

**THE UNIVERSITY OF TEXAS AT AUSTIN
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number:	SW 383R	Instructor:	Anita Guajardo, LCSW-S
Unique Number:	61845		Clinical Assistant Professor
Semester:	Fall 2023	Pronouns:	she her ella
Meets:	Wednesdays	Office:	SSW 3.124B
Practicum Seminar:	8:30am – 9:30 am	Email:	anita.guajardo@austin.utexas.edu
Practice I:	9:30 am – 12:30 pm	Office Hours:	Wednesdays, 12:30 – 1:30 pm
Meeting Place:	SSW 2.116		or by appointment via Zoom

Social Work Practice I

I. STANDARDIZED COURSE DESCRIPTION

This course provides an introduction to social work practice methodology and professional use of self from a generalist perspective for social work practice with diverse individuals, families, groups, organizations and communities in conjunction with field education.

II. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

- 1) Identify and begin to apply social work values and principles of ethical decision making as articulated by the NASW Code of Ethics;
- 2) Demonstrate an understanding of professional use of self and awareness of personal values in the development and maintenance of purposeful, problem-solving relationships with multiple levels of client systems, as well as cooperative and constructive relationships with agency staff, other professionals and community members;
- 3) Utilize professional communication skills, supervision and consultation in the effective and ethical provision of services to diverse individuals, families, groups, organizations and communities;
- 4) Demonstrate an understanding of the impact of organizational and community context on service delivery through the in-depth analysis of the assigned field agency;
- 5) Demonstrate knowledge of the historical roots and major developments of the social work profession and its commitment to promote social and economic justice for populations at risk;
- 6) Systematically apply an eco-systems frame work to engage client systems in identifying target systems and goals, and in analyzing, implementing and evaluating interventions that enhance client system strengths, capacities, assets and resources in relation to their environment;
- 7) Recognize the influence of socioeconomic status, age, developmental level, gender, culture, race, ethnicity, physical status, sexual orientation and spiritual beliefs on assessment, planning, intervention and evaluation at all levels of practice;

- 8) Demonstrate familiarity with basic concepts and methodology related to work with small groups in agency, organization and community settings;
- 9) Identify the importance of empirically based knowledge to evaluate and improve practice, policy and social service delivery.

III. TEACHING METHODS

This course embraces inclusivity, acknowledging the impact of diverse experiences and backgrounds on the classroom environment. Various pedagogical approaches inform the teaching methods for this course with an emphasis on experiential, critical compassion, and trauma-informed pedagogies for their ability to keep in integrity with social work values and principles. Through a blend of didactic and interactive teaching methods, including audio-visual materials, lectures, readings, class discussions, self-reflection, writing, collegial consultation, small group activities, and role-plays, students are encouraged to engage with the course material at a level that feels appropriate to them, using critical thinking skills, creativity, and taking learning-centered risks. The instructor upholds social work values by promoting self-awareness, reflection, expression, and choice to respond to diverse learning needs, while utilizing trauma-informed pedagogies to support those who may have experienced trauma or marginalization. All students' diverse experiences and backgrounds are valued and respected. In-class discussions about personal values, beliefs, and life experiences should be held confidential, allowing students to engage with each other in a spirit of experiential, critical compassion. The instructor is available for questions, feedback, and individual meetings to support students' learning and development.

Canvas, a password-protected course management system at <http://canvas.utexas.edu>, is used for confidential communication, accessing readings outside the main text and assignment guidelines, and submitting assignments. Students can access 24/7 Canvas Help at 855-308-2494. Students are encouraged to set up Canvas notifications for announcements and to communicate any learning barriers to the instructor to problem-solve collaboratively.

Students who require academic accommodations due to a documented disability, physical or cognitive, should request an official letter outlining authorized accommodations as soon as possible. To obtain accommodation letters, students can contact Services for Students with Disabilities in the Office of the Dean of Students at 471-625 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing). Students are also encouraged to speak early on with their instructor about their accommodation needs.

IV. REQUIRED TEXT AND MATERIALS

Just Practice: A Social Justice Approach to Social Work (4th ed.) by Janet L. Finn

Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others by Laura van Dernoot Lipsky with Connie Burk

Students are also expected to review:

UT-Austin Steve Hicks School of Social Work Standards for Social Work Education

<https://socialwork.utexas.edu/wp-content/uploads/2020/10/Standards-for-social-work-education.pdf>

NASW Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Texas Behavioral Health Executive Council and Texas State Board of Social Work Examiners Rulebook

<https://www.bhec.texas.gov/wp-content/uploads/2022/04/SW-February-2022-v3.pdf>

NASW Standards and Indicators for Cultural Competence in Social Work Practice

<https://www.socialworkers.org/LinkClick.aspx?fileticket=PonPTDEBrn4%3d&portalid=0>

NASW, ASWB, CSWE, & CSWA Standards for Technology in Social Work Practice

https://www.socialworkers.org/includes/newincludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

Additional readings, all updates, and in-depth course information will be provided in UT's course management system, CANVAS.

