Course Dates, Time, and Location
Spring Semester, 2019: January 14th, 2018 to May 11, 2018
Tu/Th 9:30 – 10:45 a.m. HHS 104, Section 010

Instructor Contact Information
Christopher M. Shar, MS, MSW, Ph.D. (ABD)
Clinical Instructor
Office Hours: MWF 9:00 a.m. to 12:00 p.m. / TuTh 10:45 a.m. to 12:15 p.m.
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Office Phone: (325) 486-6426
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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.

Prerequisites: 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 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- levels). 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.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Student Learning Outcomes/Course Competencies:

Social Work Knowledge, Values, and Skills

Competency 4: Engage in Practice-informed Research and Research-informed Practice: Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

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.

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.

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**Course Attendance Policy**

An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have a sense of dedication to their studies. Thus, my expectation of you is that you will be present in class. Class begins and ends at the scheduled time. Students are to be present for the duration of class. It is expected that all other demands of your time—work, family, appointments, other courses, etc.—will be negotiated with this in mind. Students will be requested their full presence in class, physical and intellectual presence.

There is no grade penalty for the first four (4) absences (this is not an invite to miss class). This includes personal illnesses, family emergencies, weather circumstances, and sleeping through your alarm. If an ongoing or repetitive circumstance develops, you are urged to speak with the instructor immediately to arrange for plans to be made.

*This is a foundation class during which you will learn and develop an understanding of and familiarity with characteristics and processes of social work at the macro level. Your attendance and consistent engagement are required to pass this course. Any additional absences will result in a loss of 10 points off of your total grade. The 7th absence results in a failing grade for the course.*

Please refer to the ASU policy regarding class attendance which is posted on the Angelo State University website at [http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf](http://www.angelo.edu/forms/pdf/2010-2011_Undergraduate_Catalog.pdf). This policy is also located on the course’s Blackboard web pages. *If you are more than 10 minutes late for class, it will count as an absence at the instructor’s discretion if you have not received approval for an excuse BEFORE class.*

**Required Course Materials**


Subscription to Top Hat – this will be discussed on the first day of class and instructions will be provided for subscribing.

**Suggested Course Materials**


*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.). If you are unfamiliar with proper APA style, you are urged to speak with the instructor at the beginning of the course to discuss how you may become familiar with APA style. No exceptions will be made regarding improper formatting of submitted work.*

**Grading Information**

*Grading Scale:*

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>100 – 90</td>
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<tr>
<td>B</td>
<td>89 – 80</td>
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<tr>
<td>C</td>
<td>79 – 70</td>
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<td>D</td>
<td>69 – 60</td>
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<tr>
<td>F</td>
<td>59 and Below</td>
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(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Description of Assignments and Examinations and Associated Point Values

Professional Performance 10%

This is relevant to attendance; arriving to class on time and prepared; engaging in class activities (including frequency and quality); professional presentation; and other such activities related to overall class engagement.

Please note that absences from class will be treated in the same manner as an employer and co-workers might treat absences from work. An absence may be excused for academic purposes (medical issues, deaths, school sports, etc.) as it might at work. In order to miss work in a professional setting, however, you must take “paid time-off” (PTO). Once you run out of it, you will not be paid if you miss any further work time. Missing a certain number of days often results in a written warning which impacts yearly evaluations, promotions, and raises. 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 Attendance 20%

Students will attend 2 organizational meetings. The same meeting cannot count twice and students must select two different types of meetings to attend during the semester. Students can select any of the following meetings (meeting must be a minimum of 45 minutes long):

- City council meetings
- County commissioners meetings
- Twelve Step Recovery meetings or other type of support group
- Any governmental committee meeting
- Town hall meetings
- Non-profit agency board of directors meetings
- Non-profit agencies coalition meetings
- Support group meetings
- 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).

Assessment Papers 40%

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,

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magazine, newspaper, business publication, broadcast, speech, electronic media, peer, or any other source—you must acknowledge that source.

**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 and 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) and include a discussion of group’s 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

**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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
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 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;

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Engage in practices that advance social, economic, and environmental justice.

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.

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.

Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

Facilitate effective transitions and endings that advance mutually agreed-on goals. B28 select and use appropriate methods for evaluation of outcomes;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;

Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;

Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

Facilitate effective transitions and endings that advance mutually agreed-on goals. B28 select and use appropriate methods for evaluation of outcomes;

Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;

Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and

Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Examinations 30%

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 below for necessary equipment]. Other electronic devices are prohibited.

Other REQUIRED materials include a computer using either Mac or Windows operating systems; high speed Internet access; Ethernet cable; and a webcam. The Ethernet cable is required to ensure a consistent and unbroken connection to the examination. The webcam allows students to perform thorough environmental scans, which are required for pre-test procedure.

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.

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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.

Course Policies

✓ I am approachable and motivated for each student to learn and succeed. Please ask questions that are relevant to the course and feel free to utilize my availability during office hours.

✓ Classroom attendance and participation is necessary and expected. Students are responsible for understanding Angelo State University’s Class Attendance Regulations (see above).

