



Department of Sociology, Social Work, and Family Sciences

SWK 3070 and Social Work Practice 1

3 Units

Fall 2024

Meeting days/times: Monday, Wednesday, Friday from 8:30-9:25am

Meeting location: Rohr Hall Room 111

Final Exam: (day/time, e.g., Friday, 12/20, 7:30 – 10:00 am)

Instructor title and name:	Alina M. Baltazar, PhD, MSW, LMSW-Clinical, CFLE
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PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Department Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the baccalaureate social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.[1]

Social Work Program Learning Outcomes

Social Work Program Learning Outcomes Students who complete the program in Social Work will be able to:

1. Demonstrate understanding of integrated body of knowledge required of a general practitioner as defined by the Council on Social Work Education.
2. Demonstrate a command of the professional values and ethics required of a general practitioner.
3. Demonstrate competence in the concrete practice of professional skills, especially those skills required by the Council on Social Work Education of a general practitioner.
4. Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
5. Demonstrate preparation to transition to careers and/or graduate education in social work.

COURSE DESCRIPTION

Course Description: A study of the theories and methods of professional social work practice. The focus is on generalist practice with individuals, families, and small groups. Offered fall semester only. Prerequisite: SWK3030 Introduction to Social Work or Consent of Instructor.

Social Work is an applied profession that has its foundation in Judeo-Christian heritage. Over time, the profession has developed many theoretical orientations and techniques. This course studies the generalist practice orientation and the associated values, ethics and skills. The course seeks understanding of the process of intervention in human relations, and the transactional processes that occur with individuals, families and groups. Students entering SWK3070 - Social Work Practice I (SWK3070), have declared Social Work as their academic major and apply to the Social Work Program. SWK3070 includes basic as well as developing

curricular components which contribute to the array of professional competencies that must be achieved by program completion.

COURSE LEARNING OUTCOMES

Course Objectives: By the end of this course, you should be able to demonstrate the following Council of Social Work Education (CSWE) professional competencies (a full description and specific examples of these can be found in the Field Practicum Handbook and are part of the Student Learning Plan):

CSWE 1. Demonstrate Ethical and Professional Behavior; PL I. Conducts self as professional and applies ethical principles to guide practice by:

- making ethical decisions by applying the standards of the NASW Code of Ethics relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context;
- using reflection and self-regulation to manage personal values and maintain professionalism in practice situations;
- demonstrating professional demeanor in behavior; appearance; and oral, written, and electronic communication;
- using technology ethically and appropriately to facilitate practice outcomes; and
- using supervision and consultation to guide professional judgment and behavior.

CSWE 2. Advance Human Rights and Social, Racial, Economic and Environmental Justice; PL III. Advances human rights and social, economic, or environmental justice by:

- applying their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
- engaging in practices that advance social, economic, and environmental justice.

CSWE 3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice; PL II. Actions reflect ability to sensitively engage diversity and difference in practice by:

- applying and communicating understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
- presenting themselves as learners and engage clients and constituencies as experts of their own experiences; and
- applying self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

CSWE 4. Engage in Practice-Informed Research and Research-Informed Practice; PL IV. Engages in research-informed practice and practice-informed research by:

- using practice experience and theory to inform scientific inquiry and research;
- applying critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and
- using and translating research evidence to inform and improve practice, policy, and service delivery.

CSWE 5. Engage in Policy Practice; PL V. Engages in policy practice to advance social and economic well-being and to deliver effective social work services by:

- identifying social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services; Rev 1.15.23 3
- assessing how social welfare and economic policies impact the delivery of and access to social services;
- applying critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.

CSWE 6. Engage with Individuals, Families, Groups, Organizations, and Communities; PL VI. Demonstrates capacity to engage with individuals, families, groups, organizations, communities by:

- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and
- using empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

CSWE 7. Assess Individuals, Families, Groups, Organizations, and Communities; PL VII. Prepares for and demonstrates assessment of individuals, families, groups, organizations, communities by:

- collecting and organizing data, and applying critical thinking to interpret information from clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies;
- developing mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and

- selecting appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

CSWE 8. Intervene with Individuals, Families, Groups, Organizations, and Communities; PL VIII. Demonstrates knowledge and intervention skills for systems of any size by:

- critically choosing and implementing interventions to achieve practice goals and enhance capacities of clients and constituencies;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- using inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiating, mediating, and advocating with and on behalf of diverse clients and constituencies; and
- facilitating effective transitions and endings that advance mutually agreed-on goals.

