

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

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|----------------------------|--------------------|----------------------|---------------------------------|
| Course Number: | SW 312 | Instructor: | C Penwell LCSW-S |
| Unique Number: | 60030 | Email: | csPenwell@utexas.edu |
| Semester: | Spring 2024 | Office: | 3.104 |
| Meeting Time/Place: | Mondays/Wednesdays | Office Phone: | 512-659-2086 |
| | 9:30am-11:00am | Office Hours: | Wednesdays, 12:30pm – 2:30pm |
| | SSW 2.122 | | Other times by appointment |

**GENERALIST SOCIAL WORK PRACTICE:
SKILLS, KNOWLEDGE AND VALUES
Course Number: SW 312
Ethics Flag**

I. STANDARDIZED COURSE DESCRIPTION

This course is the first practice course you will complete in the social work curriculum. In this course, you will be introduced to the change and problem-solving process with individuals, families, groups, organizations, and communities. You will learn the purpose of theory in social work and begin to understand the theories that most influence generalist practice. The impact and guidance of the NASW Code of Ethics and other codes/principles of ethics on generalist social work practice will also be explored. Several sets of beginning social work skills, including observation, relationship building, interviewing and assessment skills, will be developed in this class. Experiential learning is emphasized as skills evolve, including a 30-hour service learning requirement that involves opportunities to interact with community members. In addition, in this course, you will learn how to reflect the needs of diverse individuals, groups and communities – as categorized by racialization, ethnic origin, class, gender, gender identity and expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status, national origin of communities and tribal sovereign status.

This course carries the Ethics flag. Ethics courses are designed to equip you with skills that are necessary for making ethical decisions in your adult and professional life. You should therefore expect a substantial portion of your grade to come from assignments involving ethical issues and the process of applying ethical reasoning to real-life situations.

Prerequisite: S W 310, Introduction to Social Work and Social Welfare, with a grade of at least C.

II. STANDARDIZED COURSE OBJECTIVES

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

1. Define the major dimensions of generalist social work practice and the planned change/problem solving process with individuals, families, groups, organizations, and communities.
2. Understand the purpose of theory, how theoretical perspectives fit with individual beliefs and values, and how theory works to provide a framework for social work practice.

3. Explain how the lenses of ecosystems perspective, critical race theory, strengths-based approaches, Maslow's hierarchy of needs, and social constructionist theory can be applied to generalist social work practice.
4. Discuss anti-racism in generalist practice, centering racialization, and using perspectives developed by Black, Indigenous and other scholars of color.
5. Using a social justice lens, identify policies, behaviors, and beliefs that perpetuate racist and oppressive ideas and actions and suggest strategies for change.
6. Demonstrate basic skills in working with individuals, families, groups, organizations, and communities including:
 - a. Observation,
 - b. Engagement,
 - c. Communication,
 - d. Interviewing,
 - e. Assessment,
 - f. Goal setting and intervention,
 - g. Evaluation,
 - h. Collaboration, and
 - i. Problem solving.
7. Demonstrate use of tools in generalist practice including, but not limited to ecomaps, culturagrams, and genograms.
8. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by racialization, ethnic origin, class, gender, gender expression, culture, sexual orientation, religion, age, physical and mental disabilities, caste, immigration/refugee status and national origin of communities.
9. Identify ethical issues and recognize when client, legal, policy, societal and/or personal values conflict, emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work

III. TEACHING METHODS

This class will be taught using a variety of methods to foster a stimulating, creative, collaborative, and interactive learning community. Experiential learning and exercises to promote self-awareness in relation to class content will be used. Other teaching methods include class discussion, videos, guest speakers, lecture and assigned learning activities in the community. For a meaningful experience in this class, students must actively participate, take risks, stretch their creativity and critical thinking skills and attend class regularly. All students are encouraged to provide the instructor with feedback and meet with the instructor individually as needed to enhance their learning.

IV. REQUIRED TEXT AND MATERIALS

Cox, L, Tice, C, and Long, D (2022) *Introduction to Social Work* (3rd ed). Sage. Electronic copy available in The University of Texas Library System. Log on with your UT EID to access.

Finn, J. L. (2021). *Just practice: A social justice approach to social work*. (4th ed) Oxford University Press. Electronic copy available in The University of Texas Library System. Log on with your UT EID to access.

