



THE UNIVERSITY OF TEXAS AT EL PASO
DEPARTMENT OF SOCIAL WORK

SOWK 5393: Special Issues in Social Work – Community-Engaged Mental Health Research Applications

CRN: 32876

TERM: Summer 2023 (6/12/23-8/9/23)

DAY/TIME: Entire class meets on Saturday, 6/24 and Saturday, 7/8 from 9am-4pm; other group meetings to be determined and facilitator teams will meet in community to provide mental health engagement program.

LOCATION: HSSN (Health Sciences) Room 131 (for 6/24 & 7/8); all other activities to take place at the Kelly Center for Hunger Relief at 915 N. Florence Avenue, El Paso, TX, 79902

Professor: Jason Mallonee, DSW, LCSW

Email: jmallonee@utep.edu

Phone: (808) 639-3369 (mobile)

Office Hours (virtual or in person): By appointment

Co-Program Developers and Teaching Assistants:

Rosa Escalante – reescalante@miners.utep.edu

Karen Kwon – kkwon@miners.utep.edu

Course Information: What this class is about and what we will do

BRIEF COURSE DESCRIPTION

This course will provide students with an opportunity to apply implementation science research methods through engaging in community-based human subjects research, specifically in the program feasibility stage. In addition to in-class activities, readings, and written assignments and reflections, students will co-facilitate (in teams of two) a mental health engagement program called *Pensamientos y Platicas*. This is a skill-building and educational program for individuals in the community with potentially unresolved mental health conditions. This course will challenge students to conceptualize and reflect upon research with community members as a means of empowerment. Students are encouraged to think critically about the role of research in community utilizing anti-racist and anti-oppressive frameworks. Additionally, an integration of SAMHSA's trauma-informed principles will infuse both the research processes and mental health engagement program facilitation. Lastly, students will gain a deeper understanding of how to deliver social work groups in the community and content related to stigma, cultural considerations, and working with individuals to create plans for addressing mental health needs.

COURSE OBJECTIVES

At the end of this course, students will be able to:

1. Understand how to conduct human subjects research in an ethical manner.

2. Understand how to conduct a feasibility study and its position as a research phase of implementation science.
3. Implement elements of the research process, including screening for eligibility, testing an intervention for feasibility, and collecting and handling data and research documents in an ethical manner.
4. Provide an evidence-informed mental health engagement program to members of the community within the context of a research study.
5. Engage community members and other stakeholders in dialogue around mental health in order to reduce stigma and increase mental health well-being.
6. Apply critical reflection to identify the potential benefits and risks associated with community-based research with underrepresented and marginalized communities, utilizing anti-racist, anti-oppressive, empowerment-based, and strengths-based frameworks and perspectives.

COURSE COMPETENCIES (Educational Policy and Accreditation Standards)

Social work courses are designed to improve students' competence through instruction, practice, and application of knowledge, values, skills, and cognitive and affective processes. According to the Council on Social Work Education's 2022 EPAS:

Social work competence is the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations. Overall professional competence is multidimensional and composed of interrelated competencies. An individual social worker's competence is seen as developmental and dynamic, evolving over time in relation to continuous learning and changes in the social environment and professional knowledge base ([2022 Educational Policy and Accreditation Standards](#), 2022, p. 7).

In addition to core generalist competencies, social work programs develop specialized competencies. The social work program at UTEP's specialization is *Social Work in the Border Region*, and this course will include competencies developed for this specialization. The social work competencies (and associated generalist and specialized behaviors addressed and assessed in this course include the following):

Competencies	Assignments and Activities
<p>1: Demonstrate ethical and professional behavior GB1.1: Demonstrate professional behavior, appearance, and oral, written, and electronic communication; GB1.3: Use supervision and consultation to guide professional judgment and behavior; SB1.2: Engage in culturally responsive ethical decision-making processes that take into consideration the histories, diverse needs, and contexts reflected in the border region; and</p>	<ul style="list-style-type: none"> • Class Discussions • Blackboard Discussion Posts • CITI and GCP Training • Program Reflection Paper • Implementation and Course Reflection Paper

