Angelo State University  
Department of Social Work  
SWK 4373: Social Work Practice III

Course Dates, Time, and Location  
Spring Semester, 2019: January 14\textsuperscript{th}, 2018 to May 11, 2018  
Online Course

Instructor Contact Information  
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Course Description  
The integrative seminar in social work. This capstone course facilitates the integration and application of the generalist social work curriculum in diverse, evolving, and emerging practice contexts. Student career development, use of technology, and professional leadership are emphasized. As a part of this course, students must take and pass a comprehensive examination. Prerequisite: SWK 4371

Course Introduction  
This is the final course in the social work curriculum and is designed to integrate the social work curriculum into a meaningful whole. For example, the social work core courses are built on a liberal arts foundation; the university core curriculum or pre-social work courses. The field education experience and advanced social work electives follow the social work core course expanding on student knowledge, practice skills, and values. These three stages represent levels of student development and require integration. Social work courses at ASU are organized around domain sequences; there are five domain sequences including the HBSE, social work practice, social welfare policy and practice, social work research, and social work field education sequences. The first course in each sequence forms the foundation for the next course in the same sequence. Consequently, each course in a domain sequence must be carefully integrated. Lastly, each domain sequence must be integrated with the others. For example, each of the five domain sequences as whole must be integrated; more specifically, the HBSE sequence must be integrated with the social work practice sequence, and so forth.

This integration of curriculum is developed around 10 competencies and 41 associated practice behaviors outlined in the Council on Social Work Education’s (CSWE) Educational Policy and Accreditation Standards (EPAS; 20cs08). In your various social work course you have been exposed to the knowledge, skills, and values of the social work profession; additionally, you have had supervised generalist social work practice employing the professions knowledge, skills, and values. You have taken many exams, have written many papers, and have completed many other assignments that have been carefully designed to measure all 41 of the practice behaviors listed in the EPAS.

It is the purpose of this course to facilitate the integration of the above described components. To this end, you will be asked to develop a professional portfolio, write an integrated paper, and successfully complete a standardized comprehensive examination in this course.

(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 1: Demonstrate Ethical and Professional Behavior: Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice: Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice: Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

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 5: Engage in Policy Practice: Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

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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 interprofessional 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 interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies.

*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 interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational 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 Participation 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 participate in this course. It is expected that all other demands of your time—work, family, appointments, other courses, etc. will be negotiated with this in mind.

This is a capstone class and helps to cement your preparation for entering the profession of social work. Your consistent engagement is required to pass this course. Late work will not be accepted and must be submitted in a professionally-written format following the APA style and formatting guidelines. If you need help with your writing and/or APA formatting, contact the instructor at the beginning of the course to make arrangements for developing your proficiency.

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Required Course Materials

** This must be bought at the ASU Campus Bookstore. Bring your school ID and CID when purchasing.
** Once this packet is purchased from the bookstore it MAY NOT be returned. If it is returned, access to the AATBS website will be blocked and you WILL NOT be able to sit for the comprehensive exam.
** Returning a packet and using the activation code is also a violation of the ASU Academic Honor Code and NASW Code of Ethics.


*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.

Recommended Readings
NASW Code of Ethics: [https://www.socialworkers.org/about/ethics/code-of-ethics](https://www.socialworkers.org/about/ethics/code-of-ethics)

Texas State Board of Social Workers Examiners Code of Conduct: [https://www.dshs.texas.gov/socialwork/sw_conduct.shtm](https://www.dshs.texas.gov/socialwork/sw_conduct.shtm)

Texas State Board of Social Workers Examiners Scope of Practice: [https://www.dshs.texas.gov/socialwork/sw_scope.shtm](https://www.dshs.texas.gov/socialwork/sw_scope.shtm)

Grading Information
Grading Scale:

<table>
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<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100 – 90</td>
<td>A</td>
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<tr>
<td>89 – 80</td>
<td>B</td>
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<td>79 – 70</td>
<td>C</td>
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<tr>
<td>69 – 60</td>
<td>D</td>
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<tr>
<td>59 and Below</td>
<td>F</td>
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Description of Assignments and Examinations and Associated Point Values
Professional Performance 10%
This is relevant to completing discussion posts in a timely manner, behavior when responding to others posts, and uploading drafts due; engaging in blackboard class activities, including frequency and quality; professional presentation; and so forth. 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 fully participative throughout this course.

Integrative Paper 25%
You will write an integrated paper that will be completed in conjunction with SWK 4372 (Field Education II) as a cumulative assignment and will be graded as such. The course SWK 4372 (Field Education II) assignment will focus on: 1) description of the field education agency and population served; 2) discuss a specific case that the student was involved with during their field education experience; 3) personal reflection on their field education experience, classroom experience, and the integration of components of the social work program. The course SWK 4373 (Practice III) will focus on applying the theoretical concepts, such as the application of human

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behavior in the social environment concepts and themes, general intervention model (7 steps), evidence based practice, policy issues, diversity issues, ethical issues, social and economic justice issues, and an analysis of organizational, community, or other constraints to the case or client that was used in SWK 4372’s assignment. You will receive a single grade to be recorded for both courses.