CSWE 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities; PL IX. Demonstrate an ability to analyze, monitor, and evaluate interventions by:

- selecting and using appropriate methods for evaluation of outcomes;
- applying knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes;
- critically analyzing, monitoring, and evaluating intervention and program processes and outcomes; and
- applying evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

PL X. Demonstrate a practical understanding of the integration of faith and profession by:

- Critically assessing the relationship between Christian faith and public policy. Rev 1.15.23 4

Throughout the semester, the professor will also teach students how the following **6 IDEA course evaluation objectives** are essential and important to their learning. These include:

1. Developing knowledge and understanding of diverse populations, global awareness, or other cultures.
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Developing skill in expressing myself orally or in writing.

4. Learning how to find, evaluate, and use resources to explore a topic in depth.
5. Developing ethical reasoning and/or ethical decision making.
6. Learning to apply knowledge and skills to benefit others or serve the public good.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

1. Kirst-Ashman, Karen and Grafton Hull, Jr. (2018). *Empowerment series: Understanding generalist practice*. 8th edition, Chicago: Brooks-Cole: Cengage Learning.

Note: For cost savings the 7 th edition or other editions may be used. You are responsible for tracking chapter topics if choosing another edition. To support your use of other editions, the Canvas files for this course are organized by topic rather than chapter. A guide connecting the topics to the chapters in the 7 th edition and to the material in Canvas will be provided.

2. Owl Purdue APA style guide

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

3. National Association of Social Workers (NASW) Code of Ethics

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

4. PLNU Ryan Library <https://libguides.pointloma.edu/ryanlibrary>

5. Owl Purdue Writing <https://owl.purdue.edu/>

6. University of North Carolina Chapel Hill Writing Center <https://writingcenter.unc.edu/tips-and-tools/>

Supplemental Materials: Local media resources, internet and library references, class handouts, lecture and video materials will be used to supplement your text. Material beyond assigned readings will be covered in class. You are responsible for all materials, including information provided during an absence.

Freedom to Challenge: This course introduces concepts and issues beyond the text. You are encouraged to integrate knowledge from their environment, to share insights, and to challenge the materials presented.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

ELECTRONICS IN THE CLASSROOM: As a host of this classroom, I have a policy about phones and laptop computers and devices like them. This policy is to allow you to become more comfortable taking a break from technology, allowing you to be in the present moment and adding to your professional tolerance of being without devices all of the time. 1. I will give you a “tech break” during class - please do not check your phones until that time. If there is a big life circumstance going on, please let me know at the beginning of class and we will talk about your use of your phone. 2. There will be times when I will ask you to take out your laptop and smart devices in the classroom to further our collective learning. Other than that, I strongly recommend NOT using laptops in class. The reasons are threefold:

a. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear.

http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html Links to an external site.

b. Even if it doesn't impair your learning, it impairs others learning.
<https://www.sciencedirect.com/science/article/pii/S0360131512002254> Links to an external site.

c. You write more but learn less. Writing your notes creates synthesis which increases learning. <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> d. It also impairs long-term retention. This new study shows a causal effect with grades being lower by about half a letter grade.

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-examscores-new-study-shows>

Links to an external site. So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me beforehand, and we will make that work.

Assessment and Grading

Grades will be based on the following:

Sample Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Point Percentages

Discussion and Participation – 20%

Portfolio Preparation – 5%

Homework - 15%

Final project - 30%

Presentation/Public Speaking – 10%

Quizzes - 20%

Total(100%)

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger/Sensitivity Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the

Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care*

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students

may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

Course Modality Definitions*

1. In-Person: Course meetings are face-to-face with no more than 25% online delivery.

Assignments At-A-Glance: Social Work (SWK) 3070 Practice 1 Semester Learning Plan

Week	Chapter Title	CSWE Comp.	SW Skill	SW Knowledge	SW Value	Portfolio Items/ Learning	Assign Due
1 9/4-9/6	(1) Introducing Generalist Practice: The Generalist Intervention Model (GIM)	(1) Demonstrate Ethical and Professional Behavior <i>Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.</i>	GIM Boundaries	Ecosystems (Micro, Mezzo, Macro)	Competency	Emergency Self-Care List Song List Learning Styles Inventory Brene Brown Values	Sign up for KWL
2 9/9-9/13	(2) Practice Skills for Working with Individuals	(6) Engage with Individuals, Families, Groups,	Empathy vs. Sympathy	HBSE	Service	Kadushin Interviewing	Quiz over Ch. 2

