

Web-Based Advanced Integrative Capstone in Social Work Knowledge and Practice
School of Social Work
The University of Texas at Austin

Course #:	385T	Instructor:	Diane McDaniel Rhodes
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Semester:	Spring 2015	Contact Information:	Diane.rhodes@utexas.edu
Meeting Time/Place:	Online	Office Hours:	By appointment

I. 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 their field internships utilizing a multi-level case study method and prepares students for professional practice. Case studies will require students to intervene at all systems levels. Course composition will include both Clinical and CAL students in order to promote shared learning experiences and the exchange of advanced knowledge in these concentrations. 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. Course Objectives:

1.	Formulate and identify relevant social work knowledge and theory	CL/CAL APB3
2.	Demonstrate an ability to integrate their knowledge, skills, and values and ethics	CL/CAL APB1
3.	Critically analyze human behavior and social problems at all systems levels	CL/CAL APB3
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)	CL/CAL APB6, 10d
5.	Defend practice decisions based on ethical principles and relevant data and information	CL/CAL APB9, 10d
6.	Organize and present (orally and in writing) a multi-level case analysis based on a systematic and conceptually-driven process	CL/CAL APB10c
7.	Collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas	CL/CAL APB1
8.	Further develop self awareness of personal strengths and challenges as a social work practitioner	CL/CAL APB1
9.	Apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of	CL/CAL APB1

oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities	
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The 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, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE’s Education Policies and Accreditation Standards (EPAS). Several required courses in our curriculum are part of this ongoing assessment, including this course. Below is a list of the specific Educational Policies (EP) and Practice Behaviors (PB) that are assessed in this course. The complete EPAS can be found in your Student Handbook.

			Obj
Identify as a professional social worker and conduct oneself accordingly.	CL/APB1 Evaluate professional roles and boundaries	CAL/APB1 Evaluate professional roles and boundaries	2, 7
EP 2.1.3. Apply critical thinking to inform and communicate professional judgments.	CL/APB3 Utilize multiple perspectives to analyze client's strengths and problems	CAL/ABP3 Utilize effective models of macro professional practice to effectively serve client systems	1, 3
EP 2.1.6. Engage in research-informed practice and practice-informed research.	CL/APB6 Apply empirically supported evidence to practice	CAL/APB6 Use empirical evidence to create strategies for system change	4

<p>EP 2.1.9. Respond to contexts that shape practice.</p>	<p>CL/APB9 Adapt micro and mezzo practice by monitoring and responding to changing contexts</p>	<p>C E C E S F A R P O A K</p>	
<p>EP 2.1.10c. Intervention</p>	<p>CL/APB10c Critically apply interventions to design, implement and evaluate effective practice</p>	<p>CAL/APB10c Critically apply systematic interventions that prevent problems, expand opportunities, and enhance quality of life</p>	<p>6</p>
<p>EP 2.1.10d. Evaluation</p>	<p>CL/APB10d Critically analyze, monitor, and evaluate treatment and adherence to best practices</p>	<p>CAL/APB10d Develop and recommend program and/or policy changes based on evaluation</p>	<p>4, 5</p>

Brief Description of Course Requirements

Assignment	Points
Decision Case Analysis (# 1)	0
Reflection Paper After Instructor Feedback on practice case	15
Decision Case Analysis (#2)	25
Individual Peer Feedback on Decision Case	10
Inventory of Social Work Practice	20
Case Analysis & Presentations from Field (#3)	20
Individual Peer Feedback on Field Case	10
Total Points	100 points

Case analyses

The major activities this semester will involve in-depth web-based discussion of cases. The case method of teaching begins with the idea that working to understand and resolve challenging puzzles or problems will stimulate learning and such efforts closely resemble the assessment and decision making processes needed in professional practice. The cases involve a variety of problems and dilemmas at various system levels. Each case reports the actual experience of a social work professional, sometimes one who is relatively new to the profession. There are a total of three cases for analysis and discussion this semester. The first case is considered a practice case and is not graded. Required cases and readings are to be completed by the third week of class.

