

THE UNIVERSITY OF TEXAS AT AUSTIN STEVE HICKS SCHOOL OF SOCIAL WORK

Course Number:	SW 385T	Instructor's name:	Cal Streeter
Unique Number:	60840	Email:	cstreeter@utexas.edu
Semester:	Spring 2019	Office Number:	3.130G
Meeting Time/Place:	Tuesday, 5:30 – 8:30, Room 1.212	Office Phone:	512.471.0543
Office Hours:	Tues, 1:30 to 3:00 or by appointment		

ADVANCED INTEGRATIVE CAPSTONE IN SOCIAL WORK KNOWLEDGE AND PRACTICE

I. STANDARDIZED COURSE DESCRIPTION

Competent social work practice involves broad knowledge of person-in-environment and a full integration of social work knowledge, skills, theory, evidence and values and ethics and the ability to clearly articulate a rationale for decision-making. This course gives students the opportunity to analyze and apply with greater depth, breadth, and specificity their knowledge, skills, and theories to values and ethics, diversity, populations at risk, social and economic justice, human behavior and the social environment, social welfare policy, social work practice, research and field education. Therefore, the course builds upon all previous courses in the curriculum and field internships utilizing a multi-level case study method and prepares students for professional practice. The course will be taken concurrently with students' final field placement (in the spring semester) to enhance reciprocal learning in class and in field.

II. STANDARDIZED COURSE OBJECTIVES

At the completion of this course students will be able to:

1. formulate and identify relevant social work knowledge and theory
2. demonstrate an ability to integrate their knowledge, skills, and values and ethics
3. critically analyze human behavior and social problems at all systems levels
4. critically analyze and apply to their practice research findings in the empirical literature and assess applicability of related media sources (such as professional bulletins, documentaries, and/or other internet sources)
5. defend practice decisions based on ethical principles and relevant data and information
6. organize and present (orally and in writing) a multi-level case analysis based on a systematic and conceptually-driven process
7. collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas
8. further develop self-awareness of personal strengths and challenges as a social work practitioner

9. apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities

EPAS Competencies

The Steve Hicks School of Social Work has been continuously accredited by the Council on Social Work Education (CSWE) since 1952. In order to maintain our accreditation status, the UT SHSSW engages in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS).

Using a common evaluation instrument, this course measures the implementation of knowledge, skills, values, and/or cognitive and affective processes to assess the following competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

Outcome 1.1: Identify as social work professionals, demonstrate professional use of self, and articulate the social work role

Outcome 1.2: Critically examine personal values, attitudes and expectations to enhance professional self-awareness and demonstrate competency in managing value differences and ethical dilemmas in practice in accordance with the NASW Code of Ethics.

Competency 2: Engage Diversity and Difference in Practice

Outcome 2.1: Utilize strengths of differing life experiences to build inclusive communities and multicultural organizations

Outcome 2.2: Engage with and ensure participation of diverse and marginalized community and organizational constituents by identifying and accommodating multilingual and non-literate needs, gender power dynamics, and access for disabilities in assessing, planning and implementing interventions.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Outcome 3.1: Advocate for human and civil rights individually and collectively

Outcome 3.2: Demonstrate understanding of indicators that show improved well-being for communities and organizations, and where possible, incorporate evaluative measures of well-being that integrate improvements in social, economic, political and environmental realms.

Competency 4: Engage In Practice-informed Research and Research-informed Practice

Outcome 4.1: Utilize theories of community and organizational behavior in assessment and analysis of macro interventions

Outcome 4.2: Construct and utilize best practice and evidence-informed research to develop and implement community and organizational interventions

Competency 5: Engage in Policy Practice

Outcome 5.1: Analyze policies from historical, current, and global perspectives with particular understanding of the role of social, economic, and political forces on policy formulation and the implications for less powerful and oppressed groups

Outcome 5.2: Actively engage in the policy arena on behalf of community and organizational interests, working collaboratively to formulate policies that improve the effectiveness of social services and the well-being of all people.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Outcome 6.1: Use participatory methods to engage with diverse communities, their constituencies, and/or the organizations that serve them

Outcome 6.2: Use the principles of relationship building and inter-professional collaboration to guide professional practice that cuts across multiple levels of practice.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Outcome 7.1: Assess the range of information, based on research, evidence, and practice strategies, that will enhance planning for programs and services to improve human wellbeing

