Identify, describe and discuss policies that could be changed to make service provision more just.
- b) What barriers to these changes do you see?

The assignment will be in the form of paper written as narrative with headings as indicated in the outline above. Your paper will not be evaluated based on length but rather on the following: (1) integration of social work knowledge, skills, values, and personal insight; (2) incorporation of diversity issues in the critique of the agency; (3) clarity of thoughts and writing; (4) quality of information shared; (5) critical thinking; and, (6) thoroughness in covering the identified topics regarding items listed above.

Journals: (40 points each for a total of (280 points).

The goal of each log will be to demonstrate ongoing growth in the student's ability use social work knowledge, values and skills in the field setting. Every two week a log will be due. An assignment guide will be made available in class. You must finish each section of the guide in order for your log to be considered complete. Logs are due on the scheduled due date.

1) Attendance and Participation - (120 points)

Regular class attendance and participation are essential to learning and processing the field placement experience. Students are expected to attend all classes and to participate in class exercises and discussion. Since this class meets once a week, missing one class is equivalent to missing two classes. With this in mind, **students who miss more than two classes will be withdrawn from class** with a grade of W or D. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course after that time will result in an automatic grade of F. Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting. Students who withdraw from their field placements must do so prior to the University Drop Deadline. In accordance with social work competencies on professionalism and responsibility to colleagues and clients; students will be responsible for notifying their field placement agency and their Field Liaison of their withdrawal from Field Instruction and Field Seminar within 3 working days of withdrawal. These two classes are taken concurrently and if one course is dropped the other must also be dropped. Formal notification to both the field agency and field liaison should occur both verbally and in writing. Failure to provide notification of withdrawal or if the withdrawal occurs after the University Drop Deadline will result in a grade of "F" in Field Seminar and "U" in Field Instruction. An "F" in Field Seminar or "U" in Field Instruction will result in immediate termination from the social work program. Neither Field Seminar nor Field Instruction may be repeated.

Students are expected to participate in all classroom activities in a constructive, supportive, professional and respectful manner. The instructor reserves the right to adjust students Attendance and Participation **grade based on the instructor's perception of student's participation**, and may give a student a grade of "0" based solely on her subjective assessment of a student's participation. Participation also includes providing information

regarding difficult cases and offering support to other students who present issues confronted in practice.

VI. Review of Assignments:

| Assignment | Due Date | Points |
|---|--|---------------|
| Assessment or Intake and Agency Safety Policy | Sept.7(M) Sept. 9(W) | 50 |
| Learning Agreement | Sept 21 (M) Sept 23 (W) | 100 |
| Agency Analysis Paper and Presentation | Nov. 9 (M) Nov 11 (W) | 200 |
| 7 Journals (40 points each) | As scheduled | 280 |
| Attendance and Participation | Ongoing | 120 |
| Interviews | Oct. 12/14 Part 1 (50pt.) Oct. 26/28 Part 2 (50pt.) Nov.2/4 Part 3 (50pt.) Nov.9/11 Part 4 (50pt.) Nov. 23/225 Part 5 (50pt.) | 250 |
| Total | | 1000 |

The scale for grading is as follows:

- A = 90-100%
- B = 80- 89%
- C = 70 -79 %
- D = 60-69%
- F = Below 60 %

VII. TIME SHEETS

Weekly time sheets must be submitted every week on eMedley. Failure to comply with weekly submission will reflect in your overall grade.

VIII.CLASS POLICIES

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.

ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

SOCIAL WORK DEPARTMENT POLICY ON ACADEMIC DISHONESTY

UTEP's policies on academic dishonesty are important to the Social Work Program. Social work, like other professions, is based on ethics and values. A key professional value, identified by the Code of Ethics of the National Association of Social Workers (NASW), is integrity. Synonyms for integrity are honor, honesty, truthfulness, veracity, reliability and uprightness.

Integrity is important to Social Workers because we encounter people when they are most vulnerable. Also, our input as professionals can change the course of people's lives. Based on our verbal or written opinions people can be labeled as having emotional issues, convicted of breaking laws, have their children removed from the home, be committed for observation for psychiatric problems, and so forth. It is important that social workers are competent to assess a person, diligent about producing accurate documentation, and respectful of even their most vulnerable or difficult clients.

In addition to requiring students to avoid academic dishonesty themselves, the Social Work Program supports a student Honor Code. The student Honor Code acknowledges that when a student cheats it hurts not only other students, but damages the cheater as well. As a group, social workers are responsible for monitoring the professional conduct of their peers. The Honor Code is the mechanism by which UTEP social work students protect the integrity of the group.

Late assignments:

All assignments must be submitted electronically to the instructor's email address. 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.

Attendance and the Drop Deadline: University policy states that students who miss three or more classes risk being withdrawn from class with a grade of W if absences occur prior to the first eight weeks, or an F if the total of class sessions missed exceeds three after the first four weeks of the course. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course after that time will result in an automatic grade of F.

Use of technology in the classroom

LAPTOPS MAY BE USED DURING CLASS FOR NOTE TAKING ONLY.

CELL PHONES SHOULD BE PLACED ON MUTE OR SILENT DURING CLASS.

If you receive a message during class or a call please step outside to answer or reply. If you text or talk on your phone in the classroom you will be asked to leave and you will be counted as absent.

NO TEXTING DURING CLASS.

PLEASE DO NOT USE ANY OTHER TECHNOLOGICAL DEVICE DURING CLASS TIME.

Accommodations:

UTEP is committed to both the spirit and the letter of federal equal opportunity legislation (reference Public Law 93112 – The Rehabilitation Act of 1973 as amended). With the passage of new federal legislation entitled American with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. The CASS determines whether students need accommodations and assists the instructor in providing approved accommodations.

If you have or suspect a disability and need accommodations, you should contact The Center for Accommodations and Support Services (CASS) at (915) 747- 5148 or cass@utep.edu.

Classroom Behavior:

Students are expected to treat all other in the classroom with respect. This includes paying attention during class activities and discussions, not holding side conversations or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing). The culture of the learning environment is one of challenging ideas not individuals. **Personal attacks 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.

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):

Sandy Vasquez , Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

915.747.5662 svasquez@utep.edu

Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students),

915.747.8694 rholmes@utep.edu

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)

915.747.5648 cmandalis@utep.edu

Related Resources

- Center Against Family Violence Hopelines: **915.593.7300 or 1.800.727.0511**
- For crimes, contact the El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected abuse of children or older persons people, 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**

Other national organizations include: TitleIX.info and the National Sexual Violence Resource Center.

Student Support Services

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- UTEP's Counseling Center offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255** NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **(915) 534-5478**

INTRODUCTION TO GENERALIST FIELD SEMINAR
SOWK 4281
Field Log Submission Form

Student Name _____ Log # _____

Placement Site _____ Field Supervisor _____

List the activities in which you engaged over the past week. Indicate if they are new placement experiences or not.

| Activity | New? | Competence |
|----------|------|------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

- 1) Describe your positive and/or negative emotional reactions to your experiences this week:
- 2) Think about and describe the impact of your values, social work values, agency values and/or client values on your practice-related experiences:
- 3) How did diversity influence your experiences this week? Remember to define diversity broadly, and to consider the diversity of all systems in the practicum, including you, your supervisor, various cultures that may influence these and your client(s), etc.
- 4) Integration of Theory with Practice:
 - a) Describe a concept discussed in readings or the class meeting over the past week:
 - b) Describe how you applied or could apply the concept in the field setting. If the concept is difficult to apply to the field setting, explain why.
 - c)
- 5) Integration of Evidence-Based Practice with Practice Setting

Describe how you engaged in EBP this week. You may describe examples of how you applied concepts from Research Methods class or examples from the list below.

Examples of applying research knowledge and practice wisdom to field settings:

- finding an evidence-based resource brochure or website on a topic (explain why it's relevant)
- finding and reading a research article on your client population or a client problem
- discussing a research article with your field supervisor
- using a measurement tool to assess a client or evaluate their progress
- attending a training using evidence-supported methods of social work practice
- exploring ways of applying or limits for applying an evidence-based practice in your field setting or with your population (e.g. has this practice been researched with Hispanic populations? With military veterans? With binational clients?)

| INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281 | | | | | |
|---|----------------|----------------|--|----------------|---------------|
| Field Log Grading Form | | | | | |
| Student Name _____ | | | | | |
| Log # _____ | | | | | |
| Criteria For A | Criteria For B | Criteria For C | Criteria For D | Criteria For F | Points Earned |
| Description of reactions to field experience reflects acknowledgement of the impact of feelings on social worker effectiveness. | | | Description of reactions to field experience reflects failure to acknowledge the impact of | | |

| | | | | | |
|---|---|---|---|--|--|
| | | | feelings on social worker effectiveness. | | |
| 2- 1.8 | 1.7-1.6 | 1.5-1.4 | 1.3-1.2 | 1.1-0 | |
| Excellent use of critical thinking skills in relation to the impact of values on social work practice | Above average use of critical thinking skills in relation to the impact of values on social work practice | Average use of critical thinking skills in relation to the impact of values on social work practice | Below Average use of critical thinking skills in relation to the impact of values on social work practice | Discussion of the impact of values on social work practice reflects poor use of critical thinking skills | |
| 4 – 3.6 | 3.5 – 3.2 | 3.1 – 2.8 | 2.7 – 2.4 | 2.3 - 0 | |
| Excellent discussion of the influence of diversity in the practicum this week. | Above average discussion of the influence of diversity in the practicum this week. | Average discussion of the influence of diversity in the practicum this week. | Below Average discussion of the influence of diversity in the practicum this week. | Poor or missing discussion the influence of diversity in the practicum this week. | |
| 4 – 3.6 | 3.5 – 3.2 | 3.1 – 2.8 | 2.7 – 2.4 | 2.3 - 0 | |
| Description of concept well-developed, clear and complete | Description of concept is clear and complete | Description of concept is adequate | Description of concept is incomplete or unclear | Missing, very incomplete &/or unclear description of concept | |
| 2- 1.8 | 1.7-1.6 | 1.5-1.4 | 1.3-1.2 | 1.1-0 | |
| Excellent application of concept to the field setting | Above average application of concept to the field setting | Average application of concept to the field setting | Below average application of concept to the field setting | Application of concept is missing or not appropriate | |
| 2- 1.8 | 1.7-1.6 | 1.5-1.4 | 1.3-1.2 | 1.1-0 | |
| Writing in Field Log reflects excellent professional documentation skills. | Writing in Field Log reflects above average professional documentation skills. | Writing in Field Log reflects average professional documentation skills. | Writing in Field Log reflects below average professional documentation skills. | Writing in Field Log reflects unacceptable professional documentation skills. | |
| 2- 1.8 | 1.7-1.6 | 1.5-1.4 | 1.3-1.2 | 1.1-0 | |
| Student demonstrated excellent analytical skills and applied knowledge | Student demonstrated above average analytical skills and applied knowledge | Student demonstrated average analytical skills and applied knowledge | Student demonstrated below average analytical skills and applied knowledge | Student was unable to demonstrate analytical skills and applied knowledge | |
| 4 – 3.6 | 3.5 – 3.2 | 3.1 – 2.8 | 2.7 – 2.4 | 2.3 - 0 | |
| Points Earned out of 20 | | | | | |

INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281

Agency Analysis

With this project you will provide an overview of the agency where you are doing your field placement. This paper will present a comprehensive overview of the agency, its organizational structure, mission, and programs. Through this assignment you will take a global look at your agency in order to understand its mission and goals and the way in which it attempts to address social problems. This assignment becomes the basis for the full Agency Analysis that you will do in the second semester of your placement.

- 4) Description of the Agency
 - a) Name and location, and the unit to which you are assigned
 - b) Summarize the agency's mission statement.
 - c) Request and include, or develop, a organizational chart
 - d) Who is your supervisor?
 - i) Describe the types of work activities in which s/he normally engages.
 - e) Provide a general description of the duties and case loads of any other social workers in the agency
 - f) What (generally) are the duties of other departments within the organization
- 5) Agency Service Provision and Policy
 - a) Generally, what services are provided by the agency, the unit in which you are practicing, and more specifically by the social worker(s) or unit within the agency where you are doing your practicum?
 - i) Based on what you learned in Generalist Social Work Practice I, identify and describe how social work roles are used in the agency.
 - b) What are the eligibility requirements to receive services?
 - c) Identify the three or four agencies or program that refer the most potential clients to the agency
 - d) Identify the three or four agencies or programs to which your practicum agency most often refers clients
 - e) Describe the intake process. Include a copy of the intake form if available
 - f) Describe the assessment process. Include a copy of assessment documents if available
 - i) Describe which systems level(s) the assessment looks at.
 - ii) What information about client strengths does the assessment collect?
 - iii) Within which system level does the assessment tend to place the problem?
 - g) Generally, are recipients of the agency's services clients or respondents? Explain.
 - i) How does this influence the way services are provided?
 - h) Provide a copy of the agency's policies related to employee and/or volunteer safety
 - i) Summarize the agency's policies and/or practices related to maintenance of client confidentiality
- 6) Your Practicum Experience
 - a) Orientation and learning environment
 - i) Describe how you were oriented to the agency (Did you take a tour, read policy manuals, meet people, etc.)
 - ii) Looking back, what was not covered that would have been helpful?
 - iii) Did people in the agency understand your role as a student? Give examples of relationships or interactions that demonstrate their level of understanding.
 - iv) Describe people other than your field supervisor who were helpful in your learning process, and what you learned from them.
 - v) What was your "learning space" like (A desk in a cubicle, a table in the social worker's office, a corner office with a view of the Franklin Mountains, etc.)?
 - b) Opportunities for Learning
 - i) Describe a typical day in your practicum
 - (1) If there was a lot of variability from day to day in what you did, give some typical examples of activities
 - ii) What was the most important thing you learned from the tasks you were asked to perform?
 - iii) Describe your typical client encounter.
 - (1) What was the most important thing you learned from these types of encounters?

- iv) Discuss the diversity of the service recipients with whom you had contact. Remember to define diversity broadly
 - v) Describe any agency meetings you attended like department meetings, case staffing meetings, quality control or administrative meetings
 - vi) List documents you were responsible for completing and submitting
- c) Supervision
- i) Describe a typical meeting with your field supervisor.
 - ii) Did you and your supervisor have difficulty coordinating weekly one hour meetings?
 - iii) What were the five things you learned from your interactions with your supervisor that were most helpful?

INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281
Agency Analysis -

Student Name: _____

| | | | | | | | |
|-------------------------------------|--|--------------|--------------|--------------|--------------|---------|--------|
| | | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | Earned |
| Description of the Agency | Agency and unit identified | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Mission statement summarized | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Organizational chart | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Supervisor work description. | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Other SW's work description | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Other departments' duties | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| Agency Service Provision and Policy | Describes agency services | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Describes Unit services | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Describes Social worker(s) services | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Identification and description of SW roles used in the agency. | 8.0 – 7.2 | 7.1 – 6.4 | 6.3 – 5.6 | 5.5 – 4.8 | 4.7 - 0 | |
| | Eligibility requirements | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Agencies that send clients to practicum agency | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Agencies to refers clients | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Description of the intake process with form. | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Description of the assessment process with document | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Systems level(s) assessed. | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Information about client strengths | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | System level at which assessment places problem | 8.0 – 7.2 | 7.1 – 6.4 | 6.3 – 5.6 | 5.5 – 4.8 | 4.7 - 0 | |
| | Explanation of designation as clients or respondents | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Influence of service recipient type on service provision. | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Policies related to safety | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Policies and/or practices related to confidentiality | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |

| | | | | | | | |
|---------------------------------------|---|-----------|-----------|-----------|-----------|---------|--|
| Practicum Orientation and Environment | Description of orientation | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Describes what was not covered in orientation | 8.0 – 7.2 | 7.1 – 6.4 | 6.3 – 5.6 | 5.5 – 4.8 | 4.7 - 0 | |
| | Analyzes agency understanding of Student Role | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Contributions of people other than the field supervisor | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | What was your "learning space" like | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| Opportunities for Learning | Typical day and/or activities | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Most important thing learned | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Description of a typical client encounter. | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Describes the most important thing learned from client encounters | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Discussion of diversity | 8.0 – 7.2 | 7.1 – 6.4 | 6.3 – 5.6 | 5.5 – 4.8 | 4.7 - 0 | |
| | Description of agency meetings | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | List of documents student was responsible for completing and submitting | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| Supervision | Describes field supervisor meetings | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Discusses meeting coordination with supervisor | 5.0 – 4.5 | 4.4 – 4.0 | 3.9 – 3.5 | 3.4 – 3.0 | 2.9 - 0 | |
| | Discusses 5 things learned from supervisor. | 8.0 – 7.2 | 7.1 – 6.4 | 6.3 – 5.6 | 5.5 – 4.8 | 4.7 - 0 | |
| Total Points Earned out of 200 | | | | | | | |

Comments: _____

Grading Scale

| A | B | C | D | F |
|---|---|--|--|---|
| Response reflects careful consideration of question and excellent use of critical thinking skills | Above average consideration of question and use of critical thinking skills | Average consideration of question and/or use of critical thinking skills | Below average consideration of question and/or use of critical thinking skills | Failure to respond to the question and/or lack of use of critical thinking skills |

SKILLS OF HELPING-Quick Reference
Lawrence Shulman

I. THE PRELIMINARY PHASE

Tuning in:

Intellectually and Affectively to self-how am I responding to the thought of entering into the world of the client system?