(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB6, CAL/APB6; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c; ; CL/APB10d, CAL/APB10d)

Peer feedback on case analyses

Your class will be divided into four sections. One-half of the class (two groups) will post an analysis on a particular case and the second half of the class (the other two groups) will post feedback. This will be repeated for the second decision case later in the semester; those analyzing the case the first time will be providing feedback for the second case. Feedback will help students refine their written assignment.

(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB9, CAL/APB9)

Case presentations from field

Individuals will post a case relevant to her/his current field placement. The format for posting your field case is highlighted later in this syllabus. In lieu of in-class discussion, members of your groups (i.e. A1 and A2) will provide written comments and usable suggestions for your field case. All class members should be prepared to give useful feedback including probing questions, suggestions or options, identification of underlying issues, and an assessment.

(CL/APB1, CAL/APB1; CL/APB3, CAL/APB3; CL/APB6, CAL/APB6; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c)

Social work inventory

This assignment requires reflection on and integration of your graduate education as a basis for professional social work practice. The final product will have two parts:

- 1) An integrative summary of your current theoretical perspective
- 2) An articulation of how you understand and apply the social work concept, "use of self."

Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment will help you prepare for professional practice and future development.

(CL/APB1, CAL/APB1; CL/APB9, CAL/APB9; CL/APB10c, CAL/APB10c)

III. Teaching Methods

The approach in this course will be collaborative in a distance learning, online format. Course materials will be presented through Canvas. The goal is to stimulate critical thinking, defensible

decision-making, intellectual creativity, and sharing of knowledge and skills with classmates. Students will be responsible for material presented through these activities. Assigned readings are for the week in which they are listed and students should complete readings in a timely manner.

IV. Course Requirements

Course requirements consist of the graded assignment categories below. The following points are assigned to each assignment. See Section on Description of Assignments for specific details.

V. Grading Scale

94.0 - 100 = A	74.0 - 76.999 = C
90.0 - 93.999 = A-	70.0 - 73.999 = C-
87.0 - 89.999 = B+	67.0 - 69.999 = D+
84.0 - 86.999 = B	64.0 - 66.999 = D
80.0 - 83.999 = B-	60.0 - 63.999 = D-
77.0 - 79.999 = C+	Below 60 = F

VI. 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 IN CLASS. The professor expects students to act as professionals. 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, the professor does require that students engage one another with respect and professionalism.

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 privacy will exist among the general membership of sites. If you choose to participate in such forums, please assume 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 (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. You are expected to make every effort to minimize material that could be considered inappropriate for a professional social worker in training. You 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. You are

asked to consider the amount of personal information posted on these sites and are obliged to block client access to the your 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, you 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 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 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/>).

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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

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, an examination, a work assignment, or a project in order to observe a religious holy day.

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 to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently 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 <http://www.utexas.edu/its/policies/emailnotify.php>.

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

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.

Additional Class Policies

1. Students are expected to complete all course assignments in a timely manner.
2. Assignments are to be submitted according to the course schedule. Late submissions will incur a **3-point per day** penalty. Should the late submission of your assignment result in other students not being able to complete their assigned responsibility in relation to your assignment (i.e. giving you feedback), you will receive **no points** for your assignment. The student will arrange to meet with the instructor to determine if there is an additional assignment that could be used to make up a portion of the lost points.
3. The Publication Manual of the American Psychological Association (APA Sixth Edition) is the style manual to be used for all assignments. Incorrect APA style will result a deduction of points on assignments.
4. Appropriate referencing is required. Failure to use quotation marks for direct quotes or citation for indirect quotations and/or others ideas may result in a "0" for the paper and/or an "F" for the course.
5. All papers are to be word-processed or typewritten, double-spaced, 12 point font, and 1-inch margins.
6. University policies governing scholastic dishonesty, as presented in the General Information Bulletin and the brochure prepared by Student for Academic Integrity apply in this course. Scholastic dishonesty may result in a report to the Graduate Program Director, the Dean of the School of Social Work, and/or the Dean of the Graduate School. Students may receive an "F" for the course and other sanctions in accordance with University policies.
7. Any modifications, amendments, or changes to the syllabus and or assignments are at the discretion of the instructor. Changes will be communicated in a timely manner. It is the responsibility of the student to inquire about any changes that might have been made in his/her absence.
8. Instructor teaching notes to decision cases are available to instructors. These **teaching notes are NOT to be used by students** for any purposes. The use of these notes is considered an infraction of the University policies governing scholastic dishonesty will result in the initiation of a level three student review and may result in the student's failure in this class or the

