



## MIDWESTERN STATE UNIVERSITY

A Member of the Texas Tech University System

### **Course Syllabus: Practice I** **SOWK 3533-201 TR 11:00-12:20 Martin Hall Rm. 106** **Spring 2024 January 16, 2024 – May 11, 2024**

#### **Contact Information**

**Instructor:** Dee Lambert

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**Office Hours:** By Appointment

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#### **Course Description**

The purpose of this course is to provide the student with generalist practice theoretical knowledge, and practice skills necessary for working with individuals and families. Social work skills of engaging the client in a professional relationship, interviewing, assessment, treatment planning and evaluating interventions at the individual and family level will be taught didactically and experientially from a generalist framework. The application of ethics and the use of self and personal family history in working with individuals and families will be addressed. The application of social science knowledge and theories to working with individuals and families will be taught. Evaluation of the students own practice effectiveness based upon social work knowledge and theory will be demonstrated in class activities, homework, and practice assignments.

#### **Course Objectives**

Upon completion of the course, the students should be able to:

1. Demonstrate knowledge of ethical and professional behavior working with multicultural and diverse individuals and families. (Knowledge, Values, Skills, Cognitive & Affective Processes)
2. Demonstrate knowledge of human behavior and the social environment, and other multidisciplinary theoretical frameworks to engage, assess and intervene with individuals and families. (Knowledge, Values)
3. Recognize and manage personal values and biases. Maintain professionalism working with individuals and families. (Knowledge, Values, Skills, Cognitive & Affective Processes)
4. Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse individuals and families. (Knowledge, Values, Skills)
5. Ability to assess and apply critical thinking to interpret information to implement interventions. (Knowledge, Values, Skills, Cognitive & Affective Processes)

6. Ability to evaluate and implement treatment intervention with goals and measurable outcomes based on assessment of strengths, needs and challenges. (Knowledge, Values, Skills, Cognitive & Affective Processes)

<b>Core Competencies</b>	<b>Course Objectives</b>	<b>Practice Behaviors</b>	<b>Assignments</b>
Demonstrate Ethical and Professional Behavior	All course objectives	Practice personal reflection and self-correction; attend to professional roles and boundaries	All reading, homework, class exercises, quizzes, and assignments
Engage Anti-Racism, Diversity, Equity, and Inclusion in Practice	All course objectives	Demonstrate cultural humility, critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients	All reading, homework, class exercises, quizzes, and assignment 1
Engage with Individuals, Families, Groups, Organizations, and Communities	All course objectives	Apply theoretical framework knowledge, use of empathy, reflection, and interpersonal skills; engage in culturally responsive practice with clients	All reading, homework, class exercises, quizzes, and assignment 2
Assess Individuals, Families, Groups, Organizations, and Communities	All course objectives	Assess, collect, and organize data and apply critical thinking, analyze assessment data, develop goals and objectives	All reading, homework, class exercises, quizzes, and assignment 2
Intervene with Individuals, Families, Groups, Organizations, and Communities	All course objectives	apply critical thinking, analyze assessment data, develop goals Critically choose and implement intervention to achieve practice goals	All reading, homework, class exercises, quizzes, and assignment 3

## TEXTBOOK & INSTRUCTIONAL MATERIAL

Karen K. Kirst-Ashman and Grafton H. Hull, Jr. (2016). *Understanding Generalist Practice*. (8th ed.) Cengage Learning.

- **List price: 221.25** (prices may vary depending on the vendor)

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

- **List price: \$31.99** (prices may vary depending on the vendor)

### Class Participation

It is expected that students will contribute to the maintenance of a healthy learning environment, by paying attention to lectures, to fellow students' contributions in the class, and by not being disruptive in class. It is expected that students actively participate in class discussions and exercises. It is also expected that everyone who shares ideas/views is respectful of others' time and ideas/views. We could agree to disagree, but we ought not to be disagreeable.

Class participation is expected not only at the time of class discussions but also during lectures by raising pertinent questions, contributing relevant ideas, and sharing relevant examples. **Students will be expected to read all the assigned materials before class and be prepared to engage in class discussions related to the class topics.**

### Laptop and Cell Phone regulation

No Photographing, recording, text messaging is allowed without the permission of the instructor. Please turn off or set cell phones on vibrate. Please do not surf the internet or listen to music while in class. Please note that using electronic devices during class time will have an adverse impact on participation grade.

