

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

<b>Course Number:</b> SW 383R	<b>Instructor:</b> Anita Guajardo, LCSW-S
<b>Unique Number:</b> 60980	<b>Pronouns:</b> She   Her   Ella
<b>Semester:</b> Fall 2024	<b>Office:</b> WWH 420.15
<b>Meets:</b> Wednesdays 8:30 – 11 am	<b>Email:</b> anita.guajardo@austin.utexas.edu
<b>Meeting Place:</b> MEZ 1.212	<b>Office Hours:</b> Wednesdays 12:30 – 1:30 pm (and by appointment)

**Social Work Practice I**

**CATALOG DESCRIPTION**

This course introduces students to social work practice methodology and the professional use of self in generalist practice with individuals, families, groups, organizations, and communities. Taken in conjunction with Field I (Practicum I), this course introduces the generalist approach in social work practice to prepare students to work with a variety of client systems, including individuals, families, groups, organizations, and communities. Three lecture hours a week for one semester. Prerequisite: Graduate standing in social work and concurrent enrollment in Social Work 384R, or graduate standing and consent of instructor or the graduate adviser.

**I. STANDARDIZED COURSE DESCRIPTION**

Students in Practice I are introduced to knowledge, skills, values, and cognitive and affective processes that support learning about engagement, assessment, intervention, and evaluation in social work practice. Student learning of social work practice is grounded in antiracist and anti-oppressive perspectives to understand and meet the needs of clients and client systems with multiple marginalized social identities. Through the use of self-reflection and collaborative learning, this course provides students with foundational knowledge and skills in ethical practice, decision-making, and cultural humility, which they will continue to develop and apply as emerging social work professionals.

**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 and learn to use supervision and consultation to support/guide ethical practice;
2. Cultivate and practice self-awareness by examining personal values and implicit biases to inform ethical use of self in social work practice;
3. Demonstrate capacity to develop and maintain purposeful collaborative partnerships with multiple levels of client systems, agency staff, other professionals, and community members, applying cultural humility and a strengths-based perspective;

4. Develop effective communication skills for rapport-building in order to provide goal-aligned and ethical services to diverse individuals, families, groups, organizations, and communities;
5. Demonstrate an understanding of the impact of organizational and community context on service delivery through an in-depth analysis of the student's assigned internship agency;
6. Demonstrate knowledge of both the positive and adverse impacts of the roots and major developments of the social work profession and its commitment to promote social, racial, economic, and environmental justice for historically and currently marginalized and oppressed groups;
7. Apply foundational theoretical frameworks through a multidimensional case assessment to identify client goals, and assess, implement, and evaluate interventions that enhance client system strengths, capacities, assets, and resources;
8. Recognize the influence of intersectionality and the positionality of both the social worker and the client on engagement, assessment, intervention, and evaluation at all levels of practice;
9. Analyze and apply evidence-based and culturally attuned knowledge to evaluate and improve practice, policy, and social service delivery.

### **III. TEACHING METHODS**

I've designed this course using various pedagogical approaches, emphasizing experiential learning, critical compassion, and trauma-informed pedagogies that align with the values and principles of social work. I'll teach through various interactive methods, including audio-visual materials, lectures, readings, class discussions, self-reflection, writing, collegial consultation, small group activities, and role-plays. I encourage you to engage with the course material at a level that feels appropriate to you, using critical thinking skills, creativity, and taking learning-centered risks.

As your instructor, I am committed to upholding social work values by promoting self-awareness, reflection, expression, and choice. I understand you come from unique experiences and backgrounds, and I value and respect this diversity. During class discussions, we will have the opportunity to explore personal values, beliefs, and life experiences. Maintaining confidentiality to engage with each other in a spirit of experiential, critical compassion is important. I can answer questions, provide feedback, and schedule individual meetings to support your learning and personal development.

I understand that some students may have a documented disability, whether physical or cognitive and require academic accommodations to succeed in their studies. If you are in this situation, I encourage you to request an official letter outlining authorized accommodations as soon as possible. To obtain the necessary accommodation letters, you 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).

Additionally, I strongly encourage you to speak directly with me, your instructor, about your accommodation needs as early on as possible so that I can best support you throughout your academic journey. At all times, our goal is to provide the necessary accommodations and support to help you achieve your academic goals. Please do not hesitate to reach out if you have any questions or concerns.

#### **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

Please also 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](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**

In this section, you will find a list of the assignments you will be completing in this course. The descriptions below are brief; however, you'll be able to access detailed assignment guidelines with rubrics in Canvas. We will also review and discuss all assignments in more detail during class. I encourage you to speak to me if you have any questions about the assignments.

**Circle Chats: Reflexive Practice and Discourse Engagement****Due: Various**

Throughout the semester, you will participate in 10 "circle chats," a series of small group discussions meant for reflexive practice, meaningful discourse engagement, and integrating class readings and supplementary materials available through Canvas. Each circle chat will have a discussion prompt or activity outlined in a corresponding "Discussions" post in Canvas, published a week before. Groups will have the first 15-20 minutes of each class to complete these in-class peer discussions. This assignment allows you to engage in ethical and conscientious practice, developing and enhancing skills such as self-regulation, self-awareness, critical reflection, effective communication, and building relationships. You will evaluate your performance midway through the semester and at the end of the semester via an electronic survey.

**Self-Inquiry and Reflexive Practice Reflection:****Due: 9/20**

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 a 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, ethical, and sustainable social work practice.

