



Course Syllabus: Practice I

College of Health Sciences and Human Services
Social Work Department SOWK 3533 TR 4:00 - 5:20
Fall 2026 8/24/26 - 12/15/26

Contact Information

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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 field placement and entry-level generalist practice in social work. 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 this class.

Course Objectives

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

1. Demonstrate knowledge of ethical and professional behavior when working with multicultural and diverse individuals and families. (Knowledge, Values, Skills, Cognitive & Affective Processes)
3. Demonstrate knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage, assess, and intervene with

individuals and families. (Knowledge, Values, Skills, Cognitive & Affective Processes)

4. Recognize and manage own personal values and biases and maintain professionalism when working with individuals and families. (Knowledge, Values)
5. Ability to use empathy, reflection, and interpersonal skills to effectively engage diverse individuals and families. (Knowledge, Values, Skills)
6. Ability to assess and apply critical thinking to interpret information and implement interventions. (Knowledge, Values, Skills, Cognitive & Affective Processes)
7. Ability to evaluate and implement interventions for goals with measurable outcomes based on assessment of strengths, needs, and challenges. (Knowledge, Values, Skills, Cognitive & Affective Processes)

Core Competencies	Course Objectives	Practice Behaviors	Assignments
Competency 1	All course objectives	Practice personal reflection and self-correction; attend to professional roles and boundaries	All reading, homework, class exercises, quizzes, and assignments
Competency 6	All course objectives	Apply knowledge of the theoretical framework and use of empathy, reflection, and interpersonal skills; engage in culturally responsive practice with clients	Genogram
Competency 7	All course objectives	Assess, collect, and organize data and apply critical thinking, and analyze assessment data	Social assessment
Competency 8	All course objectives	Critically choose culturally responsive, evidence-informed interventions to achieve client goals	Written treatment plan with measurable goals and objectives
Competency 9	All course objectives	Evaluate the outcomes of their engagement, assessment, and	All assignments

		interventions	
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Midwestern State University Values:

People-Centered – Engage others with respect, empathy, and joy.

Community – Cultivate a diverse and inclusive campus environment.

Integrity – Always do the right thing.

Visionary – Adopt innovative ideas to pioneer new paths.

Connections – Value relationships with broader communities.

Textbook and Instructional Materials

Karen K. Kirst-Ashman and Grafton H. Hull, Jr. (2018). Understanding Generalist Practice. (8th ed.) Cengage Learning.

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

Study Hours and Tutoring 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](#)

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 promptly. 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 come in contact with, with dignity and respect at all times. 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 nonjudgmental 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, a 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 assignments. 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 others' 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.

6. **Humility:** Strive to become more open to people, ideas, and creeds that you are not familiar with. 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 also in creating client records. Demonstrate assertive communication with peers and instructors. Practice positive, constructive, respectful, and professional communication skills with peers and instructors (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 Department 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 violate 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 a 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.

Academic Misconduct Policy & Procedures

[The MSU Student Handbook](#) covers Academic Honesty under University Policies and Procedures. Academic dishonesty is defined as cheating, collusion, and plagiarism.

- Cheating is (1) the use of any unauthorized assistance, (2) dependence upon the aid of sources beyond those authorized by the Instructor, or (3) acquisition, without permission, of tests or other academic material.
- Plagiarism is the use of another person's published or unpublished work without full and clear acknowledgment.
- Collusion is collaboration with another person in preparing work offered for credit if the faculty member in charge does not authorize that collaboration.

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 an 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](#) website.

Emergency Aid Resources for Basic Needs

Unexpected life circumstances can affect anyone. If you are experiencing challenges meeting basic needs—such as housing, utilities, food, transportation, healthcare, technology, textbooks or other life necessities, resources may be available to help. Visit the [Student Emergency Support and Resources webpage](#) to learn more, and explore emergency support opportunities through MSU and how to access them. For additional information, please contact the Office of Student Affairs: Clark Student Center #108, (940) 397-7500, student.affairs@msutexas.edu.

Pregnant and Parenting Students

To support the academic success of pregnant and parenting students and students with pregnancy-related conditions, the University offers reasonable modifications based on the student's particular needs. Any student who is pregnant or parenting a child up to age 18 or has conditions related to pregnancy may contact MSU's designated [Pregnancy and Parenting](#) Liaison to discuss support available through the University.

Moffett Library

Moffett Library provides resources and services to support students' studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

College Policies

Obligation to Report Sex Discrimination under State and Federal

Law: Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or

sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the Office of Title IX. You may do so by contacting:

Laura Hetrick, Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at

https://cm.maxient.com/reportingform.php?MSUTexas&layout_id=6

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [MSU Title IX](#)

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, refer to [Campus Carry Rules and Policies](#)

Active Shooter: The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

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. For more information, visit: [Tobacco Free Campus](#)

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 that prohibit 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. For more information, visit: [Alcohol and Drug Policy](#)

Desire-to-Learn (D2L)

Extensive 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 primary 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.

