Course Information

Course Description

6369 Social Work Advanced Practice II: Interventions (3-0). The course provides an in-depth look into social work practice with groups, organizations, and communities, including the use of communication skills, supervision, and consultation. The course focuses on interventions at the advanced macro level of engagement, assessment and evaluation, planning for service delivery, implementing empirically based interventions, and evaluating outcomes. Advanced 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). Advanced 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 at the advanced macro level on clients, organizations, and community strengths, capacities, and resources that are designed to help clients overcome challenges and resolve 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 advanced mezzo and macro levels).

Course Credits

3 Semester Credit Hours
**Prerequisite and Co-requisite Courses**

SWK 6361

**Prerequisite Skills**

Accessing Internet websites, working knowledge of the APA’s writing style, using ASU Library resources, using Blackboard, and proficiency with Microsoft Word, Excel, and PowerPoint are expectations of the course.

**Program Outcomes**

**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.

**Student Learning Outcomes**

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement appropriate engagement strategies to engage individuals, families, groups, organizations, and communities within a particular theoretical model.</td>
<td>Assessment Presentations/Paper Mock Advocacy Presentation</td>
<td>Competency 6</td>
</tr>
<tr>
<td>Apply an assessment strategy to assess individuals, families, groups, organizations, and communities within a complimentary theoretical model.</td>
<td>Assessment Presentations/Paper Mock Advocacy Presentation</td>
<td>Competency 7</td>
</tr>
<tr>
<td>Implement the strategies that empower individuals, families, groups, organizations, and communities in various contexts of practice.</td>
<td>Assessment Presentations/Paper Mock Advocacy Presentation</td>
<td>Competency 8</td>
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</tbody>
</table>
**Student Learning Outcome**
By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies)</th>
<th>Mapping to Program Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Discern evaluation methods to measure the extent of change to individuals, families, groups, organizations, and communities.</td>
<td>Competency 9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment(s) or activity(ies)</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Presentations/Paper Mock Advocacy</td>
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</table>

**Course Delivery**
This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. The course site can be accessed at ASU's Blackboard Learning Management System.

**Required Texts and Materials**


NOTE: All assignments submitted in this course are to be written in strict accordance with the *Publication Manual of the American Psychological Association* (7th ed.)

**Recommended Texts and Materials**
NASW Code of Ethics
Texas Board of Social Work Examiners Webpage (Code of Conduct and Scope of Practice)

**Technology Requirements**
You will need access to Blackboard, Angelo State University’s learning platform. Access to examinations will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor. Use of another electronic device is prohibited.

If you have any technical problems associated with the test (i.e. webcam problems, lock down browser problems) you should contact the IT Department. The IT Service Department is open M-F from 8-5 and the number is (325) 942-2911. If you call any time after 5 or on
the weekend, most likely you will not be able to get assistance until the following weekday, so please plan accordingly.

To participate in one of ASU’s distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University’s Distance Education website for further technology requirements: Angelo State University's Distance Education Website

Topic Outline

Module 1: Includes (B) chapters (B) 1-4 and view (P et al) chapters 2, 16, & 17) providing an overview of advanced practice at the macro level, the action-social model of macro social work, and a discussion related to helping individuals and groups. We will also discuss a brief history of group work approaches, supportive groups, and organizational groups.

Module 2: Includes (B) chapters 5-8 and takes an in-depth look at social problems, solving problems and making social change, community research and planning.

Module 3: Includes (B) chapters 9-12 and discusses the practice of community development and organization, social organizations, and creating new social organizations.

Module 4: Includes (B) chapters 13-14 and view (P et al) chapters 3, 7, & 15 and involves the practice of social work administration, advocacy and social action, social work practice at the global level, diversity, ethics and standards, and groups across the lifespan.

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday; working hours are defined as Monday through Friday (with the exception of university approved holidays) between 0800 and 1700. Weekend and/or holiday messages may not be returned until the next work day.
Written communication via email: All e-mail will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, E-Mail, etc.

Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
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</thead>
<tbody>
<tr>
<td>Mock Advocacy Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Chapter Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>Assessment Paper/Presentations</td>
<td>50%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- D = 60.00-69.99 points
- F = 0-59.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.
Assignment and Activity Descriptions

Chapter Presentations (20%)  
Students will be assigned 1 chapter to create a presentation for and deliver to class in Collaborate or during the face-to-face class session. The students will create a ppt presentation which will include the information from the chapter and any additional information they feel pertains to the topic, then be prepared to teach the information. The students will then answer any questions the class may have.

Assessment Presentations/Paper (50%)  
Throughout the semester, students will create 2 presentations and write 1 paper in order to improve their ability to engage, assess, intervene, and evaluation groups, organizations, and the community. The paper will conform to the standards of the Publication Manual of the American Psychological Association, 7th Edition (2019). Each paper will be no more than 5-7 pages in length (not including cover page and references).

