



SWK 503: Generalist Practice with Organization & Communities

COURSE SYLLABUS: SPRING 2025

INSTRUCTOR INFORMATION

Instructor: **Lisa Thomas-Vernon**

Office Location: Virtual

Office Hours: By Appointment

Office Phone:

Office Fax:

University Email Address: Lisa.Thomas@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: Email queries within two business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required:

Kirst-Ashman, K. K. & Hull, G. H., Jr. (2018). *Generalist practice with organizations and communities*. (7th ed.). Cengage Learning.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Software Required

Optional Texts and Materials

All MSW students must purchase the following study materials to prepare for the Graduate Comprehensive Exam they will take in their final semester. You must pass the exam to receive your degree. It is never too early to begin studying for the exam.

**Comprehensive Study Guide (Masters, Clinical, Adv. Generalist) Version 9.0.
Social Work Examination Services.**

Course Description

The course emphasizes macro practice as a mechanism of social change fostered by ethical values and commitment to advancing human rights, social, political, cultural, economic, and environmental equity and justice. Students will recognize how macro, mezzo and micro practices are interlinked. Students will self-reflect throughout the course on ideologies and social values towards diverse and different population groups and the common problems experienced in communities and accessing services. Knowledge of theoretical frameworks, models of intervention, and skills in engaging, assessing, and intervening with communities and organizations will be obtained, particularly in program development, implementation, evaluation, community organization, and empowerment.

Relationship to Other Courses:

Student Learning Outcomes (Should be measurable; observable; use action verbs) Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach involves assessing students' ability to demonstrate the competencies identified in the educational policy. Listed below are the competencies and associated knowledge, skills, values, and cognitive and affective processes that comprise the expected outcomes for this course.

	Activity/Assessment	Dimension
Competency 6: Engage with Organizations and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	Advocacy organization assignment Quizzes	Knowledge Skills
Use empathy, reflection, and interpersonal skills to engage with diverse clients and constituencies. effectively	Advocacy organization Assignment Quizzes	Knowledge Skills Values

Competency 7: Assessment Organization and Communities		
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to analyze assessment data from clients and constituencies.	Community Needs Assessment	Knowledge Skills
Select appropriate intervention strategies based on clients' and constituencies' assessment, research knowledge, and values and preferences.	Community Needs Assessment	Knowledge Skills Values
Competency 8: Intervene with Organizations and Communities		
Critically choose and implement interventions to achieve practice goals and enhance the capacities of clients and constituencies.	Advocacy Organization Assignment	Knowledge Skills Values
Use inter-professional collaboration as appropriate	Advocacy Organization Assignment	Knowledge Skills Values
to achieve beneficial practice outcomes.		
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	Advocacy Organization Assignment	Knowledge Skills Values Cognitive/Affective Processes

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management Systems (LMS) D2L for instructional and learning opportunities, submitting assignments, participating in online synchronous and asynchronous discussions, accessing resources, and completing quizzes/tests. Additionally, you have knowledge and skills in using Microsoft Word, PowerPoint, and Outlook Email. If you have any issues with using the various systems or software, you must contact support services and notify the instructor of the problem.

Instructional Methods

This course will be delivered via synchronous and asynchronous sessions via D2L. It will consist of live class sessions, pre-recorded lectures, group engagement activities, and various assignments, including experiential learning and practical application of the content areas. In addition, small lectures, discussion activities, and workshops may provide instruction during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for engaging in active learning and reaching out to the instructor if problems or challenges interfere with optimal learning. Communication is vital when engaged in a fully online, virtual environment.

Expectations for success include:

1. Always demonstrate professional behavior, including respect for the instructor and peers and being open to feedback and guidance throughout this class and the program.
2. Adhered to the School of Social Work and University student code of conduct and the NASW Code of Ethics.
3. Begin reading the assigned text and supplemental readings as soon as possible, focusing on completing all readings before engaging with the instructor or peers.
4. Prepare to engage in live class sessions, discussions, and other activities to be a contributor and receiver of knowledge and skills.
5. Actively participate in engagement activities, which will include live virtual class sessions, online discussions, and interactive learning opportunities -as this is vital for learning and success in both this course and the program.
6. Work ahead when possible, completing assignments before the due date so you are prepared to submit them on the due date.

7. Sign into the D2L course multiple times weekly to access updated announcements or posted resources.
8. Check your university email daily. This is the official method of communication by the university, department, and instructor.
9. Be open and focused on the “process” and not the “product,” as earning this degree requires time, effort, work, and growth in knowledge, skills, abilities, and personal and professional attributes.