Outcome 7.2: Work with communities, their constituents and the organizations that serve them to assess their capacities, strengths and needs.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Outcome 8.1: Collaborate with other professionals to develop interventions that prevent social problems, expand opportunities, and enhance quality of life

Outcome 8.2: Advocate for and support the most inclusive strategies to help all community members reach their full potential.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Outcome 9.1: Apply appropriate evaluation methods to develop and recommend program and/or policy changes that enhance practice outcomes

Outcome 9.2: Use participatory models to involve community and organizational constituents in evaluating the effectiveness of interventions in order to recommend future actions.

III. TEACHING METHODS

This capstone course is designed to help students in the Administration and Policy Practice (APP) concentration integrate learning from their academic program of work and field experiences while in the Steve Hicks School of Social Work. Learning will occur through a collaborative learning process grounded in individual student projects that are framed by an evidence-based macro practice approach. During the semester, each student will design a major project using an evidence-based macro practice framework that is grounded in their own professional interests and is approved by the professor.

The collaborative learning process will be facilitated in two ways. First, students will meet individually with the professor 2-3 times during the semester for individual consultation on their project. Second, students, working in small groups of 4-5, will provide and receive constructive feedback from other students in the class with the goal being to (1) help develop skills for giving and receiving constructive feedback, and (2) improve the overall quality of all student projects. The class will culminate with the APP Capstone Symposium where students will present their project using a unique presentation format called Pecha Kucha.

In addition, the course will focus on helping students prepare for the job search process. This will occur in three ways. First, there will be three weeks during the semester where staff from the DiNitto Center will meet with the class to present content relevant to conducting a job search and preparing for job interviews. Second, each student will develop a 60 second video presentation in response to the questions “Why should I hire a social worker?” Third, each student will develop a

Social Work Inventory to help them integrate their graduate education as a foundation for professional social work practice.

IV. REQUIRED TEXT AND MATERIALS

There is no required text for the class. Readings will be available online via the class Canvas page. Assigned reading for the class will be minimal. However, each student is expected to do extensive reading related to their specific class project. That will include background for the project problem statement, a review of the literature as it relates to the class project, and reading regarding any special methodology or measurement systems that will be use as part of the evaluation plan.

V. COURSE REQUIREMENTS

Course requirements will consist of attendance at the DiNitto Center presentations, the Social Work Inventory, a 60 second video, active and constructive participation in feedback sessions, and a final project report and presentation. Course requirements, due dates, and their contribution to the final grade are summarized below.

Assignment	% of Final Grade	Due Date
DiNitto Center workshops (3 @ 4 pts. each)	12%	See schedule
Social Work Inventory	16%	April 30, 2019
60 Second Video Presentation	10%	April 9, 2019
Feedback (3 @ 4 pts. each)	12%	See schedule
Major project		
Symposium presentation	20%	May 7, 2019
Written report	30%	May 12, 2019
Total Project Grade	50%	

Each of the course requirements is described in detail below. Sometimes students have questions about the assignments. If this is the case, please feel free to ask for clarification at any time during the course. Students may ask for clarification on an individual basis or they can ask questions at the beginning of each class session.

DiNitto Center workshops. Since most students in the class will be conducting a job search during the semester, I have arranged for Jennifer Luna-Idunate and the staff of the DiNitto Center to provide three specific workshops during the semester. On **February 12**, we will learn the ins and outs of conducting a job search and preparing for a job interview. On **March 26**, we will have a panel of alumni and prospective employers talk about their career trajectories and what they look for when conducting job interviews. On **April 16**, students will participate in mock job interviews with alumni and potential employers. Students are expected to attend class on these days and will receive 4 points toward the course grade for each session. Students should dress professionally for these three class sessions.

