Course Dates, Time, and Location

Spring Semester, 2018: January 16, 2018 - May 11, 2018
Tuesday/Thursday: 9:30 - 10:45 a.m.
Academic Building, Room A213

Instructor Contact Information

Thomas W. Starkey, Ph.D., LCSW
Associate Professor
Academic Building, Office 104F
Office Phone: 325-486-6130
E-Mail: tstarkey@angelo.edu

Office Hours: MWF 9:00 am – 10:00 am and TR 9:30:00 am – 12:00 am

Course Description

The introduction to social work practice with large groups, organizations, and communities, including the use of communication skills, supervision, and consultation. Focuses on engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes. Prerequisite: SWK 3309 and SWK 3307

Course Introduction

This course is the second in a series of three social work practice courses and continues to lay the foundation for generalist social work practice building on SWK 3309 Social Work Practice I; each social work practice course builds on the other in succession. In accordance with the Educational Policy promulgated by the Council on Social Work Education, the purpose of this course is to provide a foundation for generalist social work practice on the macro (large groups, communities, and organizations) level.

Generalist social work practice is anchored in and applies social work values, ethics, knowledge, and adheres to the mission of the profession focusing on the strengths, capacities, and resources

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
of client systems in relation to the broader social environment (i.e., human behavior in the social environment content). Generalist social work practice uses a general intervention model (i.e., the helping process), based on the knowledge, skills, and values of the social work profession; and includes client engagement; assessment, planning, intervention, evaluation, termination, and follow-up. Students will learn to base evidenced supported interventions on client strengths, capacities, and resources that are designed to help clients overcome personal challenges and resolve personal deficits based on the helping process. Each of the steps in the general intervention model, and their associated activities and processes, are covered in detail in this course as they apply to large groups, organizations, and communities (i.e., direct practice on the exo and macro level). It is important for students to realize that exo and macro practice skills are built upon the micro and mezzo level skills learned in SWK 3309 Social Work Practice I; moreover, this course in combination with SWK 3309 Social Work Practice I form the foundation for SWK 4373 Social Work Practice III.

**Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills**

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Course Materials

Required Texts:


  ISBN: 978-0-87101-447-4

  ISBN# 9781305943292

NOTE: All assignments submitted in this course are to be written in strict accordance with the *Publication Manual of the American Psychological Association* (6th ed.).

Grading Information

Grading Scale:

90 – 100 = A

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
80 – 89 = B
70 – 79 = C
60 – 69 = D
59 or Below = F

Point Values and Description for Assignments and Examinations:

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<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Professional Performance</td>
<td>10%</td>
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<td>Meetings</td>
<td>10%</td>
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<td>Quizzes</td>
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<td>Examinations</td>
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<td>Grant Proposal</td>
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<td><strong>Total</strong></td>
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**Professional Performance** 10%

This is relevant to attendance; engaging in class activities, including frequency and quality; professional presentation; and any factors that would normally be evaluated in a professional social work setting. Essentially, ask yourself if what you are doing would be perceived as professional in an employment setting among social workers.

Please note that I view absences from class in the same way as an employer and co-workers might see absences from work. An absence may be *excused* for academic purposes (medical issues, deaths, school sports, etc) as it might at work, but in a professional setting, to miss work, you must take PTO, and once you run out of PTO/sick leave, if you miss work, you do not get paid. Missing a certain number of days often results in a write-up. Also, missing work often requires other staff to pick up the excess work, clients go without assistance, etc. Therefore, any absence will result in point deductions in professional performance.

PB1 Advocate for client access to the services of social work.
PB2 Practice personal reflection and self-correction to assure continual professional development.
PB3 Attend to professional roles and boundaries.
PB4 Demonstrate professional demeanor in behavior, appearance, and communication.
PB7 Recognize and manage personal values in a way that allows professional values to guide practice.
PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

**Meetings** 20%

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Students will attend 2 organizational meetings. The same meeting cannot count twice. Students can select any of the following meetings (meeting must be a minimum of 45 minutes long):

- City Council meetings
- County Commissioners meetings
- AA or NA meetings
- Any governmental committee meeting
- Town hall meetings
- Non-profit agency board of directors meetings
- Non-profit agencies coalition meetings
- Support group meetings
- Public Trainings
- Other meetings may be accepted with prior approval of the instructor

Students will provide verification of their attendance of the meeting as well as a summary of the activities of the meeting and the student’s reaction to the meeting.

It is the student’s responsibility to ensure that their attendance at the meetings is in no way disruptive to the meeting and that students do not misrepresent their motivations for being in the meeting (ex: students should not act as if they have a drinking problem in an AA meeting if the student doesn’t actually have a substance use issue).