Intellectually and Affectively to the client system-what do I know about the client system's experience from personal and professional experience, research, and conceptual literature? What is the client system experiencing? What may be the sense of urgency?

II. THE BEGINNING PHASE (or CONTRACTING)

The 7 areas discussed

Clarifying Role [Clarification of the Social Worker's Role; including your name and title]
A simple statement about the way the worker may help. It should reflect the general function of the social worker and the way the worker functions in the specific setting.

Clarifying Purpose [Clarification of Purpose] - A simple statement by the worker to the client explaining the general purpose of the meeting and services of the agency. A brief statement of purpose or of an agenda should be a part of every session.

Reaching for Client Feedback - An effort to determine the client's perception of his/her needs. The social worker may ask the client to share his concerns related to the purpose of contact and the agency services.

Partializing Client's Concerns - When clients feel overwhelmed by multiple problems, the social worker helps the client focus on one problem at a time or to break large problems into manageable parts. When the client presents a long list of problems, the worker can help by working with the client to prioritize the list of specific problems.

Dealing with Issues of Authority - The social worker informs the client of mutual expectations, confidentiality, and mandatory reporting requirements, such as suspected child abuse.

Supporting the Client in Taboo Areas - The social worker may need to help the client discuss taboo subjects such as sex, money, dependency, death, loss and so on.

Contracting-the needs of the client system, the skills of the worker, and the tasks of the agency converge to specify the basis for the work together. This agreement addresses the question of why we are getting together. The contract forms the "frame of reference for the work that follows and for understanding when the work is in process, when it is evaded, and when it is finished." (Schwartz, 1971, p.8)

III. THE MIDDLE or WORK PHASE

Sectional Tuning In - Efforts by workers to sensitize themselves to client's concerns and feelings that may emerge during the session.

Sessional Contracting - The social worker will share his/her purpose or agenda and will use focused listening to client's direct or indirect offering of current and urgent concerns.

Elaborating Skills – helping the client tell the story

Containment - Efforts at not acting on the worker's desire to help until the real concern of the client is expressed; allowing the client time to think and respond before “jumping in” to help.

Moving from the General to the Specific - Helping the client to share specific details that help to elaborate an issue raised on a more general level.

Focused Listening - Concentrating on a specific part of the client's conversation.

Questioning - A skill that leads the client to provide more details. Can be open-ended or closed-ended in format.

Reaching Inside of Silences - Efforts to explore the meaning of the client's silence.

Empathic Skills - helping the client share the affective (feeling) part of the message

Reaching for Feelings - Asking the client to share the affective (feeling) portion of the message.

Reaching for Thoughts - Asking the client to discuss the cognitive portion of the message. (Not identified by Shulman)

Displaying Understanding of Client's Feelings - Verbal and nonverbal expressions by the worker that indicate his or her immediate experiencing of the client's emotions.

Putting the Client's Feelings into Words (Empathic Responding) - The social worker senses the client's feelings and puts the feelings into words for the client. Articulating the client's feelings; can be used to demonstrate the worker's understanding of the client's situation.

Sharing Worker's Feelings Skills - appropriately sharing with the client the worker's own affect (feeling)

Making a Demand for Work Skills - involving the client in the work; addressing the client's ambivalence or resistance to work or change

Partializing Client Concerns - The social worker lists the specific concerns presented by the client; designed to break bigger problems into manageable tasks.

Holding to Focus - Asking the client to stay focused on one theme as opposed to jumping from issue to issue.

Checking for Underlying Ambivalence - Exploring the client's ambivalence that may be hidden by an artificial agreement.

Challenging the Illusion of Work - The worker calls attention to a pattern of behavior in which the client has engaged in conversation with the worker that is empty and devoid of any real meaning; appears rather superficial.

Pointing Out Obstacles

Supporting Clients in Taboo Areas-The worker helps the client talk about difficult topics.

Dealing with the Authority Theme-The worker helps the client encounter the worker as both a nurturing helper and a demanding authority figure.

Identifying Process and Content Connections-The worker uses the content of the interaction to make observations about the interaction itself.

Sharing Data Skills - sharing facts, ideas, and beliefs that the worker has accumulated from experience and can make available to clients

Providing Relevant Data - Sharing facts, ideas, values, and beliefs relevant to the client's work that are unavailable to him or her.

Data Open to Challenge - The social worker shares his or her feelings about revealing his or her opinion, and then allows client access to his or her view as representing only one reality.

Helping Client See Life in New Ways (Reframe) - The social worker reframes a situation in an effort to modify the client's thought patterns creating a more positive thought

Sessional Ending and Transition Skills - skills designed to bring a session to a close

Summarizing - Helping a client to identify the main themes of discussion during the session; identifying what has been learned.

Generalizing - Broadening the learning from one experience to a whole category of experiences.

Identifying Next Steps - Helping the client to develop ideas about future actions based on current discussion (usually at the end of a session).

Rehearsal - Giving the client an opportunity to practice/role play some difficult situation they are to encounter; the social worker usually plays the role of the other person.

Identifying "Doorknob" Communications - The skill of identifying comments of significance raised by the client toward the end of the session when there is too little time to deal with them. A doorknob comment may be a signal to the worker of the client's ambivalence about discussing an area of work; the concern is raised at a time it cannot be fully discussed.

IV. THE ENDING or TRANSITION PHASE

The worker prepares the client to bring the relationship to an end and to make transitions to new experiences.

Pointing out Endings – acknowledging with the client that the helping relationship is ending.

Reaching for Ending Feelings – inviting the client to express concerns about ending the relationship.

Crediting the Client – pointing out specific ways the client has grown and/or developed new skills.

Reaching for Negative Evaluation – inviting the client to point out how the worker could have been more effective.

Identification of Major Learning - The worker asks the client to reflect on their work together and to identify some of the things that have been learned.

Identification of Areas for Future Work - Helping clients to understand that the work will continue after the ending. The worker must help the client create an agenda for future work and to use their experience together to determine how the client can continue to work on these concerns.

Synthesizing Endings Process and Content - The worker helps the client see that the skills developed in dealing with the worker are transferable to other situations.

Transition to New Experiences and Support Systems - Discuss how client can continue to receive support - i.e., transfer of the work to support staff, use of family members, peer group, etc.

From: Shulman. L. (2008). The skills of helping individuals, families and groups (6th ed.). Itasca, IL: F.E. Peacock Publishers, Inc.

Original adaptation by Bill Johnson, MSW, 1979; 2008 revision by Preston M. Dyer, LCSW, Dennis Myers, LCSW, and Luoana Rotar, MSW student.

Interviewing Assignments

This assignment has 5 Parts to it, each part is 50pts. The purpose of this assignment is to provide the student with the tools and skills to be successful when interviewing clients.

Observe an interview at your placement with permission from your supervisor. You may report on the one interview by taking notes throughout the interview then breaking it down into the 5 assignments or you may observe different interviews and report on that part of the assignment.

All assignments are typed and turned in on due dates.

Part 1 (Due Oct. 12 (M)/ 14(W))

Using Shulman's Quick Guide you will note if you felt the interviewer prepared for the interview. After the interview you will need to ask the person doing the interview how they prepared for this interview and how they **intellectually** and **affectively** tuned into self and how they **intellectually** and **affectively** tuned into the client.

(50 pts)

Part 2 (Due Oct.26(M)/28(W))

The beginning phase

Observe an interview at your placement and focus on the beginning phase of the interview and using Shulman's Quick Guide you will report if the interviewer addressed the seven areas discussed in this phase and if you felt the interviewer did so effectively. (50pts)

Part 3 (Due Nov.2(M)/4(W))

The Middle or Work Phase

Observe an interview and focus on the Middle or Work Phase. Using the Elaborating Skills as a guide, Focus on interviewer's use of each and give examples of how they used them. One example for each.

(50pts.)

Part 4 (Due Nov.9(M)/Nov11(W))

The Ending or Transition Phase

Observe a ending or transition phase of an interview. Discuss any three of the eight points and how they were used by the interviewer to bring closure to the interview.

(50pts)

Part 5 (Due Nov.23(M)/Nov25(W))

You will conduct your own interview and have your supervisor critique your interview and write about what your supervisor said. You will also talk about how you felt during the process and what you felt you did well and what you could improve upon.

What was the purpose of the interview? Give examples.

How did you prepare for the interview? Give examples.

Did you feel you connected with the client? Give examples.

Were you able to help the client? Give examples.

(100pts)

COURSE ADD

All fields below are required

College : CHS Department : Social Work

Rationale for adding the course:

The experience in the BSW Honors Program demonstrated that the use of simulations/experiential learning enhances student knowledge and skills. By adding 1-credit for a simulation lab to the traditional BSW 2-credit seminars (SOWK 4281), it will create an experiential component to the seminar. The lab will enhance the learning of the students through use of simulated cases. By increasing the course credits by 1, it will promote application of skills covered within the seminar. It will enhance educational outcomes, positively impacting student learning and performance in practicum.

All fields below are required

Subject Prefix and # SOWK 4382

Title (29 characters or fewer): Generalist Field Seminar II

Dept. Administrative Code : 2580

[CIP Code](#) 44.0701.00.09

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

SOWK 4381 is a capstone seminar that enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice.

Contact Hours (per week): 2 Lecture Hours 1 Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input checked="" type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): NA

TCCN (Use for lower division courses) : NA

| Prerequisite(s): | | |
|----------------------------------|--|---|
| Course Number/ Placement Test | Minimum Grade Required/ Test Scores | Concurrent Enrollment Permitted? (Y/N) |
| SOWK 4381 | C | N |
| SOWK 4380 | S | N |
| | | |
| | | |
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| | | |

| Corequisite Course(s): |
|------------------------|
| SOWK 4390 |
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| Equivalent Course(s): |
|-----------------------|
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| Restrictions: | |
|----------------|--------|
| Classification | JR, SR |
| Major | |

UNIVERSITY OF TEXAS AT EL PASO

Bachelor of Social Work Program

SOWK 4382

GENERALIST FIELD SEMINAR II

Spring 202121

Monday 10:00 am. to 12:50 am. HHSN # 213

Monday 12:30 am. To 3:20 pm. HHSN # 213

Instructor: Marina C. Gallardo, LMSW

Term: Spring 2021

Office Hours: By appointment

Office: HSSN #435

Phone: 915 747-7292

Email: mcgallardo@utep.edu

COURSE DESCRIPTION

This is a capstone seminar that enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence of generalist social work practice. Emphasis will include an evaluation of one's own practice. FOR SOCIAL WORK MAJORS ONLY. Co-requisite: SOWK 4490. Prerequisites: SOWK 4281 and SOWK 4480 each with a grade of "C" or better.

| Competencies & Related Assignments | Linked Assignment(s) |
|--|-----------------------------|
| EP2.1.1: Identify as a professional social worker and conduct oneself accordingly. | 1-5 |
| EP2.1.2 Apply social work ethical principles to professional practice. | 2, 5 |
| EP2.1.3: Apply critical thinking to inform & communicate professional judgments. | 1-4 |
| EP2.1.4: Engage in practice-informed research and research-informed practice | 2,3,4 |
| EP2.1.5 Engage in Policy Practice | 1,5 |
| EP2.1.6: Engage with individuals, families, groups, organizations, and communities | 1,3,4 |
| EP2.1.7: Assess individuals, families, groups, organizations, and communities | 1-4 |
| EP2.1.8. Intervene with individuals, families, groups, organizations and communities | 1-5 |
| EP2.1.9: Evaluate practice with individuals, families, groups and organizations and communities. | 1-5 |

REQUIRED ASSIGNMENTS: The following descriptions of major assignments are for informational purposes only. Complete details about assignment expectations will be provided in class.

S.O.A.P. Notes (30% of total grade)

Based on 3 video interviews, students will submit a **written** SOAP note for documenting social work cases as outlined by Cameron, S. & Turtle-Song, I. (2002, Summer). Learning to write case notes using the SOAP format. *Journal of Counseling and Development* (Vol. 80). Accessed via: <http://www.unm.edu/~clinic/Procedures/Forms/soap%20notes>. These are due in the by 5:00PM after the presentation in class. These will be peer reviewed in class and graded by the instructor. Take your work to the writing center to ensure you do not lose points for grammar and punctuation.

1. Competency-Based Case Presentations -- Various (10% of total grade):

Using your Social Work Core Values identify a case at your agency that relates to that competency (ethical dilemma, cultural competency, human behavior in the social environment) and describe the case and the facets that relate to the competency, how the skills identified in the competency were utilized, and what the outcomes were. Generate and lead discussion with your classmates.

2. Competency-Base Case Presentations -- Research-Informed Practice and Practice-Informed Research (10% of total grade):

Based on the social issue, client population, or a specific case at your agency, find three professional journal articles, books, or other professional research/information (educational video resource from UTEP library, professional association resources, etc.) to better help you understand the client, environment, issue, referral sources, treatment modality, social work theoretical framework, or other professional aspect of or consideration for working with that client/population/issue. Bring these resources to class and share a 10-15 minute synopsis of what you learned and how you used or can use that information to better serve your client/population/community.

3. Competency-Based Case Presentations -- Policy/Advocacy & Advance Human Rights and Social & Economic Justice (10% of total grade)

Based on the needs of typical clients in your agency identify/create an agency/local/state/national/funder policy that you would like to add, change, or delete that you believe would have a positive impact on the clients. Write a one-page letter to the appropriate authority explaining the rationale and justification for your proposed change, the exact wording of the new policy you would like them to consider, research that backs/supports your position, and the impact the proposed change would have on the client population/community. Take your work to the writing center to ensure you do not lose points for grammar and punctuation.

Attendance and Participation (10% of total grade)

Regular class attendance and participation are essential to learning and processing the field placement experience. Students are expected to attend all classes and to participate in class exercises and discussion. Since this class meets once a week, missing one class is equivalent to missing two classes. With this in mind, **students who miss more than two classes will be**

withdrawn from class with a grade of W or F. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course after that time will result in an automatic grade of F. Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting.

Students are expected to participate in all classroom activities in a constructive, supportive, professional and respectful manner. The instructor reserves the right to adjust students Attendance and Participation **grade based on the instructor's perception of student's participation**, and may give a student a grade of "0" based solely on her subjective assessment of a student's participation. Participation also includes providing information regarding difficult cases and offering support to other students who present issues confronted in practice.

4) Social Work Practice Assessment Project (20%)

This two part assignment provides the student an opportunity to apply concepts and skills learned during their studies to a client from the field agency. The assignment has two components: a written assessment and a case presentation both focused on the same client.