Social Work Inventory. The Social Work Inventory is intended to aid students' transition from graduate school to advanced social work practice. It requires reflection on and integration of students' graduate education as a basis for professional social work practice. This inventory should include three key parts:

- Social work knowledge, theories, skills, and approaches that inform the student's practice (cite professional literature)

- “Use of self” in their social work practice (cite professional literature), including experience with social work ethics, diversity, and social and economic justice issues and practice
- Self-assessed strengths and limitations in their social work practice and a plan for professional self-care and continuing professional development

Part I: Theoretical Framework or Practice Models. Discuss the theoretical frameworks or practice models that you have learned over the course of the MSSW program that will guide your social work practice. This should be frameworks that are specific to your practice that you have internalized and constructed as a result of learning, critically thinking about, and applying knowledge in your MSSW program, or that you plan to apply. Do not limit yourself to one theory or model; rather integrate various theories from the social work knowledge base into your unique practice framework. **Cite sources for the various theories you incorporate.** For example, suppose one of the theories that you have incorporated into your framework for practice is “empowerment theory” or “social learning theory.” When you identify this theory or model as being a part of your practice inventory, you should cite the sources that have contributed to the development or application of this perspective.

Part II: Professional Use of Self. Define what is meant by "the professional use of self," and describe in depth how the insights you have gained in graduate school about this concept will be incorporated into your professional practice model. In your answer include the following:

1. Examples of how your skills and experiences have been utilized productively in your work;
2. Examples of challenges and personal growth areas that can potentially hinder your effectiveness in social work and discuss how you will address these challenges;
3. Any special issues pertaining to **Ethical and Professional Behavior, Diversity, and Social and Economic Justice** that have been challenges for you, and what you have learned about working with people different from yourself, and;
4. Any specific work situations (with colleagues, clients, community, etc.) you anticipate may be sources of stress for you in professional practice, and describe how you will address these stressors.

Part III: Continued Professional Development. When you think of the knowledge and skills you’ve learned in the Steve Hocks School of social Work, what do you see as your areas of strength, areas needing further development, and what future learning do you intend to pursue? What knowledge and skills do you need to develop further to achieve competence in professional practice? How will you do this?

The inventory should be double-spaced with a reference list for literature cited in the paper. It should be APA style. Heading and subheadings can be used to denote the above components of the inventory. The paper is required to be at least eight pages long.

The following criteria will be used to evaluate the inventory:

- Demonstrated ability to integrate social work theories and models, knowledge, skills, and values into a holistic perspective for social work practice
- Thoroughness in addressing all components of this assignment
- Specificity of discussion and analysis
- Depth of discussion and analysis
- Professional writing skills

60 Second Video. Many people who hire for positions in public policy, program design, management, planning, information management, community organizing, and program evaluation don't think of social workers as having the skills needed for jobs in these macro areas. Often job descriptions for such jobs don't list social work as one of the preferred degrees. These positions may exist in state and federal agencies, non-profits, professional associations and private/corporate settings.

It is critical that APP graduates are aware of the skills they bring to these positions and have the ability to translate those skills into current industry language. This assignment gives students the opportunity to explore the competencies they have gained in the APP concentration and articulate them into skills that could be translated into the aforementioned settings.

Assume you are being interviewed by someone for a macro practice position who is not familiar with social work and they have just asked you the question "Why should I hire a social worker?" Record a brief video response to this question as though you are in a job interview (no more than 60 seconds) and upload the video to the course Canvas page no later than noon on April 9, 2019. The videos will be evaluated by APP alumni in the field, faculty and staff using a rubric that addresses presence, verbal delivery, mastery of content, and persuasiveness of your response.

The top ten videos will be shown to career coaches prior to the speed interviewing workshop on April 16, 2019. The career coaches will select the Top 3 videos, which will be awarded the following prizes:

- 1st place: \$100 gift card
- 2nd place: \$50 gift card
- 3rd place: \$25 gift card

Peer Feedback. The ability to provide and receive constructive feedback is an important professional skill. It is important for students to be able to provide both written and verbal feedback to others. Three times during the semester students will submit draft sections of their project report for review and feedback from other students in the class. Students will be placed into groups of 4-5 students each. Groups will be formed after the projects have been approved. I will attempt to place students in groups with projects that share something in common, i.e. methodology, level of analysis, population, etc. Drafts will be due before noon on Friday of those weeks (see schedule). Students will upload their draft before the deadline to a group page in Canvas, where other members of the group will be able to access it. Prior to noon on the following Tuesday, students will review and provide written feedback for each of the projects in their group. Feedback will be uploaded to the group page where the other students can access that feedback. An effective way to do that is by using the "Comments" and "Track Changes" functions under the "Review" tab in MS Word.