program. In addition, it is expected that students will produce original work for feedback and analysis. Therefore, utilizing any past case analyses or those being used by current semester classes is not acceptable.

9. Students who have difficulty with the course materials, assignments, or class activities should schedule an email consultation or phone appointment with the instructor as soon as possible so additional assistance can be provided.

VII. Guidelines for Assignments & Written Work

Small Group Organization

Groups	Assigned Cases
A1 3-4 students	Case 1 – graded analysis Case 2 - feedback
A2 3-4 students	Case 1 – graded analysis Case 2 - feedback
B1 3-4 students	Case 2 – graded analysis Case 1 - feedback
B2 3-4 students	Case 2 – graded analysis Case 1 – feedback

A. Guidelines for Written Case Analysis (1 X 25 = 25 points)

Case analyses should be written as *executive summaries*. Executive summaries are designed to aid decision makers who need understanding of and advice for dealing with a problematic situation. They provide a concise analysis and recommendation without extensive analytic detail. Executive summaries often represent the first few pages of a more comprehensive analysis. The executive summary format is intended to be a concise, focused summary with the issues and alternatives only mentioned to insure they receive consideration. Any situation, no matter how complex, can be summarized in no more than two or three pages if reduced to its most essential elements. In your analysis, please make sure you are incorporating relevant evidence and theory to substantiate your conclusions, decisions, and recommendations. You should demonstrate your ability to think like a social worker throughout the case analysis by incorporating thorough problem solving, attention to contextual issues, and awareness of social justice and diversity.

Limit case analyses to 1200 words.

There are a total of three cases for discussion and analysis this semester. Each student prepares an analysis for two of those. All written analyses must include the **five** sections in the table below. The first case is considered a practice case and is not graded. Use headings to identify these sections.

Required Components of Case Analyses	
A. Introduction	Briefly identify the major elements (i.e., people, settings) of the case (2 – 4 sentences).
B. Problem Statement	Give a specific and concisely written formulation of the problem to guide analysis and problem-solving. Not a question, but a statement of the problem. Usually no more than two sentences.
C. Contextual Analysis	Summarize internal and external issues that created or sustain the problem. Depending on the system level, these may include: cultural, economic/resource, political/legal, organizational, social, and ethical issues, interpersonal relationships, and intrapsychic and biological conditions.
D. Alternative Strategies	Identify three or more possible solutions to the problem. These solutions should be plausible, distinct and non-contingent (i.e., not interdependent). Briefly note advantages and disadvantages of each possible solution. These strategies should supported by literature and practice.
E. Recommendation	Justify your preferred strategy, explaining why you selected that particular one and how it best resolves the problem. Be sure your recommended strategy can be supported resources available in the context.

In addition to providing edits and comments, professors will rate written case analyses using the following matrix:

Case Analysis Evaluation Matrix				
Problem Formulation	Contextual Analysis	Alternative Strategies	Recommended Strategy	Writing Style
<ul style="list-style-type: none"> • Accurate • Clear • Specific • Concise • Useful 	Adequately addresses all important issues	1) Several distinct and appropriate strategies 2) Well developed advantages and limitations for each	Explicitly resolves the entire problem	<ul style="list-style-type: none"> • Compelling • Clear • Interesting • No errors

Each of the five indicators is worth 5/25points.

