

**THE UNIVERSITY OF TEXAS AT AUSTIN**  
**SCHOOL OF SOCIAL WORK**  
**Generalist Social Work Practice: Skills, Knowledge, and Values**  
**(Required Course – BSW Program)**

<b>Course Number:</b> SW 312	<b>Instructor's Name:</b> Kristie Kimbell, PhD Candidate, MPAff, MSSW
<b>Unique Number:</b> 63425	<b>Semester:</b> Fall 2009
<b>Class Time:</b> Tuesday & Thursday; 9:30-11:00am	<b>Class Location:</b> 2.112
<b>Office Hours:</b> Tuesday 11am-1pm; by appoint.	<b>Office Location:</b> 3.112; (Doctoral Student Office)
<b>Email:</b> <a href="mailto:kristie.kimbell@mail.utexas.edu">kristie.kimbell@mail.utexas.edu</a>	

**I. STANDARDIZED COURSE DESCRIPTION**

This is the first course in the practice methods sequence, in which students are introduced to the fundamental values and ethics, skills, and knowledge relevant to generalist social work practice. Areas covered include the NASW Code of Ethics and Standards for Cultural Competence in Social Work Practice; the development of observation, communication, interviewing and assessment skills utilizing the problem-solving approach. Experiential learning is emphasized, including a **45-hour volunteer component** in which students have direct client contact.

**II. STANDARDIZED COURSE OBJECTIVES**

By the end of the course, students will be able to:

1. Explain the major dimensions of generalist social work practice and the planned change/problem-solving process with individuals, families, groups, organizations and communities.
2. Apply Social Work knowledge, values, and skills to their participation in the learning environment.
3. Demonstrate skills in observation, communication, interviewing, assessment and problem solving.
4. Demonstrate the ability to differentially use basic social work skills to reflect the needs of clients of diverse groups distinguished by race, ethnicity, class, gender, culture, sexual orientation, religion, age, physical or mental abilities, and national origin.
5. Identify ethical issues and recognize when client, societal, and/or personal values conflict emphasizing understanding, affirmation and respect for human diversity and social justice in the practice of social work.

**III. TEACHING METHODS**

A variety of teaching methods will be utilized (e.g. discussion, lecture, and group exercises); experiential learning (e.g. volunteer project) will be emphasized.

**IV. REQUIRED AND RECOMMENDED TEXTS AND COURSE MATERIALS**

Counoyer, B. (2008). The social work skills workbook (5<sup>th</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

Students will need to purchase one VHS tape to complete a videotaped interview assignment. Other required readings will be posted on Blackboard or distributed in class.

## V. COURSE REQUIREMENTS – 300 points

### 1. **Student Contribution (15 points)**

Due to the format and content of this course, *regular and punctual* attendance is imperative. Students are expected to be in class, or in extenuating circumstances, to notify the instructor. [see attendance policy below]. As this class relies on participation and involvement of all class members it is important for students to come to class prepared to take part in informed discussion each week, based upon the class readings. There will be ample opportunities for students to take part in experiential in-class exercises. Students are encouraged to get “out of their comfort zone” a bit, as they take part in some of the exercises. All above aspects of class contribution: attendance, punctuality, informed participation, and experiential learning will be considered in the total class participation grade.

### 2. **Workbooks (50 points)**

Students are expected to complete selected exercises (3) in the Cournoyer workbook by the dates assigned in the course schedule. The exercises include the Ecomap/Genogram, Ethics, and Listening Skills. Selected *Self-Appraisals* (10) are to be completed in class as assigned by the instructor. Work will be collected and reviewed for completion and quality of work.

### 3. **In-Class Writing Assignments (10 points)**

Students are expected to complete small in-class writing assignments (no more than ½ page) as assigned on reading topics selected by the instructor at the beginning of each class. Work will be collected and reviewed for completion and comprehension.