Examinations

There will be three examinations in this course. Each examination will cover a portion of assigned readings, classroom lectures, classroom activities, grants, the NASW Code of Ethics, the Texas Board of Social Work Examiners (TBSWE) Code of Conduct, and the TBSWE Scope of Practice.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

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OTHER REQUIRED MATERIALS
· Computer with MAC or Windows Operating System
· High Speed Internet Access
· Ethernet Cable
· Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements:
http://www.angelo.edu/distance_education

PB5 Engage in career-long learning.
PB6 Use supervision and consultation.
PB8 Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles.
PB9 Tolerate ambiguity in resolving ethical conflicts.
PB10 Apply strategies of ethical reasoning to arrive at principled decisions.
PB11 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.
PB12 Analyze models of assessment, prevention, intervention, and evaluation.
PB18 Understand the forms and mechanisms of oppression and discrimination.
PB20 Engage in practices that advance social and economic justice.
PB22 Use research evidence to inform practice.
PB23 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.
PB24 Critique and apply knowledge to understand person and environment.
PB29 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
PB30 Use empathy and other interpersonal skills.
PB31 Develop a mutually agreed-on focus of work and desired outcomes.
PB32 Collect, organize, and interpret client data.
PB33 Assess client strengths and limitations.
PB34 Develop mutually agreed-on intervention goals and objectives.
PB35 Select appropriate intervention strategies.
PB36 Initiate actions to achieve organizational goals.
PB37 Implement prevention interventions that enhance client capacities.
PB38 Help clients resolve problems.
PB39 Negotiate, mediate, and advocate for clients.
PB40 Facilitate transitions and endings.
PB41 Critically analyze, monitor, and evaluate interventions.

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Assessment Papers

Throughout the semester, students will write 3 papers in order to develop their ability to engage, assess, intervene, and evaluation groups, organizations, and the community. Each paper will conform to the standards of the *Publication Manual of the American Psychological Association, 6th Edition* (2010). Each paper will be no more than 5 pages in length (not including cover page and references).

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, peer, or any other source—you must acknowledge that source. Plagiarism on the grant proposal will result in the student not receiving credit for their submission.

**Group Paper**

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess a small group (i.e. a campus group such as a fraternity, sorority, Korean Student Association, etc NOT SSWA or Phi Alpha). Students will discuss how to engage the group, how to assess any unmet needs of the group, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the group in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use 3 peer reviewed journal articles in addition to any other resources utilized. When writing the paper, please follow the outline below.

I. **Introduction**
II. **Engagement**
   a. Brief history of the group
   b. Purpose of the group
   c. Characteristics/Demographics of the group members
III. **Assessment**
   a. Current objectives used to meet group purpose
   b. Discuss group perceptions of their current work (how does the group think they are doing?) Include a discussion of the groups strengths and limitations
   c. Identify areas of additional needs
IV. **Proposed Interventions**
   a. Identify 2 needs and propose an intervention for each need.
   b. Discuss the benefits and outcomes of each intervention

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
c. Clearly layout how you would implement one of your 2 proposed interventions

V. Proposed Evaluation
   a. Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)

VI. Conclusion

Organization/Social Service Agency Paper

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and assess an organization/social service agency. Students will discuss how to engage the organization/agency, how to assess any unmet needs of the targeted population, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the agency/organization in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use 3 peer reviewed journal articles in addition to any other resources utilized. When writing the paper, please follow the outline below.

I. Introduction
II. Engagement
   a. Brief history of the agency/organization
   b. Purpose of the agency/organization (mission statement, goals, objectives, etc)
   c. Current population served (including socio-economic status, ethnicity, gender, age, etc.)

III. Assessment
   a. Current objectives used to meet agency/organization goals
   b. Discuss agency/organization perceptions of their current work (how do they think they are doing?) Include a discussion of the agency/organization strengths and limitations
   c. Identify areas of additional needs

IV. Proposed Interventions
   a. Identify 2 needs and propose an intervention for each need.
   b. Discuss the benefits and outcomes of each intervention
   c. Clearly layout how you would implement one of your 2 proposed interventions

V. Proposed Evaluation
   a. Discuss how you will evaluate the efficacy of your chosen intervention (i.e. pretest/post-test, survey etc.)

VI. Conclusion

Community Paper

Students will apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with and

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assess an identified community issue. Students will discuss how to engage with stakeholders and key individuals within the community, how to assess any unmet needs of the community, select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of the community in order to address the needs, and then select and use appropriate methods for evaluation of outcomes of the proposed intervention. Students MUST use 3 peer reviewed journal articles in addition to any other resources utilized. When writing the paper, please follow the outline below.