<p>SB1.2 Reflect upon the impact of life experience, potential biases, and positionality on the provision of services in the border region at the micro, mezzo, and macro levels.</p>	
<p>2: Advance human rights and social, racial, economic, and environmental justice GB2.1: Advocate for human rights at the individual, family, group, organizational, and community system levels; GB2.2: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice; SB2.1: Utilize integrative, decolonizing, anti-oppressive, and antiracist frameworks to advocate for equitable access to high quality services and resources for the diverse populations served in the border region; and SB2.2 Through action, address issues related to immigration, poverty, homelessness, food insecurity, education, health and wellness, and/or environmental challenges.</p>	<ul style="list-style-type: none"> • Class Discussions • Blackboard Discussion Posts • Program Reflection Paper • Implementation and Course Reflection Paper
<p>3: Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice GB3.1: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; GB3.2: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experience; and SB3.1: Apply the lenses of intersectionality, positionality, and reflective practice when confronting racism and promoting diversity, equity and inclusion for clients, constituencies, and organizations reflected in the border region at all service levels.</p>	<ul style="list-style-type: none"> • Class Discussions • Blackboard Discussion Posts • Program Reflection Paper • Implementation and Course Reflection Paper
<p>4: Engage in practice-informed research and research-informed Practice GB4.1: Apply research findings to inform and improve practice, policy, and programs; GB4.2: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work; SB4.1: Critically evaluate literature and research for applicability and cultural responsiveness to border region communities; and SB4.2: Engage in culturally responsive research that advances knowledge and understanding of border-related needs and realities.</p>	<ul style="list-style-type: none"> • Class Discussions • Blackboard Discussion Posts • Program Reflection Paper • Implementation and Course Reflection Paper
<p>6: Engage with individuals, families, groups, organizations, and communities GB6.1: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; GB6.2: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practices with clients and constituencies;</p>	<ul style="list-style-type: none"> • Class Discussions • Blackboard Discussion Posts • Program Reflection Paper • Implementation and Course Reflection Paper

<p>SB6.1: Apply culturally responsive social work theories, frameworks, perspectives, and models to effectively and authentically engage border region clients, constituencies, and organizations; and</p> <p>SB6.2: Critically reflect upon the impact of personal life experiences, potential biases, positionality, and potential cultural barriers on the engagement process with families, groups, organizations, and communities in the border region.</p>	
<p>9. Evaluate practice with individuals, families, groups, organizations, and communities</p> <p>GB9.1: Select and use culturally responsive methods for evaluation of outcomes;</p> <p>GB9.2: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities;</p> <p>SB9.1: Apply culturally responsive and diverse evaluation practices in collaboration with border region clients, constituencies, and organizations.</p> <p>SB9.2: Critically reflect upon the impact of personal experiences, potential biases, and connections to client populations may on evaluation practices.</p>	<ul style="list-style-type: none"> • Class Discussions • Blackboard Discussion Posts • Program Reflection Paper • Implementation and Course Reflection Paper

REQUIRED MATERIALS

There are no required textbooks for this course. Students will all receive electronic copies at the beginning of the course, and hard copies during our first live class (on 6/24), of the program facilitator guide and participant workbook in both English and Spanish. All other research documents will be posted in Blackboard. Other assigned readings will be identified throughout the course and posted in Blackboard.

COURSE STRUCTURE

Course objectives will be met through students' regular attendance and participation in the course, which will include co-facilitating the mental health engagement program, *Pensamientos y Platicas*, at the Kelly Center for Hunger Relief and/or engaging in other research-related supportive activities. In addition to the two full-day classes (from 9am to 4pm on 6/24 and 7/8), co-facilitation pairs will meet with the instructor and/or teaching assistants for continued support throughout implementation of the feasibility study. Additionally, assignments will be designed to provide opportunities for reflection and critical thinking related to the objectives and competencies identified.