B. Guidelines for Writing Reflection Paper After Instructor Feedback (15 points)

Students will post an analysis of their first practice case on Canvas. The instructor will post feedback for all students' practice cases. Students are to review and reflect on the method and content of instructor's feedback on each case and write a 2-3 page reflection paper that encompasses the following:

1. Identify what you have learned from reviewing the instructors feedback;
2. Identify how will you apply what you have learned from the instructor's feedback
3. Identify three specific items of feedback that profoundly impacted your learning and why. What did this tell you about the case decision method of learning?

C. Guidelines for Providing Feedback on decision case (10 points)

1. In addition to writing case analyses, students will provide feedback to other class members within their small group. Providing feedback will help writers to improve their case analyses and provide incentive for them to reciprocate.
2. To provide beneficial feedback on decision cases, students must study the cases carefully each week. Read and analyze cases before giving feedback (i.e., develop your own judgments and conclusions).
3. For evaluation purposes, each of the five required components of your feedback will receive a score from 0 – 2 points.
4. Feedback provided by instructors on each student's practice case will serve as a model for students to follow. Students may also use the evaluation matrix above for providing feedback.
5. Students must use the five elements below to organize their feedback for other group members in a Word document. Do not **only** send a track changes document as feedback. A track changes document may be submitted as a supplement for editorial suggestions.

Beneficial feedback papers should be organized and comment on these five elements:

Required Components of Feedback
<ol style="list-style-type: none">1. Identification of <u>strengths and weakness</u> of the analysis.2. Information regarding <u>gaps</u> that authors may have overlooked and creditability/relevance of the literature and research cited.3. Concrete, <u>usable suggestions</u> (avoid general statements about quality) for improvement.4. Suggestions regarding the <u>content and flow</u> of the paper:<ul style="list-style-type: none">• Does it make sense?• Is the problem formulation accurate and helpful?• Are the internal and external issues adequately addressed?• Has the author considered an adequate range of strategies?• Does the recommendation fit the original problem formulation?• Does it seem reasonable?5. General <u>assistance with writing</u> (e.g., grammar, spelling, sentence structure).

D. Guidelines for Social Work Inventory (20 points)

This paper focuses on:

- ❖ Social work knowledge, theories, skills, and approaches that inform the student's practice (cite professional literature)
- ❖ Use of self in the student's social work practice (cite professional literature)
- ❖ Student's experience (and/or lack thereof) with diversity and social justice
- ❖ Student's self-assessed strengths and limitations
- ❖ Student's plan for professional self-care and continuing development

The paper is intended to aid students' transition from graduate school to advanced social work practice. This assignment requires reflection on and integration of your graduate education as a basis for professional social work practice. The final product will have two parts:

- 1) An integrative summary of your current theoretical perspective and
- 2) An articulation of how you understand and apply the social work concept, "professional use of self."

Together, these two components provide a broad framework for summarizing your learning. The process of completing this assignment will help you prepare for professional practice and future development.

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

Further Learning. When you think of the knowledge and skills you've learned here, 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?

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 practice model. In your answer

- Present examples of how your skills and experiences have been utilized productively in your work.
- Provide examples of your challenges and personal growth areas that could potentially hinder your effectiveness in your work. Discuss how you will address these challenges.
- Discuss what issues pertaining to social justice and diversity have been challenges for you, and what you have learned about working with people different from yourself.

- Discuss which 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.

The inventory should be double-spaced and word-processed, with a reference list for literature cited in the paper. It should be APA style. Heading and subheadings should be used to denote the above components of the inventory. **A minimum of eight pages is expected for this paper.**

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 skill

D. Guidelines for Posting Case Presentations from Field (20 points)

Each student will make a field case presentation. This will help you apply some of the case method skills you are learning in your field placement.