Process: You will select a case that you have dealt with in your field agency. Choose a client/case that you have worked with using the problem solving process. You will develop a written assessment of the client with suggestions for interventions, and you will present your assessment and lead discussion of the client with the class.

a) Social Work Practice Assessment Paper (20%)

The written assessment will demonstrate student's abilities to use the tools they have acquired from their course work across the social work curriculum. The paper must include to at least 5 references, 3 of which must come from academic journals. Students will describe their work with a client using the Problem Solving Model (50 pts). The process of engagement with the client, including any engagement issues that will be explored (20pts). The student will assess the case from at all pertinent perspectives, such as developmental or ecological/systems perspectives. The impact of culture in the client's situation will be discussed. Motivation, capacity and opportunity, and strengths will be assessed (30 pts). Presenting problems, problems to be worked, and location of the problem will be discussed (75 pts). Suggested interventions and plans for monitoring outcomes will be included (75pts). A detailed assignment guide will be made available in class.

b) Social Work Practice Case Presentation and Discussion - *Due as scheduled*

At the beginning of the semester each student will select or be assigned a date upon which s/he will be responsible for presenting a client's case. This should be the client the student plans on using for the Social Work Practice Assessment Paper. The student is expected to take advantage of the presentation as an opportunity to provide information they currently have about the case and to enlist their peers in examining the case from other perspectives. Students are expected to present an organized overview of the information they have on the case, their assessment of the case from the perspective they have found most helpful, and to

have a well-developed list of questions to ask their peers about the case in order to obtain their comments and insights. A detailed assignment guide will be made available in class

COURSE OUTLINE and DUE DATES

| Date | Topics for discussion | Readings and Materials Due |
|--------|--|---|
| Week 1 | Introduction and overview of class and assignments Discussion of Suicidal Ideation & Contracting for Safety | Identification of case discussion schedule McMyler, C. & Pryjmachuk, S. (2008). Do “no-suicide” contracts work? <i>Journal of Psychiatric and Mental Health Nursing</i> , 15, 512–522 Edwards, S. J. & Sachmann, M.D. (2010, Jan.). No-suicide contracts, no-suicide agreements, and no-suicide assurances: A study of their nature, utilization, perceived effectiveness, and potential to cause harm. <i>The Journal of Crisis Intervention and Suicide Prevention</i> Vol. 31(6). pp. 290-302. |
| Week 2 | SOAP Note ! show in class. Due the end of class period Assignment #1 | Student Reading/Refreshers: Collins & Coleman in Grobman, Chapter 20: Eliminating Bad Habits in the Social Work Interview, pages 169-180. Cameron, S. & Turtle-Song, I. (2002, Summer). Learning to write case notes using the SOAP format. <i>Journal of Counseling and Development</i> (Vol. 80). Accessed via: http://www.unm.edu/~clinic/Procedures/Forms/soap%20notes.pdf |
| Week 3 | Soap Notes | Discuss SOAP Note 1 |
| Week 4 | Assignment #2 (a) Presentations & Discussion | Read Robbins, Chatterjee & Canda. Chapter 5: Theories of Assimilation, Acculturation, and Bicultural Socialization and Ethnic Minority Identity. Focus: Research-Informed Practice/Practice-Informed Research SUBMIT: Assignment 2 (Prepare to discuss in class). Presentations |
| Week 5 | SOAP Note 2 Show in class Assignment #1 Presentation and discussion | Presentations Essential Steps for Ethical Problem-Solving, NASW www.socialworkers.org/pubs/code/oepr/steps.asp Read Miley, K. & Dubois, B., (2007). Ethical preferences for the clinical practice of empowerment social work. <i>Social Work in Health Care</i> , 44: 1, 29-44. SUBMIT: Assignment 2 |
| Week 6 | SOAP Notes Assignment #3 | SUBMIT: SOAP Note 2 |
| Week 7 | SOAP Notes 3 show in class Assignments 3 Presentation and discussion | SUBMIT: Assignment 3 |

| | | |
|---------|---|--|
| Week 8 | | Submit: Soap note 3 |
| Week 9 | SPRING BREAK | SPRING BREAK |
| Week 10 | Submit Case Assessment Paper, Case Presentations Start | SUBMITT: Social Work Practice Assessment and Intervention Paper |
| Week 11 | Case Presentations | |
| Week 12 | Case Presentations | |
| Week 13 | Case Reviews Career Launch Review License & Legal Implications | Code of Ethics of the National Association of Social Workers. (2008). Washington DC: NASW. Available at http://www.socialworkers.org/pubs/code/code.asp Licensure Requirements/Obligations |
| Week 14 | Career Launch Review Obligations to report and protect: Tarasoff case. | Granich, S. (2012, Winter). Duty to warn, duty to protect. The New Social Worker (Vol. 19, No. 1). Accessed via: http://www.socialworker.com/home/Feature_Articles/Ethics/Duty_to_Warn,_Duty_to_Protect/ |
| Week 15 | Case Presentations | Remaining Presentations As Needed |
| Week 15 | Last day of class | Remaining Presentations As Needed |

COURSE ASSIGNMENTS and GRADING

| | |
|---|--------------------|
| 1. SOAP Documentation | 30% |
| 2. Case Presentation & Paper | 35% |
| 3. Competency-Based Case Presentations | 10% |
| 4. Research-Informed Practice and Practice-Informed Research | 10% |
| 5. Policy/Advocacy | 10% |
| 67. Attendance and Participation | 5% |
| TOTAL | 100% (pts) |

Final Grade Calculation

| | |
|---------|----|
| 90-100% | =A |
| 80-89% | =B |
| 70-79% | =C |

60-69% =D
59% or less =F

CLASS POLICIES

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.

:

Late assignments:

All assignments must be submitted electronically to the instructor's email address. No late assignments will be tolerated **for any reason**; late assignments will automatically be reduced by 1/3 of the total points for each assignment for each day it is late; a maximum of only 2 late days will be allowed. "Late" is defined as any assignment that is submitted electronically past the due date and time of submission defined by the instructor. 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.

Attendance and the Drop Deadline: Regular class attendance and participation are essential to learning and processing the field placement experience. Students are expected to attend all classes and to participate in class exercises and discussion. Since this class meets once a week, missing one class is equivalent to missing two classes. With this in mind, **students who miss more than two classes will be withdrawn from class** with a grade of W or D. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course after that time will result in an automatic grade of F. Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting. Students who withdraw from their field placements must do so prior to the University Drop Deadline. In accordance with social work competencies on professionalism and responsibility to colleagues and clients; students will be responsible for notifying their field placement agency and their Field Liaison of their withdrawal from Field Instruction and Field Seminar within 3 working days of withdrawal. These two classes are taken concurrently and if

one course is dropped the other must also be dropped. Formal notification to both the field agency and field liaison should occur both verbally and in writing. Failure to provide notification of withdrawal or if the withdrawal occurs after the University Drop Deadline will result in a grade of “F” in Field Seminar and “U” in Field Instruction. An “F” in Field Seminar or “U” in Field Instruction will result in immediate termination from the social work program. Neither Field Seminar nor Field Instruction may be repeated.

Use of technology in the classroom

- **Laptops may be used for note taking only**
- Cell Phones: Cell phones can be left on and out during class time if you request permission from the instructor due to family crisis/situation. They must be set only to vibrate.
- Students who use these devices during class will be asked to leave.

CLASSROOM BEHAVIOR

Students are expected to treat all others in the classroom with respect. This includes paying attention during class activities and discussions, not holding side conversations or engaging in any activities that disturb other members of the classroom (e.g., texting, emailing). The culture of the learning environment is one of challenging ideas not individuals. Personal attacks 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.

ACADEMIC DISHONESTY

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, or any act designed to give unfair advantage to a student or the attempt to commit such acts.

SOCIAL WORK DEPARTMENT POLICY ON ACADEMIC DISHONESTY

UTEP’s policies on academic dishonesty are important to the Social Work Program. Social work, like other professions, is based on ethics and values. A key professional value, identified by the Code of Ethics of the National Association of Social Workers (NASW), is integrity. Synonyms for integrity are honor, honesty, truthfulness, veracity, reliability and uprightness.

Integrity is important to Social Workers because we encounter people when they are most vulnerable. Also, our input as professionals can change the course of people’s lives. Based on our verbal or written opinions people can be labeled as having emotional issues, convicted of breaking laws, have their children removed from the home, be committed for observation for psychiatric problems, and so forth. It is important that social workers are competent to assess a

person, diligent about producing accurate documentation, and respectful of even their most vulnerable or difficult clients.

In addition to requiring students to avoid academic dishonesty themselves, the Social Work Program supports a student Honor Code. The student Honor Code acknowledges that when a student cheats it hurts not only other students, but damages the cheater as well. As a group, social workers are responsible for monitoring the professional conduct of their peers. The Honor Code is the mechanism by which UTEP social work students protect the integrity of the group.

AMERICANS WITH DISABILITIES ACT

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act- (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Disabled Student Services Office (DSSO) of their disability, and for requesting accommodations within two weeks of the start of each semester. The DSSO determines whether students need accommodation, and assists the instructor in providing accommodation.

Bibliography

- 1) Cameron, S. & Turtle-Song, I. (2002, Summer). Learning to write case notes using the SOAP format. *Journal of Counseling and Development* (Vol. 80). Accessed via: <http://www.unm.edu/~clinic/Procedures/Forms/soap%20notes.pdf>
- 2) Collins & Coleman in Grobman, Chapter 20: Eliminating Bad Habits in the Social Work Interview, pages 169-180.
- 3) Edwards, S. J. & Sachmann, M.D. (2010, Jan.). No-suicide contracts, no-suicide agreements, and no-suicide assurances: A study of their nature, utilization, perceived effectiveness, and potential to cause harm. *The Journal of Crisis Intervention and Suicide Prevention* Vol. 31(6). pp. 290-302.
- 4) Granich, S. (2012, Winter). Duty to warn, duty to protect. *The New Social Worker* (Vol. 19, No. 1). Accessed via: http://www.socialworker.com/home/Feature_Articles/Ethics/Duty_to_Warn,_Duty_to_Protect/
- 5) McMyler, C. & Pryjmachuk, S. (2008). Do “no-suicide” contracts work? *Journal of Psychiatric and Mental Health Nursing*, 15, 512–522.
- 6) Miley, K. & Dubois, B., (2007). Ethical preferences for the clinical practice of empowerment social work. *Social Work in Health Care*, 44: 1, 29-44.
- 7) NASW, (2008). Code of Ethics of the National Association of Social Workers. Washington DC: NASW. Available at <http://www.socialworkers.org/pubs/code/code.asp>
- 8) NASW standards at <http://www.socialworkers.org/practice/default.asp>
- 9) Robbins, Chatterjee & Canda. Chapter 5: Theories of Assimilation, Acculturation, and Bicultural Socialization and Ethnic Minority Identity.

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):

Sandy Vasquez , Title IX Coordinator (Investigation of concerns related to Faculty and Staff)

915.747.5662 svasquez@utep.edu

Dr. Ryan C. Holmes, Deputy Title IX Coordinator (Investigation of concerns related to Students),

915.747.8694 rholmes@utep.edu

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)

915.747.5648 cmandalis@utep.edu

Related Resources

- Center Against Family Violence Hopelines: **915.593.7300** or **1.800.727.0511**
- For crimes, contact the El Paso Police Department (**911**) or UTEP Police Department (**747-5611**).
- For suspected abuse of children or older persons people, 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**

Other national organizations include: TitleIX.info and the National Sexual Violence Resource Center.

Student Support Services

All students experience stress and emotional challenges. The following resources can help those feeling stressed, experiencing loss, and considering ending their life.

- UTEP's Counseling Center offers free counseling to all students with the same number leading to an after-hours crisis line: **(915) 747-5302**
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **(915) 534-5478**

Student Name _____

Assignment #1: Case Documentation Grading Sheet (S.O.A.P.)

SOAP Notes

| Item | Points 1-5 | Multi- plier | Line Score |
|--|---------------|-----------------|---------------|
| Attention to grammar, punctuation, form, and sentence structure. Brief and concise, avoids vague terms, avoids opinions and labels. | | X 2 | |
| Subjective reflects what the client said during interview and reflects the client's conveyed view of the problem(s). | | X 4 | |
| Objective reflects facts, practitioner's observations, "client's demonstrated strengths and weaknesses" and "what was seen, counted, smelled, heard, or measured" (Cameron and turtle-song, 2002). | | X 4 | |
| Assessment reflects the practitioner's impression of the client based on subjective and objective information. | | X 4 | |
| Plan reflects referrals, agency interventions, and forecast of potential gains for client if treatment plan is followed. | | X 4 | |
| SOAP notes are congruent with content/observation of interview. | | X 2 | |
| Total Score | | | |

Comments:

Reviewer Name _____ Reviewer

Signature _____

Assignments # 1-3: Case Documentation Grading Sheet

1. Competency-Based Case Presentations -- Various (10% of total grade):

Identify a case at your agency that relates to one of the 9 competency (ethical dilemma, cultural competency, human behavior in the social environment) and describe the case and the facets that relate to the competency, how the skills identified in the competency were utilized, and what the outcomes were. Generate and lead discussion with your classmates.

Competency _____

- a. Professional case description (3) _____
- b. Clear connection to competency (2) _____
- c. Skill usage & outcomes (4) _____
- d. Discussion lead (1) _____

2. Competency-Base Case Presentations -- Research-Informed Practice and Practice-Informed Research (10% of total grade):

Based on the social issue, client population, or a specific case at your agency, find three professional journal articles, books, or other professional research/information (educational video resource from UTEP library, professional association resources, etc.) to better help you understand the client, environment, issue, referral sources, treatment modality, social work theoretical framework, or other professional aspect of or consideration for working with that client/population/issue. Bring these resources to class and share a 5-10 minute synopsis of what you learned and how you used or can use that information to better serve your client/population/community.

- a. Caliber of resources (3) _____
- b. Clear connection to case (3) _____
- c. Expressed appropriate understanding of usage (4) _____

3. Competency-Based Case Presentations -- Policy/Advocacy & Advance Human Rights and Social & Economic Justice (10% of total grade)

Based on the needs of typical clients in your agency identify/create an agency/local/state/national/funder policy that you would like to add, change, or delete that you believe would have a positive impact on the clients. Write a one-page letter to the appropriate authority explaining the rationale and justification for your proposed change, the exact wording of the new policy you would like them to consider, research that backs/supports your position, and the impact the proposed change would have on the client population/community. Take your work to the writing center to ensure you do not lose points for grammar and punctuation.

- a) Grammar/Punctuation (3) _____
- b) Rationale (3) _____
- c) Research to back position (2) _____
- d) Overall professionalism (2) _____

Social Work Practice Assessment and Intervention Paper

This written assessment will demonstrate student's abilities to use the tools they have acquired from their course work across the social work curriculum. Students will describe their work with a client using the Problem Solving Model. The process of engagement with the client, including any engagement issues will be explored. The student will assess the case from at all pertinent perspectives, such as developmental or ecological/systems perspectives. The impact of culture in the client's situation will be discussed. Motivation, capacity and opportunity, and strengths will be assessed. Presenting problems, problems to be worked, and location of the problem will be discussed. Suggested interventions and plans for monitoring outcomes will be included. The paper must include to at least 5 references, 3 of which must come from peer-reviewed academic journals. All citations must be in APA format.

The goal of this assignment is to demonstrate your ability to apply knowledge, values and skills obtained in this and other Social Work classes by developing a comprehensive case presentation of a client in your field placement, and the work you and the client did. The completed assignment should be submitted in the form of a narrative with the major headings below used to organize the paper.

- 1) **Demographic/Identifying Information – Remember that client confidentiality MUST BE MAINTAINED.**
 - a) Ethnic or racial identity
 - b) Language or languages spoken
 - c) Any other important demographic information related to the client
- 2) **Description of the Problem:**
 - a) Describe your engagement process with this person.
 - i) Identify any issues you had during engagement
 - ii) How did you address these issues
 - b) Client's view of the problem
 - i) What did the client say was her/his/their main issue? Include direct quotes from the client if possible.
 - ii) What had the client already done to try to address the issue?
 - iii) How long has the client been dealing with this issue?
- 3) **Based on a review of at least five credible sources, what interventions have been used to address the issues the client is presenting?**
- 4) **Developmental Assessment – Assess development using Erikson's Life Stage Model, Devore & Schlesinger's Life Course Model, or a group or family development model.**
 - a) Using the selected model, identify and provide evidence of the client's development.
 - b) Identify and discuss any developmental crises, or problems related to development, the client is experiencing.
 - i) **If using the life course model from Devore & Schlesinger) discuss the influence of Ethnicity, Historic time, Social class, Gender, and any other factors that are important based on Devore & Schlesinger's model**
- 5) **From your Developmental Assessment summarize aspects of the client's development that are related to the problem. Explain how they contribute to the problem or are resources to address the problem.**
- 6) **Assess the client from an environmental systems perspective**
 - a) **Describe important client-level features**
 - i) **For individuals**

- (1) Identify any bio-psycho-social strengths or issues (physical, emotional, mental health, spiritually based)
- (2) Assess cognitive functioning from a Cognitive Theory/ Therapy standpoint (Schemas)
- (3) Discuss client motivation, capacity, and opportunities
- ii) For other client systems
 - (1) Describe system boundaries and identify issues related to boundaries
 - (2) Describe system strengths
- b) Describe mezzo-level features of the environment
 - i) Describe any role conflict, role incongruity or role ambiguity related to the issue the client is experiencing
 - ii) Describe mezzo-system strengths or deficits related to the issue the client is experiencing
 - iii) Describe any significant influence of the physical environment on the problem.
- c) Describe any impact of the macro level of the environment on the client's concern.
 - i) Discussion must address both policy and culture
- 7) **Summary of the Assessment:**
 - a) Identify the problem you and the client worked to address
 - b) Where did you (as a social worker) think the problem lay?
- 8) **Action Plan**
 - a) Identify the goals you and the client established.
 - b) Describe any client or system strengths identified for use in addressing concerns.
 - c) Describe the plan you and the client developed for addressing identified issues
 - d) Summarize actions or tasks completed by the client
 - e) Describe tasks you completed, and describe them using one or more of the five social work roles from Practice I (Social Broker, Facilitator, Teacher, Mediator and Advocate)
 - f) Identify any formal or informal resources that were discussed or used to address client issues.
 - i) Describe any services these resources provided to the client
- 9) **Evidence-based Practice:** Discuss how you used the information obtained in the review of the literature to help you in your work with the client.
- 10) **Evaluation and termination**
 - a) Describe how you monitored and evaluated progress on each task and/or goal
 - b) Describe the agency's termination process
- 11) Identify any ethical issues you encountered in working with this client. How were these resolved?
- 12) For any of the topics above, identify additional information that would be helpful to have in order to do a more thorough assessment and intervention with the client.