Each student will submit an integrated paper (20 to 30 pages in length, including the cover and reference pages that strictly conforms to the 6th edition of the APA style manual) based on their own work with client systems in their field education experience. Each paper MUST INCLUDE NO LESS than 10 peer reviewed journals/books that will be used for this paper. Each student will complete drafts of each section to make sure they are on-track. Drafts are due weekly through the course’s ASU Blackboard web pages and submitted using “TurnItIn.” Final versions of the paper MUST contain the following elements:

I. Applications of HBSE theory (e.g., person-in-environment or life course perspective) to a particular case or issue (chosen in SWK 4372-Field Education II)

II. Implementation of the General Intervention Model
   A. Engagement of the client system
   B. Assessment of the client system
   C. Planning with the client system
   D. Intervention with the client system
   E. Evaluation with the client system
   F. Termination with the client system
   G. Follow-up with the client system

III. Use of evidence-based practice (i.e., which evidenced-based practice did you use when working with your population or client?)

IV. Policy issues encountered (by population or client)

V. Diversity issues encountered (by population or client)

VI. Ethical issues encountered (by population or client)

VII. Social and economic justice issues encountered (by population or client)

By this point in your collegiate careers, you should know that 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 term paper will result in the student receiving NO CREDIT for the paper.

B-1: 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;

B-2: Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations;

B-5: Use supervision and consultation to guide professional judgment and behavior

B-6: Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;

B-7: Present themselves as learners and engage clients and constituencies as experts of their own experiences; and

B-8: Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

B-9: Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and

B-10: Engage in practices that advance social, economic, and environmental justice.

B-11: Use practice experience and theory to inform scientific inquiry and research

B-12: Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and

B-13: Use and translate research evidence to inform and improve practice, policy, and service delivery.

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B-14: Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services;
B-15: Assess how social welfare and economic policies impact the delivery of and access to social services;
B-16: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.
B-17: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients/constituencies; and
B-18: Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.
B-19: Collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
B-20: 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;
B-21: Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
B-22: Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
B-23: Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
B-24: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
B-25: Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
B-26: Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
B-27: Facilitate effective transitions and endings that advance mutually agreed-on goals.
B-28: Select and use appropriate methods for evaluation of outcomes;
B-29: Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
B-30: Critically analyze, monitor, and evaluate intervention and program processes and outcomes; and
B-31: Apply evaluation findings to improve practice effectiveness at the micro, mezzo, & macro levels.

Comprehensive Examination 65%

Each student will successfully complete the social work comprehensive examination. The exam covers the following broad areas of generalist social work practice:

I. Human Development, Diversity, and Behavior in the Environment
II. Assessment in Social Work Practice
III. Direct and Indirect Practice
IV. Professional Relationships, Values, and Ethics

This exam strives to measure your social work knowledge, skills, and values related to the EPAS 10 competencies and 41 practice behaviors. There are 170 items of the examination and you will have four (4) hours. The examination is closed book, is delivered in electronic format (i.e., via a computer), and is administered in a supervised lab environment on the ASU campus. You will have two attempts during the semester to achieve an acceptable score (70) on this examination. An acceptable score is required to pass this course and for graduation from ASU’s B.S.W. program.

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**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.

- Course participation is necessary and expected. Students are responsible for understanding Angelo State University’s Academic Regulations Concerning Performance. 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 and the ASU Code of Student Conduct.

- 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.

