



## SW 241.70 Social Work Generalist Practice

### COVID Acknowledgement of Risk

Lewis-Clark State College has put in place reasonable physical safeguards relative to the COVID-19 virus, the seasonal flu, and other infectious diseases. However, an inherent risk of exposure to infectious disease exists in any public place where people are present. While on College property, you assume all risks related to exposure to infectious diseases and agree to follow related college policies and procedures. [Coronavirus Resource Page](#)

### Course Information

Semester: Fall 2022

Semester Hours: 3

Class Format: Hybrid; online learning and 2 Zoom weekend intensives: Saturday September 24, 2022 and Saturday November 12, 2022 from 9:00am to 3:00pm.

### Instructor Information

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Office Hours: Mondays and Wednesdays 1:00- 3:00 Noon and by Appointment

### Social Work Program Mission Statement

The mission of the Social Work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional Social Workers instilling the knowledge, skills, values,

and cognitive and affective processes to address the needs and potential of individuals, families, groups, communities, and organizations. Relying on a liberal arts foundation and drawing from an ecological, strengths-based perspective, the program prepares students to engage as professional Social Work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships, including a curriculum that highlights a global perspective. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the Social Work profession, including the recognition that professional development is a life-long learning process. Our program is dedicated to the support of non-traditional age, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful social science research projects (often program evaluation or needs assessments) through our research sequence, which culminates in a public symposium. (Revised September 2019)

### Course Description

This course is a continuation of Social Work 140 that introduced students to the social work profession in relation to social services in a social welfare system context. Elementary social work processes focus on an overview of the theoretical knowledge and methodological skills necessary for entry-level practice in social work. Topics covered include generalist practice; social work values; principles of interviewing; assessment; confidentiality; contemporary theories of counseling; social work with individuals, groups, families and community practice; evaluation; general systems theory; cross cultural social work; working within a bureaucratic system; burnout; and the frustrations and satisfaction of being a social worker. Case examples are discussed and role-played to apply the theory that is presented.

This course also introduces an overview of, practice skills, methods, and problem-solving processes necessary to generalist social work practice with diverse populations. The course consists of weekly course content, intensive lecture, and group discussions to facilitate integration of values, ethics, knowledge and skills base in work with individuals, groups, organizations and communities.

**Pre-requisite: SW 140 or permission of instructor or may be taken concurrently with SW 140.**

### Introduction and Overview

The generalist practice problem-solving model is emphasized and integrated into this social work course. This approach assists students in acquiring a broad repertoire of skills and knowledge for beginning social work practice. This course introduces and an overview of practice skills, methods, and problem-solving processes necessary to generalist social work practice. This course will consist of lecture, group discussion, and practice activity components to facilitate integration of values, ethics, knowledge and skills base in work with individuals, groups, organizations and communities.

### Purpose of the Course in the Curriculum

Generalist social work practice incorporates knowledge that is transferable, empowers individuals and families, utilizes a variety of intervention strategies and theories, analyzes development of the life span. This course is in place as the first practice class which allows students the opportunity to practice social work skill development in engagement, assessment, intervention, planning, evaluation and termination in practice settings in randomized small groups.

### Competencies & Practice Behaviors (Expected Learning Outcomes) Met in Course

The Council on Social Work Educations sets educational standards for all accredited social work programs. The **2015 Educational and Policy Accreditation Standard (EPAS)** establishes 9 Core Competencies and 31 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

### Educational Policy 2.1: Core Competencies Definition

*Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and*

*application of the competencies in practice with individuals, families, groups, organizations and communities.*

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are the Core Competencies and Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

### 2015 Social Work Competencies Applied to this Course

| COMPETENCY           | DESCRIPTION   |
|----------------------|---|
| <b>Competency 1:</b> | <b>Demonstrate Ethical &amp; Professional Behavior</b>  |
| 1.1                  | 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 |
| 1.2                  | use reflections and self-regulation to manage personal values and maintain professionalism in practice situations   |
| 1.3                  | demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication  |
| <b>Competency 2:</b> | <b>Engage Diversity and Difference in Practice</b>  |
| 2.1                  | apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels   |
| 2.2                  | present themselves as learners and engage clients and constituencies as expert of their own experiences   |
| 2.3                  | apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies   |
| <b>Competency 6:</b> | <b>Engage with Individuals, Families, Groups, Organizations, and Communities</b>  |
| 6.1                  | apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies   |