Students are also expected to review:

UTSSW Standards for Social Work Education

<http://socialwork.utexas.edu/dl/files/academic-programs/other/standards-sw-education.pdf>

NASW Code of Ethics

<http://www.socialworkers.org/pubs/code/code.asp>

Texas State Board of Social Work Examiners Code of Conduct

http://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

NASW Standards and Indicators for Cultural Competence

<http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf>

NASW Policy Statement on Professional Self Care

<http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf>

V. COURSE REQUIREMENTS

Your grade for this course will be based on the following requirements (further guidance for class participation and all assignments is included in the syllabus appendix):

Student Attendance/Participation - Attendance and active participation are critical to the teaching and learning in this class. Your presence is necessary for everyone's success in this course. You are allowed to miss two class meetings. Any absence after the second will impact your engagement with content and ideas shared in class, so I encourage you to remember this. Please be proactive in situations where you will be absent, especially as it may impact experiential labs, please try to make alternative video/zoom arrangements with your peer/group when possible. I will expect you to evaluate your own performance in this area by providing a brief learning reflection at the end of the semester. Pts 9

Service Learning Requirement - All students enrolled in SW 312 are required to complete 30 clock hours of service learning in a community agency or organization. Additional instructions, forms and due dates for this course requirement are available on Canvas. you are expected to upload verification of your 30 or more learning hours into givepulse and also send a verification to canvas to confirm your hours. In addition, you are expected to write a three page APA paper to evaluate your experience in service learning. This evaluation should Integrate what you are learning about generalist practice with experience in a community agency and involve the following:

- What did you learn about issues of racial, social and economic inequity and inequality experienced in the Austin community
- Did you have an opportunity to practice the beginning relationship building skills you will be learning in class with community members
- Did you have opportunities to observe portions of the change process

Initial Service Learning Expectations – Registering on givepulse and selecting an agency will be your first steps towards service learning. The service learning fair will give you an opportunity to see your available community choices, the service learning fair will occur on 1/26 and you are very much encouraged to make this a priority.

Service Learning Agency Presentation and Evaluation - Students will participate in a 15 to 20 minute fishbowl presentation or other preferred modality to engage and teach the class about their experience at their service learning agency. As a part of this evaluation of your experience, the group should address cultural diversity, systemic issues, and ethics. In addition, students will evaluate in written form through the following lens: describe, feelings, evaluate, analysis, and conclusion.

Self-Assessment- Values, Life Theories and Change: It is imperative that you be able to critically reflect and identify the value systems, beliefs and theories of life that guide you as you start to think about working with people with similar and different belief systems and experiences. This assignment will require you to think through some questions designed to help you critically reflect on the value systems most at play in your life. Then you can choose to either write a brief paper about how you view your belief systems could impact your work with people as a social worker at this early stage in your development OR depict your feelings and thoughts about the potential impact through a creative work. Finished assignments will be shared with a partner in class.

Self-Care Project and Moments of Excellence - Over the course of the semester, students are encouraged to come up with a regular practice that supports their own mental health and their - ability to best care for their clients. The professor and students will notice the effectiveness of their self-care practices, and engage in a practice of accountability throughout the semester in order to parallel the learning experienced in this course. In addition, noticing strengths in others is an essential social work skill, and you are expected to notice your peers strengths and skills throughout the semester and take note as well. On the last day of class, students will have two minutes to share with the class about their self-care practice, and the person(s) they have selected for moments of excellence. Students will also upload a minimum of one page for each aspect of this assignment, you may integrate these and upload a two page document discussing self care practices throughout the semester, and also discussing your selection for moments of excellence.

Learning Reflections – Students will submit weekly learning reflections that integrate content from readings, class sessions, and service learning experiences using prompts posted on Canvas. Reflections should be approximately two pages are to be submitted on Canvas no later than 11:59 p.m. on Saturdays (see class schedule section of the syllabus for due dates). Reflections are to follow a basic APA format including use of citations/references unless otherwise specified by professor.