V. COURSE REQUIREMENTS

The assignments below are required for this course. The descriptions below are brief and detailed assignment guides will be posted on Canvas and discussed in class. If you have questions regarding assignments, please speak with me in class or during office hours anita.guajardo@austin.utexas.edu.

Circle Chats: Reflexive Practice and Discourse Engagement (20 pts) Due: Various

You will actively engage in 12 Circle Chats, a series of small group discussions to foster reflexive practice, meaningful discourse engagement, and the practical integration of class readings, supplementary materials, and resources available through Canvas. These dialogues will be completed at the start of class and are more than just participation; they serve as a way to improve your understanding of the course content and integrate your insights with social work practice. Participating in Circle Chats

supports a holistic approach to competence, blending knowledge, values, skills, cognitive and affective processes, critical thinking, and ethical leadership to cultivate effective and ethical social work practice.

Positionality Self-Reflection: Identities, Values, and Ethics (20 pts) Due: 9/6

In the dynamic landscape of social work, practitioners are tasked with addressing complex issues and championing the well-being of individuals and communities. Integral to this endeavor is an unwavering commitment to an ongoing process of self-reflection, encompassing one's positionality, values, and ethics. This assignment promotes growth through introspection of identity, values, and ethical principles for intentional and ethical social work interventions.

Comprehensive Practicum Organization Analysis (20 pts) Due: 9/29

You will be conducting a thorough analysis of your practicum placement. Your focus will be on collecting agency data, identifying values, exploring social injustices, assessing inclusivity, analyzing community impact, evaluating research methods, addressing ethical dilemmas, and appraising strengths and challenges. Additionally, you will include a compelling resource allocation pitch to gain valuable insights into your practicum placement and its operations.

Video Role Play with Practice Reflection (20 pts) Due: 10/27

In this course, you will participate in a role-play exercise with a classmate that simulates an initial client interaction. This activity is tailored to showcase engagement and assessment skills covered in the course and also includes practical documentation skills. Afterward, you will submit a client interaction note and choose a 5-minute segment of the role-play to present to a small group for feedback. This process aims to enhance self-awareness, promote constructive feedback, and encourage gracious feedback reception. Finally, you will prepare a reflection on your role-play and peer feedback experience.

Just Practice Case Assessment (20 pts) Due: 11/17

In this assignment, you will undertake a comprehensive case analysis, delving deeply into the intricacies of a client from your practicum experience. The assignment has two primary goals: to understand the importance of ascertaining the meaning that service users give to the experiences and conditions in their lives and to practice the application of the five key themes within the Just Practice Framework that we will cover in this course: meaning, context, power, history, and possibility.

Course Assignment	Points	Due Date
Circle Chats: Reflexive Practice and Discourse Engagement	20	In Class, Weekly
Positionality Self-Reflection: Identities, Values, and Ethics	20	9/8
Comprehensive Practicum Organization Analysis	20	9/29
Video Role Play with Practice Reflection	20	10/27
Just Practice Case Assessment	20	11/17
TOTAL	100	

VI. GRADES

94.0 and Above	A	
90.0 to 93.999	A-	
87.0 to 89.999	B+	
84.0 to 86.999	B	
80.0 to 83.999	B-	
77.0 to 79.999	C+	
74.0 to 76.999	C	
70.0 to 73.999	C-	(Class failed/no credit)
67.0 to 69.999	D+	
64.0 to 66.999	D	
60.0 to 63.999	D-	
Below 60.0	F	

VII. CLASS POLICIES

Ways to Connect: To ensure that our discussions are convenient for everyone, we will primarily use Canvas for communicating outside of class time, with email (anita.guajardo@austin.utexas.edu) as a secondary option for connecting, but both are effective ways to reach out.

Incorporating self-sustainability, demonstrating sustainable actions, and establishing clear boundaries is crucial for effective and genuine teaching. I make an effort to answer emails and messages within 48-72 hours, but there may be instances when I am unable to respond right away (like on the weekend). I am grateful for your understanding, patience, and willingness to collaborate in case this happens.

Occasionally, questions about assignments arise that need clarification, so I kindly request that you raise any concerns or inquiries you have about the course or assignments during class. However, if you require additional support or want to discuss something privately, I am available during office hours or can arrange a Zoom meeting. Please reach out with as much prior notice as possible to ensure we have adequate time to address your concerns effectively.