GRADING

Final grades in this course will be based on the following scale:

- A = 90%-100% of total points
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

Course Assessment Values

Assignment	Weight
Advocacy Organization Report	25%
Phase 1) Community Needs Proposal	15%
Phase 2) Community Needs Assessment	15%
Nine (9) Quizzes	45%
TOTAL	100%

Assessments

Advocacy Organization Report: Students will engage with organizations and communities and will be able to identify an advocacy organization or community group working on cultural, social, or policy change benefiting a particular population. The student will assess the organizations and communities and study the mission, vision, goals, and strategies adopted by the organization/group to move toward the change aspired. Students will also intervene with organizations and communities and identify and reflect on how

social work contributes to the movement, considering our ethical responsibility. The guidelines and rubric for this assignment are located in Appendix A.

Community Needs Assessment (2 phases): Students will assess the community where the field placement is located. As a macro or micro practitioner, a community needs assessment can help respond to the population's needs and contribute to one of our primary ethical responsibilities: social change. The information collected and analyzed will be organized and submitted according to the Guidelines and Rubric for these assignments, which are located in Appendix A.

- **Phase 1) Community Assessment Proposal.**
- **Phase 2) Community Needs Assessment**

Quizzes (Throughout the semester: See course schedule): Students will take nine timed online quizzes. Examinations will focus on relevant information from lecture materials and course readings. Quizzes will consist of multiple choice and accurate/false items—NO make-up quizzes.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by East Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are the technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all coursework promptly and satisfactorily. Each student needs a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please get in touch with your instructor.

Technical Support

If you have technical difficulty with any part of Brightspace, please get in touch with Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

If you have any questions or are having difficulties with the course material, please get in touch with your instructor via email. The instructor will respond to email queries within two business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information about interacting with students online: <https://www.britannica.com/topic/netiquette>.

TAMUC Attendance

For more information about the attendance policy, please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>
<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in their academic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. This legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M University-Commerce will comply in the classroom and online courses with all federal and state laws prohibiting discrimination and related retaliation based on race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination based on sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031 et al.) authorizes carrying a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and possess a Texas License to Carry a Handgun. Qualified law enforcement officers or those otherwise authorized to carry a concealed handgun in Texas are also permitted to do so. Under Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed firearm in restricted locations.

Please refer to the Carrying Concealed Handguns on Campus document and consult your event organizer for a list of locations.

Web URL:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Under PC 46.035, the open carrying of handguns is prohibited on all A&MCommerce campuses—report violations to the University Police Department at 903886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connections to student community resources. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

School of Social Work and Council on Social Work Education Specific Policies

Course Engagement

Final Evaluation and Grade Depend on both Classroom Attendance and Participation.

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material. To earn competency within a specific course, students must demonstrate mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes, and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships –defined as engagement. Engagement is defined as interacting with the instructor, peers, and outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities may include but are not limited to participation in live, synchronous virtual classes, attending a Face-to-Face course when appropriate, interacting with peers in posted discussions, and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement of the time set during a semester by the instructor.

Instructors are experts in each course content area and set the standards for students to meet for successful course completion.

Student Conduct

Students preparing to become professional social workers must adhere to the *University*.

Code of Conduct, Department Code of Conduct, and National Association of Social Workers (NASW) Code of Ethics.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or the Department Head. More severe offenses can be referred to the University Police. Department and the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves ethically and professionally. The social worker's compliance with the profession's ethical standards is closely linked with professional recognition. Professional social workers must be competent and ethical in practice if the profession is to maintain public trust. Each social work student must thoroughly understand the ethical principles that guide practice and actively demonstrate behavior, both in and out of the classroom. Student conduct is to reflect the NASW Code of Ethics tenets (<https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>.

University Code of Conduct is *in the Student Guidebook at* <http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website, under Campus Life Documents

To become aware of university policies related to student academic and behavioral expectations for students, refer to the Guidebook.

Appendix A: Supporting Rubric Documents

SWK 503: Generalist Practice with Organization & Communities Community Needs Assessment Proposal

This community needs assessment proposal is to introduce the needs assessment plan. The proposal will include a justification and a plan that will provide community leaders with awareness of the needs within the current state of local policy, systems, and the environment.