		Organizations, and Communities <i>Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.</i>	Interviewing			Rathus Assertiveness Training Brene Brown video	
3 9/16-9/20	(3) Practice Skills for Working with Groups	(7) Assess Individuals, Families, Groups, Organizations, and Communities <i>Demonstrate ability to collect, organize, and apply critical thinking to information from clients and constituencies</i>	Assessment	Social Determinants of Health and HBSE	Inherent Dignity and Worth of the Human Being		Quiz over Ch. 3 Pick Topic
4 9/23-9/27	(5) Engaging and Assessing Systems - Principles and Tools for All Sizes	(4) Engage In Practice-informed Research and Research-informed Practice <i>Use and translate research evidence (qualitative and quantitative) to inform and improve practice, policy, and service delivery</i>	Critical Thinking	Research Terms (Validity, Reliability, Qualitative, Quantitative, Independent and Dependent Variable)	Service		Quiz over Ch. 5
5 9/30-10/4	(6) Planning in Generalist Practice	(8) Intervene with Individuals, Families, Groups, Organizations, and Communities <i>Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies</i>	Social Work Interventions and Theories	Finding Resources	Competency		Quiz over Ch. 6 Ref. Page
6 10/7-10/11	(7) Examples of Implementation in Generalist Practice	5, 6, 7, & 8	Social Work Roles	Child Abuse, Neglect, and Maltreatment	Competency		Quiz over Ch. 7

	Pgs. 256-281			Crisis intervention			
7 10/14-10/18	(7) Examples of Implementation in Generalist Practice Cont. Pgs. 282-287 https://www.sciencedirect.com/science/article/abs/pii/S1359178918303471	5, 6, 7, & 8	Social Work Roles	Working with older adults Elder Abuse	Competency		Child Abuse Assessment
8 10/21-10/25	(7) Examples of Implementation in Generalist Practice Cont. Pgs. 287-302	5, 6, 7, & 8	Social Work Roles	Immigration Substance Abuse Motivational Interviewing	Competency	Motivational Interviewing	
9 10/28-11/1	(8) Evaluation, Termination, and Follow-up in Generalist Practice	(9) Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities <i>Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels</i>	What evaluation of interventions look like	Common assessment tools for evaluation	Integrity		Quiz over Ch. 8 CAGE assessment
10 11/4-11/8	(9) Understanding Families: Family Assessment	(10) Service as an Expression of Faith <i>Students will articulate the relationship between two Wesleyan principles and core SWK values.</i>	Definitions of faith, spirituality, religion, existential thoughts, purpose and meaning	World Religions Video	Importance of Human Relationships		Quiz over Ch. 9
11 11/11-11/15	(10) Working with Families	(8) Intervene with Individuals, Families, Groups, Organizations, and Communities <i>Critically choose and</i>	Making a genogram Who is the client?	Genogram	Importance of Human Relationships		Quiz over Ch. 10

		<i>implement interventions to achieve practice goals and enhance capacities of clients and constituencies.</i>					
12 11/18-11/22	(13) Gender-Sensitive Social Work Practice https://link.springer.com/article/10.1007/s42843-021-00042-5	5, 6, 7, & 8	Social Work Roles	Spousal/ Partner Abuse	Competency		Quiz over Ch. 13 Outline
13 11/25	(11) Values, Ethics, and the Resolution of Ethical Dilemmas	(1) Demonstrate Ethical and Professional Behavior <i>Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.</i>			Integrity	Read entire NASW Code of Ethics	Quiz over Ch. 11 Fam. Case study
14 12/2-12/6	(12) Culturally Competent Social Work Practice	(3) Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice <i>Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies</i>	Self-awareness and self-regulation	Stereotypes, Discrimination, Prejudice	Social Justice	Acceptance of Others Scale Cultural Competency Human Diversity Wheel	Quiz over Ch. 12 Prsnt.
15 12/9-12/13	(15) Brokering And Case Management	(4) Engage In Practice-informed Research and Research-informed Practice <i>Use practice experience and theory to inform scientific</i>	Roles of a case manager and how it's different from a therapist		Competency		Quiz over Ch. 15 Prsnt.

		<i>inquiry and research; apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings; and use and translate research evidence to inform and improve practice, policy, and service delivery.</i>					
16 12/16- 12/20		FINAL EXAM time Friday, 12/20, 7:30 – 10:00 am)					Final project due