Case Example Project and In class Demonstration – All students will participate in a dyad role play demonstrating basic social work skills, working with a partner in the class. Students will select a partner and a case example at the beginning of the course, and the dyad will use this example in skills labs throughout the progression of the class. The dyad will present the case to the class and provide a sample stage of intervention, with rapport and assessment a clear focus, goals that are defined, the use of a therapeutic modality, and consideration of systemic, cultural, and other mezzo and macro variables as discussed throughout the class. Each student will evaluate their success in meeting the grading criteria for themselves and their dyad partner. And the class will view and critique others presentations in small groups. Review of cases and in class presentation will include a discussion in which class members and the instructor will interactively define grading criteria. Students are to provide a self-assessment by the Saturday following their presentation, as indicated on canvas and discussed in class

| Assignment | Points |
|---|----------------------|
| Class attendance/contribution | 9 pts |
| Weekly Reflections | 20 pts |
| Self-Assessment | 5 pts |
| Case Example Dyad Project and Assessment | 10 pts |
| Service Learning Expectations | 30 pts |
| In Class Presentation and Assessment | 10 pts |
| Givepulse Registration | 2 pts |
| Service Learning Evaluations | 10 pts |
| Self Care & Moments of Excellence Project | 4 pts |
| | Total pts 100 |

VI. CLASS POLICIES

Participation and Attendance: Students are expected to attend class sessions regularly and to participate in an interactive framework between collegiate students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

Regular and punctual attendance to each in-person class is expected for this course. Student will lose two participation points for every missed class synchronous meeting beyond one missed class unless a student has accommodations approved in advance through University Services for Students with Disabilities. Students are expected to contact the professor by email or phone or text in a timely manner about absences, and alert the professor about late arrivals or early departures. Any student missing more than three synchronous classes in total maybe in jeopardy of not passing this course.

“Attendance” and participation for the asynchronous portion of this class will be evaluated based on the completion of journals and book quizzes. Students are responsible for any material missed due to absences. Course material will be posted in Canvas.

Due Dates and Late Assignments: It is expected that assignments will be turned in on time. Assignments are due at 11:59pm on the due date. Exceptions to this time will be announced when necessary. Assignments, including papers, are due on the date and time indicated in Canvas. Late assignments will be penalized 10% of the assignment point value for each day late. After 7 calendar days, late assignments will not be accepted unless arrangements have been made with the instructor. **Frequent communication is key when needing to turn in a late assignment. Email and meetings with the instructor to plan for late assignments are expected if a student is encountering barriers to turning in an assignment.**

Grades: Questions about grades should be raised with the instructor within one week of receipt of the grade. *Students are expected to be an active participant in their own grading process* and actively involved in self-awareness and self-reflection and respond with appropriate professional and academic, as well as social work, skills to discuss concerns.

Use of Cell Phones and Laptops in the Classroom: Cell phones should be muted, and laptops turned off, when class begins and remain off throughout the duration of class times unless the student has spoken with the instructor prior to class beginning about an urgent need to have the phone or laptop available during class; or if the class/instructor agrees the use of technology is appropriate for a given class activity.

VIII. UNIVERSITY POLICIES

Grading Scale

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|----------------|----|----------------|----|----------------|----|----------------|----|
| [No A+] | | 87.0 to 89.999 | B+ | 77.0 to 79.999 | C+ | 67.0 to 69.999 | D+ |
| 94.0 and Above | A | 84.0 to 86.999 | B | 74.0 to 76.999 | C | 64.0 to 66.999 | D |
| 90.0 to 93.999 | A- | 80.0 to 83.999 | B- | 70.0 to 73.999 | C- | 60.0 to 63.999 | D- |
| | | | | | | Below 60.0 | F |

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at <https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/>. Furthermore, students are expected to abide by the Standards for Social Work Education (available at <https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/>). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at <https://community.utexas.edu/care/>. The University does not maintain a list of religious holy days.

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.

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.

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>.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: <https://community.utexas.edu/disability/>. If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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.

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

Title IX Reporting. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the [Title IX pregnancy and parenting resource page](#) for more information or contact the [Title IX Support and Resources team](#) connect with a Case Manager.

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.