Overview:	
Rationale:	
Feasibility:	
The Plan:	

**SWK 503: Generalist Practice with Organization & Communities
Community Needs Assessment**

This community needs assessment will aid in identifying areas for improvement and give community leaders a glimpse of the current state of local policy, systems, and environmental change efforts.

Name of Community:

Describe the community that will benefit from the changes. Include any pertinent data and geographical and demographic details for the area.

Identify any community needs.

What is happening in the community that responds to the need?

What community action program addresses the needs of the community, if any?

What existing resources meet the needs identified?

Expected Outcomes:

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Evidence-Based Practices:

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Action Plan:

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Advocacy Organization Report Rubric

Advocacy Organization Report Rubric					
Criteria	Superior 20 pts each	Good 15 pts each	Competent 10 pts each	Non-Passing 5 pts each	Weight
Clarity and Argument	Exemplifies great capacity to explain social issues in detail and to support advocacy initiatives.	The report presents a convincing case for a prospective change while skillfully describing a current social issue.	The student tried to construct an argument, but there are several social issues with the report's logic or clarity.	Underdeveloped, hazy, or unpersuasive data. The composition merely makes a cursory reference to other advocacy initiatives. The suggested remedy is either unconnected to the problem at hand or incorrect.	
Research Quality	The report demonstrates an astounding depth in the students' advocacy research caliber. They all rely on reliable, timely, and pertinent sources.	The sources used for this report demonstrate a sizable research agenda. Although the student's choice of one or two sources might be doubtful, most are reliable, current, and pertinent. The report makes a deliberate effort to draw from various sources representing various genres, origins, and viewpoints. Source selection shows a small amount of selectivity.	The numerous sources used are not reliable, timely, or relevant. The report must have more variety and shouldn't rely so much on one type of proof. According to the report's structure, the student did not choose their sources carefully and tended to pick the first ones they could discover.	Most of all, sources are unreliable and irrelevant. The report assumes that the student did not thoroughly investigate their topic.	

Evidence Integration	The student carefully considers the information cited from various sources and persuasively applies that evidence to support their social issue. The student does not unquestioningly adopt the views or perspectives of their sources as their own without reason; instead, they handle them honestly while maintaining a critical eye.	The student frequently engages thoroughly with the data cited from some of their sources and persuasively applies that data to support their assertions. Although it may not always be obvious, the learner typically creates some critical distance to discern between their ideas and those of their sources.	Only sporadically does the report try to engage meaningfully with the data cited from its sources. Numerous pieces of evidence are casually cited with little examination or relevance to the student's assertions. It might be challenging to distinguish between the views of the student and those of their sources.	The report does not attempt to back up its social issues with facts. Usually, there is no apparent connection between the evidence and the allegations. Fails to properly and easily incorporate the information into the argument.	
Organization of Report	Displays outstanding control in the coherence and unity of the paragraphs, which results in a wellstructured report. There are obvious connections between the problem statement and the body paragraphs.	The report has a good structure and rarely fails to connect the paper's thesis and body paragraphs. In general, the paper's structure strengthens the thesis statement and complies with the requirements of the genre as an academic report written for an academic audience.	The report makes some obvious attempts at thoughtful organizing, yet significant social issues remain with the paper's structure.	Lacks the cohesion and unity of paragraphs necessary for a wellstructured report.	

Style	Every time it is required, in-text citations in APA 7th edition format are given, and all content—including language, concepts, and details—is appropriately referenced.	The report includes a Reference page and in-text citations in APA 7th edition format. Material (language, thoughts, and facts) is always correctly cited. A few formatting social issues are present.	The report includes a Works Cited page and in-text citations in APA 7th edition format. Always cite your sources when using their words, concepts, or material. There are frequent formatting mistakes that happen often or badly.	The report lacks APA 7th-formatted in-text citations and a Reference page. Material (language, ideas, information) is not always properly attributed to sources. Lack of formatting.	
Student Process of Work	The student performed above expectations every step of the way to the final draft. Submitted drafts, bibliographies, and other materials on time while meeting or exceeding page requirements.	The student occasionally went above and beyond what was expected in the work that went into the final draft. Most drafts were submitted on time, along with bibliographies, and the number of pages was reached or exceeded.	The student typically submitted assignments on time, but 2-3 assignments may have received little to no attention.	Frequently falls short of the minimum standards for all process work completed throughout the quarter, submitting drafts late (or never), failing to meet the necessary number of pages, and/or failing to fulfill other requirements.	
				TOTAL =	

Student: _____

Advocacy Organization/Group _____

Adapted from: 2022 University of California Irvine

GUIDELINES & RUBRIC COMMUNITY NEEDS ASSESSMENT

Description: A community needs assessment aids in identifying areas for improvement and gives community leaders a glimpse of the current state of local policy, systems, and environmental change efforts. This assignment will be assessed using a rubric (See Rubric on the following page). The instructor will be available throughout the semester to consult, review the student’s progress, and respond to assessment-related questions or concerns.