COURSE ASSIGNMENTS & GRADING

1. Attendance & Class/Program Participation (30% of course grade)

Students are expected to complete all course readings and preparation activities prior to the date for which they are assigned. Completion of readings and the first reflection paper prior to our in-person classes are particularly critical. Participation also includes active engagement in research activities.

2. Completion of CITI training and Good Clinical Practice training (10% of course grade)

This is an assignment that you all have already completed (thank you) so don't need to worry about at all going forward.

3. Discussion Posts (10% of course grade)

There will be four discussion posts due in Blackboard throughout the semester. As these discussion posts are intended to enhance and respond to issues that arise throughout the semester, topics and due dates will be assigned in an ongoing manner. That said, students will receive at least one week's notice of discussion topic prior to its due date in Blackboard

4. Program Reflection Paper (25% of course grade)

Prior to our first class, students will review the mental health engagement program and participant workbook, and respond to the following prompts in five pages. This assignment is due by 11:59pm on June 21, 2023.

Program Reflection Paper

Title: Reflection on Mental Health Engagement Program, *Pensamientos y Platicas*

Goal of the Assignment: The purpose of this paper is to demonstrate your understanding of the mental health engagement program through reflecting on the program's rationale, module components, and how you envision delivering this program to community members. Write a five-page, double-spaced paper responding to the following prompts:

Prompts:

1. What ethical considerations need to be taken into consideration when providing this program throughout this feasibility study? (Comp 1)
2. How might your own life experiences, potential biases, and positionality impact how you facilitate this program specifically for program participants in the border region? (Comp 1)
3. Although this is a skill-building and educational program, how might participation in this program advance, through action, human rights and equitable access to information and services for those impacted by issues commonly faced in the border region, including immigration, poverty, homelessness, food insecurity, access to education, and health and wellness? (Comp 2)
4. What elements of this program do you feel reflect anti-racist and anti-oppressive practices, and that position program participants as experts of their own experience? (Comp 3)
5. What elements of this program do you feel reflect culturally-responsive practices in both the provision of social work services and in the research process? (Comp 4)
6. Reflect upon your own personal reactions to the program overall and each module. How do you envision yourself co-facilitating this program in the community? What excites you and what makes you nervous? (Comps 6 & 9)

Format: Typed, double-spaced 5-page paper in APA style. While references are not required, you may incorporate literature that you find to support your responses to the prompts. If you do, please include a bibliography.

Due Date: June 21, 2023

5. Implementation and Course Reflection Paper (25% of course grade)

Implementation and Course Reflection Paper

Title: Reflection on Implementation of *Pensamientos y Platicas* and Course Experience

Goal of the Assignment: The purpose of this paper is to reflect upon your participation in this feasibility study for the mental health engagement program. Write a five-page, double-spaced paper responding to the following prompts:

Prompts:

1. Were there any ethical dilemmas that arose for you when implementing this feasibility study? If so, how did you resolve them? Identify potential ethical dilemmas that may arise when conducting research with vulnerable populations, incorporating 1-2 peer-reviewed resources. (Comp 1)
2. In what ways has the implementation of this program advanced the rights of oppressed and marginalized community members, and engaged participants as experts of their own lived experiences? (Comps 2 & 3)
3. In what ways is the *Pensamientos y Platicas* program and feasibility study culturally responsive and appropriate as an engagement strategy for mental health conversations given the participant population? This can be a combination of your opinion and existing research. Please don't just cite the rationale in the facilitator guide. Rather than restating what is in the facilitator guide, be creative with this and come up with some new ideas. Are there ways this could be improved (this can be a place to incorporate peer-reviewed resources and literature)? (Comps 3, 4, and 6)
4. In what ways were the program evaluation measures culturally responsive and appropriate as an evaluation strategy for this program and research given the participant population? (Comp 9)
5. What are some strategies for improving either the program or the research strategies? What has been your personal experience with this course? What worked the best? What didn't work? How would you change the program or the course?