Group Presentation  
Students will apply advanced 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 Kiwanis Club International, Lions Club, Daughters of the American Revolution, Daughters of the Republic of Texas or a local coalition). Students will create a video presentation or a power point presentation with voice over discussing 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 5 peer reviewed journal articles in addition to any other resources utilized. When creating your presentation, you may use the following outline as a guide.

I. Introduction  
II. Engagement  
   a. Brief history and purpose of the group  
   b. Characteristics/Demographics of the group members  
   c. Discuss why you selected this particular group and how you will gain access to the group  
   d. Discuss how you will engage the group  
   e. Discuss the groups response to your interaction with them  
III. Assessment  
   a. Current objectives used to meet group purpose  
   b. Discuss group perceptions of their current work and include a discussion of the groups strengths and limitations
c. How will you conduct your assessment of the group  
   i. What data will you use/what assessment tool  
   ii. How will you gain access to and collect the data  
   iii. What research will need to be completed along with the assessment  

d. Identify areas of additional needs paying close attention to small projects that could make a big difference for this group in terms of needed funds or increasing the groups presence within the community  

IV. Proposed Interventions  
   a. Propose an intervention for each need.  
   b. Present and discuss the evidence supporting your interventions as best practices  
   c. How will you gain support from the group members for you proposed interventions?  
      i. Who will you approach first and why?  
      ii. Will you approach the group for their input? Why or why not?  
   d. Discuss the benefits and outcomes of each intervention  
   e. Clearly layout how you would implement one of your 2 proposed interventions  
      i. Who will be a part of your action system?  
   f. Identify any barriers to implementing your selected intervention.  
      i. How will you plan to manage the barriers you identify?  
   g. How will you handle opposition to the proposed changes?  
      i. What tactics are you prepared to use?  

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 Presentation**  
Students will apply advanced 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 5 peer reviewed journal articles in addition to any other resources utilized. When creating your ppt with voice over or video presentation, please use the following outline:
I. Introduction

II. Engagement
   a. Brief history of the agency/organization including mission statement, goals, objectives
   b. Current population served (including socio-economic status, ethnicity, gender, age, etc.)
   c. Discuss how you would engage with the agency/organization

III. Assessment
   a. Current objectives used to meet agency/organization goals
   b. Discuss agency/organization perceptions of their current work and include a discussion of the agency/organization strengths and limitations
   c. Identify either a policy or staff development need (can be an existing policy or a new policy) in need of improvement (this can be identified by someone at the agency or by you)
   d. How will you conduct your assessment of the policy or staff development issue
      i. What data will you use
      ii. How will you gain access to and collect the data
      iii. What research will need to be completed along with the assessment

IV. Proposed Interventions
   a. Identify a policy or in-service need to develop staff and propose an intervention for the policy or in-service need.
   b. Discuss the evidence supporting your policy change or staff-development as a best practice.
   c. How will you present this information to the agency administration to gain their support?
      i. Who will you approach first and why?
      ii. Will you approach agency staff for their input? Why or why not?
   d. Discuss the benefits and outcomes of each intervention
   e. Clearly layout how you would implement your proposed policy update/change or in-service staff development
   f. How will you handle opposition to your proposed intervention
      i. What tactics are you prepared to use?

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 advanced 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 5 peer reviewed journal articles in addition to any other resources utilized. When writing your paper please use the following as an outline:

I. Introduction

II. Engagement
   a. Describe the community to be assessed (include demographic make-up, socioeconomic issues, and current services available)
   b. Identify Stakeholders and Key Individuals (who you believe have power and influence in the community and discuss why you believe this to be true)
   c. Identify the strengths and limitations of the Stakeholders and Key Individuals
   d. Discuss how you would engage the stakeholders and key individuals in the community
      i. How will you approach each stakeholder?

III. Assessment
   a. Discuss how you assess the community
      i. What data will you use
      ii. How will you gain access to and collect the data
      iii. What research will need to be completed along with the assessment
   b. Identify a community need based on your assessment
      i. What are the strengths of the community
      ii. What are the limitations of the community
      iii. Will there be a need to build within the community in order to create a capacity for change? How will you do this?
   c. Identify 2 potential interventions for the identified need

IV. Proposed Interventions
   a. Propose and discuss one intervention designed for the identified need.
   b. Present and discuss the evidence supporting your intervention as a best practice
   c. Discuss the benefits and outcomes of the intervention
   d. Clearly layout how you would implement the proposed interventions
Mock Advocacy Presentation (30%)
Students will create and present a PPT presentation with audio voice-over addressing the needs of a marginalized group, population, or service identified in the community assessment paper. Students will focus on addressing how they would organize a grass-roots movement to address the needs of the identified target system. Outline/Rubric to be provided by the instructor.

Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at joel.carr@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in a 10 point deduction for the first day and a 5 point deduction for each day after the posted deadline. No papers or postings will be accepted more than 5 days past the assigned due date.