Social Work Practice Assessment and Intervention Paper - Grading Sheet

| Grading Criteria - A | Grading Criteria - B | Grading Criteria - C | Grading Criteria - D | Grading Criteria - F | Points Earned |
|---|--|---|--|---|---------------|
| Demographic data is included as specified in the assignment | | | Demographic data is incomplete | Demographic data is not included | |
| | 5 | | 3.4-3.0 | 2.9-0 | |
| Excellent overview of case | Above average discussion of engagement | Average discussion of engagement | Below average discussion of engagement | Poor/missing discussion of engagement | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent description initial problem from the client's point of view. | Above average description of the problem from the client's point of view. | Average description of the problem from the client's point of view. | Below average description of the problem from the client's point of view. | Poor/missing description of the problem from the client's point of view. | |
| 8-7.2 | 7.1-6.4 | 6.3-5.6 | 5.4-4.8 | 4.7-0 | |
| Excellent review of practice literature | Above-average review of practice literature | Average review of practice literature | Below average review of practice literature | Poor/missing review of practice literature | |
| 15 – 13.5 | 13.4 - 12 | 11.9 – 10.5 | 10.4 - 9 | 8.9 - 0 | |
| Excellent developmental assessment | Above average developmental assessment | Average developmental assessment | Below average developmental assessment | Poor/missing developmental assessment | |
| 7 – 6.3 | 6.2 – 5.6 | 5.5 – 4.9 | 4.8 – 4.2 | 4.1 - 0 | |
| Excellent discussion of client development as related to the problem | Above average discussion of client development as related to the problem | Average discussion of client development as related to the problem | Below average discussion of client development as related to the problem | Poor/missing discussion of client development as related to the problem | |
| 7 – 6.3 | 6.2 – 5.6 | 5.5 – 4.9 | 4.8 – 4.2 | 4.1 - 0 | |
| Excellent discussion of client strengths | Above average discussion of client strengths | Average discussion of client strengths | Below average discussion of client strengths | Poor/missing discussion of client strengths | |
| 7 – 6.3 | 6.2 – 5.6 | 5.5 – 4.9 | 4.8 – 4.2 | 4.1 - 0 | |
| Excellent assessment of client-level features | Above average assessment of client-level features | Average assessment of client-level features | Below average assessment of client-level features | Poor/missing assessment of client-level features | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent description of mezzo-level features of the environment. | Above average description of mezzo-level features of the environment | Average description of mezzo-level features of the environment | Below average description of mezzo-level features of the environment | Poor/missing description of mezzo-level features of the environment | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent description of mezzo-level influences on client functioning. | Above average description of mezzo-level influences on client functioning. | Average description of mezzo-level influences on client functioning. | Below average description of mezzo-level influences on client functioning. | Poor/missing description of mezzo-level influences on client functioning. | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent discussion of policy's relationship to the client concern. | Above average discussion of policy's relationship to the client concern. | Average discussion of policy's relationship to the client concern. | Below average discussion of policy's relationship to the client concern. | Poor/missing discussion of policy's relationship to the client concern. | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent discussion of the influence of culture on the client concern. | Above average discussion of cultural influence of on the client concern. | Average discussion of the influence of culture on the client concern. | Below average discussion of cultural influence of on the client concern | Poor/missing discussion cultural influence of on the client concern | |

| | | | | | |
|--|--|--|--|---|--|
| 10 - 9 | 8.9 – 8.0 | 7.9 – 7.0 | 6.9 - 6.0 | 5.9 - 0 | |
| Well developed summary of Assessment | Above average Summary of Assessment | Average Summary of Assessment | Below average Summary of Assessment | Poor/missing Summary of Assessment | |
| 8-7.2 | 7.1-6.4 | 6.3-5.6 | 5.4-4.8 | 4.7-0 | |
| Excellent description of goals established with client. | Above average description of goals established with client. | Average description of goals established with client. | Below average description of goals established with client. | Poor/missing description of goals established with client. | |
| 10 - 9 | 8.9 – 8.0 | 7.9 – 7.0 | 6.9 - 6.0 | 5.9 - 0 | |
| Excellent description of strengths identified to address concerns. | Above average description of strengths identified to address concerns. | Average description of strengths identified to address concerns. | Below average description of strengths identified to address concerns. | Poor/missing description of strengths identified to address concerns. | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |

| | | | | | |
|--|--|--|--|---|--|
| Excellent description of Action Plan | Above average description of Action Plan | Average description of Action Plan | Below average description of Action Plan | Poor/missing description of Action Plan | |
| 10 - 9 | 8.9 – 8.0 | 7.9 – 7.0 | 6.9 - 6.0 | 5.9 - 0 | |
| Excellent summary of actions or tasks completed by the client | Above average summary of actions or tasks completed by the client | Average summary of actions or tasks completed by the client | Below average summary of actions or tasks completed by the client | Poor/missing summary of actions or tasks completed by the client | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent description of tasks completed by SW Intern. | Above average description of tasks completed by SW Intern. | Average description of tasks completed by SW Intern. | Below average description of tasks completed by SW Intern. | Poor/missing description of tasks completed by SW Intern. | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent identification of resources discussed or used to address client issues. | Above average identification of resources discussed or used to address client issues. | Average identification of resources discussed or used to address client issues. | Below average identification of resources discussed or used to address client issues. | Poor/missing identification of resources discussed or used to address client issues. | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent description of resource services provided to the client | Above average description of resource services provided to the client | Average description of resource services provided to the client | Below average description of resource services provided to the client | Poor/missing description of resource services provided to the client | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent discussion of application of research literature to practice with client | Above average discussion of application of research literature to practice with client | Average discussion of application of research literature to practice with client | Below average discussion of application of research literature to practice with client | Poor/missing discussion of application of research literature to practice with client | |
| 15 – 13.5 | 13.4 - 12 | 11.9 – 10.5 | 10.4 - 9 | 8.9 - 0 | |
| Excellent plan for monitoring and evaluating progress on goals/tasks | Above average plan for monitoring and evaluating progress on goals/tasks | Average plan for monitoring and evaluating progress on goals/tasks | Below average plan for monitoring and evaluating progress on goals/tasks | Poor/missing plan for monitoring and evaluating progress on goals/tasks | |
| 8-7.2 | 7.1-6.4 | 6.3-5.6 | 5.4-4.8 | 4.7-0 | |
| Excellent description of agency's termination process | Above average description of agency's termination process | Average description of agency's termination process | Below average description of agency's termination process | Poor/missing description of agency's termination process | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent identification of ethical issues encountered | Above average identification of ethical issues encountered | Average identification of ethical issues encountered | Below average identification of ethical issues encountered | Poor/missing identification of ethical issues encountered | |
| 10 - 9 | 8.9 – 8.0 | 7.9 – 7.0 | 6.9 - 6.0 | 5.9 - 0 | |
| Excellent discussion of how ethical issues were resolved | Above average discussion of how ethical issues were resolved | Average discussion of how ethical issues were resolved | Below average discussion of how ethical issues were resolved | Poor/missing discussion of how ethical issues were resolved | |

| | | | | | |
|---|---|---|---|--|--|
| ethical issues were resolved | | | | | |
| 10 - 9 | 8.9 – 8.0 | 7.9 – 7.0 | 6.9 - 6.0 | 5.9 - 0 | |
| Excellent identification of additional information needed for a more thorough assessment and intervention | Above average identification of additional information needed for a more thorough assessment and intervention | Average identification of additional information needed for a more thorough assessment and intervention | Below average identification of additional information needed for a more thorough assessment and intervention | Poor/missing identification of additional information needed for a more thorough assessment and intervention | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Excellent professional documentation skills. | Average professional documentation skills. | Average professional documentation skills. | Below average professional documentation skills. | Unacceptable professional documentation skills. | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Correct APA format throughout | Few APA formatting errors | Several APA format errors | Multiple APA format errors | Consistent APA format errors | |
| 5-4.5 | 4.4-4.0 | 3.9-3.5 | 3.4-3.0 | 2.9-0 | |
| Student Name: | | | Total Points Earned (200 Possible) | | |

INTRODUCTION TO GENERALIST FIELD SEMINAR - SOWK 4281

Social Work Practice Case Presentation and Discussion150 points - *Due as scheduled*

At the beginning of the semester each student will select or be assigned a date upon which s/he will be responsible for presenting a client's case. This should be the client the student uses for the Social Work Practice Assessment Paper. During the presentation the student will discuss the case based on the information they have about the case at that time. Students are expected to present an organized overview of the information they have on the case, their assessment of the case using perspectives presented in previous course work, and to have a well-developed list of questions related to the case to discuss with the class. In this way students will benefit from their peer's comments and insights, as is done in many field settings.

There will be about two presentations per class period. Anticipate that the class will spend around 45 minutes discussing your case. The information you present should be very similar to that which will be covered in the written assignment. Review the grading form on the reverse of this sheet to get an idea of the topics and organization of your discussion. You should present from an outline (perhaps a preliminary outline for your Assessment and Intervention Paper), which will be submitted to your instructor at the time of your case presentation.

In addition to the presentation outline you will also provide your instructor the list of the questions you will ask your peers during discussion of the case.

Grading will be based on more on how well you have used critical thinking skills to identify questions about the case than on having all the answers.

So, for your presentation you will need to have:

- Your presentation outline and a copy to give the instructor before you present
- A list of questions you have about how to handle the case, which you will discuss with the class. You will also give the instructor a copy of your questions before your presentation.

Social Work Practice Case Presentation and Discussion

Student Name _____

Grades will be assigned based on the quality of critical thinking displayed in the student's discussion of the case being presented. Student's discussion of each topic will be graded on a 6 point scale, with the exception of topics 16-19, each of which will be graded on a 15 point scale. Carefully thought-through questions will receive as much credit as excellent coverage of a topic.

| | | | | |
|------------------|------------------|--------------------|-----------------|----------------|
| A | B | C | D | F |
| 6 – 5.4 | 5.3 – 4.8 | 4.7 – 4.2 | 4.1 – 3.6 | 3.5 - 0 |
| 15 – 13.5 | 13.4 - 12 | 11.9 – 10.5 | 10.4 - 9 | 8.9 - 0 |

| | Topic | Score | Points Earned |
|----|---|-------|---------------|
| 1 | Overview of the case | | |
| 2 | Overview of agency and impact of agency policy on this case | | |
| 3 | Engagement process and features/issues | | |
| 4 | Various views of the problem (Client's, student's, agency's, for example) | | |
| 5 | Developmental assessment and any relationship to the problem | | |
| 6 | Client and environmental strengths | | |
| 7 | Assessment of other client-level features related to the problem | | |
| 8 | Mezzo-level features of the environment influencing client functioning | | |
| 9 | Policy's relationship to the client concern | | |
| 10 | Influence of culture on the client concern | | |
| 11 | Goals established with client | | |
| 12 | Strengths identified to address concerns | | |
| 13 | Planned client actions or tasks | | |
| 14 | Planned SW tasks | | |
| 15 | Resources discussed or used | | |
| 16 | Plan for monitoring and evaluating progress on goals/tasks | | |
| 17 | Ethical issues encountered and resolution efforts | | |
| 18 | Quality of questions student brings to the class for discussion | | |
| 19 | Quality and organization of presentation and discussion | | |

Comments:

COURSE ADD

All fields below are required

College : HSC

Department : Social Work

Rationale for adding the course:

The experience in the BSW Honors Program demonstrated that the use of simulations/experiential learning enhanced student skills. However, the intensity of the simulations in the Honors Seminar decreased the amount of time devoted to lecture. Students have provided feedback that increased content prior to the simulation enhanced their learning and skill development by providing more theory and knowledge about different intervention strategies. By adding an additional credit to the seminar, it will enable more time to devote to knowledge generation.

All fields below are required

Subject Prefix and # SOWK 4383

Title (29 characters or fewer): Honors Field Seminar I

Dept. Administrative Code : 2580

[CIP Code](#) 44.0701.00.09

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

SOWK 4383 is an advanced capstone seminar for students enrolled in the BSW Honors Program. It enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|-------------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |
| <input type="checkbox"/> E | Independent Study | <input type="checkbox"/> P | Specialized Instruction |
| <input type="checkbox"/> F | Private Lesson | <input type="checkbox"/> Q | Student Teaching |

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): NA

TCCN (Use for lower division courses) : NA

| Prerequisite(s): | | |
|----------------------------------|--|---|
| Course Number/ Placement Test | Minimum Grade Required/ Test Scores | Concurrent Enrollment Permitted? (Y/N) |
| SOWK 3320 | C | N |
| SOWK 3341 | C | N |
| SOWK 3355 | C | N |
| SOWK 3358 | C | N |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

| Corequisite Course(s): |
|------------------------|
| SOWK 4380 |
| |
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| |

| Equivalent Course(s): |
|-----------------------|
| |
| |
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| |
| |

| Restrictions: | |
|----------------|--------|
| Classification | JR, SR |
| Major | |

UNIVERSITY OF TEXAS AT EL PASO
 Bachelor of Social Work Program
SOWK 4283
 HONORS FIELD EDUCATION SEMINAR I

Instructor: Marina Gallardo
CHS Term: Fall 2017
Meeting Times: 10:00am -11:50am Weds.
Social Work Program Office: 747-5095

Office/Phone: 747-7292
Office Hours: TBA
E-Mail mcgallardo@utep.edu

I. COURSE DESCRIPTION

SOWK 4283 is an advanced capstone seminar for students enrolled in the BSW Honors Program. It enables students to integrate the theory, knowledge, values, skills, ethics, and ethno cultural competence with emphasis on borderland of generalist social work practice.

Prerequisites: Formal admission to field placement, SOWK 3320, 3330, 3355 and 3358. Co-requisite: 4480. It is recommended that SOWK 3358 be taken concurrently with SOWK 4283.

| Competencies & Related Assignments | Linked Assignment (s) |
|--|------------------------------|
| EP2.1.1: Identify as a professional social worker and conduct oneself accordingly. | 1-5 |
| EP2.1.2 Apply social work ethical principles to professional practice. | 2, 5 |
| EP2.1.3: Apply critical thinking to inform & communicate professional judgments. | 1-4 |
| EP2.1.4: Engage in practice-informed research and research-informed practice | 2,3,4 |
| EP2.1.5 Engage in Policy Practice | 1,5 |
| EP2.1.6: Engage with individuals, families, groups, organizations, and communities | 1,3,4 |
| EP2.1.7: Assess individuals, families, groups, organizations, and communities | 1-4 |
| EP2.1.8. Intervene with individuals, families, groups, organizations and communities | 1-5 |
| EP2.1.9: Evaluate practice with individuals, families, groups and organizations and communities. | 1-5 |

II. COURSE OBJECTIVES

KNOWLEDGE

1. To understand the role of theory as part of practice in multicultural, border region setting and in micro, mezzo and macro social systems.
2. To understand the constraints and opportunities in service delivery to clients within organizational contexts of social service agencies.
3. To understand the nature of evaluating self in practice.

VALUES

4. To recognize and acknowledge the professional self in practice.
5. To recognize, acknowledge, and validate client diversity.

6. To commit to ethical professional relationships in service delivery.
7. To promote social and economic justice.
8. To validate the need for specialized services for populations at risk.
9. To acknowledge the dignity and worth of the individual in all service.

SKILLS

10. To demonstrate the ability to differentiate between personal and professional values and identify how these may create ethical practice dilemmas.
11. To demonstrate the ability to conduct focused, goal oriented interviews with individuals and families.
12. To demonstrate the ability to apply critical thinking through problem solving methods to assessment and the identification of problems.
13. To demonstrate the ability to develop comprehensive bio-psycho-social assessments and goal oriented intervention plans.
14. To demonstrate the ability to assess client strengths and resources.
15. To demonstrate the ability to identify how external environmental, social, and ethno cultural factors affect how vulnerable, exploited or oppressed populations respond to social service agencies and/or social work intervention at the micro, mezzo and macro levels.
16. To demonstrate the ability to use problem solving skills to identify and assess individual, family, group or community needs at the mezzo level and the use of known community resources for referral purposes.
17. To demonstrate the ability to utilize state of the art social sciences publications and academic research to enhance and/or improve generalist social work practice at the micro, mezzo, or macro levels.

III. REQUIRED TEXTS

**eMedley.com May purchase directly from
eMedley.com**

- 1) Code of Ethics of the National Association of Social Workers. (2008). Washington DC: NASW. Available at <http://www.socialworkers.org/pubs/code/code.asp>
- 2) Field Manual of the UTEP Program
- 3) Required reading packet on reserve in the library.
 - a) Birkenmaier, J. & Berg-Weger, M. (2007). *The practicum companion for social work: Integrating class and field work* (2rd ed.). New York: Pearson Education, Inc.
 - i) Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 56-74.
 - ii) Birkenmaier & Berg-Weger, from Chapter 5 - Gathering Information - pages 110-111.
 - iii) Birkenmaier & Berg-Weger, from Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 121-127 and 138-141.
 - iv) Birkenmaier & Berg-Weger, from Chapter 9: Social work Practice and the Legal System, pages 233-239.