Format: Typed, double-spaced 5-page paper in APA 7th edition style. For this assignment, you are required to reference 3-5 peer-reviewed articles or resources to support your responses to the prompts. Please include a reference page formatted using APA 7th edition style.

Due Date: August 9, 2023

Grading:

Grades will be based upon:

Attendance & Class/Program Participation	30%
CITI & GCP Completion	10%
Discussion Posts	10%
Program Reflection Paper	25%
Implementation and Course Reflection Paper	25%

Final grades will be determined as follows:

90% and above	A
80% to 89%	B
70% to 79%	C
69% to 60%	D
< 59%	F

TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

Course Communication: How we will stay in contact with each other

Communicating effectively throughout this semester is critical to your success in this course. There are multiple channels for communication we will utilize, including:

- **Office Hours:** My office hours are by appointment this semester. Please reach out to schedule an appointment.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages. I will also send these as an email version when creating announcements.

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider your audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be always be displayed to classmates and the instructor. No harassment or inappropriate postings will be tolerated.
- When responding to someone else's message, address, and respectfully challenge the ideas, never the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. In line with the National Association of Social Workers (NASW) Code of Ethics, treat all information shared with the same level of confidentiality as you would a client. Whatever is posted in this online space is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Course Policies: What do you need to do to be successful in the course

ATTENDANCE AND PARTICIPATION

Attendance for in-person sessions is important not only for your learning and success but also to create a community of learners. I expect you to review all course materials ahead of class, complete assignments on time, and actively participate in class discussions, discussion boards, and feasibility study research activities.

EXCUSED ABSENCES AND/OR COURSE DROP POLICY

It is expected that you attend both full-day classes. According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his/her/their status relative to credit for the course, the instructor may drop the student from the class with a grade of 'W' before the course drop deadline and with a grade of 'F' after the deadline." Deadline for this semester is July 17, 2023. See academic regulations

in the UTEP Undergraduate Catalog for a list of excusable absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

DEADLINES, LATE WORK, AND ABSENCE POLICY

It is expected that you follow the assignment submission guidelines and deadlines referenced earlier in this syllabus. You may request an extension on an assignment if circumstances warrant providing one. In cases of late submission without an extension being granted, your assignment will be penalized a letter grade for every day it is late.

MAKE-UP WORK

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance if at all possible—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

ALTERNATIVE MEANS OF SUBMITTING WORK IN CASE OF TECHNICAL ISSUES

I strongly suggest that you submit your work in Blackboard with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest you save all your work (answers to discussion posts, quizzes, and other work) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through Blackboard, please contact the UTEP Help Desk. You can e-mail me your back-up document as a last resort.

'INCOMPLETE' GRADE POLICY

Incomplete grades may be requested only under exceptional circumstances after you have completed at least half of the course requirements. Communicate with me immediately if you believe an incomplete is needed. I highly suggest keeping the lines of the communication open with me during the semester to avoid getting to this point! However, if granted, we will establish a contract of work to be completed with deadlines.

ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants for admissions, and other beneficiaries of University programs, services, and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on disability must register with the [UTEP Center for Accommodations and Support](#)

[Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them cass@utep.edu or apply for accommodation online via [CASS portal](#)

COVID-19 PRECAUTIONS

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you have tested positive for COVID-19, prior to, after, and/or during your time enrolled in your course(s), you are highly encouraged to report your results to covidaction@utep.edu as well as to let our office know at ppp@utep.edu.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that we can take care of ourselves and others is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

TITLE IX STATEMENT

Title IX of the Education Amendments of 1972 (Title IX), prohibit discrimination on the basis of sex in education programs or activities operated by recipients of Federal financial assistance. Sexual harassment of students, which includes acts of sexual violence, is a form of sex discrimination prohibited by Title IX. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability. A number of different acts fall into the category of sexual violence, including rape, sexual assault, sexual battery, sexual coercion, stalking, and relationship violence. All such acts of sexual violence are forms of sexual harassment covered under Title IX.

