

El Paso Community College
Syllabus
Part II
Official Course Description

SUBJECT AREA	<u>Social Work</u>								
COURSE RUBRIC AND NUMBER	<u>SCWK 1391</u>								
COURSE TITLE	<u>Special Topics In Social Work</u>								
COURSE CREDIT HOURS	<table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>3</u></td> <td style="text-align: center;"><u>:</u></td> <td style="text-align: center;"><u>0</u></td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td></td> <td style="text-align: center;">Lab</td> </tr> </table>	<u>3</u>	<u>3</u>	<u>:</u>	<u>0</u>	Credits	Lec		Lab
<u>3</u>	<u>3</u>	<u>:</u>	<u>0</u>						
Credits	Lec		Lab						

I. Catalog Description

Addresses topics recently identified current events, skills, knowledge's, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency. **(3:0)**.

II. Course Objectives

Upon satisfactory completion of the course, the student will be able to:

A. Unit I. Introduction to Social Work Practice with Hispanic Families on the U.S.-Mexico Border

1. Discuss Social Work Practice with Hispanic families on the border and develop an understanding of the sociocultural differences in the population served.
2. Develop and practice the skills, attitudes, and competencies necessary to work with Hispanic individuals, groups, and families on the United States / Mexico border.
3. Explain thoroughly the important elements that first- and second-generation immigrants experience to include factors that led to the decision to migrate, their transit experiences, and resettlement.
4. List and describe the different levels of cultural identity and explore the psychological consequences of migration, assimilation, acculturation, and adaptation.
5. Identify social services that may directly assist immigrants and their families in areas that include legal assistance, mental health, medical, employment, education, and housing.

B. Unit II. Current Literature Regarding Homelessness on the U.S./Mexico Border

1. Discuss and explain the history, causes, and needs of the local homeless population.
2. Explain the importance of community involvement in the development and application of appropriate action and intervention plans.
3. Define and provide examples of specific social work intervention strategies in areas of outreach, assessment, resources, referral, and shelter.
4. Identify issues affecting the homeless population to include deinstitutionalization, transitional care, job training, community support, civil rights/ liberty, and involuntary confinement to mental hospitals or institutions.
5. Discuss international governmental involvement with the homeless to include funding for services and city ordinances that prohibit panhandling, camping, or sleeping in public places.

C. Unit III. Intimate-Partner Violence (IPV), a Cultural Perspective

1. Identify and define the causes of IPV to include historical traditions, beliefs, practices, and behavioral patterns.
2. Describe some common cultural values that many Hispanic women hold, such as placing a high value on virginity, purity, and sacrifice for family and children, which can make them vulnerable for IPV.
3. Discuss the characteristics of the IPV abuser and the abused.
4. List and explain the main concepts of the Violence against Women Act (VAWA) signed into law by President Bill Clinton on September 13, 1994.
5. Identify and apply specific social work intervention strategies such as acquiring resources for victims and perpetrators of IPV that may include the police, shelters, legal assistance, counseling, and sources of financial relief.

D. Unit IV. Ethical and Sensitive Service Delivery for Vulnerable Populations

1. Identify the most common populations on the U.S./Mexico border that require immediate social service intervention.
2. Discuss social services for children and youth with multiple mental health and/or substance abuse needs.
3. Evaluate the needs of the lesbian, gay, bisexual, and transgender (LGBT) population that require social work intervention.
4. List the specific needs assessment and intervention strategies for refugees, older adults, and the disabled.
5. Describe the helping process for persons with psychiatric disabilities, veterans, and survivors/victims of violence on the U.S./Mexico border.

III. THECB Learning Outcomes (WECM)

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency.

IV. Evaluation

The course may be taught using lecture, class discussion, in-class group exercises, Power Point presentations, videos, and guest speakers. The instructor may place articles and literature on reserve at the Library for students to read. Additional handouts, websites, and materials may be provided by the instructor.

Activities

Evaluation activities will be established by each individual teaching a course in the Social Work Program. Instructors may choose those evaluation methods they determine are most appropriate for the particular course they are teaching. Evaluation methods may include, but are not limited to, written exams, individual or group projects/demonstrations, oral presentations, a written journal, quizzes, and written assignments.

Grading Scale

- A = 90 – 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points
- F = 59 and below

V. Disability Statement (Americans with Disabilities Act {ADA})

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

VI. Drop Rule

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.