### Writing Assistance

Begin drafting papers as early as possible and take advantage of the [Tutoring & Academic Support Programs](#), located off the first floor of the Moffett Library. The MSU TASP Learning Center offers drop-in tutoring support for most general subject areas including but not limited to Writing, Math, Science, Business, and Foreign Languages. Students check in to work one-on-one with a tutor typically for an hour regarding specific concepts.

### Student Handbook

**Refer to:** [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individuals to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

## Grading

**Table 1:** The student's achievement will be evaluated based on written assignments, class exams, class participation, and class presentation.

Assignments	Weight
Attendance/Participation	10%
Class Work/Homework	10%
Assignment 1	15%
Assignment 2	20%
Assignment 3	10%
Quizzes	15%
Final Exam	20%

Table 2: Weighted average will be used to calculate final grade.

Grade	Points
A	90-100
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

### Social Work Program Grade Policy

A course grade of below a C or an average of below 70% will be considered a failing grade. ***Students must repeat social work courses in which they receive a grade of D or F.***

#### Homework

Questions, class activities and homework may be assigned for selected chapters to be answered and handed in at the next class.

#### Quizzes

Quizzes will be completed outside of class through D2L. Students will complete weekly quizzes by 11:30 pm on Saturdays based on the required book chapters and lectures as indicated in the class schedule. Assigned reading should be completed before beginning each quiz. The quizzes are open book and notes, but there will be limited time to complete them. Eight quizzes will be required. No requests for late access will be considered unless the student has submitted documentation through the Dean of Student's office proving incapacitation for the period the quiz was available. Anything presented via assigned readings or in class may be included in quizzes.

#### Final Exam

The final exam will consist of multiple-choice questions. be taken in person in the classroom using your own device using Respondus lockdown browser. Since class instruction will be based on the text as well as materials from other sources, what is presented in class will be included in the final exam.

## **Projects Required**

APA style formatting is required for all written work in this course. Be sure to use appropriate APA-style citations for any information you take from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments.

**Written assignments are due by 11:30 on their due date. Assignments should be submitted through the appropriate drop box folder in D2L.**

### **ASSIGNMENT #1: Cultural Paper Due – February 24, 2024**

Brief description: Using your life experiences, you will begin to recognize the ways in which your life and behavior have been influenced by ethnic heritage.

Objectives: You will be able to: Identify several ways in which your life has been influenced by your cultural and ethnic heritage. Understand the importance of ethnic heritage in shaping behavior, beliefs, and perceptions.

Write a 3-to-5-page paper (including an APA cover sheet) about your cultural heritage. Provide thorough information for each topic and questions.

1. List the ethnic groups with which you most identify. This might include German, Polish, Nigerian, Japanese, Irish, American Indian, Hispanic, Italian, Australian, and so on.
2. Identify the country(ies) from which your grandparents or great-grandparents came.
3. Record any religious orientation held by your great-grandparents, grandparents, parents, and you.
4. Look at the list you have produced. Which groups (ethnic, cultural, religious, and so on) have affected your development? Think about the messages that you have received from each of these groups. What are the behaviors, attitudes, beliefs, and values transmitted by these groups? To what extent are you in agreement with these? Which have you rejected and why? What advantages or benefits have you experienced because of your background? What disadvantages, if any, have you experienced?
5. In what ways might your own cultural heritage affect your work as a social worker? Is being aware of your heritage likely to enhance or detract from your ability to work with people from different groups? Why?
6. Identify one behavior, belief, value, and attitude that was carried forward to you from your heritage, and one behavior, belief, value, and attitude that you have rejected or not accepted from your heritage.

### **ASSIGNMENT #2: Psychosocial Assessment Due – April 6, 2024**

Brief Description: Interview a person of your choosing to compose a psychosocial assessment. Provide purpose of interview, who has access to the information and obtain consent.

Objective: Use interview skills to obtain information. Assess and apply critical thinking to interpret the information. Write the psychosocial assessment using proper documentation skills.

The assessment should be 3 to 5 pages, with an APA cover sheet. Write each heading in bold, use complete sentences, and correct information under each heading. Write a statement of informed consent.

Psychosocial Assessment Guidelines:

**Demographics:** Please do not use the real name of the person you interview. You may change any other identifying information under this section as needed to hide the identity of the person.

Name, Age, Race, Ethnicity, Primary Language, Sexual Orientation, Relationship Status (married, single, divorced, widowed)

**Primary Family/Living Arrangements:** Current living environment, people residing in the household, relationship to those in the household, stressors

**Family History/Extended Family:** Extended Family Members - mom, dad, siblings, grandparents, aunts, uncles, cousins, deaths in family, divorces, relationships with family members, family history of major physical or mental health problems

**Ethnicity/Culture:** National or cultural traditions, heritage or customs, social behaviors, or habits such as how you greet people, beliefs and values

**Religious/Spiritual Beliefs:** Religion, Religious beliefs, spirituality, participation in denomination, church, group, never participated in denomination, church, or group, stopped participating in denomination, church, or group, when stopped participation, reasons for ceasing participation

**Educational History:** Highest level of education, School Performance, Intellectual Functioning/Abilities, Able to Read/Write

**Military History:** What Branch of Military, dates of service/type of discharge

**Employment History:** Current employment, place of employment, work skills, job satisfaction, retired, unemployed, how many jobs, reasons for leaving previous employment

**Economic/Financial status:** Source of income, employment, SSI, VA, SS, disability, meets needs, wants, debt, good or poor money management, insurance, transportation

**Legal History:** Past or current legal problems, type of charges, status of charges or date resolved

**Physical Health:** Acute or chronic physical health diagnosis, treatment

**Mental Health:**

Acute or chronic mental health diagnosis, treatment, risk of harm to self or others

**Substance Use:** Past and/or current use

Tobacco, marijuana, alcohol, other drugs, type of drug used, frequency of use, amount of use, consequences related to use, reason for use, date stopped use

**Trauma History:** Past and/or recent trauma

Physical, Verbal, Sexual Abuse, Natural Disaster, Fire, Major Car Accident, Unexpected or Violent Death of person close to, Military combat trauma, Any other traumatic stressful event

**Current Life Stresses:** Loss of job, recent death of close friend or family member, relationship problems, family problems, educational problems, financial problems, other identified life stresses

**Strengths/Coping Skills/Support:** Abilities, skills, support system, resources, motivations

**Observations/Impressions:** What you observed for example the persons appearance, behavior, mood, affect

Any identified needs

### **ASSIGNMENT # 3 Treatment Plan Due – April 20, 2024**

Brief Description: You will write a treatment plan using your completed psychosocial assessment.

Objectives: From your interpretation of the psychosocial assessment identify problems. Evaluate and implement intervention of a goals with measurable objectives. Goals will be based on needs and strengths. The treatment plan will consist of two problems, a goal for each problem and two to three objectives on how to meet each goal.

#### **Late Work**

All assignments must be submitted on time. Students who need additional time to complete assignments must meet with the instructor at least one class session prior to the assignment due date to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Late work will be penalized ½ letter grade per 24-hour time period. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment. You should get with the instructor as soon as possible if an emergency occurs interfering with your ability to meet a due date.

#### **Make Up Work/Tests**

Make-up work will only be considered in cases of university excused absences or verifiable emergencies. Students will not be allowed to take make up exams after the original exam has been given. If you cannot take the exam on the required day and time, you must make arrangements in advance to take it PRIOR to the scheduled administration of the exam.

#### **Important Dates**

**Last day for term schedule changes:** January 16-19

**Deadline for May graduates not enrolled for fall semester to file for graduation:** February 12<sup>th</sup>

Last Day to Drop with a grade of "W:" 4:00pm March 25th

Refer to: [Drops, Withdrawals & Void](#)

#### **Desire-to-Learn (D2L)**

Use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

#### **Social Work Program Attendance Policy**

Students are expected to attend all meetings of this class. If unable to attend class, please inform the instructor directly via email before the class start time. If unable to attend class due to an emergency, please inform the instructor as soon as possible. Please note that **for each "uninformed class absence" a 0 will be assigned for the class period participation grade. Coming late to class, inattentive or disruptive**

**behavior during class (including inappropriate cellphone use), and leaving early from class will have an adverse impact on attendance and participation grade.**

Students are allowed three excused absences as defined by the MSU absence policy. For an absence to be excused the **student must inform the instructor of the reason for the absence** and provide documentation supporting the need for the class absence. Please note that **for each absence beyond the 4<sup>th</sup>, 5 points will be taken off from the student's final course (average) grade.** A student who has missed five classes (including the three excused absences) will **receive a full lower letter grade. After six absences, the student will be dropped from the class.**

Authorized absences due to required participation in university-sponsored activities must be approved by the college dean or Athletic Director and the Provost. These absences will not count against the student when the student presents a signed letter to the instructor at least two class days prior to the date of the absence. Only prior notification can guarantee lack of penalty for these absences. It is the responsibility of the student to arrange with the instructor to make up all work missed during an authorized absence. Academically related activities (class field trips, attendance at conferences, etc.) which result in absences require the cooperation of individual faculty members. Even though such activities are educational, they do not qualify as university-sponsored activities.

### **Instructor Class Policies**

All students registered for courses in the Social Work Department are expected to adhere to the responsibilities and behavior as articulated in both the [Student Handbook](#) and the NASW (National Association of Social Workers) [Code of Ethics](#). An essential feature of these codes is a commitment to maintaining intellectual integrity and academic honesty. I have a **zero-tolerance policy for cheating, collusion, or plagiarism**, and violations will result in substantial penalties including a failing grade on the assignment with no make-up opportunity and/or a referral to the Dean of Students. Repeated **accidental or willful cheating or use of someone else's words, ideas, or evidence without attribution will be met with a failing grade in the course and a referral to the Dean of Students**, regardless of whether the first occurrence was in this course. If you have any doubts or questions about what constitutes academic misconduct, please do not hesitate to contact me.

Students are expected to always display professional decorum. This includes, but is not limited to, respecting classmates and the instructor. In this regard, it is expected that students will not hold side conversations, use cell phones, or engage in other types of unprofessional behaviors once class has begun.

### **Professional Expectations of Student Behavior**

Midwestern State University Department of Social Work is mandated by the Council on Social Work Education (CSWE) to foster and evaluate professional behavioral development for all students in the social work program. The Department of Social Work also bears a responsibility to the community at large to produce fully trained professional social workers who consciously exhibit the knowledge, values, and skills of



the profession of social work. The values of the profession are codified in the NASW Code of Ethics. Given this context, all students in the social work program will be expected to exhibit the following ethical standards of behavior.

- 1. Accountability:** Attend class, arrive on time, and return from break in a timely manner.  
*Participate in group activities and assignments at a comparable level to peers.  
Complete work in a timely fashion and according to directions provided.  
Come to class prepared, with readings and other homework completed.*
- 2. Respect:** Treat all your peers, your instructors, and all those you encounter, with dignity and respect always.  
*Listen while others are speaking.  
Give feedback to peers in a constructive manner.  
Approach conflict with peers or instructors in a cooperative manner.  
Use positive and non-judgmental language.*
- 3. Confidentiality:** Treat any personal information that you hear about a peer or an instructor as strictly confidential.  
*Maintain any information shared in class, dyads or smaller groups within that unit.  
Use judgment in self-disclosing information of a very personal nature in the classroom. (Class time should not be used as therapy or treatment. If students feel the need to talk about issues they are struggling with, they may consult with their instructor to receive a referral for counseling.)  
Never use names of clients or disclose other identifying information in the classroom.*
- 4. Competence:** Apply yourself to all your academic pursuits with seriousness and conscientiousness, meeting all deadlines as given by your instructors. Constantly strive to improve your abilities.  
*Come to class with books, handouts, syllabus, and pens  
Seek out appropriate support when having difficulties to ensure success in completing course requirements.  
Take responsibility for the quality of completed tests and assignment.  
Strive to work toward greater awareness of personal issues that may impede your effectiveness with clients.*
- 5. Integrity:** Practice honesty with yourself, your peers, and your instructors. Constantly strive to improve your abilities.  
*Academic: Commit yourself to learning the rules of citing other's work properly.  
Do your own work and take credit only for your own work.  
Acknowledge areas where improvement is needed.  
Accept and benefit from constructive feedback  
Submission of Papers: Students will submit their written assignments on paper and electronically. Electronic copies will be subject to plagiarism analysis and will be kept in electronic file for future reference. A student may not submit the same paper, or essentially the same, paper, project, assignment, or finished project to an instructor, which has been submitted to another instructor, unless specifically authorized by both instructors to do so.*
- 6. Diversity:** Strive to become more open to people, ideas, and creeds that you are not familiar with. Embrace diversity.  
*Maintain speech free of racism, sexism, ableism, heterosexism, or stereotyping.*

*Exhibit a willingness to serve diverse groups of persons.*

*Demonstrate an understanding of how values and culture interact.*

7. **Communication:** Strive to improve both verbal and written communication skills as these skills are used heavily in interactions with clients and peers and with creating client records.

*Demonstrate assertive communication with peers and instructors.*

*Practice positive, constructive, respectful, and professional communications skills with peers and instructor: (body language, empathy, listening)*

8. **Social Justice:** Strive to deepen your commitment to social justice for all populations at risk.