Submission of Papers: Students will submit their written assignments through D2L. Papers will be subject to plagiarism analysis and will be kept in an 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.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class.

Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments,

tests, or discussion postings. Computers are available on campus in various areas of the buildings, as well as in the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations; however, they can help you get connected to our online services. For help, log in to [D2L](#).

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 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 4th, 5 points will be taken off from the student's final course (average) grade.*** A ***student who has missed six classes*** (including the three excused absences) will ***receive a full lower letter grade (10 points).*** ***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 before 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.) that result in absences require the cooperation of individual faculty members. Even though such activities are educational in nature, they do not qualify as university-sponsored activities.

Grading

Table 1: The student's achievement will be evaluated based on written assignments, quizzes/final exam, and class participation.

Assignments	Due	Weight
Assignment 1 - Genogram	10/1/26	10%
Assignment 2 - Psychosocial Assessment	10/16/26	20%
Assignment 3 - Treatment Plan	10/16/26	15%
Quizzes / Discussion posts	Weekly as assigned	20%
Attendance	Tuesday/Thursday	15%
Final Exam	Due by 12/8/26	20%

Table 2: The weighted average will be used to calculate the final grade.

Grade	Percent
A	90-100
B	80-89
C	70-79
D	60-69
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. ***Social work students must repeat social work courses in which they received a grade of D or F.***

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. Side conversations, making noises, leaving, working on outside assignments, or inappropriate use of electronics during class are disruptive and will result in

a lower participation grade and may result in the student being asked to leave. 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 can 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, by contributing relevant ideas, and by 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, or text messaging is allowed without the permission of the instructor. Please turn off or set cell phones to 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.

Weekly Quizzes

Quizzes will be completed outside of class through D2L. Students will complete weekly quizzes by **11:59 pm on Fridays** based on the required book chapters and lectures as indicated in the class schedule. The assigned reading should be completed before beginning each quiz. The quizzes are open-book and open-notes, but there will be a 30-minute time limit to complete them. No requests for late access will be considered unless the student has submitted documentation through the Dean of Students' office proving incapacitation for the entire week that the quiz was available. Anything presented via assigned readings or in class may be included in quizzes.

Discussion Thread/Board Participation

As indicated in the course schedule, the instructor will post question(s) on D2L for the class. At least one cited source is required. Each discussion has two parts. Everyone should post an initial response to the prompt and should also respond to at least two peers' posts by Friday @ 11:59 pm.

The discussion board is a mandatory component. Students are expected to write formally (no shorthand or text messaging abbreviations). Thoughtful responses, constructive critique of fellow students, and meaningful participation are expected.

Discussion Rubric

Points	Responses	Expectations
4	Reply to the Instructor's Questions	Discussion posts must show a deep understanding and original, profound thought about the topic.
2	Response to peer #1	Consistently responsive to classmates, including answering questions. Reply generates or stimulates group discussion and presents creative approaches to the topic. For example, instead of "I like your post.", "I appreciate how you connected...". Instead of "I agree with you.", "Your point about 'Social Connections' as a protective factor is supported by research....."
2	Response to peer #2	Same as above.
2	Grammar Quality / Academic Integrity	Written responses are free of grammatical, spelling, or punctuation errors. The style of writing facilitates communication. Sources are properly cited and referenced using APA style, if applicable.

Final Exam

There will be a comprehensive final exam. The final exam will consist of multiple-choice questions, true or false statements, short answers, and essay questions. Since class instruction will be based on the text as well as materials from other sources, what is presented in class may be included in the final exam. It will be completed in D2L.

Assignments

All completed assignments will be uploaded in D2L. APA style formatting is required for all written work in this course (unless otherwise noted). Be sure to use appropriate APA style citations for any information you infer from the textbook, handouts, lectures, reference materials, websites, or other outside sources while completing written assignments. APA resources can be found in D2L.

ASSIGNMENT #1: Genogram Due 10/1

10% of final grade

Prepare a genogram of your own family. Review the description and examples of a genogram contained in Chapter 5 and the online resources in Week 10 in D2L. You can use the template in D2L or another template of your choosing. The genogram must have a key to describe the symbols used. The genogram itself does not need to be typed; it can be drawn out (I suggest using graph paper). Interview a family member and other data sources to gather the information. Write a brief one-page narrative about what you concluded from your review of your genogram. Be sure to use APA format.

ASSIGNMENT #2: Psychosocial Assmt. Due 10/16

20% of final grade

Interview a person of your choosing (do not use any identifying information). Use learned 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 include correct information under each heading. Specific headings and topic requirements for this paper will be provided and discussed in class.

ASSIGNMENT # 3: Treatment Plan Due 10/16

15% of final grade

You will write a treatment plan using your completed psychosocial assessment. Identify at least two problems and complete a treatment plan, making sure to utilize SMART goals/objectives and measurable outcomes. The treatment plan will consist of two problems, a goal for each problem, an objective for each goal, and action steps on how they will be met. Specific

headings and topic requirements for this paper will be provided and discussed in class.