Prior to class on these weeks, each student should review the feedback from their fellow students and make note of any questions or comments they might have. During class on those weeks, the class will meet together for the first hour to discuss issues/experiences from their field placements. During the second half of class peer feedback groups will meet to provide each member of the group an opportunity to hear feedback from the other members of the group and to ask for clarification on the written feedback they received.

Evidence-based Macro Practice Project. The major project for this course requires students to complete a substantive and meaningful project that helps them integrate classroom knowledge and skills with a substantive area of practice. In the project, each student should demonstrate his or her ability to apply the knowledge, values, and skills of macro social work practice to a

substantive problem or issues and prepare a professional quality report with recommendations based on research results.

An evidence-based macro practice model provides the framework for the project. During the first 2 weeks of the semester, students will read about, and discuss in class, the evidence-based macro practice model. The evidence-based macro practice model outlines a 5 steps process for defining problems and formulating practice questions, identifying and critically evaluating available evidence, applying that evidence to policy/practice decisions, and evaluating the results.

Given the range of knowledge and skills needed for effective macro social work practice, and the unique interests of individual students, projects can cover a wide range of social problems, populations, methodologies, and levels of analysis. Projects might relate to knowledge and skills associated with, but are not limited to, such things as program evaluation, program planning/development, community/organization needs assessment, community/organization change initiative, organizational development, process analysis, policy analysis, productivity analysis, technology assessment, and community engagement.

In selecting a project, students **may** decide to develop a project that is tied closely with their final block field placement. However, **the project is not part of the field placement**. This class is like any other class students take while doing final field. The hours required for the class and the project do not count as field hours.

For students in the MSSW/MPAff program, and who are doing their Professional Report this semester, that might be a suitable project for the class. Please consult with the professor to discuss this.

Students will develop a 2-3 page project proposal describing the nature and scope of the problem/issue addressed by the project, outlining a compelling case for why this problem/issue is important, and developing an answerable practice question to guide their investigation of relevant evidence. The proposal is due to the professor **before noon on Friday, February 8, 2019**. As soon as students received approval from the professor, they may begin working on the project. Proposals may be submitted via email. **To help me keep track of proposals as they come in, please name the file as follow: Your Last Name_385T_Proposal. Include the file name as the subject line.** Once the proposal has been approved by the professor, students should post the proposal in their group page in Canvas.

Sections of the project will be submitted to the professor and to other students on the project team for review and constructive feedback throughout the semester (see schedule). These sections will be considered drafts, with revisions expected based on feedback from the professor and other students on the team.

By the end of the semester, each student will produce a written report presenting their project. The general outline for the report should be the five steps of the evidence-based macro practice model. That is:

1. Problem statement and answerable practice question
2. Relevant evidence to answer the question (literature review)
3. Evaluation of the evidence
4. Recommendation to address the practice problem/issue
5. Evaluation plan

In addition to the main content of the report, it should include a title page, a table of contents, acknowledgments (if appropriate), an executive summary, and a bibliography of library sources, government documents, interviews, etc. The final report should be well organized, concisely

written, neatly presented, and follow the APA style. In other words, the final report should look like a professional document. **The final report is due no later than noon on Friday, May 10, 2019.** This gives you a few days after your presentation to finalize your report and incorporate any feedback you received.

In addition to the written report, each student will present their project as part of the APP Capstone Symposium on May 7, 2019. The Symposium will follow a unique presentation format called Pecha Kucha. In Japanese, Pecha Kucha means “chit chat”. This format gives each presenter a limit of 20 slides that automatically advance every 20 seconds, making each presentation exactly 6 minutes and 40 seconds in length. This format keeps presentations concise and fast-paced. Attendance for the presentations is required and a 10 point penalty will be assessed for failure to attend the presentations.

VI. GRADES

Grades for this course will be assigned using the following +/- scale.

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

VII. UNIVERSITY POLICIES

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

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another’s opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students’ participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

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

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations

no later than five business days before an exam. For more information, visit:
<http://diversity.utexas.edu/disability/>.