### 4. **Ethics group presentation (10 points)**

Small groups will be formed in order to complete this assignment. Each group will receive several case presentations which involves one or more ethical dilemmas. Class time will be provided (but may not be sufficient) for the groups to reach consensus on the appropriate response to the situation and a plan on how they will present the information to the class. Participation portion of each individual’s grade for this assignment will be determined by group members.

### 5. **Oral History Assignment (20 points)**

Each student is expected to complete a 30-45 minute oral history interview of a selected community member. The focus is on listening, exploring and appreciation of the individual. Each student will be expected to submit a two-page report on the interview and give a brief report in class. You will receive specific instructions for this assignment.

### 6. **Videotaped Interview/Self-Assessment 1 & 2; Self-Assessment Comparison of Interviews (40 points)**

Students will complete two videotaped assignments during the semester: i) a preliminary tape completed early in the semester for the purpose of assessing your beginning interviewing skills; and ii) a second tape made later in the semester for the purpose of demonstrating your competency in these skills. There will be three short

written assessments accompanying this project; you will receive instructions for this assignment. Each student must purchase one blank VHS videotape. Each student must submit their interviews on their own tape. The instructor may request student permission to show a tape segments to the class.

**7. Neighborhood Group Project (40 points)**

Students will work in small groups (4-5) to complete this assignment. Students are asked to choose one neighborhood/community system in the Austin area. Students are expected to research the needs and problems of this system and should select one problem or need of this system and complete a problem-solving process. The products of the assignment may include posters, photos, charts, graphs related to census data, police statistics, etc., and videotapes, maps, and summary data related to goals and tasks. Since this assignment is due at the end of the semester an “unsatisfactory” presentation or products cannot be resubmitted. Students may want to pre-submit materials to the instructor for feedback. Points for participation determined by team members!

**8. Volunteer Experience (95 points)**

All students enrolled in SW 312 **must complete 45 volunteer hours** at an approved agency. It is the student’s responsibility to locate an agency at which to complete the hours. To aid students in their search for an agency, a list of area agencies with contact information has been provided on the class Blackboard site. In addition, students may want to search <http://deanofstudents.utexas.edu/vslc> and <http://www.utexas.edu/ssw/aa/field/settings.html> for volunteer opportunities. **AGENCY SELECTION FORMS DUE ON OR BEFORE SEPTEMBER 10<sup>TH</sup>. All volunteer hours must be completed prior to the end of the semester in order to pass the class.** Approval for the volunteer placement must be granted by the course instructor. **[NOTE: Only 10 volunteer training hours can be used toward the 45 hour requirement.]** Also, if you are enrolled in SW310 at the same time as this course, you only have to complete 75 volunteer hours (instead of 90). *Additional instructions will be provided regarding the Agency Profile paper and Volunteer logs.*

**Evaluation for the papers will be based upon the following components:**

- Over-all critical analysis, thought, clarity, and organization of paper, including addressing all parts as described above in the handout.
- Application of theoretical and class discussion material.
- Use of self (self-awareness).
- Structure - grammar, spelling, punctuation, APA 5<sup>th</sup> ed. (for cited material and reference page)

**REQUIRED FORMS – all forms must be submitted to successfully complete the course!!!**

- Agency Selection Forms
- Volunteer Hours Log
- Educational Contract
- Agency Evaluation of Student
- Student Evaluation of Agency

**Portfolio of Work with Reflection Paper (20 points)**

Students must keep all work completed in this course in a portfolio to be submitted at the end of the semester. The portfolio must be accompanied by a reflection paper discussing the student's experience throughout the semester. You will receive specific instructions for this assignment.