Attendance: Full attendance and active participation are ideal for a comprehensive learning experience. Classroom exercises, discussions, role-plays, guest speakers and other class experiential exercises are essential for your professional learning and continued development of self-awareness. I realize that extenuating circumstances arise and that everyone is juggling several responsibilities. If you are unable to attend a class, please email me prior to that class. If it is a last-minute absence, please text me, so I don't worry. If circumstances make you miss more than three classes, you may be overextended, so be sure to reach out to me. If you must miss a class, please contact a peer to review what you missed. In addition, you can always schedule a time to meet with me to discuss missed content in more detail.

Anti-Racism, Diversity, Equity, Inclusion, and Accessibility: I am committed to creating a classroom atmosphere that promotes and acknowledges diversity, equity, and inclusion. In social work, we have a responsibility to acknowledge and respect the multitude of factors that shape and impact every person, including age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and

expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Therefore, diverse perspectives are necessary for strengthening competency and professional growth, and all students deserve equal access to learning opportunities and a sense of belonging in their learning environments. As individuals and as a collective, it is essential to prioritize self-awareness and reflection, recognize our biases, and make efforts to self-correct. We must approach the lifelong journey of learning and unlearning with humility and a commitment to upholding these principles.

Civility: Civility is key to creating a respectful and inclusive environment where we can openly share our thoughts and embrace different perspectives. By treating each other with kindness, empathy, and respect, we create a safe space for all to participate. As future social work professionals, practicing civility is integral to our academic and professional growth. I encourage constructive discussions, active listening, and approaching disagreements with an open mind. Embracing civility enhances our ability to collaborate, advocate for social justice, and promote inclusivity. We can uphold the principles of civility by refraining from disrespectful or discriminatory language, engaging respectfully, and valuing diverse perspectives. Differences in opinion offer opportunities for growth and learning. Let's engage in thoughtful dialogue that contributes to a respectful and inclusive learning environment. Together, we will practice creating communities that are nurturing, respectful, understanding, and collaborative.

Confidentiality: Sharing stories is a valuable aspect of our learning journey, whether they come from professional or personal experiences. This diversity enriches our classroom and creates a safe and respectful environment. Please respect the confidentiality of these shared stories, as it allows for a comfortable and trustworthy space. Be mindful and do not disclose any identifying details about your peers' stories. Respecting confidentiality is crucial in establishing an environment of trust, empathy, and personal growth. It is through these collective experiences that we can enhance our comprehension and evolve as social work professionals.

As an instructor, however, **I am responsible for reporting any concerns related to Title IX**, which prohibits discrimination based on sex, including sexual harassment and assault. If any potential Title IX concerns arise, I am obligated to take appropriate action to ensure the well-being of our community members. If you have any inquiries or apprehensions regarding confidentiality or the Title IX reporting procedure, feel free to reach out to me.

Managing Your Time: The course syllabus and Canvas have strategically placed due dates to ensure that you stay on track throughout the semester. Submitting your assignments consistently allows you to receive feedback and make any necessary changes. The assignment due dates are intentionally set to enable you to incorporate course material into your work as the course progresses. This also allows me to provide feedback at a pace that promotes a collaborative learning experience. Late assignments will not result in penalties, but if you need more time to complete a task, please email me beforehand with a specific submission date. This process offers the flexibility to complete all work within a timeframe that suits your schedule while recognizing the importance of prompt feedback. If any issues arise with submissions, I may request a meeting with you to address any barriers that may affect timely completion.

Assignments: In this course, you have the freedom to choose how you submit most of your assignments. This will include flexibility for submission dates and, with some assignments, whether you decide to submit in written, video, audio, slideshow format, or some other creative approach, the

content and presentation quality benchmarks remain constant. Treat each assignment as an opportunity to create a professional portfolio that showcases your skills and knowledge to potential employers. Regardless of your format, citing your sources and references in a bibliography is crucial to ensure compliance with university plagiarism policies. By presenting your work thoughtfully and upholding academic integrity, you satisfy the course requirements and cultivate vital skills for your future as a social worker. If you have any questions or require clarification on assignment submissions, please get in touch with me for assistance. Remember, your assignments reflect your capabilities and potential. Take pride in presenting your knowledge and ideas in a way that demonstrates your commitment to excellence in the field of social work.

Unanticipated Distress: It's important to remember that you might come across course materials that could elicit unanticipated and upsetting responses. I understand that dealing with such situations can be tough, but rest assured that you are not alone. It is essential to let me know about your support requirements, so I can be there for you and assist you in participating in the course activities in a supportive manner.

Additionally, if you require counseling, I encourage you to contact a service provider of your choice. The UT Counseling Center can be reached at 512-471-3515, or you can access their services online at <https://cmhc.utexas.edu/>. Remember, taking care of your mental health is just as important as your academic success.