- b) Cummins, L., Sevel, J. & Pedrick, L. (2012) *Social Work Skills for beginning Direct Practice* (3rd ed.)
 - i) Cummins, L., Sevel, J. & Pedrick, L. Chapter 1- An Introduction to Social Work and the Helping Process – pages 2-12.
 - ii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 9 – The Assessment Process- pages 182-188.
 - iii) Cummins, L., Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination pages 260-268
- c) Kirst-Ashman, K. & Hull Jr. G, (2006) *Understanding Generalist Practice* (4th ed.)
 - i) Kirst-Ashman, K. & Hull Jr. G, Chapter 1: the Generalist Intervention Model pages 25-38. (Critical thinking) & Planned change.
 - ii) Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with Individual- pages 43-62.
- d) Royse, D. Dhooper, S. S. & Rompf, E. L. (2007). *Field instruction: A guide for social work students* (5th ed.). New York: Pearson Education, Inc.
 - i) Royse, Dhooper & Rompf, Chapter 1. The Student Intern: Learning New Roles pages 1-8.
 - ii) Royse, Dhooper & Rompf, Chapter 4: Learning New Roles, pages 65-69.
 - iii) Royse, Dhooper & Rompf, chapter 5: Context in Which Social Workers Operate, page 91
 - iv) Royse, Dhooper & Rompf, Chapter 6: Diversity, pages 131-139.
 - v) Royse, Dhooper & Rompf, Chapter 8: Legal and Ethical Concerns, pages 189-198.

IV. COURSE OUTLINE

August 28 WEEK 1
 Overview of the Field Practicum Experience
 Review of Readings and Assignments
 Review of Field assessment, Learning Agreement, Field Logs
 Discussion The role of Critical Thinking in the practicum and as social workers
 Learning agreement exercise
 Readings i) Kirst-Ashman, K. & Hull Jr. G, Chapter 1: the Generalist Intervention Model
 pages 25-26 (Critical thinking) & 26-38 (Planned change).

Sept. 6 WEEK 2
 Review of the Problem Solving Model
 Discussion Agency context and analysis
 Readings Birkenmaier & Berg-Weger, From Chapter 5 - Gathering Information - pages
 110-111.

Due Agency intake and/or assessment forms

Due **Agency Safety Policy**

Sept. 13 **WEEK 4**

Discussion Review of person in the environment (“PIE”) models
Safety in the agency context
Readings Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field-
Working with Individuals and Families, pages 121-127
Birkenmaier & Berg-Weger, Chapter 3: Safety in Social Work Settings, pages 56-
74.
Due **Journal 1**

Sept. 20 **WEEK 4**

Discussion Review of Interviewing Skills
The use of supervision
Readings Royse, Dhooper & Rompf, Chapter 4: Learning New Roles, pages 65-69.
Kirst-Ashman, K. & Hull Jr. G Chapter 2: Micro Practice Skills: Working with
Individual- pages 43-62.

Due

Sept. 27 **WEEK 5**

Discussion Interviewing Skills
Initial client contact
Readings Birkenmaier & Berg-Weger in Grobman, Chapter 19: Good Habits for Practicum,
pages 161- 168.

Due **Journal 2**

October 4 **WEEK 6**

Discussion NASW Code of Ethics
Ethical Dilemmas
Readings Royse, Dhooper & Rompf, Chapter 8: Legal and Ethical Concerns, pages 189-198
(Ethical Dilemmas)
Birkenmaier & Berg-Weger, pages 233-239 (Confidentiality).

Due **Learning Agreement**
Beginning draft of assessment case

October`11 **WEEK 7**

Discussion Service Agreement development

Readings Royse, Dhooper & Rompf, chapter 5: Context in Which Social Workers Operate, page 91

Due: **Journal 3**

October 18 WEEK 8

Case Presentations/ Discussion Group

Readings Royse, Dhooper & Rompf, Chapter 6: Diversity, pages 131-139.

Due:

October 25 WEEK 9

Case Presentations/ Discussion Group

Readings Birkenmaier & Berg-Weger, Chapter 6: Micro Social Work Practice in the Field- Working with Individuals and Families, pages 138-141 (Evidence Based Practice)

Due: **Journal 4**

November 1 WEEK 10

Case Presentations/ Discussion Group

Readings Cummins, L., Sevel, J. & Pedrick, L. Chapter 12 - Evaluation and Termination pages 260-268

Due:

November 8 WEEK 11

Case Presentations/ Discussion Group

Due: **Journal 5**

November 15 WEEK 12

Case Presentations/ Discussion Group

Due:

November 22 WEEK 13

Case Presentations/ Discussion Group

Due: **Journal 6**

November 29 WEEK 14

Case Presentations/ Discussion Group

Due: **Social Work Practice Assessment and Intervention Paper**

December 6 WEEK 15

Summary, discussion and course evaluations

Due: **Journal 7**

Agency Analysis Paper

V. COURSE ASSIGNMENTS AND GRADING

1) **Social Work Practice Assessment Project** (350 points total)

This five part assignment provides the student an opportunity to apply concepts and skills learned during their studies to a client from the field agency. The assignment has four components: Agency evaluation form, use of social work values, use of 3 professional resources in working case, a written assessment and a case presentation both focused on the same client.

Process: You will select a case that you have dealt with in your field agency. Choose a client/case that you have worked with using the problem solving process. You will develop a written assessment of the client with suggestions for interventions, use of Social Work values and you will present your assessment and lead discussion of the client with the class.

a) **Agency evaluation form (50)**

Bring to class a sample evaluation instrument being used at your agency. Share with the class. Discuss how the instrument is used: who completes it and how (client/staff, in person, during interview, on-line, etc.). Describe how the agency uses the information individually and/or cumulatively to assess client progress, grant results, program effectiveness, etc. What results have they had?

b) **Competency based (50)**

Using your Social Work Core Values identify a case at your agency that relates to that competency (ethical dilemma, cultural competency, human behavior in the social environment) and describe the case and the facets that relate to the competency, how the skills identified in the competency were utilized, and what the outcomes were. Generate and lead discussion with your classmates.

c) **Research-Informed Practice and Practice Informed Research (50)**

Based on the social issue, client population, or a specific case at your agency, find three professional journal articles, books, or other professional research/information (educational video resource from UTEP library, professional association resources, etc.) to better help you understand the client, environment, issue, referral sources, treatment modality, social work theoretical framework, or other professional aspect of or consideration for working with that client/population/issue. Bring these resources to class and share a 10-15 minute synopsis of what you learned and how you used or can use that information to better serve your client/population/community.

d) **Social Work Practice Assessment Paper** (200 Points) *Due*

The written assessment will demonstrate student's abilities to use the tools they have acquired from their course work across the social work curriculum. The paper must include to at least 5 references, 3 of which must come from academic journals. Students will describe their work with a client using the Problem Solving Model (50 pts). The process of engagement with the client, including any engagement issues that will be explored (20pts). The student will assess the case from at all pertinent perspectives, such as developmental or ecological/systems perspectives. The impact of culture in the client's situation will be discussed. Motivation, capacity and opportunity, and strengths will be assessed (30 pts). Presenting problems, problems to be worked, and location of the problem will be discussed (50 pts). Suggested interventions and plans for monitoring outcomes will be included (50 pts). A detailed assignment guide will be made available in class.

Social Work Practice Case Presentation and Discussion - (50 points) *Due as scheduled*

At the beginning of the semester each student will select or be assigned a date upon which s/he will be responsible for presenting a client's case. This should be the client the student plans on using for the Social Work Practice Assessment Paper. The student is expected to take advantage of the presentation as an opportunity to provide information they currently have about the case and to enlist their peers in examining the case from other perspectives. Students are expected to present an organized overview of the information they have on the case, their assessment of the case from the perspective they have found most helpful, and to have a well-developed list of questions to ask their peers about the case in order to obtain their comments and insights. A detailed assignment guide will be made available in class.

Agency Analysis (200)

The goal of this assignment is for students to demonstrate competence in the use of social work values to critically analyze the functioning of the agency or department where they are completing their field practicum.

The motivation for this assignment comes out of Courtney and Specht's (1994) indictment of the social work profession for having "... abandoned its mission to help the poor and oppressed... (p. 4). Although El Paso-region social services agencies strive to make fair and just provision of services a primary goal, it is not uncommon for *goal displacement* to occur as agencies strive to keep their doors open in today's resource-scarce environment. As a result social workers may find themselves working in agencies that are drifting in the direction of abandoning the mission to help the poor and oppressed. With this in mind, this assignment examines student's competence in applying social work values in the critical analysis of agency policies.

- 1) Agency and Social Work Policy Context
 - a) Identify the agency where you are completing your field placement. State the agency mission, and the mission of the department in which you are working if it differs from that of the agency.

- b) Describe the services offered by the agency or department
- c) Describe how the agency rations these services.
- d) Authority
 - i) Where does the agency get authority to provide services?
 - ii) Where do agency social workers get authority to provide services?
- e) From a social work values perspective, how are clients perceived by agency staff.
- 2) Fair and Just Provision of Services (Application of Social Work values)
 - a) To what extent and in what areas does the agency fulfill or fail to fulfill its mission?
 - b) How do the agency's sources of authority influence fair and just provision of services?
 - c) How does service rationing influence achievement of social justice?
 - d) How does perception of clients by agency staff influence service provision from a values perspective?
 - e) Identify social work values conflicts or ethical dilemmas that result from the way the agency or department provides services.
- 3) Policy Practice
 - a) Identify, describe and discuss policies that could be changed to make service provision more just.
 - b) What barriers to these changes do you see?

The assignment will be in the form of paper written as narrative with headings as indicated in the outline above. Your paper will not be evaluated based on length but rather on the following: (1) integration of social work knowledge, skills, values, and personal insight; (2) incorporation of diversity issues in the critique of the agency; (3) clarity of thoughts and writing; (4) quality of information shared; (5) critical thinking; and, (6) thoroughness in covering the identified topics regarding items listed above.

Specht, H. & Courtney, M.E. (1994). Unfaithful angels: How social work has abandoned its mission. The Free Press, New York

Journals: (40 points each for a total of: (280 points)).

The goal of each log will be to demonstrate ongoing growth in the student's ability use social work knowledge, values and skills in the field setting. Every two week a log will be due. An assignment guide will be made available in class. You must finish each section of the guide in order for your log to be considered complete. Logs are due on the scheduled due date.

Attendance and Participation - (120 points)

Regular class attendance and participation are essential to learning and processing the field placement experience. Students are expected to attend all classes and to participate in class exercises and discussion. Since this class meets once a week, missing one class is equivalent to missing two classes. With this in mind, **students who miss more than two classes will be withdrawn from class** with a grade of W or D. Students wishing to drop a course and receive a grade of W must do so prior to the University Drop Deadline. Dropping a course

after that time will result in an automatic grade of F. Attendance will be tracked by signing in at the beginning of class. It is your responsibility to sign in for each class meeting.

Students are expected to participate in all classroom activities in a constructive, supportive, professional and respectful manner. The instructor reserves the right to adjust students Attendance and Participation **grade based on the instructor’s perception of student’s participation**, and may give a student a grade of “0” based solely on her subjective assessment of a student’s participation. Participation also includes providing information regarding difficult cases and offering support to other students who present issues confronted in practice.

VI. Review of Assignments:

| Assignment | Due Date | Points |
|--|-----------------|------------------|
| Agency Evaluation Form | | 25 |
| Rough Draft of Learning Agreement | | 75 |
| Social Work Value and Competency | | 50 |
| Research-Informed Practice and Practice-Informed Research | | 50 |
| Social Work Practice Assessment Paper and Case Presentation and Discussion | As scheduled | 200 (150 +50) |
| Agency Analysis Paper | | 200 |
| 7 Journals (40 points each) | As scheduled | 280 |
| Attendance and Participation | Ongoing | 120 |
| Total | | 1000 |

The scale for grading is as follows:

- A = 90-100%
- B = 80- 89%
- C = 70 -79 %
- D = 60-69%
- F = Below 60 %

TIME SHEETS

Weekly time sheets must be submitted every week on eMedley. Failure to comply with weekly submission will reflect in your overall grade.

CLASS POLICIES

The instructor(s) reserve the right to make changes to this syllabus as needed.

ATTENDANCE, WITHDRAWALS AND DROP DEADLINE:

Attendance at this class is essential to the learning process. Therefore, students who miss more than three classes **for any reason** will be withdrawn from class with a grade of W if absences occur prior to the Drop Deadline or an F if after this deadline. If your absence coincides with an assignment due date, in-class activity or quiz, you will receive a grade of “0” (see “Late Assignments” below). If students wish to drop a course and receive a grade of W, they must do so prior to the Drop Deadline of [DATE]. Dropping a course after that time will result in an automatic grade of F. Missing more than 15 minutes of a class counts as an absence. If you are more than 15 minutes late to a class, this will count as an absence. A consistent pattern of being late (defined as less than 15 minutes) could result in losing additional points.

Students may also be administratively withdrawn from a course during the semester for other reasons, with the concurrence of the instructor and department chair, or dean. Approved requests will be forwarded to the Registration and Records Office for processing. See academic catalog for further information <http://catalog.utep.edu/content.php?catoid=6&navoid=176>

LATE ASSIGNMENTS:

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EMAIL:

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

TECHNOLOGY IN THE CLASSROOM:

Laptops:

Unless otherwise specified by the instructor, laptops or tablets may be used in the class room only for taking notes. If you choose to use your laptop please follow these rules:

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AMERICANS WITH DISABILITIES ACT:

The University of Texas at El Paso is committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act- (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

UTEP is dedicated to providing reasonable accommodations to students with disabilities so they have equal access and opportunity to complete their education. University policy states that the student is responsible for informing the Center for Accommodations and Support Services (CASS) of their disability, and for requesting accommodations within two weeks of the start of each semester. The CASS determines whether students need accommodation, and assists the instructor in providing accommodation.

If you have or suspect a disability and need accommodations, you should contact Center for Accommodations and Support Services (CASS) at 747-5148. You can also email the office at cass@utep.edu or go by room 106, Union Building East. For additional information, visit the CASS Website at www.utep.edu/cass/.

ACADEMIC DISHONESTY:

It is the philosophy of the University of Texas at El Paso that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a

student or the attempt to commit such acts. Any student suspected of academic dishonesty will be immediately reported to the Office of Student Conduct and Conflict Resolution.

GRADING RUBICS

Grading rubrics for all assignments will be handed out the first day of class.

COURSE ADD

All fields below are required

College : CHS Department : Social Work

Rationale for adding the course:

The experience in the BSW Honors Program demonstrated that the use of simulations/experiential learning enhanced student skills. However, the intensity of the simulations in the Honors Seminar decreased the amount of time devoted to lecture. Students have provided feedback that increased content prior to the simulation enhanced their learning and skill development by providing more theory and knowledge about different intervention strategies. By adding an additional credit to the seminar, it will enable more time to devote to knowledge generation.

All fields below are required

Subject Prefix and # SOWK 4384

Title (29 characters or fewer): Honors Field Seminar II

Dept. Administrative Code : 2580

[CIP Code](#) 44.0701.00.09

Departmental Approval Required Yes No

Course Level UG GR DR SP

Course will be taught: Face-to-Face Online Hybrid

How many times may the course be taken for credit? (Please indicate 1-9 times): 1

Should the course be exempt from the "Three Repeat Rule?" Yes No

Grading Mode: Standard Pass/Fail Audit

Description (600 characters maximum):

The development of advanced skills and a theoretical basis for advanced social work practice is consistent with honors-level clinical performance in a BSW Program. It more effectively prepares BSW students to enter at a more advanced level of MSW coursework. Students will learn and apply more advanced communication skills, practice models, assessments, and interventions, and to develop more in-depth worker-client relationships that are necessary to more advanced therapeutic interventions. These practice skills will be addressed at the individual and family level of clinical practice.

Contact Hours (per week): 3 Lecture Hours Lab Hours Other

Types of Instruction (Schedule Type): Select all that apply

- | | | | |
|---------------------------------------|------------|----------------------------|-------------------------------------|
| <input checked="" type="checkbox"/> A | Lecture | <input type="checkbox"/> H | Thesis |
| <input type="checkbox"/> B | Laboratory | <input type="checkbox"/> I | Dissertation |
| <input type="checkbox"/> C | Practicum | <input type="checkbox"/> K | Lecture/Lab Combined |
| <input type="checkbox"/> D | Seminar | <input type="checkbox"/> O | Discussion or Review (Study Skills) |

- E Independent Study
- F Private Lesson

- P Specialized Instruction
- Q Student Teaching

Fields below if applicable

If course is taught during a part of term in addition to a full 16-week term please indicate the length of the course (ex., 8 weeks): NA

TCCN (Use for lower division courses) : NA

| Prerequisite(s): | | |
|----------------------------------|--|---|
| Course Number/ Placement Test | Minimum Grade Required/ Test Scores | Concurrent Enrollment Permitted? (Y/N) |
| SOWK 4383 | B | N |
| SOWK 4380 | S | N |
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| Corequisite Course(s): |
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| SOWK 4390 |
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| Equivalent Course(s): |
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|-----------------------|---------------|
| Restrictions: | |
| Classification | JR, SR |
| Major | |

UNIVERSITY OF TEXAS AT EL PASO
Department of Social Work

SOWK 4384

Honors Field Education Seminar II

Instructor: Irene Arlette Werthmann, LCSW-S
Term: Spring 2021
Class Room: HSSN 132
Office Hours

Office/Phone: HSSN 430 (915-747-8382)
Class Time: Wednesday 8:00 – 10:50AM
E-Mail: iwerthmann@utep.edu
Social Work Program Office: 747-5095

I. COURSE DESCRIPTION

The development of advanced skills and a theoretical basis for advanced social work practice is consistent with honors-level clinical performance in a BSW Program. It more effectively prepares BSW students to enter at a more advanced level of MSW coursework. Students will learn and apply more advanced communication skills, practice models, assessments, and interventions, and to develop more in-depth worker-client relationships that are necessary to more advanced therapeutic interventions. These practice skills will be addressed at the individual and family level of clinical practice.