**Summary of Course Requirements**

<b>Student Contribution (Attendance and Participation)</b>	15 points
<b>Workbooks</b>	
Ecomap/ Genogram	10 points
Ethics	10 points
Listening Skills	10 points
Self-Appraisals (2 points X 10)	20 points
<b>In-Class Writing Assignments (1 points X 10)</b>	10 points
<b>Ethics Group Presentation</b>	10 points
<b>Oral History</b>	20 points
<b>Videotaped Interview/Self-Assessment #1</b>	15 points
<b>Videotaped Interview/Self-Assessment #2</b>	15 points
<b>Self-Assessment Comparison of Interviews</b>	10 points
<b>Neighborhood Group Project</b>	40 points
<b>Volunteer Experience</b>	
Volunteer Logs 1-4	60 points
Agency Selection Form	5 points
Educational Contract	5 points
Student Evaluation of Agency	5 points
Agency Evaluation of Student	5 points
Agency Profile Paper	15 points
Vol. Hours Log	C/NC
<b>Portfolio of Work with Reflection Paper</b>	<u>20 points</u>
<b>Total:</b>	<b>300 points</b>

## VI. CLASS POLICIES

### 1. Grading Policy/Grading Criteria:

#### Grades will be assigned as follows:

281-300 = A	Work is exceptional with regard to all criteria.
269-280 = A-	
260-268 = B+	Work is very good or good with regard to all criteria.
251-259 = B	
239-250 = B-	
230-238 = C+	Work is adequate with regard to all criteria.
221-229 = C	
210-220 = C-	
200-209 = D+	Work is inadequate with regard to some criteria.
191-199 = D	
179-190 = D-	
000-178 = F	Work is inadequate with regard to most or all criteria.

#### UNDERGRADUATE GRADING SCALE (%)

100 - 94 = A
93 - 90 = A-
89 - 87 = B+
86 - 84 = B
83 - 80 = B-
79 - 77 = C+
76 - 74 = C
73 - 70 = C-
69 - 67 = D+
66 - 64 = D
63 - 60 = D-
59 and below = F

### 2. Attendance/Tardiness

Students are allowed up to two unexcused absences without penalty. Each additional absence will result in the loss of one point from the attendance and participation grade. It is the student's responsibility to sign the attendance sheet at the beginning of each class. Tardies will also count against students' participation and attendance grade (time of signature will be documented on sign-in sheet). Two tardies (up to 10 minutes each) equal one absence. If a student is more than 10 minutes late to class, it will be counted as an absence. *Students who are late may still complete in-class Writing Assignments.* Students who are absent are responsible for making up missed in-class work and/or obtaining class material/content from a classmate.

### 3. Assignments

Except under extremely unusual circumstances, assignments must be uploaded onto Blackboard PRIOR to the beginning of class on the date due (Blackboard will record the time the assignment is uploaded). Blackboard periodically experiences technical difficulties making uploading problematic. If you encounter this problem, you may email the assignment to the professor directly. Late assignments will result in a deduction of five points for each day that the assignment is late.

Assignments should be turned in with no errors in spelling, punctuation, or grammar. The format of the assignments should follow the Publication Manual of the American Psychological Association (5th ed.). Some style information is available at [www.apastyle.org/](http://www.apastyle.org/), and a list of updated style guides for electronic sources is available at [www.apastyle.org/eleceref.html](http://www.apastyle.org/eleceref.html). If additional writing assistance is needed please contact The University of Texas at Austin Undergraduate Writing Center at (512) 471-6222 or visit their website at [http://www.utexas.edu/cola/centers/uwc/?path\[0\]=uwc](http://www.utexas.edu/cola/centers/uwc/?path[0]=uwc). Your professor will also assist with the organization (not grammar) of your paper by appointment only but all appointments must occur two weeks prior to the assignment due date.

#### **4. Class Participation and Use of Technology**

Attendance **AND** participation are important for effective learning. This means that students are expected to not only attend class, but to actively participate in class discussions/exercises. Inappropriate use of technological devices (cell phone, ipods, mp3s, and computers) is not permitted. One point will be deducted from student contribution grade each time an incident occurs. Use of a laptop for note-taking is permitted. From time to time, the instructor may request a student to look something up on the computer as well. If you are the caregiver for a child(ren) or other family member, you may leave your cell phone on in the vibrate/silent mode for emergency phone calls (calls should be taken outside the room).