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

TITLE IX REPORTING. TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, interpersonal violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Liaison for the SHSSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://cio.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC),

the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

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

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

VIII. CLASS POLICIES

CANVAS. The instructor uses Canvas as the primary means of managing course materials. All course materials will be posted on the course's site. The site may also be used to communicate and collaborate online, to post grades, to give online quizzes or surveys. Students are responsible for checking this site regularly for class announcements and for new postings. Support in using Canvas can be obtained from the ITS Help Desk by calling 475-9400 between 8AM-6PM on Monday through Friday.

LATE ASSIGNMENT POLICY. Except in the case of extreme emergencies, and then only with prior permission from the professor, late assignments will not be accepted without penalty. Students will lose 3 points for each day that an assignment is late. If the due date is a problem, then the student must contact the professor and negotiate another due date at least **48 hours PRIOR** to the date specified in the course syllabus.

INCOMPLETES. Students are expected to complete all course work by the last day of class and to complete all assignments by the dates due. Only in emergency situations will an incomplete grade be given for this course and only when, prior to the emergency, the student has been in attendance and has done satisfactory work. If an incomplete grade should be assigned, there will be a written agreement with the instructor about when and how the work will be completed.

COMPUTER AND OTHER ELECTRONIC DEVICE USE POLICY. Students are expected to use laptops and handheld computers in class for class related purposes only. To engage in other types of computer use and/or electronics use (e.g., accepting or making phone calls, texting, surfing the net, etc.) is unprofessional and disruptive to the course. Thus, students who violate this policy may be asked to leave the classroom.

IX. COURSE SCHEDULE

Date	Description/Readings
1/22/18	Introduction and course overview
1/29/19	<p>Evidence Based Macro Practice</p> <p>Reading: See Canvas module on Evidence Based Macro Practice</p> <p>Hofer, R. & Jordan, K. (2008). Missing Link in Evidence-Based Practice for Macro Social Work.</p> <p>Netting and O’Conner: Recognizing the Need for Evidence Based Macro Practice in Organizational and Community Settings.</p> <p>Ohmer, M. L. (2008). Assessing and Developing the Evidence Base for Macro Practice Interventions with a Community and Neighborhood Focus.</p> <p>Padgett, D. K., Stanhope, V & Henwood, B. F. (2011). Housing-First Services for Homeless Adults with Co-occurring Disorders.</p> <p>Fogel, S. J. & Moore, K. A. (2011) Collaboration Among Diverse Organizations: Building Evidence to Support Community Partnerships.</p>
2/5/19	<p>Individual consultation with professor</p> <p>Project proposal due at or before noon on Friday February 8.</p>
2/12/19	DiNitto Center: Developing an online professional identity and preparing for job interviews
2/19/19	<p>Individual consultation with professor</p> <p>Revised problem statement, answerable practice question and preliminary literature review is due to the review team no later than noon on Friday, February 22.</p> <p>Written feedback to students in project team due no later than noon on Tuesday, February 26.</p>
2/26/19	<p>Field placement discussion during first half of class—professional use of self in field placement with focus on diversity and difference issues.</p> <p>Project teams feedback on problem statement, answerable practice question and preliminary literature review during second half of class.</p>
3/5/19	<p>Individual consultation with professor</p> <p>Revised literature review due to the review team no later than noon on Friday, March 8.</p> <p>Written feedback to students in project team due no later than noon on Tuesday, March 12.</p>

3/12/19	Field placement discussion during first half of class— professional use of self in field placement with focus on social and economic justice issues. Project teams feedback on literature review and preliminary critique of the evidence during second half of class.
3/19/19	SPRING BREAK
3/26/19	DiNitto Center: Alumni and prospective employer panel
4/2/19	Individual consultation with professor
4/9/19	Individual consultation with professor 60 Second Video is due at or before noon
4/16/19	DiNitto Center: Speed interviewing workshop Draft of project report and/or presentation due to the review team no later than noon on Friday, April 19. Written feedback to students in project team due no later than noon on Tuesday, April 23.
4/23/19	Field placement discussion during first half of class— professional use of self in field placement with focus on ethical and professional behavior issues. Project teams meet to provide feedback/consultation on report draft and/or presentation during second half of class.
4/30/19	Final individual consultation with professor Social Work Inventory is due at or before 5:30
5/7/19	APP Capstone Symposium
5/10/19	Final project report and narrated presentation is due at or before noon

X. BIBLIOGRAPHY

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