In accordance with Title IX of the Education Amendments of 1972, UTEP does not discriminate on the basis of sex in the operation of its educational programs and activities. This commitment to non-discrimination applies to both employment in and admission to such programs and activities. [Link to full text at <http://admin.utep.edu/Default.aspx?tabid=68750>]

Inquiries regarding Title IX should be referred to the University's Title IX Coordinator(s) in the following link: <https://www.utep.edu/titleix/Title-IX-Coordinators.html>

SCHOLASTIC INTEGRITY

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operation Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit [HOOP: Student Conduct and Discipline](#).

Course Resources: Where you can go for assistance
--

UTEP provides a variety of student services and support:

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

Individual Resources

- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Center Against Sexual and Family Violence \(CASFV\)](#): **915-593-7300 or 1-800-727-0511**
- [UTEP Food Pantry](#): Provides food and support for students and staff who are experiencing food insecurity.
- [Foster Homeless Adopted Resources](#): Connects foster, homeless, and adopted individuals through education and advocacy with resources that will assist holistically with UTEP experience.
- For crimes, contact the El Paso Police Department or UTEP Police Department (**915-747-5611**)
- For suspected abuse of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline: **1-800-799-SAFE (7233)**.
- Respect Is (Dating Abuse Prevention) at loveisrespect.org
- Mental Health Crisis Line **915-779-1800**
- National Suicide Prevention Hotline **1-800-273-8255**
- Veterans Crisis Line **1-800-273-8255**
- NAMI of El Paso (National Alliance Against Mental Illness) hosts free weekly support groups for people with mental illness and their families. elpaso.nami@dshs.state.tx.us or **915-534-5478**

WEEKLY SCHEDULE

(Note: ALL readings are available for download on Blackboard). Since this course will be developing over time and the readings will need to respond to ongoing needs and topics, readings later in the course are TBD. Discussion post due dates are also TBD and will depend upon where we are at in the stage of the research process. Prior to each week, I will send an email reminding you of your expectations for the week.

Summer 2023	Assigned Readings	Topics	Assignments	Comps Addressed and/or Measured
Weeks 1-2 (6/12-6/24) In-person Class 6/24 9am-4pm	<ul style="list-style-type: none"> • Course syllabus • <i>Pensamientos y Platicas</i> Facilitator Guide • <i>Pensamientos y Platicas</i> Participant Workbook • Mallonee et al. (2023) article 	<ul style="list-style-type: none"> • Introduction to course and mental health engagement program we will be conducting a feasibility study on. • Facilitator training. 	<ul style="list-style-type: none"> • You have already completed CITI and GCP assignment. • Complete Program Reflection Paper by 6/21/23. 	1, 2, 3, 4, 6, and 9
Weeks 3-4 (6/25-7/8) In-person Class 7/8 9am-4pm	<ul style="list-style-type: none"> • Research proposal and study documents. • Feasibility study readings. 	<ul style="list-style-type: none"> • Research study methods and documents. • Facilitator training, cont. 	<ul style="list-style-type: none"> • In class, you will have an opportunity to practice co-facilitating groups in further preparation for being facilitators in feasibility study. 	1, 2, 3, 4, 6, and 9
Week 5-8 (7/9-8/7)	<ul style="list-style-type: none"> • Readings TBD and assigned in an ongoing manner. 	<ul style="list-style-type: none"> • Implementation of feasibility study (for the remainder of the course, we will be interacting as a whole group virtually and each co-facilitation dyad will meet in-person with instructor and/or TAs for support and guidance. 	<ul style="list-style-type: none"> • Discussion posts will be assigned in an ongoing manner, with at least one week's notice prior to each post's due date. • Complete Implementation and Course Reflection Paper by 8/9/23 – since grades are due by 8/11/23, no extensions will be granted. 	1, 2, 3, 4, 6, and 9

****SYLLABUS & SCHEDULING SUBJECT TO CHANGE AT INSTRUCTOR'S DISCRETION****

ANY CHANGES WILL BE COMMUNICATED WITH STUDENTS