#### **5. Use of Blackboard in Class**

As noted above, in this class the professor uses Blackboard—a Web-based course management system with password-protected access at <http://courses.utexas.edu>—to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400, Monday through Friday, 8 a.m. to 6 p.m. Please plan accordingly.

#### **6. Feedback Statement**

Feedback is two-way. During this course the professor will ask students to provide feedback on their learning in informal as well as formal ways, including through anonymous surveys about how the professor's teaching strategies are helping or hindering student learning. It is very important for the professor to know the students' reactions to what is taking place in class, so students are encouraged to respond to these surveys, ensuring that together the professor and students can create an environment effective for teaching and learning.

If students are concerned about their class performance, the instructor is more than willing to work with students to help them improve either their understanding of course content. The instructor can meet with students during office hours, or by appointment.

#### **7. Email Communication with Professor**

The instructor is available by email to answer questions about assignments. Students should submit questions or requests for clarification at least 24 hours before an assignment is due. If an assignment is due in less than 24 hours, the instructor cannot guarantee a timely response. The professor may suggest a meeting time for discussion if needed. Notifications regarding anticipated absences should be submitted as soon as possible, when possible.

## **VI. GENERAL UNIVERSITY POLICIES**

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Professional Conduct in Class**

The professor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism. In addition, all emails are to be written in a professional manner and tone.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Religious Holidays**

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

### **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks.

Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

### **Behavior Concerns Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you're given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## **VII. COURSE SCHEDULE**

*NEXT PAGE*

**COURSE SCHEDULE**

<u>DATE</u>	<u>CLASS TOPIC</u>	<u>READINGS: TEXTBOOK AND BLACKBOARD</u>	<u>DUE</u>
<b>Aug. 27</b>	<p><b><u>Introductions</u></b></p> <ul style="list-style-type: none"> <li>Syllabus review</li> <li>Volunteer Opportunities</li> <li>What is Social Work/Social Welfare/Generalist Practice?</li> </ul>	<p>Cournoyer (2008)</p> <ul style="list-style-type: none"> <li>Chapter 1: Introduction</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>Ambrosino, 38-40</li> </ul> <p>Volunteer Agency resources:  <a href="http://deanofstudents.utexas.edu/vslc">http://deanofstudents.utexas.edu/vslc</a>  <a href="http://www.utexas.edu/ssw/aa/field/settings.html">http://www.utexas.edu/ssw/aa/field/settings.html</a>.</p>	
<b>Sept. 1 and Sept. 3</b>	<p><b><u>Professionalism</u></b></p> <ul style="list-style-type: none"> <li>SW CORE values</li> <li>Essential Facilitative Qualities of SW's</li> <li>Competencies</li> <li>Cultural Competence</li> </ul>	<p>Cournoyer (2008)</p> <ul style="list-style-type: none"> <li>Chapter 2: Professionalism</li> </ul> <p>Handouts:</p> <ul style="list-style-type: none"> <li>Generalist Practice (SW Encyclopedia excerpt)</li> <li>Kirst-Ashman, SWP, 91-94 (Generalist Practice); 21-27;</li> <li>NASW Code of Ethics (especially Preamble) <ul style="list-style-type: none"> <li>Link: <a href="http://www.socialworkers.org/pubs/code/code.asp">http://www.socialworkers.org/pubs/code/code.asp</a></li> </ul> </li> </ul> <p>Video: TBA</p>	
<b>Sept. 8</b>	<p><b><u>Theoretical Background for GP</u></b></p> <ul style="list-style-type: none"> <li>Systems Theory/ Ecosystems</li> <li>Self/Other understanding:</li> </ul>	<p>Handouts:</p> <ul style="list-style-type: none"> <li>Ambrosino, 49-66</li> <li>Kirst-Ashman, SWP, 20</li> <li>Additional readings may be assigned</li> </ul>	
<b>Sept. 10</b>	<p><b><u>Ecomap and Genogram Presentations</u></b></p>		<p><b>Sept 10:</b></p> <ul style="list-style-type: none"> <li>Ecomap and Genogram Assignments</li> <li>Presentations</li> <li>Agency Selection form due</li> </ul>