| COMPETENCY           | DESCRIPTION  |
|----------------------|--|
| 6.2                  | use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies   |
| <b>Competency 7:</b> | <b>Assess Individuals, Families, Groups, Organizations, and Communities</b>  |
| 7.1                  | collect and organize data, and apply critical thinking to interpret information from clients and constituencies  |
| 7.2                  | 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 |
| 7.3                  | develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies  |
| 7.4                  | select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies   |
| <b>Competency 8:</b> | <b>Intervene with Individuals, Families, Groups, Organizations, and Communities</b>  |
| 8.1                  | critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies   |
| 8.2                  | apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies                   |
| 8.3                  | use inter-professional collaboration as appropriate to achieve beneficial practice outcomes  |
| 8.4                  | negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies  |
| 8.5                  | facilitate effective transitions and endings that advance mutually agreed-on goals   |

## Required Textbooks

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> Ed.). Washington, D.C.: Author. (Needed for all social work courses).

Birkenmaier, J. & Berg-Weger, M. (2017). *The Practice of Generalist Social Work* (4<sup>th</sup> or 5<sup>th</sup> ed.). New York, NY: Routledge.

Friedlander, L. (Director). (2006). *Take the lead* [Motion Picture]. United States: New Line Cinema. (Needed for week 12 – may want to rent and just watch once). \*\*There are also a couple of copies to loan from the office

## Classroom Expectations

### Technology Requirements

LCSC uses the Learning Management System (LMS) Canvas. Use Chrome as a search engine. If you need support with Canvas call the [Canvas Support Hotline Full URL: \(https://lcsc.instructure.com/ 866-691-2781\)](#). You will want to be sure that you are able to access a computer with a webcam (in the event that the college goes virtual), Microsoft office.

### Saturday Intensive Attendance

The primary teaching approach in this class is Hybrid and students will engage in collaborative learning both in-class through Saturday Intensives and on-line through video meetings and discussions. Saturday Intensives this year will be held synchronously (live) via Zoom due to COVID. They will be held from 9:00am to 3:00pm. Materials in the course will be presented through discussion, lectures, group work, and media presentations. Students will be responsible for all materials presented on-line and in-class. Assigned readings and topics for the day are outlined in the Schedule and students are expected to fully participate in the in-class and on-line activities. An absence is not an excuse for not coming to class prepared to be actively involved. Missing fifteen percent (15%) or more of the scheduled class sessions is considered excessive absences, and will result in the reduction of your final grade by 1 (one) letter grade. This policy applies to all classes taught as part of the social work curriculum. Exceptions to this policy may be made at the discretion of the instructor. (Found in [Social Work Handbook](#) p. 17). Because the combined Saturday Intensives equal one third of the course

content, it is mandatory that you attend. **Each intensive session is worth 150 points.** Failure to attend the Saturday Intensives will result in two grade reductions.

### Tardiness

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in class as described in the Social Work Handbook.

### Social and Economic Justice

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

There will be times during this course when personal or sensitive information is discussed. Because of our commitment to ‘Dignity and Worth of a Person’ and ‘Importance of Human Relationships,’ I expect dialogue within discussion threads and posts to be respectful and professional. Be open to cultural humility when a different view other than your own is described. Ask questions and seek clarification before coming to judgmental conclusions.

In compliance with the Americans with Disabilities Act of 1990 and Section 504/508 of the Rehabilitation Act of 1973, Lewis-Clark State College provides accommodations to eligible students who experience barriers in the educational setting due to learning, emotional / mental, physical, visual, or hearing disabilities. Instructors will provide accommodations to students only after having received a Letter of Accommodation from the Student Counseling Center: Accessibility Services. If a student needs accommodations, he, she or they must contact the Student Counseling Center: Accessibility Services [LC State Accessibility Services](#); requesting accommodations at the beginning of each semester, 208-792-2211.

If course adaptations or accommodations are needed you need to make the instructor if arrangements need to be made to evacuate buildings if needed please contact the instructor by the 10<sup>th</sup> day of the semester.

### Lewis-Clark State College's Statement of Inclusion

*Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.* Please visit [LCSC's Diversity](#) web page for more information.

### Social Work Program Expectations

The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the *NASW Code of Ethics*, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.

### Shared Client and Agency Information

In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated if clients could be identified and that this information is to be held in confidence within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client. Acknowledge you have done so by placing an asterisk behind the name. For example, "I have a friend, Joe Bob\*, who has dealt with a similar situation."