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

| Date | Topic | Assignment Due | Readings |
|-------------|---|--|--|
| Wed 1/17 | Introductions/ Syllabus review, class guidelines, and Kolb's Learning Cycle | | Course syllabus |
| Mon 1/22 | What is social work; skills, knowledge, & values | | Cox, Tice, and Long Chap 1 |
| Wed 1/24 | Service Learning; Sandy Lam, our Service Learning Guru, as guest speaker; APA, self-awareness, and Reflection expectations | Reflection #1 Due 1/27 SERVICE LEARNING FAIR 1/26 | Finn Chap 1 Service-Learning Module in Canvas |
| Mon 1/29 | Ethics, the core of social work practice Class exercise: Tammy's story | Givepulse Registration Due 2/1 | NASW Code of Ethics nasworsocialworkers.org > Code-of-Ethics Code of Ethics - National Association of Social Workers Finn Chap 3 |
| Wed 1/31 | Cultural Humility And Critical Reflection; micro, mezzo, and macro perspectives Reflections on personal values | Reflection #2 Due 2/3 | NASW Standards and Indicators for Cultural Competence |

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| | | | http://www.socialworkers.org/practice/standards/PRA-BRO-253150-CC-Standards.pdf |
| Mon 2/5 | Self care Boundaries and empowerment | Self-Assessment-Values, Life Theories and Change Due 2/11 | NASW Policy Statement on Professional Self Care http://www.compassionstrengths.com/uploads/NASW.ProfesionalSelf-Care.pdf |
| Wed 2/7 | Dyad; discuss case project | Reflection #3 Due 2/10 | |
| Mon 2/12 | Understanding the purpose of theory; mezzo, macro, and micro | Self-Assessment-Values, Life Theories and Change Due 2/11 | Cox, Tice, and Long Chap 3 (Generalist Practice) |
| Wed 2/14 | More about theories central to social work practice; dyad discussions | Reflection #4 | Finn Chap 4 |
| Mon 2/19 | Service-Learning updates; Dyad assigned/selected and reviewed, in class exercise. | | Cox, Tice, and Long Chap 5 (Poverty and Inequality) |
| Wed 2/21 | Continued in class exercise. | Reflection #5 | Cox, Tice, and Long Chap 9 (Mental Health) |
| Mon 2/26 | Observation and Engagement | | Finn Chap 5 |
| Wed 2/28 | Observation and Engagement | Reflection #6 | Cox, Tice, and Long Chap 6 (Family Child Welfare) |
| Mon 3/4 | Assessment and Planning (Teaching-Learning) | | Finn Chap 6 |

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| Wed 3/6 | Assessment and Planning (Teaching-Learning) | Reflection #7 | |
| Mon 3/18 | More about Assessment; ecomaps and genograms | | Interactive Use of Genograms and Ecomaps in Family Caregiving Research https://search.lib.utexas.edu/permalink/01UTAU_INST/apl7st/cdi-proquest_miscellaneous_57234966 |
| Wed 3/20 | Intervention and Accessing Community Resources | Reflection #8 | |
| Mon 3/25 | Action and Accompaniment | | Finn Chap 7 |
| Wed 3/27 | Action and Accompaniment | Reflection #9 | |
| Mon 4/1 | Termination and Evaluation | | |
| Wed 4/3 | Termination and Evaluation | Reflection #10 | Finn Chap 8 |
| Mon 4/8 | Dyad Presentations 1, 2, 3 | Dyad Reflection Dyads 1,2,3 Due 4/13 | |
| Wed 4/10 | Dyad Presentations 4, 5, 6 | Dyad Reflection Dyads 4, 5, 6 Due 4/13 | |
| Mon 4/15 | Dyad Presentations 7, 8, 9 | Dyad Reflection Dyads 7,8,9 Due 4/20 | |
| Wed 4/17 | Dyad Presentations 10, 11, 12 | Dyad Reflection Dyads 10,11,12 Due 4/20 | |
| Mon 4/22 | Dyad Presentations 13, 14, 15 | Dyad Reflection Dyads 13. 14, 15 Due 4/20 Service-Learning Hours Due 4/21 | |
| Wed 4/24 | Service-Learning Fishbowls In-class activity | Service-Learning Evaluation Due 4/27 | |

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| Mon 4/29 | Endings: Self-Care and Moments of Excellence | Self-Care, Moments of Excellence Due 4/28 Attendance - Participation Due 4/28 | |
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