<u>DATE</u>	<u>CLASS TOPIC</u>	<u>READINGS: TEXTBOOK AND BLACKBOARD</u>	<u>DUE</u>
<b>Sept. 15 and Sept. 17</b>	<u><b>Ethics</b></u> <ul style="list-style-type: none"> <li>Ethical Principles and Ethical Decision Making</li> <li>Ethics group work case assignments</li> <li>Application of social work values and NASW Code of Ethics to case examples</li> <li><b>Presentations</b></li> </ul>	Cournoyer (2008) <ul style="list-style-type: none"> <li>Chapter 3: Ethical Decision Making</li> </ul> Handouts: <ul style="list-style-type: none"> <li>Ethics Case Examples</li> <li>Additional readings may be assigned</li> </ul>	<u><b>Sept 17:</b></u> <ul style="list-style-type: none"> <li><b>Ethics - Workbook Assignment</b></li> <li><b>Ethics Group Presentations</b></li> </ul>
<b>Sept. 22</b>	<u><b>Social Work Practice</b></u> <ul style="list-style-type: none"> <li>Levels of practice</li> <li>Settings</li> <li>Social Work Roles and functions;</li> <li>Process of Planned Change</li> </ul>	Handouts: <ul style="list-style-type: none"> <li>Kirst-Ashman, SWP, 95-96; 111-138</li> <li>Ambrosino, 121-142; 144-160</li> <li>Pincus and Minihan, 53-96</li> </ul>	
<b>Sept. 24</b>	<u><b>Social Justice</b></u> <ul style="list-style-type: none"> <li>At-risk populations</li> <li>Guest Speaker: TBA</li> </ul>	Handouts: <ul style="list-style-type: none"> <li>Culturally Competent Practice Standards</li> <li>Kirst-Ashman, pgs.239-250; 271-281</li> <li>Additional readings may be assigned</li> </ul>	
<b>Sept. 29 and Oct. 1</b>	<u><b>Social Justice cont'd</b></u> <ul style="list-style-type: none"> <li>Guest Speaker               <ul style="list-style-type: none"> <li>Sonia Castellanos (GP w/ Latinos)</li> </ul> </li> </ul> <u><b>Communication Skills</b></u> <ul style="list-style-type: none"> <li>Nonverbal Comm.               <ul style="list-style-type: none"> <li>Cult. Compt.</li> </ul> </li> <li>SW Pitfalls</li> <li>Active Listening</li> <li>Attending</li> <li>Use of Self</li> </ul> Video Lab Partners	Cournoyer (2008) <ul style="list-style-type: none"> <li>Chapter 4: Talking and listening: The Basic Interpersonal Skills</li> </ul> Handouts: <ul style="list-style-type: none"> <li>Considerations for work with Mexican- American clients and their families</li> <li>Additional readings may be assigned</li> </ul>	<u><b>Oct. 1</b></u> <ul style="list-style-type: none"> <li><b>Listening Skills Assignment</b></li> <li><b>Educational Contract</b></li> </ul>