II. CLASSROOM ORGANIZATION & STRUCTURE

This class utilizes a Gesell Observation Room/Laboratory. Due to the class structure and to achieve an optimal learning environment, this classroom space is designed to be taught in the Observation Room (HSSN 132), which consists of two rooms: an observation room, where most of the students will watch the interviews and interventions made by their peers, take notes, discuss the work, and provide feedback. In the Interview Room student interviews and interventions are carried out with standardized patients or through role plays based on a defined client scenario. One set of students observes through the one way mirror and another group is in the studio with patients. Interviews and interventions are digitally recorded so that students may subsequently observe their performances and continue the learning process. This model rotates all students between the two spaces so that all will have the opportunity to work on both sides of the mirror.

Client/case scenarios will reflect the spectrum of client populations and presenting issues. Cases will vary according to: age-levels (child, adolescent, young adults, adults, elderly), cultural and ethnic diversity (race, ethnicity, sexual orientation, gender, etc), clinical practice domain (e.g., health, family services, mental health, corrections, etc.), and levels of clinical practice (individuals, families, groups).

III. COURSE COMPETENCIES

Upon completion of this course students will demonstrate the ability:

- 1.) To Identify and consistently reflect on appropriate roles, behavior, and boundaries in defining social work practice (EPAS 2.1.1)
- 2.) To understand how social work values and ethics undergird all areas of social work practice and to apply these to ethical dilemmas that emerge in practice settings (EPAS 2.1.2).
- 3.) To recognize individual diversity in race, ethnicity, class, gender, culture, sexual orientation, spirituality, age, physical or mental abilities and national origin (EPAS 2.1.4; 2.1.5).
- 4.) To conduct comprehensive bio-psychosocial assessment (EPAS 2.1.3; EPAS 2.1.6; EPAS 2.1.10(b))
- 5.) To conduct problem-focused assessments, such as suicide, substance abuse, interpersonal violence (EPAS 2.1.3; EPAS 2.1.6; EPAS 2.1.10(b))
- 6.) To critically evaluate, select and implement culturally appropriate interventions with populations of the U.S.-Mexico border region (EPAS 2.1.3; EPAS 2.1.10(c))

IV. REQUIRED TEXTBOOKS

SUBSCRIPTION to eMedley****

<https://he.eMedley.com/univ/he/common/login/loginlphp>

Code of Ethics of the National Association of Social Workers. (2008). Washington DC: NASW. Available at <http://www.socialworkers.org/pubs/code/code.asp>

Cummins, L., Seve., J. & Pedrick, L. (2012). Social Work Skills for Beginning Direct Practice: Text, Workbook and Interactive Web Based Case Studies. (3rd Edition). Longman: New York

Additional handouts/readings will also be provided through "Electronic Reserves" in the Library. To access the reserves:

- Go to the main menu for the Library
- Select Research menu and at dropdown menu, select "Course Resources"
- Then search by the instructors name and select SOWK 4282
- Select Electronic Reading where you will find all of the readings
- Select an article, and you will be asked to enter your UTEP User Name and password. As an extra precaution, you will then be asked to enter the course password Berger5737

V. COURSE ASSIGNMENTS and GRADING (210 points)

Reflection Papers (40%)

Students will complete four 1-2-page reflection papers (double-spaced, 1" margins, 12-font). These reflection papers will ask the students to describe their personal experience and a lesson or realization they had in response to content covered in class or your simulation experience. Two of these papers will be a self-reflection of your own simulations; two will be on your observation of simulations by your classmates.

Documentation Assignments (30%)

Students will complete 2 assignments in which they will write a chart note using a standardized SOAP note format. Students will be asked to include their assessment and proposed treatment plan based on their interview with a standardized client.

Attendance & Participation (20%)

Regular class attendance with active participation is expected. Class attendance is not optional. Students are expected to come to all classes on time and stay for the duration. An attendance roster will be passed out at the beginning of each class session; students are responsible for signing in. If a student is more than 10 minutes late to class, it will be counted as an absence. A student will be dropped from the course after 3 absences for any reason.

Simulation Experiences (60%)

Students will participate in 2 simulation experiences (e.g., actor-based standardized clients) within the class using assessment and intervention scenarios. These scenarios will be taped and used by the students in writing their reflection papers. A third simulation will occur through participation in “Clinic Day” held for MSW students.

Final Simulation (60%): The final simulation will be held during the last day of classes and during Finals Week. This simulation will be evaluated by 3 faculty members of the MSW Program, similar to those who are applying for Advanced Standing.

Grading is based on the following scale:

| | | |
|--------|---|----------------|
| 90-100 | A | (189 – 210) |
| 80-89 | B | (168 – 188) |
| 70-79 | C | (147 – 187) |
| 60-69 | D | (126 – 186) |
| 0-59 | F | (125 or below) |

Ms. Gallardo will be responsible for conducting your site visits and monitor your time sheets. Should there be any issues in relation to your Field Instruction, she will be your point of contact

VI. COURE CONTENT/TOPICS

The following topics will be covered:

- Professional Identity: ethics, values, accepting and providing feedback
- Use of self: boundaries
- Professional – Client/Social Worker Relationships
 - Engagement
 - Instilling hope
 - Avoiding judgmental thinking
 - Strengths-based perspective
 - Empathy
 - Ethical dilemmas
 - Identification

- Decision-making
 - Duty to warn/report
- Advocacy
- Assessment
 - Applying theory and professional knowledge across practice levels
 - Bio-psychosocial assessment
 - Problem-specific assessments – suicide, substance abuse, interpersonal violence
 - Assessment skills: observation, active listening, being present, ethical consideration, documentation
- Treatment/Service planning: development of treatment plans based on information from assessments, documentation of treatment plans
- Structuring the therapeutic intervention session
- Counseling skills
 - Direct questioning
 - Being present
 - Open vs. closed ended questioning
 - Active listening
 - Reflection
 - Summarizing
 - Education
 - Confrontation
- Skill sets for interventions with specific client populations
 - Substance abuse/mental health
 - Interpersonal violence
 - Anger management
 - De-escalation
 - Testifying
 - Mandated clients
 - Mediation

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TITLE IX

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):

Sandy Vasquez, Title IX Coordinator (Investigation of concerns related to Faculty and Staff)
915.747.5662 svasquez@utep.edu

Dr. Charles Gibbens, Deputy Title IX Coordinator (Investigation of concerns related to Students)
915.747.5352 cegibbens@utep.edu

Dr. Catie McCorry-Andalis, Deputy Title IX Coordinator (Education, Training and Outreach)
915.747.5648 cmandalis@utep.edu

COURSE SCHEDULE

| Dates | Assigned Readings and Assignments | Topics |
|--------|--|---|
| Week 1 | NO CLASS MEETING WITH CANDIDATE FOR DEAN AND ATTEND LECTURES | |
| Week 2 | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Gerdes, K.D. and Segal, E. (2011) Importance of empathy for social work practice: Integrating new science. <i>Social Work</i>, 56,2,141-148 | <p>Introduction Review of Syllabus Engagement:</p> <ul style="list-style-type: none"> • Role Play demonstration of engagement: Ms. Gallardo and Ms. Armendariz • Discussion of practicum cases |
| Week 3 | <p><u>Simulations</u></p> <ul style="list-style-type: none"> *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Cameron, S. (2002) Learning to write case notes using the SOAP format. <i>Journal of Counseling & Development</i>, 80, 286-292. • https://education.uoregon.edu/sites/default/files/affirmative_therapy_handout_0.pdf <ul style="list-style-type: none"> • Basow, Susan A., Thompson, Janelle Service Provider's Reactions to Intimate Partner Violence as a Function of Victim Sexual Orientation and Type of Abuse, 2011 <i>Journal of Interpersonal Violence</i> https://doi.org/10.1177/0886260511425241 | <p>Engagement:</p> <ul style="list-style-type: none"> • Discussion about engagement with LGBTQ clients: Ms. Erica Balderrama • Simulation (1 student) • Simulation (1 Student) • Simulation (1 Student) |
| Week 4 | <p><u>Simulations</u></p> <ul style="list-style-type: none"> *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Cameron, S. (2002) Learning to write case notes using the SOAP format. <i>Journal of Counseling & Development</i>, 80, 286-292. • https://education.uoregon.edu/sites/default/files/affirmative_therapy_handout_0.pdf | <p>Engagement:</p> <ul style="list-style-type: none"> • Discussion about SOAP notes and Teen Bullying • Simulations (1 student) |

| | | | |
|---------------|---|--|----------------------|
| <p>Week 5</p> | <p><u>Simulations</u></p> <ul style="list-style-type: none"> *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Hearps, S. J., McCarthy, M.S., Muscara, F., Hearps, S. J. C. et al (2014). Psychosocial risk in families of infants undergoing surgery for a serious congenital heart disease. <i>Cardiology in the Young</i>, 24, 632-639. | <p>Assessment:</p> <ul style="list-style-type: none"> • Overview problem-focused assessments (health) • Simulation (2 students) | <p>C E 1</p> |
| <p>Week 6</p> | <p><u>Simulations</u></p> <ul style="list-style-type: none"> *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Harris, Brett R. Talking about screening, brief intervention, and referral to treatment for adolescents: An upstream intervention to address the heroin and prescription opioid epidemic. <i>Preventive Medicine</i>, v. 91 no. , pp. 397-399 Date: 20161001 | <p>Assessment:</p> <ul style="list-style-type: none"> • Overview problem focused assessment (drug addiction) • Simulation (1 students) • Simulation (1 Student) • Discussion of Assessment in field agencies | <p>C E 1</p> |
| <p>Week 7</p> | <p><u>Simulations</u></p> <ul style="list-style-type: none"> *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <p>Kagan, R. and Spinazzola, J. (2013) Real Life Heroes in Residential Treatment: Implementation of an Integrated Model of Trauma and Resiliency-Focused Treatment for Children and Adolescents with Complex PTSD. <i>Journal of Family Violence</i>, 2013, 28:705-715</p> | <p>Assessment:</p> <ul style="list-style-type: none"> • Overview problem PTSD Child • Simulation (1 students) • Discussion of Assessment in field agencies | <p>C E 1</p> |
| <p>Week 8</p> | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u> Relationships between bullying behaviours and the Dark Triad: A study with adults</p> | <p>Intervention</p> <ul style="list-style-type: none"> • With Teens • Simulation (2 student) | <p>C E 1</p> |

| | | | |
|--------------------------|---|---|-------------|
| | <p>Author: Baughman, HM. Published in: personality and individual differences, v. 52 no. 5, pp. 571 Date: 2012</p> <p>Is bullying a junior hate crime? Implications for interventions</p> <p>Author: Englander, E. Published in: american behavioral scientist beverly hills, v. 51 no. 2, pp. 205 Date: 2007</p> | | |
| 3/18 SPRING BREAK | | | |
| Week 9 | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Schneider, R. J., Casey, J., Kohn, R. (2000). Motivational versus confrontational interviewing: A comparison of substance abuse assessment practices at employee assistance programs. <i>The Journal of Behavioral Health Services and Research</i>, 27,1,60-74 | <ul style="list-style-type: none"> • Intervention with Addictions • Overview of motivational interviewing • Simulation (1 student) <p>Discussion of intervention in field agencies</p> | C E 1 |
| Week 10 | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <p>A systematic review of psychosocial research on psychosocial interventions for people with co-occurring severe mental and substance use disorders</p> <p>Author: Drake, RE. Published in: journal of substance abuse treatment, v. 34 no. 1, pp. 123 Date: 2008</p> <p>Mobile Assessment and Treatment for Schizophrenia (MATS): a pilot trial of an interactive text-messaging intervention for medication adherence, socialization, and auditory hallucinations</p> <p>Author: Granholm, E. Published in: schizophrenia bulletin, v. 38 no. 3, pp. 414 Date: 2011</p> <ul style="list-style-type: none"> • | <p>Interventions:</p> <ul style="list-style-type: none"> • Overview of interventions severe MH • Simulation (1 student) • Discussion of intervention in field agencies | C E 1 |
| Week 11 | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> | <p>Interventions:</p> <ul style="list-style-type: none"> • Overview Elderly Population • Simulation (1 student) | C E 1 |

| | | | |
|---------|--|---|-------------|
| | <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Discussion of intervention in field agencies • | |
| Week 12 | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings</u></p> <ul style="list-style-type: none"> • ZUCKER D.M., DION K. & MCKEEVER R.P. (2014) Concept clarification of grief in mothers of children with an addiction. <i>Journal of Advanced Nursing</i> 00 (0), 000–000. doi: 10.1111/jan.12591 | <p>Interventions:</p> <ul style="list-style-type: none"> • Overview grief and loss interventions • Simulation (1 student) • Simulation (1 student) • Discussion of intervention in field agencies | C E 1 |
| Week 13 | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings:</u></p> <p>Nock, M. K. and Kessler, R. C. (2006) Prevalence of and risk factors for suicide attempts versus suicide gestures: Analysis of the National Comorbidity Survey, <i>Journal of Abnormal Psychology</i>, 115, 2, 616-623</p> | <p>Interventions:</p> <ul style="list-style-type: none"> • Overview crisis intervention • Simulation (1 student) • Discussion of intervention in field agencies | C E 1 |
| Week 14 | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings</u></p> <ul style="list-style-type: none"> • Gordon J. G. Asmundson, Audur S. Thorisdottir, Jacob W. Roden-Foreman, Scarlett O. Baird, Sara M. Witcraft, Aliza T. Stein, Jasper A. J. Smits & Mark B Powers (2019) A meta-analytic review of cognitive processing therapy for adults with posttraumatic stress disorder, <i>Cognitive Behavior Therapy</i>, 48:1, 1-14, DOI: 10.1080/165060732018.1522371 | <p>Interventions:</p> <ul style="list-style-type: none"> • Overview Trauma intervention • Simulation (1 student) • Simulation (1 Student) • Discussion of intervention in field agencies | C E 1 |
| Week 15 | <ul style="list-style-type: none"> • Simulations *SOAP Note *Self-Reflection paper *Observation Reflection paper <p><u>Readings</u></p> | <ul style="list-style-type: none"> • Interventions • Overview of • Couple Therapy • Simulation (2 students) | C E 1 |

| | | |
|---------|--|--|
| | <p>Mindfulness approaches in cognitive behavior therapy Author: Singh, NN. Published in: behavioral and cognitive psychotherapy, v. 36 no. 6, pp. 659 Date: 2008</p> | <ul style="list-style-type: none"> • Discussion of intervention in field agencies |
| Week 16 | <p>Final Simulations (Date may change as this is the simulation you will complete to determine if you are admitted to Advance Standing.)</p> | <ul style="list-style-type: none"> • Final simulations (7) |

GRADING RUBICS
SOAP Note Grading Sheet

Student Name _____

Date _____

SOAP Notes

| Item | Points 1-5 | Multi- plier | Line Score |
|--|---------------|-----------------|---------------|
| Attention to grammar, punctuation, form, and sentence structure. Brief and concise, avoids vague terms, avoids opinions and labels. | | X 2 | |
| Subjective reflects what the client said during interview and reflects the client's conveyed view of the problem(s). | | X 4 | |
| Objective reflects facts, practitioner's observations, "client's demonstrated strengths and weaknesses" and "what was seen, counted, smelled, heard, or measured" (Cameron and turtle-song, 2002). | | X 4 | |
| Assessment reflects the practitioner's impression of the client based on subjective and objective information. | | X 4 | |
| Plan reflects referrals, agency interventions, and forecast of potential gains for client if treatment plan is followed. | | X 4 | |
| SOAP notes are congruent with content/observation of interview. | | X 2 | |
| Total Score | | | |

Comments:

Reviewer Name _____ Reviewer

Signature _____

Track changes for BSW Curriculum

2/13/2020

<http://catalog.utep.edu/undergrad/college-of-health-sciences/social-work/bachelor-of-social-work/>

Bachelor of Social Work

Return to: [Degree Programs](#)

The BSW degree plan is designed to assure coverage of Council of Social Work Education-mandated curriculum content. The degree plan is based on a building-block analogy of Social Work education. The freshman and sophomore years are considered the liberal arts foundation. The junior year is the foundation professional year. The senior year is the concluding professional year.

Social Work classes are offered sequentially and include content on values, ethics, diversity, social and economic justice, populations at risk, human behavior and the social environment, social welfare policy and services, social work practice, research, and field practicum.

The Department of Social Work places a strong value on community involvement, and students begin early in their course of study to gain practical experience through volunteer hours in approved agencies. In the foundation professional (junior) year, two pre-internship experiences of 30 hours each are incorporated into [SOWK 3355](#) Generalist Social Work Pract I and [SOWK 3358](#) Generalist Social Work Prac II . Professional social work advising allows for early and periodic evaluation of each student's performance and guides students in selecting courses required to fulfill degree-plan requirements. Advising during the freshman and sophomore years ~~can be is~~ provided by the [Academic Advising Center \(up until 46 credits\)](#) and the Student Support Center at the College of Health Sciences, with Social Work majors also attending Social Work Orientation and receiving advising as needed from Social Work faculty members. When Social Work majors are nearing completion of university core and pre-professional course requirements as described on the BSW Social Work Degree Plan, advising will be provided by UTEP Social Work faculty members.