### Deadline for Submission of Class Assignments

- Assignments must be submitted through Canvas unless otherwise arranged and approved by the instructor.
- Reflection Papers, Assignments, and Exams are due on the dates listed on the syllabus/course schedule or as scheduled by the instructor of this course. Late Reflection Papers, Assignments, and Exams will have an automatic 10% deducted from the total. The last date possible for submitting any outstanding work is **December 7, 2022**
- Extra Credit: There are no extra credit assignments planned for this course.

### Re-write Policy

The only re-writes for this class will be determined by your instructor and will be directly related to successful articulation of the assignment criteria. Each written assignment lists the minimum criteria for assessment and an assessment rubric, if there is a template for the assignment, the criteria that is being assessed will be embedded in the template. If student work does not meet the minimum criteria for assessment, it will be returned to the student to rewrite the paper.

If a paper is returned you student will be given a 0 and 72 hours to return the work for submission and assessment and an adjusted score. If you have any questions regarding the assignment, please do not hesitate to reach out to your instructor. As the assignments are given on the first day of class or at least two weeks before the assignment is due, which is considered sufficient time in to complete the assignment and to ensure that it meets minimum criteria and quality expected.

### Professional Writing Standards

All printed work submitted to this professor should be prepared at a college standard of professional editing in accordance with the *Publication Manual of the American Psychological Association (7th Ed.)*. Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

This expectation is in place to prepare students for profession practice related to written work; professionals are often judged based upon the quality of this work. Carelessness in spelling and editing suggests that there will also be

mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone. There are a variety of styles and types of font that are acceptable in APA, for this course the preferred size and style is 12-point font, Times New Roman style or an otherwise APA accepted style.

**Note:** The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

### Academic Honesty and Plagiarism

Part of the mission of Lewis-Clark State is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The College expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an “F” grade for the course. In addition to action by the professor, all incidents will be reported to the Social Work Program Director and possibly the Vice President of Student Affairs. The following acts of academic dishonesty are not acceptable:

- **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).
- **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- **Plagiarism:** representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

## Policy Regarding GPA

*Social work majors must achieve a B- or better in this required social work course. In the event that a student does not achieve a B- or better in this course, he/she will be required to retake it.* Additionally, students must maintain an overall GPA of 2.5 in LCSC and Transfer Credits and a 2.7 cumulative GPA in all social work courses.

## Policy Regarding Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of “I” may be assigned only in cases of illness, accident, or other catastrophic occurrences beyond the student’s control. A determination of eligibility for an incomplete will be made by course faculty and is decided by multiple factors to include a minimum of 80% of course work completed. It is the responsibility of the students to discuss taking an incomplete grade before the end of the term. All work must be completed by the deadline specified by the instructor; otherwise the required work will be receiving a grade of “F.”

## Grades

Grades for this course are aligned with the LC State grading scale see below:

### Grading Scale

| Letter Grade | Percentage | Letter Grade | Percentage      |
|--------------|------------|--------------|-----------------|
| A            | 95-100%    | A-           | 90-94.9%        |
| B+           | 87-89.9%   | B            | 83-86.9%        |
| B-           | 80-82.9%   | C+           | 77-79.9%        |
| C            | 73-76.9%   | C-           | 70-72.9%        |
| D            | 63-69.9%   | F            | 62.9% and below |

## Grade Definitions

| LETTER GRADE | DEFINITION   |
|--------------|--|
| <b>A</b>     | Above and beyond   |
| <b>B</b>     | Appropriate college level work meeting the syllabus' expectations                      |
| <b>C</b>     | Minimal level for content and written communication                                    |
| <b>D</b>     | Poor content or poor written communication, and/or incomplete, and/or late             |
| <b>F</b>     | Below minimum standards for content and written communication, incomplete, and/or late |

## Challenging a Grade

Students who wish to challenge a grade must do so in writing within one week of receiving a grade. Request for grade changes will be assessed on a case by case basis.

## Class Assignments

### 1. Introductory Video Discussion Board (20 Points)

- a. Students will submit an introductory video and respond to at least two classmates for full credit (see Canvas for details).

### 2. Self-Reflection Paper (25 points)

In a journal style paper report your feelings, thoughts, and beliefs regarding working with your GPCP partner, self-care in general, and your current 8 Ways to Well-being practice. See Canvas for full instructions.