Late Work

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

All assignments must be submitted on time. Late assignments will hurt your grade. Failure to submit any assignment within 7 calendar days of the due date will result in a failing grade for the assignment.

Students who, for whatever reason, need additional time to complete assignments must meet with the instructor at least one class session before the assignment due date to make arrangements to discuss the accommodations that need to be made. It is the student's responsibility to request this meeting.

Make-up exams 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 before the scheduled administration of the exam.

Recording Classes

****Recording classes is generally prohibited without the professor's explicit permission.*** Such recordings, when permitted, are for personal use only and may not be uploaded to the internet or otherwise shared, transmitted, or published without the professor's prior consent. Some faculty may not permit recordings of their classes. When it is feasible and appropriate, students may record classes to accommodate disabilities under the Americans with Disabilities Act, with prior approval of Disability Support Services. Such recordings may not be uploaded to the internet or otherwise shared, transmitted, or published.

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. This course requires that work submitted for a grade by students – all discussions, process work, drafts, brainstorming artifacts, final works, etc. – will be generated by the students themselves, working individually or in groups as directed by class assignment instructions. This means that the following constitute violations of academic honesty: a student has another person/entity do the work of any portion of a graded assignment for them, which includes using the work of another student as a template, purchasing work from a company, hiring a person or company to complete an assignment or exam, and/or using generative AI tools (such as ChatGPT, QuillBot, or any generative AI assistance such as GrammarlyGO, Grammarly Premium, etc.). TurnItIn is used as an initial way to detect and measure AI use and plagiarism, and additional tools may be used if academic dishonesty is indicated or suspected. There is a **zero-tolerance policy for academic dishonesty, cheating, plagiarism, or collusion**, and violations will result in substantial penalties, including a failing grade (zero) on the assignment with no make-up opportunity and/or a referral to the Dean of Students. Repeated accidental or willful cheating, plagiarism, or collusion 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 display professional decorum at all times. 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 or in relation to the class. Students should prepare appropriately for discussions and refrain from causing disruptions to the class and course discussions.

Course Changes

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

Course Schedule Practice I

DATES	TOPICS	CHAPTER	ASSIGNMENT Due Fridays @ 11:59am
Week 1 August 25 August 27	-Introductions, review syllabus -Introducing Generalist Practice: The Generalist Intervention Model	Chapter 1	-Student Course Agreement <u>due in class 8/27/26</u>
Week 2 September 1 September 3	-Chapter 1 (cont.) -Practice Skills for Working with Individuals	Chapter 1 Chapter 2	-Quiz Ch. 1 & 2
Week 3 September 8 September 10	-Practice Skills for Working with Groups -Practice Skills for Working with Organizations	Chapter 3 Chapter 4	-Quiz Ch. 3 & 4
Week 4 September 15 September 17	- <u>Engagement</u> and <u>Assessment</u> in General Practice - <i>Genogram</i> - <i>Social Assessment</i>	Chapter 5	-Quiz Chapter 5
Week 5 September 22 September 24	- <u>Planning</u> in Generalist Practice - <i>Treatment Planning</i>	Chapter 6	-Quiz Chapter 6
Week 6 September 29 October 1	-Examples of <u>Implementation</u> in Generalist Practice	Chapter 7	-Quiz Chapter 7 -Assignment 1: Genogram due 10/2
Week 7 October 6 October 8	- <i>NO CLASS - Self-care choice board</i> - <u>Evaluation, Termination, and Follow-Up</u> in Generalist Practice	Chapter 8	-Discussion post - Self-Care activity -Quiz Chapter 8
Week 8 October 13 October 15	Social Assessment role play Social Assessment role play		-Assignment 2: Psychosocial Assmt. due 10/16 -Assignment 3: Treatment Plan due 10/16

Week 9 October 20 October 22	-Understanding Families and Family Assessments -Working With Families	Chapter 9 Chapter 10	-Quiz Chapter 9 & 10
Week 10 October 27 October 29	-Values, Ethics, and the Resolution of Ethical Dilemmas	Chapter 11	-Quiz Chapter 11
Week 11 November 3 November 5	-Culturally Competent Social Work Practice	Chapter 12	-Quiz Chapter 12
Week 12 November 10 November 12	- <i>NO CLASS - Self-care choice board</i> - Gender-Sensitive Social Work Practice	Chapter 13	-Discussion post - Self-Care activity -Quiz Chapter 13
Week 13 November 17 November 19	-Advocacy -Brokering and Case Mgmt.	Chapter 14 Chapter 15	-Quiz Chapter 14 & 15
Week 14 November 24 November 26	<i>Thanksgiving Holiday - No class</i>		
Week 15 December 1 December 3 - <i>last day of class</i>	-Recording in Generalist Social Work Practice - <i>SOAP note</i>	Chapter 16	-Quiz Chapter 16
Week 16	FINAL EXAM - posted online 12/1/26 - 12/8/26		-Final exam due 12/8/26