THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK

Course Number:	SW 385T	**Instructor's name:**	Cal Streeter
Unique Number:	64305	**Office Number:**	3.130G
Semester:	Spring 2014	**Office Phone:**	512.471.0543
Meeting Time/Place:	Tuesday, 5:30 – 8:30, Room 2.122	**Teaching Assistant**	
Office Hours:	Tues, 1:30 to 3:00 or by appointment	**Email:**	See Blackboard page

ADVANCED INTEGRATIVE CAPSTONE IN SOCIAL WORK KNOWLEDGE AND PRACTICE

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.

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

III. Teaching Methods

Learning for this course will occur through a collaborative learning process grounded in individual student projects that are framed by an evidence-based macro practice approach. Each student will design a major project, approved by the professor, which they will complete during the semester. 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 at giving and receiving constructive feedback, and (2) improve the overall quality of all student projects. At the end of the semester, students will present their projects as part of the CAL Capstone Symposium.

In addition, the course will focus on helping students prepare for the job search process. This will occur in two 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, preparing for job interviews, and a Job Fair for CAL specific jobs. Second, each student will develop their own LinkedIn page to begin developing their professional identity online.

IV. Required and Recommended Texts, and Materials

There is no required text for the class. Readings will be available online at the class BlackBoard site. 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 problem statement for their project, a review of the literature as it relates to the class project, and reading regarding any special methodology or measurement systems they will use as part of the evaluation plan.

V. Course Requirements

Course requirements will consist of attendance at the DiNitto Center presentations, a personal LinkedIn page, 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 presentations (3 @ 4 pts. each)		**12%**	See schedule
LinkedIn profile		**9%**	
Feedback (3 @ 8 pts. each)		**24%**	See schedule
Major project			
Presentation	20%		April 22 and 29
Written report	35%		May 5
Total Project Grade			
		55%	

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

Each of the course requirements is described below in detail. 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.

EBP Macro Practice Project. This class has been organized as a capstone alternative for students in the Community and Administrative Leadership (CAL) concentration. The purpose of this class is to help student integrate classroom learning with knowledge and skills being developed in their final block field placement and to begin the transition from graduate students to entry-level MSSW professionals. The major project for this course will require students to complete a substantive and meaningful project that helps them integrate classroom knowledge and skills with an 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 and present 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 their projects, 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, January 31, 2014**. As soon as the student 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 project page in BlackBoard.

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 Monday, May 5, 2014.** This gives you several days after your presentation to finalize your report and incorporate any feedback you received during your presentation.

In addition to the written report, each student will present their project as part of the CAL Capstone Symposium. 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. **Presentation dates will be April 22 and April 29.**

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 Blackboard, 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 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.

DiNitto Center presentations. 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 5, we will discuss how to prepare for and conduct a job search. On March 19, we will discuss preparing for a job interview. During this class, the plan is for students to participate in some mock job interviews with alumni and potential employers. On April 9, the DiNitto Center will organize a Job Fair for CAL students. Students are expected to attend class on these days and you will receive 4 points toward your grade for each session.

LinkedIn Profile. Social networking technology is dramatically changing the way we interact with one another. This is true for our professional lives as well as our personal lives. LinkedIn claims to be the world's largest professional social network with more than 250 million users. It has become a valuable tool for building one's professional identity online, learning about professional opportunities, staying on top of the latest trends in your professional area, and maintaining a list of professionals and colleagues with whom you wish to be connected. During the semester, each student will develop a professional LinkedIn page. Jennifer Luna-Idunate from the Dinitto Center for Career Services will provide guidance and consultation regarding the development of LinkedIn pages during class on February 4. To facilitate this process, **students should join LinkedIn and create their professional profile prior to class on February 4**.

Some students may have concern about privacy and prefer not to have their LinkedIn profile available on the network. Since part of the course grade is based on the LinkedIn page, it is OK to set the privacy setting so no one on the network can actually see your profile. You will however, need to make it available to the professor and to Jennifer Luna-Idunate.