*Demonstrate an understanding of how institutional and personal oppression impede the experience of social justice for individuals and groups.*

*Strive to learn about methods of empowering populations and enhancing social justice at micro, mezzo, and macro levels.*

### **Consequences of Unacceptable Behavior**

The Department of Social Work may terminate a student's participation in the program based on professional non-suitability if the Department's faculty members determine that a student's behavior has constituted a significant violation or pattern of violations of the NASW Code of Ethics, the MSU of Social Work Student Manual, or the MSU Academic Policies and Regulations. Examples of violations that may lead to termination include (but are not limited to) the following:

1. Failure to meet or maintain academic grade point requirements as established by the University and the Social Work program.
2. Academic cheating, lying, or plagiarism (turnitin.com will be used to check the originality of the text).
3. Behavior judged to be in violation of the NASW Code of Ethics.
4. Failure to meet generally accepted standards of professional conduct, personal integrity, or emotional stability requisite for professional practice.
5. Inappropriate or disruptive behavior toward colleagues, faculty, or staff (at the department or in the field placement).
6. Consistent failure to demonstrate effective interpersonal skills necessary for forming professional relationships (for example, unable to demonstrate nonjudgmental attitude or unable to allow client self-determination).
7. Documented evidence of criminal activity occurring during the course of study.

For additional university-wide policies and regulations, see the MSU [Undergraduate Catalog](#). This website contains information on grading, incomplete grades, cheating on exams, plagiarism, and expectations of student behavior.

### **Change of Schedule**

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

### **Refund and Repayment Policy**

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. Two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

### **Services for Students with Disabilities**

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

### **College Policies**

#### **Campus Carry Rules/Policies**

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. **The law does NOT allow open carry-on campus.** For more information regarding campus carry, please refer to the University's webpage [Campus Carry Rules and Policies](#)

#### **Smoking/Tobacco Policy**

Midwestern State University seeks to provide a safe, healthy, pleasant environment for its faculty, staff, and students. To this end, the use of tobacco products, including smoke and smokeless tobacco, and the advertising, sale, free distribution, and discarding of tobacco products shall be prohibited in all indoor and outdoor facilities and in all university vehicles. The policy extends to faculty, staff, students, vendors, guests, and visitors.

#### **Alcohol and Drug Policy**

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on university property or at university-sponsored activities.

#### **Grade Appeal Process**

Students who wish to appeal a grade should consult the Midwestern State University [Undergraduate Catalog](#).

## Course Changes

Although much thought, study, and research has gone into designing the course and learning opportunities, often the most significant learning comes in unexpected moments. The instructor cannot predict these times but respond to them. Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

## Course Schedule

Weeks & Dates	Topic	Reading & Assignments
Week 1 January 16 January 20	<b>Introductions – Review Syllabus</b>	
Week 2 January 21 January 27	<b>Introducing Generalist Practice: The Generalist Intervention Model</b>	- Chapter 1 - Quiz 1
Week 3 January 28 February 3	<b>Values, Ethics, and the Resolution of Ethical Dilemmas</b>	- Chapter 11 - Quiz 2 - Values Homework
Week 4 February 4 February 10	<b>Culturally Competent Social Work Practice</b>	- Chapter 12 - Quiz 3 - Class Work
Week 5 February 11 February 17	<b>Gender-Sensitive Social Work Practice</b>	- Chapter 13 - Quiz 4 - Class Work
Week 6 February 18 February 24	<b>Advocacy Cultural Paper Due Feb 24th</b>	- Chapter 14 - Quiz 5 - Class Work
Week 7 February 25 March 2	<b>Brokering and Case Management</b>	- Chapter 15 - Quiz 6 - Resource Homework
Week 9 March 10-16	<b>Spring Break</b>	

Weeks & Dates	Topic	Reading & Assignments
Week 10 March 17 March 23	<b>Engagement and Assessment            in Generalist Practice</b>	- Chapter 5 - Class Work
Week 11 March 24 March 30	<b>March 26 class-Psychosocial            rough draft review            Holiday March 27 - March 30</b>	- Psychosocial
Week 12 March 31 April 6	<b>Planning in Generalist            Practice            Psychosocial Due April 6th</b>	- Chapter 6 - Genogram Homework
Week 13 April 7 April 13	<b>Examples of Implementation            in Generalist Practice            Treatment Plan April 20th</b>	- Chapter 7 - Treatment Plan - Class Work
Week 14 April 14 April 20	<b>Evaluation, Termination, and            Follow-Up in Generalist            Practice</b>	- Chapter 8 - Class Work
Week 15 April 21 April 27	<b>Understanding Families:            Family Assessment</b>	- Chapter 9 - Quiz 8 - Family Role/Homework
Week 16 April 28 May 4	<b>April 30 - Final Exam Review            May 2 – Final Exam</b>	- Chapters 5, 6, 7, 8