I. Introduction
II. Engagement
   a. Describe identified community need
   b. Identify Stakeholders and Key Individuals (who will be able to help address the need)
III. Assessment
   a. Identify the strengths of the Stakeholders and Key Individuals
   b. Identify the limitations of the Stakeholders and Key Individuals
IV. Proposed Interventions
   a. Propose and discuss one intervention designed for the identified need.
   b. Discuss the benefits and outcomes of the intervention
   c. Clearly layout how you would implement the proposed interventions
V. Proposed Evaluation
   a. Discuss how you will evaluate the efficacy of your intervention (i.e. pretest/post-test, survey etc.)
VI. Conclusion

B1 make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
B2 use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
B10 engage in practices that advance social, economic, and environmental justice.
B17 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
B18 use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
B19 collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
B20 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;

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B21 develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
B22 select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
B23 critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
B24 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
B25 use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
B26 negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
B27 facilitate effective transitions and endings that advance mutually agreed-on goals.
B28 select and use appropriate methods for evaluation of outcomes;
B29 apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
B30 critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
B31 apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Course Policies

- Please ask questions that are relevant to the course and feel free to utilize my office hours. I am here to help you and I want you to succeed.

- Attendance Policy:
  There is no grade penalty for the first 3 absences (this is not an invite to miss class).
  - any additional absence will result in a loss of 10 points off of your total grade.
  - please refer to ASU policy regarding class attendance.
  - being more than 5 minutes late for class will count as an absence.

- Late assignments are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10% per day that it is late. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

- Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.

- All students are expected to follow the National Association of Social Workers Code of Ethics.

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Angelo State University expects its students to maintain complete **honesty and integrity** in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

**Electronic Device Expectations**: I recognize that you have other responsibilities & priorities. I do not have a problem with your electronic devices remaining powered on in class, given the following conditions:

1. the sound is turned off
2. it is not a distraction to me or other students
3. you take responsibility for your own distraction and the consequence on your professional performance grade
4. your use of your device is limited to absolutely necessary communication- no more than 3 texts throughout the duration of a class
5. under no circumstances will you access social networking sites or sites not relevant to the content of the course
6. if the use of electronic devices becomes a distraction, a problem, a nuisance, or in any way detracts from the educational environment, this policy will be modified and devices may be prohibited

It is your responsibility to check your **ASU email and Blackboard** at least once daily. Assignments, clarifications, announcements, and quizzes will be communicated through email and blackboard. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

Please see the course guidelines and expectations for additional information about what I expect of students.

**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student_life/disability.html](http://www.angelo.edu/services/student_life/disability.html)
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<td>1/16 MLK Holiday</td>
<td>Introduce to Macro Practice</td>
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<td>Syllabus, course expectations, Blackboard NASW Code of Ethics, TBSWE Scope of Practice &amp; Code of Conduct</td>
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<td>Kirst-Ashman &amp; Hull: ch 1</td>
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<td>Week 2 1/23-1/27</td>
<td>Introduction to social work practice with communities and organizations</td>
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<td>Week 3 1/30-2/3</td>
<td>Using micro skills with organizations and communities</td>
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<td>Quiz 1- Covers lessons 1&amp;2 from your grant book</td>
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<td>Week 4 2/6-2/10</td>
<td>Group skills for organizational and community change</td>
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<td>Week 5 2/13-2/17</td>
<td>Understanding Organizations</td>
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<td>Exam 1-Covers chapter 1-4 in the Kirst-Ashman &amp; Hull book</td>
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<td>Kirst-Ashman &amp; Hull ch 4</td>
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<td>Grant-Lesson-4</td>
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<td>Week 6 2/20-2/24</td>
<td>Decision making for organizational change</td>
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<td>Quiz 2- Lessons 3 &amp; 4 grant book</td>
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<td>Grant-Lesson 5</td>
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<td>Week 7 2/27-3/3</td>
<td>Implementing macro intervention: agency policy, projects, and programs</td>
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<td>Week 8 3/6-3/10</td>
<td>Understanding neighborhoods and communities</td>
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<td>3/13-3/17 is Spring Break</td>
<td>Quiz 3- Lessons 5&amp;6</td>
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<td>Macro practice in communities</td>
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<td>Week 10 3/27-3/31</td>
<td>Evaluating macro practice</td>
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<td>Exam 2 Chapters 5-9 in K-A&amp;H</td>
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<td>Grant Lesson 11&amp;12</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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<th>4/03-4/07</th>
<th>Advocacy and social actions with populations at-risk</th>
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<td>Ethics and ethical dilemmas in practice with organizations and communities</td>
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<td>Quiz 5 Lessons 9-11</td>
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