**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 ASU Student Disability web page.

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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><strong>Week One</strong></td>
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<tr>
<td><em>January 14&lt;sup&gt;th&lt;/sup&gt; – 18&lt;sup&gt;th&lt;/sup&gt;</em></td>
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<tr>
<td><strong>Module One</strong></td>
<td>Readings: Bachelor’s Examination Prep, Volume I (pp. 1-32)</td>
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<td>Assignments: Blackboard discussion topics, practice quiz, register on AATBS website for access to online exams, discussion of 1&lt;sup&gt;st&lt;/sup&gt; draft, etc.</td>
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<td><strong>Week Two</strong></td>
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<td><em>January 21&lt;sup&gt;st&lt;/sup&gt; – 25&lt;sup&gt;th&lt;/sup&gt;</em></td>
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<td>Assignments: Blackboard discussion topics, draft of Section I of Integrated Paper DUE</td>
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<td><strong>Week Three</strong></td>
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<td><em>January 28&lt;sup&gt;th&lt;/sup&gt; – February 1&lt;sup&gt;st&lt;/sup&gt;</em></td>
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<td>Assignments: Blackboard discussion topics, discussion of 2&lt;sup&gt;nd&lt;/sup&gt; draft of Integrated Paper, online exams, practice quiz</td>
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<td><strong>Week Four</strong></td>
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<td><em>February 4&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt;</em></td>
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<td>Assignments: Blackboard discussion topics, etc., practice quiz, online exams, draft of Section II of Integrated Paper DUE</td>
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<td><strong>Week Five</strong></td>
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<tr>
<td><em>February 11&lt;sup&gt;th&lt;/sup&gt; – 16&lt;sup&gt;th&lt;/sup&gt;</em></td>
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<td>Assignments: Blackboard discussion topics, practice quiz, online exams, discussion of Section III of Integrated Paper</td>
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| **Week Six** | *February 17\(^{th}\) – 23\(^{rd}\)*  
*Module Six* | *Readings:* Direct and Indirect Social Work Practice: Reflection and Integration (AATBS, Vol. IV, pp. 1 – 119)  
*Assignments:* Blackboard discussion topics, chapter review questions, discussion of Sections IV and V of Integrative Paper, etc. |
| **Week Seven** | *February 25\(^{th}\) – March 1\(^{st}\)*  
*Module Seven* | *Readings:* Direct and Indirect Social Work Practice (AATBS, Vol. IV, pp. 120 – 238)  
*Assignments:* Blackboard discussion topics, practice quiz, online exams |
| **Week Eight** | *March 4\(^{th}\) – 8\(^{th}\)*  
*Module Eight* | *Readings:* Direct and Indirect Social Work Practice (AATBS, Vol. IV, pp. 239 – 359)  
*Assignments:* Blackboard discussion topics, practice quiz, online exams |
| **Spring Break** | *March 11\(^{th}\) – 15\(^{th}\)* | NO CLASSES – SPRING BREAK |
| **Week Nine** | *March 18\(^{th}\) – 22\(^{nd}\)*  
*Assignments:* Blackboard discussion topics, practice quiz, online exams |
| **Week Ten** | *March 25\(^{th}\) – 29\(^{th}\)*  
*Module Ten* | *Readings:* Bachelor’s Examination Prep, Vol. I: Text Anxiety  
*Assignments:* Blackboard discussion topics, test anxiety management, discussion of Sections VI and VII of Integrated Paper  
Comprehensive Examination – First Attempt, Testing Center in Archer College of Health and Human Services, 2\(^{nd}\) Floor |
| **Week Eleven** | *April 1\(^{st}\) – 5\(^{th}\)*  
*Module Eleven* | *Assignments:* Research graduate schools in which you are interested; see instructor regarding APA questions or concerns, Blackboard discussion topics (comp exam debrief, discussion of graduate school information needed for application, and discussion of Integrated Paper), and draft of Sections VI and VII DUE |
| **Week Twelve** | *April 8\(^{th}\) – 12\(^{th}\)* | *Assignments:* Review of areas of concentration needed to pass comp exam, review of information on TSBSWE website, review résumé-building websites, Blackboard discussion topics, discussion of APA style and Integrated Paper  
Comprehensive Examination – Second Attempt, Testing Center in Archer College of Health and Human Services, 2\(^{nd}\) Floor |

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<tbody>
<tr>
<td><strong>Week Thirteen</strong></td>
<td>assignments: Revise Integrated Paper sections and prepare for final submission, review job searching and interviewing skills, Blackboard discussion topics, bring in résumé to be evaluated, mock job interviews</td>
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<tr>
<td>April 15th – 19th</td>
<td>Module Thirteen</td>
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<tr>
<td><strong>Week Fourteen</strong></td>
<td>assignments: Review websites pertaining to self-care and moving forward, Blackboard discussion topics</td>
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<tr>
<td>April 22nd – 26th</td>
<td>Module Fourteen</td>
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<tr>
<td><strong>Week Fifteen</strong></td>
<td>DEAD WEEK</td>
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<tr>
<td>April 29th – May 3rd</td>
<td>Final Evaluations</td>
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<td><strong>Module Fifteen</strong></td>
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<tr>
<td><strong>Week Sixteen</strong></td>
<td>FINALS WEEK – No Finals for this course. Comprehensive Exam attempt for those who did not pass the first two attempts.</td>
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<td>May 6th – 10th</td>
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</table>
| Week Thirteen  
  April 15\(^{th}\) – 19\(^{th}\) | *Topic:* Using Supervision  
*Readings:* Chapter 12 (K & H)  
*Assignments:* |
| Week Fourteen  
  April 22\(^{nd}\) – 26\(^{th}\) | *Topic:* Developing and Managing Agency Resources  
*Readings:* Chapter 13 (K & H)  
*Assignments:* Community Papers |
| Week Fifteen  
  April 29\(^{th}\) – May 3\(^{rd}\) | *Topic:* Stress and Time Management  
*Readings:* Chapter 14 (K & H)  
*Assignments:* |
| Week Sixteen  
  May 6\(^{th}\) – 10\(^{th}\) | **FINALS WEEK – Exam 3: Chapters 10 through 14** |

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