VI. Class Policies

Scholastic Dishonesty. The University of Texas at Austin is proud of its students' commitment to academic integrity and their pledge to abide by its policy on scholastic dishonesty. The tradition of academic integrity is maintained by the cooperation of students and faculty members. Official University policies regarding academic integrity may be accessed from the [Student Judicial Services] web site. This site provides detailed information about the university's policies regarding academic integrity and standards of conduct. Students are encouraged to review this page and to become familiar with these policies.

If a student has any questions concerning the application of the rules prohibiting scholastic dishonesty in regard to a particular assignment, it is the responsibility of that student to seek clarification from the instructor of the course. Violations of the University's policy on scholastic dishonesty will result in a grade of F for the course and may result in reporting to the Dean of the School of Social Work and the Dean of the Graduate School.

Publication style manual. The Publication Manual of the American Psychological Association is the style manual adopted by the School of Social Work. All papers prepared for this class should conform to the APA style. A summary handout of this manual is available in Student Services. The complete manual is available in the Learning Resource Center. You can also find on-line assistance with electronic reference guidelines at: [APAStyle.org].

Conditional admission. Students who were admitted into the MSSW program on a conditional basis are not able to take an incomplete for this course if the conditions for admission are still in place.

Accommodations for students with disabilities. The University of Texas at Austin provides, upon request, appropriate academic accommodation for any student with a documented disability (physical or cognitive). For information about academic accommodations, students should contact the Office of the Dean of Students, Services for Students with Disabilities at 471-6259 or 471-4641. Information is also available online at: http://deanofstudents.utexas.edu/ssd/. Students are asked to notify the professor of any accommodations they may need prior to the end of the second week of class.

Behavioral 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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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.

Professional Conduct in Class. I expect students to act like professionals in class. This means arrive for class on time, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, I do require that you engage one another with respect and professionalism.

VII.   Course Schedule

Date	Description/Readings
1/14/14	Introduction and course overview
1/21/14	Evidence Based Macro Practice **Reading: See Blackboard Course Documents area** Hofer, R. & Jordan, K. (2008). Missing Link in Evidence-Based Practice for Macro Social Work. Netting and O'Conner: Recognizing the Need for Evidence Based Macro Practice in Organizational and Community Settings. Ohmer, M. L. (2008). Assessing and Developing the Evidence Base for Macro Practice Interventions with a Community and Neighborhood Focus. Padgett, D. K., Stanhope, V & Henwood, B. F. (2011). Housing-First Services for Homeless Adults with Co-occurring Disorders. Fogel, S. J. & Moore, K. A. (2011) Collaboration Among Diverse Organizations: Building Evidence to Support Community Partnerships.
1/28/14	Individual consultation **Project proposal due at or before noon, January 31, 2014**
2/4/14	DiNitto Center: Preparing for and conducting a job search **Join LinkedIn and create professional profile before class**

2/11/14	Individual consultation **Revised problem statement and answerable practice question due to the review team no later than noon on Friday, February 14.** **Feedback to students in project team due no later than noon on Tuesday, February 18.**
2/18/14	Project Teams meet to provide feedback on Problem statement and answerable practice question
2/25/14	Individual consultation with professor **Revised literature review due to the review team no later than noon on Friday, February 28.** **Feedback to students in project team due no later than noon on Tuesday, March 4.**
3/4/14	Project Teams meet to provide feedback on literature review
3/11/14	**SPRING BREAK**
3/18/14	DiNitto Center: Preparing for the job interview and speed interviewing with alumni and potential employers
3/25/14	Individual consultation with professor
4/1/14	Individual consultation with professor
4/8/14	DiNitto Center: Job Fair **Draft of project report and/or presentation due to the review team no later than noon on Friday, April 11.** **Feedback to students in project team due no later than noon on Tuesday, April 15.**
4/15/14	Project Teams meet to provide project feedback/consultation
4/22/14	**Project presentations**
4/29/14	**Project presentations**