BSW Course Requirements and Admissions Policy

All students who wish to graduate with a BSW Degree from the Department of Social Work at UTEP must apply for a separate admission into the BSW Program. Admission is granted by the social work faculty. Only students who have been admitted into the BSW Degree Program and have completed all degree-plan requirements in both the university core and the Social Work major will be recommended for graduation with a BSW degree. Criteria for admission to the program are outlined below.

University and Pre-Professional Course Requirements and Course Transfer Information

1. UTEP Students

The following is the list of transferred or UTEP courses from which the 61 hours of University Core Curriculum and additional required College of Health Sciences pre-professional courses will be counted,

a. [University Core Curriculum](#) (All courses used to satisfy the core curriculum must be completed with a "C" or higher).

b. **Pre-Professional Courses**

| Code | Title | Hours |
|---|---|--------------|
| Modern Language: A 2-semester sequence of a modern foreign language at the 2000-level or higher is required. SPAN 2301/2302 or SPAN 2303/2304 is strongly recommended. | | 6 |
| *If students test out of 2000-level language through UTEP placement exam, language credits may be filled with elective coursework. | | |
| SOC1 1301 | Introduction to Sociology | 3 |
| Statistics - Select one of the following: | | 3 |
| PSYC 1303 | Statistical Methods | |
| SOC1 2312 | Measure/Inference-Social Resea | |
| SOWK 2310 | Intro-Social Work/Soci Welfare | |
| STAT 1380 | Descriptive & Inferential Stat | |
| STAT 2480 | Elementary Statistical Methods | |
| Required Course | | |
| SOWK 2310 | Intro-Social Work/Soci Welfare | 3 |
| RWS 3355 | Workplace Writing (Preferred) | 3 |
| or RWS 3359 | Technical Writing | |

Total Hours

~~12~~18

Commented [OJ1]: This area is not making any changes – just correcting errors in the catalog.

Course List

2. Transfer Students

A student can transfer up to 30 semester hours from a CSWE-accredited BSW degree program:

- a. An introduction to social work course (three hours);
- b. Up to six (6) hours of social policy;
- c. Up to six (6) hours of Human Behavior in the Social Environment;
- d. Up to nine (9) hours of practice; and
- e. Up to three (3) hours of research courses.

BSW Admissions Application Process

A limited number of students will be admitted to the BSW program each academic year. The number of student places available in the program is limited by Council of Social Work Education accreditation guidelines on faculty-to-student ratio and maximum class sizes. Applications will be accepted once per year. Details about application dates and the application packet can be located at the Department of Social Work website <http://www.utep.edu/chs/sw/>

1. Admissions application: All students who wish to apply for the BSW Degree Program must complete an admissions application available from the Department of Social Work web site. Only complete applications received by the deadline will be considered.
2. Admissions Criteria:
 - Requirement for consideration for admission include:
 - a. Application to the BSW program.
 - b. Completion of University Core and all pre-professional courses.
 - d. Cumulative GPA is 2.5 or higher

Field Instruction

During the Fall Semester of their first year of professional course work (junior year), students are required to make formal application for field instruction: [SOWK 4380](#) and [SOWK 4390](#). The deadline to submit this application is December 15th. After the application has been submitted, students must attend the Field Orientation presented by the Social Work Practicum Coordinator.

To be considered eligible for field instruction, students must meet the following criteria:

1. Be admitted to the UTEP BSW Program (first year of professional course work, junior year)
2. Complete a formal application for field instruction.
3. Receive academic clearance to begin the field instruction sequence
 - a. Successfully complete University Core and pre-professional courses
 - b. Have a 2.5 or higher cumulative GPA for all courses completed in Social Work by the end of the second semester of the first year of professional course work (junior year)
 - c. Completion of all courses in the first year of professional coursework (junior year) with grades of C or higher.
4. Attend a field orientation presented by the Department of Social Work Practicum Coordinator.

Field Instruction is completed during their second year of professional course work (senior year). Students work an average of 16 hours per week in an approved social service or health care agency under the supervision of a degreed social worker.

BSW Honors Program

A limited number of student will be admitted to the BSW Honors Program. Students admitted to the BSW Program can apply for the Honors Program in April of the first year of the BSW Program. Minimal criteria for admission includes the following:

- overall GPA of 3.3
- 3.5 GPA in BSW coursework for the first year of the BSW Program, and
- the recommendation of the instructors for SOWK 3355 & 3358

If admitted to the Honors Program, students will take 3 required electives and enroll in the two Honors Field Education Seminars I (SOWK [42834383](#)) and II (SOWK [42384](#)). SOWK [42383](#) is an accelerated seminar that covers the content contained in the traditional BSW Field Education Seminars (SOWK [42381](#) & [42382](#)); SOWK [42384](#) is an advanced, experiential, skills based course that utilizes simulation technology for skill development. The three required electives will be taken from the Fast Track Graduate Program course listings: SOWK 5331 (Theory and Practice with Individuals), SOWK 5332 (Theory and Practice with Families) and SOWK 5333 (Theory and Practice with Groups).

Students must receive a grade of B or better in all honors courses and successfully pass the final interview with a Standardized Patient in SOWK [42384](#). This interview will be rated by the team of faculty who conduct the interviews for Advanced Standing applicants. Students who successfully complete these requirements of the Honors Program will automatically be admitted to the Master of Social Work Advanced Standing Program. If student are not admitted to Advanced Standing and chose to enroll in the full-time MSW Program, the three Fast Track courses will apply towards the first year requirements of the MSW Program.

Dismissal Policy

By applying for formal admission to the UTEP BSW program, students confirm that they have read, understand, and agree to abide by the UTEP Scholastic Dishonesty policy, the BSW Student Honor Code Statement, and the NASW Code of Ethics. Also, application for admission to the BSW program indicates that the student understands that failure to adhere to academic and professional standards will result in disciplinary action that could include, but is not limited to receiving failing grades on assignments or in a class or classes, dismissal from the Bachelor of Social Work program, denial of formal entry into the BSW program and/or field practicum and/or referral for disciplinary action to the Dean of Students in the Office of Student Conduct and Conflict Resolution. The UTEP Scholastic Dishonesty policy is available on the UTEP Provost's web site (<http://admin.utep.edu/Default.aspx?alias=admin.utep.edu/hoop>). The BSW Student Honor Code Statement appears in the [BSW Student Manual](#), and the [NASW Code of Ethics](#).

Degree Plan

| Code | Title | Hours |
|--|---|-------|
| University Core Curriculum | | |
| | Complete the University Core Curriculum requirements. | 42 |
| Social Work Prerequisites (All courses require a grade of C or better.) | | |

| Code | Title | Hours |
|---|--|-------|
| Designated Core (Life & Physical Sciences) All courses are required: | | |
| BIOL 1305 & BIOL 1107 | General Biology and Topics in Study of Life I (met in core) | 4 |
| BIOL 2311 | Human Anat/Physiology I (met in core) | 3 |
| PSYC 1301 | Introduction to Psychology (met in core) | 3 |
| Designated Core (Mathematics) Select one of the following: | | 3 |
| MATH 1320 | Math for Social Sciences I | |
| MATH 1411 | Calculus I | |
| MATH 1508 | Precalculus | |
| Language: Select a sequence at least 6 credits (typically a 2-course sequence) from the one of following options subjects: SPAN 1301/1302 or 2301/2302 or SPAN2303/2304 or SPAN2602 or SPAN2603 are recommended. | | 6 |
| ARAB 1501, ARAB 1502, ARAB 2401, ARAB 2402 | Elementary Arabic I, Elementary Arabic II, Intermediate Arabic I, Intermediate Arabic II | |
| ARAB 2401 & ARAB 2402 | Intermediate Arabic I and Intermediate Arabic II | |
| FREN 1301, FREN 1302, FREN 2301, FREN 2302 | French One, French Two, French Three, French Four | |

| Code | Title | Hours |
|---|---|-------|
| FREN 2301 & FREN 2302 | French Three and French Four | |
| GERM 1301, GERM 1302, GERM 2301, GERM 2302 | German One, German Two, German Three, German Four | |
| GERM 2301 & GERM 2302 | German Three and German Four | |
| LING 2303 & LING 2304 | Intensive Language Study and Intensive Language Study | |
| PORT 1402, PORT 2401, & PORT 2402 | Beginning Portuguese, Intermediate Portuguese I, and Intermediate Portuguese II | |
| SPAN 1301, SPAN 1302, SPAN 1601, SPAN 2301, & SPAN 2302, SPAN 2303, SPAN 2304, SPAN 2602, SPAN 2603 | Spanish One, Spanish Two, Intensive Elementary Spanish, Interm Spanish One Non- Nat Spk, and Interm Spanish Two Non-Nat Spk, Spanish For Spanish Spkrs One , Spanish for Spanish Spkrs Two, Intensive Intermediate Spanish, Intensive Span for Span Speak. | |
| SPAN 2303 & SPAN 2304 | Spanish For Spanish Spkrs One | |

| Code | Title | Hours |
|---|---|-------------------|
| | and Spanish for Spanish Spkrs Two | |
| Statistics: Select one of the following: | | 3-4 |
| PSYC 1303 | Statistical Methods | |
| SOC 2312 | Measure/Inference-Social Resea | |
| STAT 1380 | Descriptive & Inferential Stat | |
| STAT 2480 | Elementary Statistical Methods | |
| Required: | | |
| RWS 3355 | Workplace Writing (Preferred) | 3 |
| or RWS 3359 | Technical Writing | |
| SOC 1301 | Introduction to Sociology | 3 |
| SOWK 2310 | Intro-Social Work/Soci Welfare | 3 |
| Traditional BSW (All courses listed below are required): | | |
| SOWK 2320 | Social Welfare Policy/Srvs I | 3 |
| SOWK 2331 | Human Behavior/Social Envir I | 3 |
| SOWK 3320 | Social Welfare Policy/Srvs II | 3 |
| SOWK 3325 | Culturally Grounded Social Wk | 3 |

| Code | Title | Hours |
|--|--------------------------------|----------------|
| SOWK 3341 | Human Behavior/Social Envir II | 3 |
| SOWK 3350 | Diag Sys for Genrlst Soc Wk | 3 |
| SOWK 3355 | Generalist Social Work Pract I | 3 |
| SOWK 3358 | Generalist Social Work Prac II | 3 |
| SOWK 3430 | Research Methods-Social Work | 4 |
| SOWK 4281 SOWK 4381 | Generalist Field Seminar I | 2 3 |
| SOWK 4282 SOWK 4382 | Generalist Field Seminar II | 2 3 |
| SOWK 4370 | General Social Work Pract III | 3 |
| SOWK 4380 | Generalist Field Instruction I | 3 |
| SOWK 4390 | Genrlst Field Instruction II | 3 |

OR

Honors Program

All courses listed below are required:

| | | |
|---------------------------|-------------------------------|---|
| SOWK 2320 | Social Welfare Policy/Srvs I | 3 |
| SOWK 2331 | Human Behavior/Social Envir I | 3 |

| Code | Title | Hours |
|---|--------------------------------|------------------------|
| SOWK 3320 | Social Welfare Policy/Srvs II | 3 |
| SOWK 3325 | Culturally Grounded Social Wk | 3 |
| SOWK 3341 | Human Behavior/Social Envir II | 3 |
| SOWK 3350 | Diag Sys for Genrlst Soc Wk | 3 |
| SOWK 3355 | Generalist Social Work Pract I | 3 |
| SOWK 3358 | Generalist Social Work Prac II | 3 |
| SOWK 3430 | Research Methods-Social Work | 4 |
| SOWK 4283 SOWK 4383 | Honors Field Ed Seminar I | 2 <u>3</u> |
| SOWK 4284 SOWK 4384 | Honors Field Ed Seminar II | 2 <u>3</u> |
| SOWK 4370 | General Social Work Pract III | 3 |
| SOWK 4380 | Generalist Field Instruction I | 3 |
| SOWK 4390 | Genrlst Field Instruction II | 3 |
| Electives | | |
| Traditional BSW | | |
| Select eighteen <u>sixteen</u> additional hours from Social Work Support courses | | 18 <u>6</u> |

| Code | Title | Hours |
|------|-------|-------|
|------|-------|-------|

Courses used to fill University Core or Social Work Prerequisite requirements cannot be "double counted" to fill Social Work Support Courses.

OR

Honors Program

All courses listed below are required:

| | | |
|---------------------------|--------------------------------|---|
| SOWK 5331 | SOWK Theory & Pract w/Indiv | 3 |
| SOWK 5332 | SOWK Theory & Pract w/Families | 3 |
| SOWK 5333 | SOWK Theory & Pract w/Groups | 3 |

Select ~~nine~~-seven additional hours from Social Work Support Courses 7

Courses used to fill University Core or Social Work Prerequisite requirements cannot be "double counted" to fill Social Work Support Courses.