The Community Needs Assessment Proposal should include the following:

Overview:	Explain the planned needs assessment's what, who, where, why, and when.
Rationale:	Describe the discrepancy between your existing knowledge and what you need to know.
Feasibility:	Describe why the costs and benefits of this need assessment are manageable and feasible.
The Plan:	Make a presentation of your study plan. This describes how the study implementation process should be carried out. The goals of the community need assessment should be included. This comprises the target audience for the needs assessment, the sampling process, the data-gathering methods and techniques, the tools and protocols to be used, and the assessment procedure (implementation plan).

The Community Needs Assessment should include the following methods, findings, and recommendations:

Targeted Population:	Overview of the program partners and assessment participants.
Methodology:	A list of the data collection techniques.
Participation:	Demographic information and the total number of people represented in the data collection. How many people, for instance, completed your survey? How many focus groups were conducted, if any?
Limitations and Strengths:	What are the benefits of the results of the needs assessment? How are the results of the needs assessment limited? What obstacles had to be overcome to undertake a requirements assessment?
Data and Findings:	Discuss the weaknesses, assets, and difficulties identified during the community needs assessment. Provide statistics and case stories. What possibilities did you find?
Recommendations:	What suggestions do you have for addressing the gaps and needs in the community? In light of the main findings? How does your suggested program plan to meet these? needs? What details do you wish to share with stakeholders?

Instructions: Students will assess the community where the field placement is located. As a macro or micro practitioner, a community needs assessment can help respond to the population’s needs and contribute to one of our primary ethical responsibilities: social change. The information from the needs assessment must meet the criteria below.

Evaluation Criteria	Missing 0	Developing 1	Satisfactory 2	Strong 3
Defined the community				
Illustrated the community needs/problems to be addressed and the target population				
Identified community resources within the community				
Identified practices with evidencebased practice data				
Qualitative and Quantitative Data collected				
Included an action plan (goals, objectives, activities, etc.)				
Defined expected outcomes for each objective				
Recommendations Noted: Presented how the key findings of the proposed services, program, or project will be organized.				
Sub-total				

TOTAL	
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Description: A community needs assessment aids in identifying areas for improvement and gives community leaders a glimpse of the current state of local policy, systems, and environmental change efforts. This assignment will be assessed using a rubric (See Rubric on the following page). The instructor will be available throughout the semester to consult, review the student’s progress, and respond to assessment-related questions or concerns.

The Community Needs Assessment Proposal should include the following:

Overview:	Explain the planned needs assessment's what, who, where, why, and when.
Rationale:	Describe the discrepancy between your existing knowledge and what you need to know.
Feasibility:	Describe why the costs and benefits of this need assessment are manageable and feasible.
The Plan:	Make a presentation of your study plan. This describes how the study implementation process should be carried out. The goals of the community need assessment should be included. This comprises the target audience for the needs assessment, the sampling process, the data-gathering methods and techniques, the tools and protocols to be used, and the assessment procedure (implementation plan).

The Community Needs Assessment should include the following methods, findings, and recommendations:

Targeted Population	Overview of the program partners and assessment participants.
Methodology	A list of the data collection techniques.
Participation	Demographic information and the total number of people represented in the data collection. How many people, for instance, completed your survey? How many focus groups were conducted, if any?
Limitations and Strengths	What are the benefits of the results of the needs assessment? How are the results of the needs assessment limited? What obstacles had to be overcome to undertake a requirements assessment?
Data and Findings	Discuss the weaknesses, assets, and difficulties identified during the community needs assessment. Provide statistics and case stories. What possibilities did you find?

Recommendations	What suggestions do you have for addressing the gaps and needs in the community? In light of the main findings? How does your suggested program plan to meet these needs? What details do you wish to share with stakeholders?
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Instructions: Students will assess the community where the field placement is located. As a macro or micro practitioner, a community needs assessment can help respond to the population’s needs and contribute to one of our primary ethical responsibilities: social change. The information from the needs assessment must meet the criteria below.

