

**The University of Texas at Austin
Steve Hicks School of Social Work**

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| Course Number: | 385T | Instructor: | Melissa Stewart, LCSW Pronouns: She/Her/Hers |
| Unique Number: | 60955 | Office Number: | Adjunct Office |
| Semester: | Spring 2023 | Contact Information: | mstewart@utexas.edu or melissa@melissastewartconsulting.com |
| Meeting Time/Place: | Virtual: Tuesdays at 11am CT | Office Hours: As needed | By email, phone or Zoom |

**Advanced Integrative Capstone
In Social Work Knowledge and Practice**

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. 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

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

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| 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 |

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| 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. This class will incorporate a dual learning approach of integrative and collaborative learning. Each student will design a major

project, approved by the instructor, which they will complete during the semester. The collaborative learning process will be facilitated in two ways. First, students will “meet” individually with the instructor during the semester for individual consultation on their project. Second students, will provide and receive constructive feedback from other students in the class with the goal of (1) further developing skill in giving and receiving feedback and (2) improving the quality of the student projects as a whole. Course materials will be presented through Canvas. Integrative learning will be incorporated primarily through decision case studies and discussion designed to stimulate students’ critical thinking, decision-making, and creativity in macro practice. The Canvas Zoom feature will be utilized for group class time.

In addition, the course will focus on preparing students to transition from being a social work student to a social work professional. Emphasis will be placed on preparing students to translate their skills into a multi-disciplinary work environment. This will be done through the practice of giving and receiving feedback, discussion with the instructor, and with other social work professionals with the assistance of the DiNitto Center in several ways. 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. Then 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 and Recommended Reading

Students will not need to purchase a text for this class. Readings will be available online via the class Canvas page. Assigned reading will be minimal, however each student is expected to do extensive reading related to their specific class project. This will include background for their project’s problem statement, 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.

Additional recommended readings are available via Canvas for additional study in one’s macro area of interest.

V. Course Requirements

Graded assignment categories are listed below, along with their point values.

Course requirements will consist of attendance at the DiNitto Center presentations, the Social Work Inventory, 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 |
| Active participation | | 10% | Ongoing |
| Social Work Inventory | | 16% | March 28, 2023 |
| Feedback (3 @ 4 pts. each) | | 12% | See schedule |
| Major project | | | |

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| Symposium presentation | 20% | | April 18/25, 2023 |
| Written report | 30% | | April 25, 2023 |
| Total Project Grade | | 50% | |

*Assignments are due by the end of the day (11:59PM CST) **unless otherwise noted.**

Assignment descriptions are as follows. Additional information regarding each assignment is available on Canvas. Please feel free to ask for clarification at any time during the course either individually or during our course time:

EBP Macro Practice Project

The Macro Practice Project for this course will require students to complete a substantive and meaningful project that helps them integrate classroom knowledge and skills within an 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 issue and prepare and present a professional quality report with recommendations based on research results.

During the first 2 weeks of the semester, students will read about and discuss in class what an evidence-based macro practice model is which provides the framework for this project. The evidence-based macro practice model outlines a 5-step 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, project can cover a wide range of social problems, populations, methodologies, and levels of analysis. Projects might relate to knowledge and skills associated with, but not limited to, such things as program evaluation, program planning/development, community/organization needs assessment, community/organization change initiative, community/organizational development, process analysis, policy 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 instructor to discuss this.

Written Report

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 instructor **before noon CST on Friday, February 3rd, 2023.** As soon as the student receives approval from the instructor, they may begin working

on the project. Proposals should be submitted via email. **Please name the file as follows: Your Last Name_385T_Proposal. Include the file name as the subject line.** