

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW 385T	Instructor's name:	Cal Streeter
Unique Number:	63545	Office Number:	3.130G
Semester:	Spring 2013	Office Phone:	512.471.0543
Meeting Time/Place:	Tuesday, 5:30 – 8:30, Room 2.122		
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 tied closely with their final block field placement. Each student will design a major project, approved the professor, which they will complete during the semester. The collaborative learning process will be facilitated in three 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 5-6, 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. Third, at the end of the semester, students will present their projects to CAL faculty and alumni for critique and feedback. In addition, 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.

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 for their project.

V. Course Requirements

Course requirements will consist of attendance at the DiNitto Center presentations, 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 @ 5 pts. each)	15%	See schedule
Feedback (3 @ 10 pts. each)	30%	See schedule
Major project		
Presentation	20%	April 23 and 30
Written report	35%	May 6
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.

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 the final block field placement and present that project to CAL faculty, alumni and professionals from the community. 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 diversity of final block field placements, 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. The key thing is that it be grounded in the final block field placement. 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.

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 1-2 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 question to guide their investigation of relevant evidence. The proposal is due to the professor **before noon on Friday, February 1, 2013**. 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.**

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 other students on the team.

By the end of the semester, each student will produce a written report presenting their project. 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 6, 2013.** 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 group will present their project during the last two weeks of the semester. The presentation can include powerpoint, graphs, charts, overhead projection, taped interviews, pictures, slides, videos, posters, web pages, etc. This should be a professional presentation and will be made to invited guests from the school and community. Attendance for the presentations is expected and a 10 point penalty will be assessed for failure to attend the presentations. **Presentation dates will be April 23 and April 30. Students will be able to sign up for their preferred presentation date.**

Feedback.

The ability to provide, and to 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. Given the size of the class, students will be placed into groups of 5-6 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. Last fall, I received requests from several students asking if we could spend some time in the class talking about the job search process for macro social work jobs. In an effort to accommodate that requests, 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 5 points toward your grade for each session.

Course Schedule

Date	Description/Readings
1/15/12	Introduction and course overview
1/22/12	<p>Evidence Based Macro Practice</p> <p>Reading: See Blackboard Course Documents area</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>
1/29/12	<p>Individual consultation</p> <p>Project proposal due at or before noon, February 1, 2013</p>
2/5/12	DiNitto Center: Preparing for and conducting a job search
2/12/12	<p>Individual consultation</p> <p>Revised problem statement and literature review due to the review team no later than noon on Friday, February 15.</p> <p>Feedback to students in project team due no later than noon on Tuesday, February 19.</p>
2/19/12	Project Teams meet to provide feedback on Problem Statement and Literature Review
2/26/12	<p>Individual consultation with professor</p> <p>Revised methodology and analysis due to the review team no later than noon on Friday, March 1.</p> <p>Feedback to students in project team due no later than noon on Tuesday, March 5.</p>
3/5/12	Project Teams meet to provide feedback on methodology and analysis plan
3/12/12	SPRING BREAK
3/19/12	DiNitto Center: Preparing for the job interview with alumni and potential employers
3/26/12	Individual consultation with professor

4/2/12	Individual consultation with professor
4/9/12	DiNitto Center: Job Fair Draft of project report and/or presentation due to the review team no later than noon on Friday, April 12. Feedback to students in project team due no later than noon on Tuesday, April 16.
4/16/12	Project Teams meet to provide project feedback/consultation
4/23/12	Project presentations
4/30/12	Project presentations