### 3. Video Meetings (150 Points)

- a. You will participate in five Video Meetings via Zoom with your Generalist Planned Change Process (GPCP) Partner. The first Video Meeting will be to orient yourself to setting up meetings in Zoom and to introduce yourself to your partner. The remaining four will be with your Generalist Planned Change Process (GPCP) Partner for the purpose of creating goals and a plan with your partner that your partner will work on during the Semester. This assignment will enable your instructor to evaluate your engagement, assessment, planning, intervention,

evaluation, and termination skills. There will be 5 Video Meetings at 30 points each for a total of 150 points. See Canvas for instructions.

**4. Reading Quizzes (120 Points)**

- a. Students are expected to read the textbook's assigned chapter each week prior to participating in discussion posts, assignments, or chapter quizzes. Weekly quizzes are due Sunday through Canvas by midnight of that week. There will be 12 quizzes at 10 points each for a total of 120 points.

**5. Help Paper (50 Points)**

- a. In the Help Paper, you will write a paper on the experience of being asked for help and your own experience of asking for help. See Canvas for instructions.

**6. Ethical Decision-Making Process Paper (50 Points)**

- a. For this assignment, you will utilize the Ethical Decision-Making Worksheet provided in Canvas to assist you in working through an ethical dilemma case example. See Canvas for instructions.

**7. Generalist Planned Change Process Assignments (195 Points)**

- a. Expectations:
  1. In this semester long assignment, you will be randomly paired with a peer from your class to practice working through each phase of Generalist Planned Change Process (GPCP). Together you will take turns being the client and the social worker with the goal of developing a viable self-care plan for each of you this semester.
  2. **Confidentiality:** It is your duty to protect your partner's right to confidentiality.
  3. It is expected that you interact and communicate through Video for 80% of your communication.
  4. See Canvas for instructions for each of the 6 written GPCP Assignments.
    - a) Engagement Paper (25 Points)
    - b) Assessment Paper (50 Points)
    - c) Planning Paper (50 Points)

- a) Intervention Paper (25 Points)
- b) Evaluation Paper (25 Points)
- c) Termination Paper (20 Points)

**8. Stages of Group Development Paper (100 Points)**

For the Stages of Group Development Paper, you will watch the film, Take the Lead independently and assess the stages of group development using the Boston Model. Students will follow the portrayed group through the stages of group development, examine the strategies the facilitator utilized, and note roles played by various group members. See Canvas for instructions.

**9. Exams (300 Points)**

There are three exams given during this course. Each exam covers that unit's chapters (example: Exam 1 includes Chapters 1-3). The third exam happens to fall on finals week, but it is not comprehensive. A study guide will be given one week prior to each exam. Each exam is worth 100 points. **The third exam will constitute the final exam.**

**10 Classroom Participation (150 points each week (2))**

Each intensive Saturday is worth 150 attendance and participation assigned- this means: having read the readings and any course content in the module, being on time, and actively participating in the course

## Assignment Schedule

*All assignments are due Sunday by Midnight unless otherwise stated with an \*.*

| <b>Week &amp; Date</b>            | <b>Activity</b>  | <b>Readings</b>                          | <b>Assignments – Points</b>   |
|-----------------------------------|--|--|---|
| <b>Week 1</b><br><b>8/28/2022</b> | Syllabus, Overview of<br>Class, &<br>Understanding Social<br>Work Practice | Syllabus &<br>Assignment<br>Instructions | *Syllabus Quiz – 10<br>*Introductory Video<br>Discussion Board – 30                                     |
| <b>Week 2</b><br><b>9/4/2022</b>  | Understanding Social<br>Work Practice &<br>Theory                          | Chapter 1                                | Quiz # 1 Reading Ch. 1<br>– 10<br>Video Meeting 1 with<br>partner – 30<br>Self-Reflection Paper –<br>25 |
| <b>Week 3</b><br><b>9/11/2022</b> | Individual<br>Engagement   | Chapter 3                                | Quiz # 2 Reading Ch. 3<br>– 10<br>Help Paper - 50   |
| <b>Week 4</b><br><b>9/18/2022</b> | Individual Assessment  | Chapter 4                                | Quiz # 3 Reading Ch. 4<br>– 10<br>Video Meeting 2 with<br>partner – 30                                  |