Evaluation Criteria	Missing 0	Developing 1	Satisfactory 2	Strong 3
Defined the community				
Illustrated the community needs/problems to be addressed and the target population				
Identified community resources within the community				
Identified practices with evidencebased practice data				
Qualitative and Quantitative Data collected				
Included an action plan (goals, objectives, activities, etc.)				
Defined expected outcomes for each objective				

Recommendations Noted: Presented how the key findings of the proposed services, program, or project will be organized.				
Sub-total				
TOTAL				

**Appendix B:
COURSE OUTLINE / CALENDAR**

Week – Date	ZOOM Class Gatherings	Course Curriculum / Content	Weekly Activity/Quiz
<p>Week 1 of Jan 13</p>	<p><u>Introduction Video</u> Wednesday, January 15, 2025</p>	<p>Welcome and Student Introductions</p> <ul style="list-style-type: none"> • Review course objectives, review course assessments, policies, and content. Discuss class gathering times and meeting dates 	
<p style="text-align: center;">Week 2 of Jan 20</p>	<p>Class Gathering for Course Discussion Wednesday, January 22, 2025 <u>Join Zoom Meeting</u> Time: Jan 22, 2025 07:00 PM Every two weeks on Wednesdays</p> <p style="text-align: center;">ZOOM LINK</p> <p>https://tamuc.zoom.us/j/94520745660?pwd=0d9oi286SgVi7n3JPj5fHcOxMok3cN.1</p> <p style="text-align: center;">Meeting ID: 945 2074 5660 Passcode: 881498</p>	<p>Chapter 1 Introduction to Generalist Practice with Organizations and Communities • Review required reading material</p>	

Week 3 of Jan 27		Chapter 2 Stress and Time Management • Review required reading material	
Week 4 of Feb 03	Class Gathering for Course Discussion Wednesday, Feb 5	Chapter 3 Using Micro Skills with Organizations and Communities • Review required reading material	Quiz 1 – February 09, 11:59 PM
Week 5 of Feb 10		Chapter 4 Group Skills for Organizational and Community Change • Review required reading material	Quiz 2 – Feb 16, 11:59 PM
Week 6 of Feb 17	Class Gathering for Course Discussion Wednesday, Feb 19	Chapter 5 Understanding Organizations • Review required reading material	Advocacy Organization Report Due Feb 23, 11:59 PM ----- --
Week 7 of Feb 24		Chapter 6 Decision-Making for Organizational Change • Review required reading material	Quiz 3 – March 02, 11:59 PM
Week 8 of Mar 03	Class Gathering for Course Discussion Wednesday, Mar 5	Chapter 7 Implementing Organizational Change: Agency Policy, Projects, and Programs • Review required reading material	Quiz 4 – March 09, 11:59 PM
Week 9 of Mar 10	NO CLASS SPRING BREAK – Campus Closed March 10 – March 14		

Week 10 of Mar 17	Class Gathering for Course Discussion Wednesday, Mar 19	Chapter 8 Understanding Neighborhoods and Communities <ul style="list-style-type: none"> Review required reading material 	Quiz 5 – March 23, 11:59 PM
Week 11 of Mar 24		Chapter 9 Macro Practice in Communities <ul style="list-style-type: none"> Review required reading material 	Phase 1) Community Assessment Proposal Due – March 30, 11:59 PM
Week 12 of Mar 31	Class Gathering for Course Discussion Wednesday, Apr 2	Chapter 10 Evaluating Macro Practice <ul style="list-style-type: none"> Review required reading material 	Quiz 6 - April 06, 11:59 PM
Week13 of Apr 07		Chapter 11 Advocacy and Social Action with Populations at Risk <ul style="list-style-type: none"> Review required reading material 	Quiz 7 – April 13, 11:59 PM
Week 14 of Apr 14	Class Gathering for Course Discussion Wednesday, Apr 16	Chapter 12 Ethics and Ethical Dilemmas in Practice with Organizations and Communities <ul style="list-style-type: none"> Review required reading material 	Quiz 8 – April 20, 11:59 PM
Week 15 of Apr 21		Chapter 13 Using Supervision <ul style="list-style-type: none"> Review required reading material 	Phase 2) Community Needs Assessment Due April 27, 11:59 PM
Week 16 of Apr 28	Class Gathering for Course Discussion Wednesday, Apr 30	Chapter 14 Developing and Managing Agency Resources <ul style="list-style-type: none"> Review required reading material 	Quiz 9 – May 04, 11:59 PM
Week 17 of May 5	May 07, 2025 Make-up Week, if needed.		