Make-up examinations will be considered on a case by case basis and will only be allowed for university approved absences.
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook¹
- Angelo State University Catalog²

Student Responsibility and Attendance

This is a face-to-face class. Attendance is expected and required. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s Statement of Academic Integrity.³

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website.⁴ The employee charged with the responsibility of reviewing and authorizing accommodation requests is:
Incomplete Grade Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.


**Syllabus Changes**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

**Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](https://www.angelo.edu/incident-form)
**Face to face:** Mayer Administration Building, Room 210
**Phone:** 325-942-2022
**Email:** michelle.boone@angelo.edu

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](https://www.angelo.edu/title-ix).
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Review Syllabus</td>
</tr>
<tr>
<td>Jan 13-17</td>
<td>Chapters 1 and 2: Brueggemann</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 3: Brueggemann</td>
</tr>
<tr>
<td>Jan 20-24</td>
<td>(1) Chapter 3 Presentation: Brueggemann, Due in Class</td>
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<td>(Jan 20: MLK day-No Class)</td>
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<tr>
<td>Week 3</td>
<td>Chapter 2: Pelech et al</td>
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<td>Jan 27-31</td>
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<tr>
<td>Week 4</td>
<td>Chapters 16 and 17: Pelech et al</td>
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<tr>
<td>Feb 3-7</td>
<td>Chapter 4: Brueggemann</td>
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<td>(2) Chapter 4 Presentation: Brueggemann, Due in Class</td>
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<tr>
<td>Week 5</td>
<td>Chapter 5: Brueggemann</td>
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<tr>
<td>Feb 10-14</td>
<td>(3) Chapter 5 Presentation: Brueggemann, Due in Class</td>
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<td>Group Presentation due Feb 16 at 2359</td>
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<tr>
<td>Week 6</td>
<td>Chapter 6: Brueggemann</td>
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<tr>
<td>Feb 17-21</td>
<td>(4) Chapter 6 Presentation: Brueggemann, Due in Class</td>
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<td>Week 7</td>
<td>Chapter 7: Brueggemann</td>
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<tr>
<td>Feb 24-28</td>
<td>(5) Chapter 7 Presentation: Brueggemann, Due in Class</td>
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<td>Week 8</td>
<td>Chapter 8: Brueggemann</td>
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<td>Mar 2-6</td>
<td>Organization Presentation due Mar 8 at 2359</td>
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<td>(Spring Break: Mar 9-13)</td>
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<td></td>
<td>(6) Chapter 8 Presentation: Brueggemann, Due in Class</td>
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<tr>
<td>Week 9</td>
<td>Chapter 9: Brueggemann</td>
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<tr>
<td>Mar 16-20</td>
<td>(7) Chapter 9 Presentation: Brueggemann, Due in Class</td>
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<tr>
<td>Week 10</td>
<td>Chapter 10 and 11: Brueggemann</td>
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<tr>
<td>Mar 23-27</td>
<td>(8/9) Chapter 10 and 11 Presentations: Brueggemann, Due in Class</td>
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<tr>
<td>Week 11</td>
<td>Chapter 12: Brueggemann</td>
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<tr>
<td>Mar 30-Apr 3</td>
<td>Community Paper due Apr 5 at 2359</td>
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<tr>
<td>Week 12</td>
<td>Chapter 13: Brueggemann</td>
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<tr>
<td>Apr 6-10</td>
<td>(10/11) Chapter 12 and 13 Presentations: Brueggemann, Due in Class</td>
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<tr>
<td>Week 13</td>
<td>Chapter 14: Brueggemann</td>
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<tr>
<td>Apr 13-17</td>
<td>(12) Chapter 14 Presentation: Brueggemann, Due in Class</td>
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<tr>
<td>Week/Date</td>
<td>Topic/Assignments/Assessments DUE</td>
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<tr>
<td>Week 14 Apr 20-24</td>
<td>Chapter 3: Pelech et al Advocacy Presentations due Apr 26 at 2359</td>
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<tr>
<td>Week 15 Apr 27-May 1</td>
<td>Chapters 7 and 15: Pelech et al</td>
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<tr>
<td>Week 16 May 4-8</td>
<td>Final Exam: TBA</td>
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**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The Student Learning Outcome’s that are considered “essential” include:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

**End of Syllabus**

1. [https://www.angelo.edu/student-handbook/](https://www.angelo.edu/student-handbook/)
2. [https://www.angelo.edu/catalogs/](https://www.angelo.edu/catalogs/)
4. [https://www.angelo.edu/services/disability-services/](https://www.angelo.edu/services/disability-services/)
5. [https://www.angelo.edu/content/files/14197-op-1011-grading-procedures](https://www.angelo.edu/content/files/14197-op-1011-grading-procedures)
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8. [https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of](https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of)