Assignment Details:

Students will submit a case from his/her internship. For example, if you are having difficulty with an ethical issue, you should use this assignment to gain feedback from peers. Or, like some of the cases we have read so far...it might be a complex clinical or administrative issue. All case presentations are due to your small group (posted on Canvas) before Spring Break. You will post in your small group and be required to converse with your small group members about their cases and give useful feedback. The dialog is expected to commence throughout the second half of the semester so check your small group page regularly.

Presentation of case includes:

1. Brief description of the case situation
2. Key issues/problems
3. Description of your role in this situation and/or professional use of self
4. Your critical thinking of the problem or issue and its possible resolution
5. Develop at least two prompt questions that you would like addressed by your peers that will help you with this situation.
6. At the end of the semester you'll be asked to post a quick post update on your case.

E. Guidelines for providing feedback on field cases (10 points)

Students are asked to provide feedback to students in their group. Your input should include, but is not limited to, probing questions, suggestions for evidence based interventions, and identification of underlying issue the writer may not have considered. After feedback is received,

the presenter will post an updated field case that includes new insights and resolutions. **Revised cases are due one week after revisions are received.**

X. COURSE SCHEDULE

The following readings should be completed in the first three weeks of the semester.

- ❖ Wolfer, T. A. (2005). An introduction to decision cases and case method learning. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 3-16). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Wolfer, T. A. & Scales, L. T. (2005). Tips for discussing decision cases. In T. A. Wolfer & T. L. Scales (Eds.), *Decision cases for advanced social work practice: Thinking like a social worker* (pp. 17-25). Pacific Grove, CA: Brooks/Cole Thomson Learning.
- ❖ Gambrill, E. (1997). A problem-focused model based on critical inquiry. In *Social work practice: A critical thinker's guide* (pp. 96-124). New York: Oxford University Press.
- ❖ Congress, E. P. (2000). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Advances in Social Work, 1*, 1-22
- ❖ McMillen, J. C., Morris, L., & Sherraden, M. (2004). Ending social work's grudge match: Problems versus strengths. *Families in Society: The Journal of Contemporary Social Services, 85*(3), 317-325.

Assignments Breakdown

Week	Dates	Assignments Due	Assignment Due Date/Time
Week 1	January 20-22	1) Complete all assigned readings 2) Test technology again for anyone with difficulties 3) Email Instructor with any questions regarding readings, class assignments, or technology	
Week 2	January 26-30	1) All students post their analysis	Due by 5pm on January 30 th

		of the 1 st practice case.	
Week 3	February 2- 6	Instructor will provide written feedback for all students	
Week 4	February 9- 13		
Week 5	February 16- 20	Students complete and submit Reflection Paper	Due by 5pm on February 20 th
Week 6	February 23-27		
Week 7	March 2-6	Groups A1 & A2 post case analysis of assigned decision case	Due by 5pm on March 3 rd
Week 8	March 9-13	Groups B1 & B2 post feedback for groups A1 & A2.	Due by 5pm on March 14 th
Week 9	March 16-20	SPRING BREAK	Nothing Due
Week 10	March 23-27	Groups A1 & A2 revise and repost case; instructor will grade and provide feedback	Due by 5pm on March 27 th
Week 11	March 30 – April 3	All students post field case	Due by 5pm on April 3 rd
Week 12	April 6-10	Students provide feedback to members of their small group	Due by 5pm on April 10 th
Week 13	April 13-17	Groups B1 & B2 post analysis of assigned decision case	Due by 5pm on April 17 th
Week 14	April 20-24	Groups A1 & A2 post feedback for their small groups members	Due by 5pm on April 24 th
Week 15	April 27- May 1	Groups B1 & B2 revise and repost case; instructor will grade and provide feedback	Due by 5pm on May 1 st
Week 16	May 4- 8	Social Work Inventory due to instructor via email.	Due by 5pm on May 8 th
End	Loose Threads	1) Course evaluation and summary 2) MSSW Exit Survey	