<u>DATE</u>	<u>CLASS TOPIC</u>	<u>READINGS: TEXTBOOK AND BLACKBOARD</u>	<u>DUE</u>
Oct. 6	<u>VIDEO LAB</u> No regular class: schedule lab time with partner		Bring VHS tape
Oct. 8	<u>The Helping Process</u> <ul style="list-style-type: none"> <li>Preparation</li> <li>Beginning/Assessment</li> </ul>	Cournoyer (2008) <ul style="list-style-type: none"> <li>Ch. 5: Preparing</li> <li>Ch. 6: Beginning</li> <li>Ch. 7: Exploring</li> <li>Ch. 8: Assessment</li> </ul>	<u>Oct. 8</u> <ul style="list-style-type: none"> <li>Volunteer Log #1</li> <li>Videotaped Interview/Self-Evaluation Assignment</li> </ul>
Oct. 13	<u>The Helping Process cont'd</u> <ul style="list-style-type: none"> <li>Contracting</li> <li>Goal Setting</li> </ul>	Cournoyer (2008) <ul style="list-style-type: none"> <li>Ch. 9: Contracting</li> </ul> Handouts: <ul style="list-style-type: none"> <li>Additional readings may be assigned</li> </ul>	<u>Oct. 13</u> <ul style="list-style-type: none"> <li>Agency Profile Paper</li> </ul>
Oct. 15	<u>Oral History Workday</u>	Handouts: <ul style="list-style-type: none"> <li>Oral History Assignment</li> <li>Additional readings may be assigned</li> </ul>	
Oct. 20 and Oct. 22	<u>Oral History Presentations</u>		<u>Oct. 20</u> <ul style="list-style-type: none"> <li>Oral History Assignment</li> </ul> <u>Oct. 20 and 22</u> <ul style="list-style-type: none"> <li>Oral History Presentations</li> </ul>
Oct. 27 and Oct. 29	<u>The Helping Process cont'd</u> <ul style="list-style-type: none"> <li>Working Phase</li> <li>Problem Solving <ul style="list-style-type: none"> <li>Brainstorming exercise</li> </ul> </li> <li>Evaluating</li> <li>Termination</li> </ul>	Cournoyer (2008) <ul style="list-style-type: none"> <li>Chapter 10: Working and Evaluating</li> <li>Chapter 11: Ending</li> </ul> Handouts: <ul style="list-style-type: none"> <li>Additional readings may be assigned</li> </ul>	<u>Oct. 27</u> Volunteer Log #2
Nov. 3	<u>Evidence Based Practice</u>	Handouts: <ul style="list-style-type: none"> <li>Readings to be assigned</li> </ul>	
Nov. 5	<u>Globalization of SW Policy and Practice</u>	Handouts: <ul style="list-style-type: none"> <li>Readings to be assigned</li> </ul>	<u>Nov. 5</u> <ul style="list-style-type: none"> <li>Volunteer Log #3</li> </ul>

<u>DATE</u>	<u>CLASS TOPIC</u>	<u>READINGS: TEXTBOOK AND BLACKBOARD</u>	<u>DUE</u>
Nov 10.	<u>VIDEO LAB</u> <u>No regular class: schedule lab time with partner</u>		
Nov. 12	<u>GP with Macro-Level systems</u> Community Practice	Handouts: <ul style="list-style-type: none"> <li>• Readings to be assigned</li> </ul> Video: <ul style="list-style-type: none"> <li>• TBA</li> </ul>	<u>Nov. 12</u> <ul style="list-style-type: none"> <li>• Second Interview Assignment/Comparison</li> </ul>
Nov. 17	<u>Community Practice and Assessment</u> <ul style="list-style-type: none"> <li>• Class exercise</li> <li>• Review Community assignment</li> <li>• Create workgroups/sign-up for neighborhoods</li> </ul>		
Nov. 19	<u>Community Assignment Workday – in Neighborhood</u>		<u>Nov. 19</u> <ul style="list-style-type: none"> <li>• Volunteer Log #4</li> </ul>
Nov. 24	<u>Community Assignment Consultation/Workday – in Class</u>		
Nov. 26	<u>Happy Thanksgiving – NO CLASS</u>	NO CLASS	
Dec. 1	<u>Community Assign. Presentations</u>		<u>Dec. 1</u> <ul style="list-style-type: none"> <li>• Student Evaluation of Agency</li> <li>• Agency Evaluation of Student</li> <li>• Presentation of Group Community Projects</li> </ul>
Dec. 3	<ul style="list-style-type: none"> <li>• <u>Community Assign. Presentations cont'd</u></li> <li>• <u>Wrap-up and Course Evaluation</u></li> </ul>		<u>Dec. 3</u> <ul style="list-style-type: none"> <li>• Portfolio with Reflection Paper</li> </ul>