✓ Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are expected to conduct themselves according to both the NASW Code of Ethics as well as the ASU Academic Honor Code (http://www.angelo.edu/forms/pdf/Honor_Code.pdf).

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

✓ Late assignments are not accepted for any reason unless the reason is approved by the course instructor.

✓ Any and all electronic devices are not to be turned on or used in class for any purposes other than class activities. If the unapproved use of these devices is detected by the course instructor, the particular student using the device may be asked to leave the class for that day.

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

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<thead>
<tr>
<th>Week / Dates</th>
<th>Lecture Topics, Course Activities, and Required Readings</th>
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<tbody>
<tr>
<td>Week One</td>
<td><strong>Topic</strong>: Course Introduction, Introduction to Macro Practice&lt;br&gt;&lt;br&gt;<strong>Readings</strong>: Chapter 1 (K &amp; H), NASW Code of Ethics, TBSWE Scope of Practice, and TBSWE Code of Conduct&lt;br&gt;&lt;br&gt;<strong>Assignments</strong>: Obtain texts, subscribe to Top Hat, and readings</td>
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<tr>
<td>Week Two</td>
<td><strong>Topic</strong>: Introduction to Social Work Practice with Communities and Organizations&lt;br&gt;&lt;br&gt;<strong>Readings</strong>: Chapter 1 (K &amp; H)&lt;br&gt;&lt;br&gt;<strong>Assignments</strong>:</td>
</tr>
<tr>
<td>Week Three</td>
<td><strong>Topic</strong>: Using Micro Skills with Communities and Organizations&lt;br&gt;&lt;br&gt;<strong>Readings</strong>: Chapter 2 (K &amp; H)&lt;br&gt;&lt;br&gt;<strong>Assignments</strong>:</td>
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<td>Week Four</td>
<td><strong>Topic</strong>: Group Skills for Organizational and Community Change&lt;br&gt;&lt;br&gt;<strong>Readings</strong>: Chapter 3 (K &amp; H)&lt;br&gt;&lt;br&gt;<strong>Assignments</strong>:</td>
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<td>Week Five</td>
<td><strong>Topic</strong>: Understanding Organizations&lt;br&gt;&lt;br&gt;<strong>Readings</strong>: Chapter 4 (K &amp; H)&lt;br&gt;&lt;br&gt;<strong>Assignments</strong>: Exam I (Chapters 1 through 4) and Group Paper</td>
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<tr>
<td>Week Six</td>
<td><strong>Topic</strong>: Decision-making for Organizational Change&lt;br&gt;&lt;br&gt;<strong>Readings</strong>: Chapter 5 (K &amp; H)&lt;br&gt;&lt;br&gt;<strong>Assignments</strong>:</td>
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<td>Week Seven</td>
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| *February 25th – March 1st* | **Topic:** Implementing Macro Intervention: Agency Policy, Projects, and Programs  
  **Readings:** Chapter 6 (K & H)  
  **Assignments:** |
|                   |                                                          |
| Week Eight        |                                                          |
| *March 4th – 8th*  | **Topic:** Understanding Neighborhoods and Communities  
  **Readings:** Chapter 7 (K & H)  
  **Assignments:** |
|                   |                                                          |
| Spring Break      |                                                          |
| *March 11th – 15th* | **NO CLASSES – SPRING BREAK**                             |
|                   |                                                          |
| Week Nine         |                                                          |
| *March 18th – 22nd* | **Topic:** Macro Practice in Communities  
  **Readings:** Chapter 8 (K & H)  
  **Assignments:** Exercises from Chapter 8 (Y) |
|                   |                                                          |
| Week Ten          |                                                          |
| *March 25th – 29th* | **Topic:** Evaluating Macro Practice  
  **Readings:** Chapter 9 (K & H)  
  **Assignments:** Exam 2 (Chapters 5 through 9) and Agency/Organization Paper |
|                   |                                                          |
| Week Eleven       |                                                          |
| *April 1st – 5th*  | **Topic:** Advocacy and Social Actions with Populations At-Risk  
  **Readings:** Chapter 10 (K & H)  
  **Assignments:** Meetings Complete – Summaries and Proof of Attendance |
|                   |                                                          |
| Week Twelve       |                                                          |
| *April 8th – 12th* | **Topic:** Ethics and Ethical Dilemmas in Practice with Organizations and Communities  
  **Readings:** Chapter 11 (K & H)  
  **Assignments:** |

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| Week Thirteen     | **Topic**: Using Supervision  
| April 15th – 19th | **Readings**: Chapter 12 (K & H)  
|                   | **Assignments**:                                                                                                           |
| Week Fourteen     | **Topic**: Developing and Managing Agency Resources  
| April 22nd – 26th | **Readings**: Chapter 13 (K & H)  
|                   | **Assignments**: Community Papers                                                                                           |
| Week Fifteen      | **Topic**: Stress and Time Management  
| April 29th – May 3rd | **Readings**: Chapter 14 (K & H)  
|                   | **Assignments**:                                                                                                           |
| Week Sixteen      | **FINALS WEEK – Exam 3: Chapters 10 through 14**  
| May 6th – 10th    |                                                                                                                           |

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