Student Feedback: I welcome you to provide feedback on your learning experience and my teaching strategies in informal as well as formal ways, including during class, office hours, and our mid-term course evaluation. It's important for me to know how you are reacting to what is taking place in class, ensuring that collectively, we can create a dynamic and effective learning community.

Classroom Courtesy: As a courtesy to the class that meets after our class, please dispose of trash and return the chairs and desks to rows or some organized arrangement.

VIII. UNIVERSITY POLICIES

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

ACCESSIBLE/COMPLIANT STATEMENT: If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with D&A, please touch base with your instructor to discuss your Accommodation Letter as early as possible in the semester so your approved accommodations can be implemented.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of

diverse individuals with various backgrounds. Students are influenced and shaped by such factors as race, ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment, we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON ACADEMIC INTEGRITY. Students who violate University rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and / or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the

University, policies on academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

TITLE IX DISCLOSURE. Beginning January 1, 2020, Texas Education Code, Section 51.252 (formerly known as Senate Bill 212) requires all employees of Texas universities, including faculty, to report to the [Title IX Office](#) any information regarding incidents of sexual harassment, sexual assault, dating violence, or stalking that is disclosed to them. Texas law requires that all employees who witness or receive information about incidents of this type (including, but not limited to, written forms, applications, one-on-one conversations, class assignments, class discussions, or third-party reports) must report it to the Title IX Coordinator. Before talking with me, or with any faculty or staff member about a Title IX-related incident, please remember that I will be required to report this information.

Faculty, staff, graduate assistants, teaching assistants, and graduate research assistants are [mandatory reporters](#) under federal Title IX regulations and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of misconduct covered under Texas Education Code, Section 51.252. Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits

discrimination on the basis of sex – including pregnancy and parental status – in educational programs and activities. The Title IX Office has developed supportive ways and compiled campus resources to support all impacted by a Title IX matter.

If you would like to speak with a case manager, who can provide support, resources, or academic accommodations, in the Title IX Office, please email: supportandresources@austin.utexas.edu. Case managers can also provide support, resources, and accommodations for pregnant, nursing, and parenting students.

For more information about reporting options and resources, please visit: <https://titleix.utexas.edu>, contact the Title IX Office via email at: titleix@austin.utexas.edu, or call 512-471-0419.

CAMPUS CARRY POLICY. The University’s policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

This schedule is intended only as a guide and subject to change. Additional required weekly readings will be posted on Canvas.

WK	Date	Topic(s)	Prep Material (to be completed by class time)	Assignment Due
MODULE 1: PREPARE				
1	Wed 8/23	Centering: Introduction to the Course, Social Work, and Generalist Approach to Social Work Practice	See Canvas Module 1	Circle Chat 1
MODULE 2: CONTEXT				
2	Wed 8/30	Examining Positionality of Self: Cultivating Critical Reflection for Ethical Practice	See Canvas Module 2	Circle Chat 2
3	Wed 9/6	Value of Historical Context	See Canvas Module 2	Circle Chat 3 Positionality Self-Reflection: Identities, Values, and Ethics (Due: by 11:59 pm on 9/8)
4	Wed 9/13	Ethics: NASW Code of Ethics & Emphasis on Exploring Ethics and Technology	See Canvas Module 2	Circle Chat 4
5	Wed 9/20	Theory & Practice	See Canvas Module 2	Circle Chat 5
MODULE 3: PRACTICE				
6	Wed 9/27	Engagement	See Canvas Module 3	Circle Chat 6 Comprehensive Practicum Organization Analysis (Due: by 11:59 pm on 9/29)
7	Wed 10/4	Teaching-Learning: Reframing the Assessment Process	See Canvas Module 3	Circle Chat 7
8	Wed 10/11	Action & Accompaniment	See Canvas Module 3	Circle Chat 8

9	Wed 10/18	Self/Collective Care Practice (NO CLASS)	See Canvas Module 3	
10	Wed 10/25	Evaluating, Reflecting On, Celebrating our Efforts	See Canvas Module 3	Circle Chat 9 Video Role Play with Practice Reflection (Due: by 11:59 pm on 10/27)
MODULE 4: DEEPENING INTEGRATION				
P11	Wed 11/1	Cultural Humility & Anti-Racist Practice	See Canvas Module 4	Circle Chat 10
12	Wed 11/8	Ethics: Ethical-Decision Making Model	See Canvas Module 4	Circle Chat 11
13	Wed 11/15	Seeding Sustainability: Building Resiliency through Practice- informed Care	See Canvas Module 4	Circle Chat 12 Just Practice Case Assessment (Due: by 11:59 pm on 11/17)
14	Wed 11/22	NO CLASS – FALL BREAK (ENJOY!)		
MODULE 3: CELEBRATION				
15	Wed 11/29	Moments of Excellence & End-of- Term Celebrations	See Canvas Module 5	

X. BIBLIOGRAPHY

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