Course List

Social Work Support Courses

| Code | Title | Hours |
|---------------------------|--------------------------------|-------|
| AFST 2300 | Intro-African Amer Studies | 3 |
| AFST 2301 | Theories-African Amer Studies | 3 |
| AFST 3390 | Topics in African/Amer Studies | 3 |
| AFST 4304 | Envir. Just. & Min. Comm. U.S. | 3 |
| AFST 4390 | Spc Top-African American Stud | 3 |
| ANTH 1301 | Intro-Phys Anth/Archeolog | 3 |
| ANTH 1302 | Intro-Cultural Anthropology | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| ANTH 1310 | Cultural Geography | 3 |
| ANTH 2320 | Intro to Linguistics | 3 |
| ANTH 3303 | Ecological Anthropology | 3 |
| ANTH 3304 | Biological Anthropology | 3 |
| ANTH 3306 | Cultural Diversity | 3 |
| ANTH 3307 | Sports, Society and Culture | 3 |
| ANTH 3309 | Mesoamerican Cultures | 3 |
| ANTH 3310 | Southwestern Archeology | 3 |
| ANTH 3311 | Applied Cultural Anthropology | 3 |
| ANTH 3312 | Drug Use, Abuse, Trafficking | 3 |
| ANTH 3315 | Urban Anthropology | 3 |
| ANTH 3319 | Indig Cultures of Latin Amer | 3 |
| ANTH 3320 | Indig Cultures of North Amer | 3 |
| ANTH 3321 | Indians of the Southwest | 3 |
| ANTH 3322 | Sex, Culture, and Evolution | 3 |
| ANTH 3325 | Chicanos & Mexicans in the U.S | 3 |
| ANTH 3326 | Migration | 3 |
| ANTH 3330 | Language/Power on the Border | 3 |
| ANTH 3332 | Intro to GIS-Social Sciences | 3 |
| ANTH 3340 | Popular Archeology | 3 |
| ANTH 3347 | Archaeological Field Studies | 3 |
| ANTH 3357 | Sociolinguistics | 3 |
| ANTH 3358 | Ethnographic Methods | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| ANTH 3359 | Archeological Methods | 3 |
| ANTH 3360 | Lab Methods in Archeology | 3 |
| ANTH 3361 | Contemporary Mexican Culture | 3 |
| ANTH 3379 | Independent Study | 3 |
| ANTH 3380 | Cult. & Environ Resource Mgmt | 3 |
| ANTH 3647 | Archeological Field Studies | 6 |
| ANTH 4303 | Internship in Anthropology | 3 |
| ANTH 4304 | Envir. Just. & Min. Comm U.S. | 3 |
| ANTH 4308 | U.S.-Mex. Border Society/Cult | 3 |
| ANTH 4312 | Thinking Spatially | 3 |
| ANTH 4313 | Advanced Spatial Analysis | 3 |
| ANTH 4346 | Global Health | 3 |
| ANTH 4365 | Museum Fundamentals | 3 |
| ANTH 4370 | Studies in Anthropology | 3 |
| ANTH 4380 | Theory in Anthropology | 3 |
| ASIA 3300 | Intro to Asian Studies | 3 |
| ASIA 3350 | Special Topics-Asian Studies | 3 |
| CHIC 3301 | La Chicana | 3 |
| CHIC 3302 | Chicano Cinema | 3 |
| CHIC 3303 | Border Image in Mexican Film | 3 |
| CHIC 3304 | Chicano/Latino Music in the US | 3 |
| CHIC 3311 | Chicano Studies: Societal Issu | 3 |
| CHIC 3339 | Cultural Diversity & Youth: US | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| CHIC 3342 | Spanish Dance | 3 |
| CHIC 4301 | Chicano Legal History | 3 |
| CHIC 4304 | Envir. Just. & Min. Comm U.S. | 3 |
| CHIC 4306 | Comm Formation on US/MX Border | 3 |
| CHIC 4307 | Hispanic Entrepreneurship | 3 |
| CHIC 4350 | Topics in Chicano Studies | 3 |
| CHIC 4450 | Topics in Chicano Studies | 4 |
| CRIJ 1301 | Intro to Criminal Justice I | 3 |
| CRIJ 1306 | Courts Systems and Practices | 3 |
| CRIJ 1310 | Fundamentals of Criminal Law | 3 |
| CRIJ 2313 | Correctional Systems & Practcs | 3 |
| CRIJ 2328 | Police Systems and Practices | 3 |
| CRIJ 3300 | Applied Research Methods in CJ | 3 |
| CRIJ 3308 | Juvenile Justice | 3 |
| CRIJ 3309 | Comm Corrections & Corr Cnslng | 3 |
| CRIJ 3311 | Crime Control & Prevention | 3 |
| CRIJ 3313 | Criminology | 3 |
| CRIJ 3321 | Family Violence | 3 |
| CRIJ 3351 | Crim Just on US-Mexico Border | 3 |
| CRIJ 3389 | Criminal Justice Ethics | 3 |
| CRIJ 4300 | Selected Topics - Crim Justice | 3 |
| CRIJ 4301 | Readings in Criminal Justice | 3 |
| CRIJ 4302 | Cyber Crime | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| CRIJ 4303 | Crime, Criminal Justice & Film | 3 |
| CRIJ 4309 | Internship in Crim Just I | 3 |
| CRIJ 4310 | Internship in Crim Just II | 3 |
| CRIJ 4311 | Immigration Law and Admin | 3 |
| CRIJ 4312 | Criminal Procedure | 3 |
| CRIJ 4313 | White Collar Crime | 3 |
| CRIJ 4314 | Women in Criminal Justice | 3 |
| CRIJ 4315 | Homicide | 3 |
| CRIJ 4316 | Comp CJS & Transntl Crime | 3 |
| CRIJ 4317 | Victimology | 3 |
| CRIJ 4318 | Violence in America | 3 |
| CRIJ 4319 | Street Gangs:Strctr,Act & Resp | 3 |
| CRIJ 4320 | Crim Just Org and Management | 3 |
| CRIJ 4321 | Organized Crime | 3 |
| CRIJ 4390 | Adv Concepts in Crim. Justice | 3 |
| HSCI 1301 | Fnd. of Hlth Sci. & Hlth Promo | 3 |
| HSCI 1318 | Wellness of the Young Child | 3 |
| HSCI 2302 | Fundamentals of Nutrition | 3 |
| HSCI 2303 | Wellness Dynamics | 3 |
| HSCI 2309 | First Aid & Safety Practices | 3 |
| HSCI 3301 | Community Health | 3 |
| HSCI 3302 | Computer Syst for Hlth Profess | 3 |
| HSCI 3303 | Current Health Issues & Prob | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| HSCI 3304 | Health Perspectives in Aging | 3 |
| HSCI 3305 | Substance Abuse | 3 |
| HSCI 3306 | Environmental Health | 3 |
| HSCI 3307 | Death, Dying and Bereavement | 3 |
| HSCI 3308 | Disease Char'tic/Prevnt/Contrl | 3 |
| HSCI 3311 | Introduction to Epidemiology | 3 |
| HSCI 3312 | Theories & Meth of Hlth Behav | 3 |
| HSCI 3315 | Resrch For The Health Prof | 3 |
| HSCI 3316 | Community Nutrition | 3 |
| HSCI 3317 | Occupational Health & Safety | 3 |
| HSCI 3320 | Selected Topics in HSCI | 3 |
| HSCI 3322 | Sports Nutrition | 3 |
| HSCI 3323 | Nutrition Thru the Life Cycle | 3 |
| HSCI 4101 | Health Ed Elem Schl Teach Lab | 1 |
| HSCI 4201 | Hlth Ed for Elem Sch Teachers | 2 |
| HSCI 4301 | Teach Hlth in Secondary Schl | 3 |
| HSCI 4303 | Family Life & Human Sexuality | 3 |
| HSCI 4304 | Public Health Administration | 3 |
| HSCI 4306 | Health Cnrns of Preadol & Adol | 3 |
| HSCI 4307 | Hlth Promo Plan & Implement | 3 |
| HSCI 4308 | Independent Study in Health | 3 |
| HSCI 4309 | Program Eval in Health Science | 3 |
| HSCI 4311 | Community Health Education | 3 |

| Code | Title | Hours |
|---------------------------|-------------------------------|--------------|
| HSCI 4312 | Grant Writing in Hlth Profess | 3 |
| HSCI 4600 | Practicum in Community Health | 6 |
| PHIL 1301 | Introduction to Philosophy | 3 |
| PHIL 1304 | Logic | 3 |
| PHIL 2306 | Ethics | 3 |
| PHIL 2313 | Chicanos and American Thought | 3 |
| PHIL 3301 | Philosophy of Mind | 3 |
| PHIL 3302 | Ethical Theory | 3 |
| PHIL 3303 | Philosophy of Education | 3 |
| PHIL 3304 | Philosophy of History | 3 |
| PHIL 3305 | Philosophy of Law | 3 |
| PHIL 3307 | Environmental Ethics | 3 |
| PHIL 3308 | Aesthetics: Philosophy of Art | 3 |
| PHIL 3311 | Philosophy of Science | 3 |
| PHIL 3312 | Latin American Thought | 3 |
| PHIL 3313 | American Philosophy | 3 |
| PHIL 3314 | Ancient Philosophy | 3 |
| PHIL 3315 | Medieval Philosophy | 3 |
| PHIL 3317 | Modern Philosophy | 3 |
| PHIL 3318 | Nineteenth Century Philosophy | 3 |
| PHIL 3322 | Philosophy of Religion | 3 |
| PHIL 3325 | Social Philosophy | 3 |
| PHIL 3335 | Twentieth Century Philosophy | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| PHIL 3340 | Asian Philosophies | 3 |
| PHIL 3341 | Political Philosophy | 3 |
| PHIL 4301 | Bioethics | 3 |
| PHIL 4302 | Metaphysics | 3 |
| PHIL 4304 | Latin American Philosophy | 3 |
| PHIL 4306 | Philosophical Methods | 3 |
| PHIL 4307 | Feminist Philosophy | 3 |
| PHIL 4311 | Theories of Knowledge | 3 |
| PHIL 4351 | Great Philosophers | 3 |
| PHIL 4352 | Problems in Philosophy Seminar | 3 |
| PHIL 4353 | Independent Study | 3 |
| POLS 2107 | Texas Constitution | 1 |
| POLS 3312 | Party System, Campaigns Elect. | 3 |
| POLS 3313 | Pub Opinion/Media & Technology | 3 |
| POLS 3314 | Ethnicity & Race In Amer Pol | 3 |
| POLS 3320 | Constitutional Law | 3 |
| POLS 3321 | Civil Rights & Liberties | 3 |
| POLS 3322 | Law and Society | 3 |
| POLS 3332 | Political Geography | 3 |
| POLS 3334 | Politics in World Regions | 3 |
| POLS 3337 | Latin American Politics | 3 |
| POLS 3339 | Comparative Political Systems | 3 |
| POLS 3340 | Western Political Heritage I | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| POLS 3341 | Western Political Heritage II | 3 |
| POLS 3342 | American Political Thought | 3 |
| POLS 3345 | Democracy and Democratization | 3 |
| POLS 3350 | Intro to Public Administration | 3 |
| POLS 3351 | The Public Policy Process | 3 |
| POLS 3353 | State and Local Administration | 3 |
| POLS 3354 | Internship | 3 |
| POLS 3360 | International Relations | 3 |
| POLS 3361 | International Security | 3 |
| POLS 3362 | International Law and Politics | 3 |
| POLS 3365 | Political Simulations | 3 |
| POLS 3600 | Research in Political Science | 6 |
| POLS 4300 | Adv Rsrch Methods/Pol Science | 3 |
| POLS 4304 | Envir. Just. & Min. Comm U.S. | 3 |
| POLS 4310 | American Legislatures | 3 |
| POLS 4311 | The Presidency | 3 |
| POLS 4313 | Southwestern Border Politics | 3 |
| POLS 4314 | Women, Power and Politics | 3 |
| POLS 4315 | Latinos In Amer Political Syst | 3 |
| POLS 4317 | U.S. Constitutional Structure | 3 |
| POLS 4318 | Teaching Democracy | 3 |
| POLS 4319 | Special Topics in Am. Politics | 3 |
| POLS 4322 | Legal Reasoning | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| POLS 4323 | Courts in Action | 3 |
| POLS 4324 | Introduction to Private Law | 3 |
| POLS 4325 | Spec Topics in Law & Politics | 3 |
| POLS 4330 | Foreign Policy of the U.S. | 3 |
| POLS 4333 | European Political Systems | 3 |
| POLS 4337 | The Politics of Mexico | 3 |
| POLS 4339 | US-Latin American Relations | 3 |
| POLS 4340 | The American Constitution | 3 |
| POLS 4342 | Contemporary Political Thought | 3 |
| POLS 4344 | Sp Topics in Political Theory | 3 |
| POLS 4346 | Russia's Challenges/21st Cent | 3 |
| POLS 4347 | European Union Politics | 3 |
| POLS 4348 | Politics/Developing Countries | 3 |
| POLS 4350 | Sp Topics in Comparative Gov | 3 |
| POLS 4356 | Non-Profit Organizations | 3 |
| POLS 4357 | Leadership/Civic Participation | 3 |
| POLS 4358 | Special Topics in Public Admin | 3 |
| POLS 4363 | North American Relations | 3 |
| POLS 4364 | Internat'l Political Economy | 3 |
| POLS 4365 | International Organizations | 3 |
| POLS 4366 | Sp Topics/Internat'l Relations | 3 |
| POLS 4368 | Conflict Analysis | 3 |
| POLS 4370 | Independent Reading in Pol Sci | 3 |

| Code | Title | Hours |
|---------------------------|-------------------------------|--------------|
| POLS 4392 | Advanced Analysis of Politics | 3 |
| POLS 4399 | Senior Capstone | 3 |
| PSYC 2302 | Social Psychology | 3 |
| PSYC 2305 | Psychology of Human Sexuality | 3 |
| PSYC 2306 | Psychology of Personality | 3 |
| PSYC 2310 | Life Cycle Development | 3 |
| PSYC 2312 | Intro to Abnormal Psychology | 3 |
| PSYC 3101 | Lab for Gen Exper Psyc | 1 |
| PSYC 3102 | Professional Development | 1 |
| PSYC 3201 | Gen Experimental Psychology | 2 |
| PSYC 3315 | Psychology and the Law | 3 |
| PSYC 3320 | Learning & Memory | 3 |
| PSYC 3330 | Sensation and Perception | 3 |
| PSYC 3331 | Cross-Cultural Psychology | 3 |
| PSYC 3346 | Drugs of Abuse and Behavior | 3 |
| PSYC 3347 | Behavior Modification | 3 |
| PSYC 3348 | Cognitive Psychology | 3 |
| PSYC 3350 | Health Psychology | 3 |
| PSYC 4301 | Psychological Testing | 3 |
| PSYC 4309 | History & Systems Psychology | 3 |
| PSYC 4311 | Advanced Topics Dev Psyc | 3 |
| PSYC 4312 | Advanced Abnormal Psychology | 3 |
| PSYC 4316 | Language and Cognition | 3 |

| Code | Title | Hours |
|---------------------------|------------------------------|--------------|
| PSYC 4317 | Advanced Statistics | 3 |
| PSYC 4321 | Judgment and Decision Making | 3 |
| PSYC 4324 | Psychobiology | 3 |
| PSYC 4341 | Motivation & Emotion | 3 |
| PSYC 4343 | Seminar in Meta-Analysis | 3 |
| PSYC 4345 | Seminar in Psychology | 3 |
| PSYC 4352 | Independent Research | 3 |
| PSYC 4353 | Honors Thesis | 3 |
| SOC1 1302 | Social Problems | 3 |
| SOC1 1310 | Cultural Geography | 3 |
| SOC1 2315 | Soci of Marriage and Family | 3 |
| SOC1 3300 | Ecological Sociology | 3 |
| SOC1 3306 | Cultural Diversity | 3 |
| SOC1 3307 | Sports, Society and Culture | 3 |
| SOC1 3309 | Mesoamerican Cultures | 3 |
| SOC1 3311 | Methods of Research | 3 |
| SOC1 3312 | Drug Use, Abuse, Trafficking | 3 |
| SOC1 3315 | Urban Sociology | 3 |
| SOC1 3317 | Indig Cultures of Latin Amer | 3 |
| SOC1 3320 | Indig Cultures of North Amer | 3 |
| SOC1 3321 | Indians of the Southwest | 3 |
| SOC1 3322 | Sex, Culture, and Evolution | 3 |
| SOC1 3323 | Advanced Social Problems | 3 |

| Code | Title | Hours |
|---------------------------|--------------------------------|--------------|
| SOCI 3324 | Deviance | 3 |
| SOCI 3325 | Chicanos & Mexicans in the U.S | 3 |
| SOCI 3326 | Migration | 3 |
| SOCI 3327 | Social Inequality | 3 |
| SOCI 3330 | Language/Power on the Border | 3 |
| SOCI 3331 | Family Violence | 3 |
| SOCI 3332 | Intro to GIS-Social Sciences | 3 |
| SOCI 3333 | Juvenile Delinquency | 3 |
| SOCI 3341 | Special Undergraduate Topics | 3 |
| SOCI 3348 | Criminology | 3 |
| SOCI 3358 | Ethnographic Methods | 3 |
| SOCI 3361 | Contemporary Mexican Culture | 3 |
| SOCI 3362 | Medical Sociology | 3 |
| SOCI 3370 | Gender Roles and Society | 3 |
| SOCI 4301 | General Sociological Theory | 3 |
| SOCI 4303 | Internship in Sociology | 3 |
| SOCI 4304 | Envir. Just. & Min. Comm U.S. | 3 |
| SOCI 4308 | U.S.-Mex Border Society/Cult | 3 |
| SOCI 4312 | Thinking Spatially | 3 |
| SOCI 4313 | Advanced Spatial Analysis | 3 |
| SOCI 4346 | Global Health | 3 |
| SOCI 4347 | Population Analysis & Problems | 3 |
| SOCI 4390 | Independent Study | 3 |

| Code | Title | Hours |
|---------------------------|-----------------------------------|-------------------|
| SOWK 3170 | Special Issues in Social Work | 1 |
| SOWK 3175 | Independent Study | 1 |
| SOWK 3270 | Special Issues in Social Work | 2 |
| SOWK 3275 | Independent Study | 2 |
| SOWK 3336 | Child Welfare Practice/Srvs | 3 |
| SOWK 3345 | SOWK/Aging: Cross Cultl Persp | 3 |
| SOWK 3346 | Process of Addiction: Cultural | 3 |
| SOWK 3365 | Social Work W/Special Pops | 3 |
| SOWK 3370 | Special Issues in Social Work | 3 |
| SOWK 3375 | Independent Study | 3 |
| WS 2300 | Introduction to Womens Studies | 3 |
| WS 2315 | Sociology of Marriage & Family | 3 |
| WS 2350 | Global Feminisms | 3 |
| WS 3301 | La Chicana | 3 |
| WS 3310 | Directed Study | 3 |
| WS 3320 | Internship in Women's Studies | 3 |
| WS 3321 | Family Violence | 3 |
| WS 3322 | Sex, Culture, and Evolution | 3 |
| WS 3330 | Women in Fine Art | 3 |
| WS 3331 | Gender & Popular Culture | 3 |
| WS 3333 | Gndr, Ethncty in Contemp Art | 3 |
| WS 3335 | Feminist Film | 3 |
| WS 3336 | Queer Cinema | 3 |

Commented [OJ2]: These 2 Independent Study courses are already showing as options on degree plan; just correcting catalog

| Code | Title | Hours |
|-------------------------|--------------------------------|--------------|
| WS 3340 | Gender & Technology | 3 |
| WS 3351 | Gender & Religion | 3 |
| WS 3352 | Women in American Culture | 3 |
| WS 3360 | Women in Literature | 3 |
| WS 3370 | Gender Roles & Society | 3 |
| WS 3372 | Women & Work in the Sex Indust | 3 |
| WS 3373 | Plagues, Pandemics, & Power | 3 |
| WS 3374 | Mental Illness at the Margins | 3 |
| WS 3375 | Women's Health | 3 |
| WS 3380 | Social Justice Values at Work | 3 |
| WS 3382 | Gender Issues in the Arts | 3 |
| WS 3383 | Gender Issues in Humanities | 3 |
| WS 3384 | Gender Issues in Social Scincs | 3 |
| WS 3390 | Women's Studies:Special Topics | 3 |
| WS 3391 | History of Women | 3 |
| WS 3392 | The Three Waves of Feminism | 3 |
| WS 3393 | Feminism of 1960's & 1970's | 3 |
| WS 3394 | Gender, Health, & Medicine | 3 |
| WS 4307 | Feminist Philosophy | 3 |
| WS 4310 | Feminist Theory | 3 |
| WS 4314 | Women, Power, & Politics | 3 |
| WS 4360 | Jr/Sr Seminar/Women's Studies | 3 |
| WS 4500 | Senior Capstone | 5 |