| <b>Week &amp; Date</b>             | <b>Activity</b>  | <b>Readings</b>                     | <b>Assignments – Points</b>  |
|------------------------------------|--|-------------------------------------|--|
| <b>Week 5</b><br><b>9/25/2022</b>  | Individual Planning,<br>Case Study, and Skills<br>Practice | Chapter 5                           | Quiz # 4 Reading Ch. 5<br>– 10<br><br>Engagement Paper – 25  |
| <b>Synchronous</b>                 |  |                                     |  |
| <b>Zoom meeting</b>                |  |                                     |  |
| <b>9:00-3:00</b>                   |  |                                     |  |
| <b>Week 6</b><br><b>10/2/2022</b>  | Applying Values &<br>Ethics                                | Chapter 2                           | Quiz # 5 Reading Ch. 2<br>– 10<br><br>Ethical Decision-<br>Making Process - 50                                     |
| <b>Week 7</b><br><b>10/9/2022</b>  | Reflection & Exam 1  | No Readings                         | Exam 1 –Chapters 1-5 -<br>100  |
| <b>Week 8</b><br><b>10/16/2022</b> | Family Engagement  | Chapter 6 (1 <sup>st</sup><br>half) | # 6 Reading Quiz Ch. 6<br>first half – 10<br><br>Assessment Paper – 50<br><br>Video Meeting 3 with<br>partner – 30 |



| <b>Week &amp; Date</b>              | <b>Activity</b>                                       | <b>Readings</b>                  | <b>Assignments – Points</b>  |
|-------------------------------------|---|----------------------------------|--|
| <b>Week 9</b><br><b>10/23/2022</b>  | Family Assessment                                     | Chapter 6 (2 <sup>nd</sup> half) | # 7 Reading Quiz Ch. 6<br>2 <sup>nd</sup> half – 10<br><br>Planning Paper – 50           |
| <b>Week 10</b><br><b>10/30/2022</b> | Family Planning & Intervention                        | Chapters 7 -8                    | Stages of Group<br>Development Paper –<br>100<br><br># 8 Reading Quiz Chs. 7<br>& 8 – 10 |
| <b>Week 11</b><br><b>11/6/2022</b>  | Group Planning Film                                   | No reading                       | Exam # 2 Chapters 6-8-<br>100  |
| <b>Week 12</b><br><b>11/13/2022</b> | Group Engagement & Assessment, Case Study, and Skills | Chapter 9                        | Video Meeting 4 with partner – 3<br># 9 Reading Quiz Ch. 9<br>– 10                       |
| <b>Synchronous</b>                  | Practice  |                                  |  |
| <b>Zoom meeting</b>                 |   |                                  |  |
| <b>9:00-3:00</b>                    |   |                                  |  |

| <b>Week &amp; Date</b>              | <b>Activity</b>  | <b>Readings</b>     | <b>Assignments – Points</b>   |
|-------------------------------------|--|---------------------|---|
| <b>Week 13</b><br><b>11/20/2022</b> | Group Intervention   | Chapter 10          | Intervention Paper – 25<br># 10 Reading Quiz Ch.<br>10 – 10   |
| <b>Thanksgiving</b>                 |  |                     |   |
| <b>Break</b>                        |  |                     |   |
| <b>11/27/2022</b>                   |  |                     |   |
| <b>Week 14</b><br><b>12/4/2022</b>  | Community<br>Engagement &<br>Assessment                                    | Chapter 11          | Evaluation Paper – 25<br># 11 Reading Quiz Ch.<br>11– 10  |
| <b>Week 15</b><br><b>12/11/2022</b> | Organization<br>Engagement &<br>Assessment, &<br>Individual<br>Termination | Chapters 11 -<br>13 | # 12 Reading Quiz Ch.<br>11 & 13 – 10<br>Video Meeting 5 with<br>partner – 30<br>Termination Paper – 20 |

| <b>Week &amp; Date</b> | <b>Activity</b> | <b>Readings</b> | <b>Assignments – Points</b>  |
|------------------------|-----------------|-----------------|------------------------------|
| <b>Week 16</b>         | Exam 3          | No Reading      | <b>*Exam 3 – Chapters 9-</b> |
| <b>11/16/2022</b>      |                 |                 | <b>13- 100</b>               |
| <b>Final Grades</b>    |                 |                 | <b>Total Course Points -</b> |
| <b>are due</b>         |                 |                 | <b>1000</b>                  |
| <b>12/20/2022</b>      |                 |                 |                              |