**Organization Analysis****Due: 10/11**

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****Due: 10/30 & 11/8**

To support skill development and practice, you will record and submit a 30-to-45-minute role-play exercise with a classmate that simulates an initial client interaction. This multi-part assignment is designed to demonstrate the engagement and assessment skills covered in the course. You will choose a 5-minute segment of your role-play to present to a small peer group for viewing and feedback. This process aims to enhance self-awareness, promote constructive feedback, and encourage gracious feedback reception. Finally, you will complete a reflection on your role-play and peer feedback experience.

**Just Practice Case Assessment****Due: 11/22**

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.

<b>Course Assignment</b>	<b>Due Date</b>
Circle Chats: Reflexive Practice and Discourse Engagement	Refer to the course schedule.
Self-Inquiry and Reflexive Practice Reflection	9/20
Organization Analysis	10/11
Video Role Play with Practice Reflection	10/30 & 11/8
Just Practice Case Assessment	11/22

## 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	
<b>70.0 to 73.999</b>	<b>C-</b>	<b>(Class failed/no credit)</b>
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](mailto:anita.guajardo@austin.utexas.edu)) as a secondary option for connecting, but both are effective ways to reach out.

Incorporating self-sustainability practices and establishing clear boundaries are crucial for effective and genuine teaching. I try to answer emails and messages within 48-72 hours, but there may be instances when I cannot respond immediately. I'll appreciate your practice of patience and willingness to collaborate in case this happens. Occasionally, questions about assignments arise that need clarification. I kindly request that you raise any concerns or inquiries about the course or assignments during class since this may benefit others, too. However, if you need additional support or want to discuss

something privately, I am available during student consultation hours and can also schedule a time to meet with you via Zoom. Please reach out with as much advance notice as possible to ensure we have enough time to address your concerns.

**Attendance:** Full and active participation is ideal for a comprehensive learning experience. Classroom exercises, discussions, role-plays, guest speakers, and other class experiential exercises are essential for professional learning and self-awareness development. I realize that extenuating circumstances arise and that everyone is juggling several responsibilities. If you are unable to attend a class, please email me before 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 contact 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.

**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 identifying details about your peers' stories. Respecting confidentiality is crucial in establishing an environment of trust, empathy, and personal growth. Through these collective experiences, 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. Feel free to contact me if you have any inquiries or apprehensions regarding confidentiality or the Title IX reporting procedure.

**Managing Your Time:** The course syllabus and Canvas have strategically placed due dates to ensure 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 flexibility in how you submit most of your assignments. This will include flexibility for submission dates, and, with some assignments, whether you submit in written, video, audio, slideshow format, or some other creative approach, the content and presentation quality benchmarks will remain the same. 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 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. Please contact me for assistance if you have any questions or require clarification on assignment submissions. 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 encounter course materials that elicit unexpected 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.

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 and 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

**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**

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**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**

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**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**

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	Assignment/Tasks Due
<b>MODULE 1: PREPARE</b>				
1	Wed 8/26	Introduction to the Course and Generalist Social Work Practice	See Canvas Module 1	Opening Reflection Survey (Due by 11:59 pm on 8/30.)
2	Wed 9/4	Cultivating Critical Reflection and Reflexive Practice Skills	See Canvas Module 1	Circle Chat 1 (Completed in class.)
<b>MODULE 2: CONTEXT</b>				

3	Wed 9/11	The Social Work Profession: Historical Context	See Canvas Module 2	Circle Chat 2 (Completed in class.)
4	Wed 9/18	The NASW Code of Ethics & Ethical Decision-Making	See Canvas Module 2	Circle Chat 3 (Completed in class.)  Self-Inquiry and Reflexive Practice Reflection (Due by 11:59 pm on 9/20.)
5	Wed 9/25	Orienting Frameworks for Social Work Practice	See Canvas Module 2	Circle Chat 4 (Completed in class.)
<b>MODULE 3: ENGAGE</b>				
6	Wed 10/2	Establishing Authentic Connections	See Canvas Module 3	Circle Chat 5 (Completed in class.)
7	Wed 10/9	Guiding with Intention	See Canvas Module 3	Circle Chat 6 (Completed in class.)  Organization Analysis (Due by 11:59 pm on 10/11.)
<b>MODULE 4: ASSESS</b>				
8	Wed 10/16	Teaching-Learning: Reframing the Assessment Process Combined Teach Day! (Wednesday Practice Cohorts)	See Canvas Module 4	Mid-term Evaluation (Due by 11:59 pm on 10/18.)
9	Wed 10/23	<b>SUSTAINABILITY PRACTICE - NO CLASS (PRACTICE CARE)</b>		
10	Wed 10/30	Video Role-Play Viewing Day (Only attend for your viewing time.)	See Canvas Module 4	Video Role-Play (video only) (Due in Canvas by 8:30 am.)
<b>MODULE 5: INTERVENE</b>				
11	Wed 11/6	Influencing Change: Action and Accompaniment	See Canvas Module 5	Circle Chat 7 (Completed in class.)  Role-Play Video Reflection

				(Due by 11:59 pm on 11/8.)
12	Wed 11/13	Crisis Intervention and Moves Towards Safety	See Canvas Module 5	Circle Chat 8 (Completed in class.)
<b>MODULE 6: EVALUATION &amp; CELEBRATION</b>				
13	Wed 11/20	Evaluating, Reflecting On, and Celebrating Efforts	See Canvas Module 6	Circle Chat 9 (Completed in class.)  Just Practice Assessment (Due by 11:59 pm on 11/22.)
14	Wed 11/27	<b>FALL BREAK - NO CLASS (ENJOY!)</b>		
15	Wed 12/4	Moments of Excellence & End-of-term Celebrations	See Canvas Module 6	Circle Chat 10 End-of-Term Evaluation (Completed in class.)

## X. BIBLIOGRAPHY

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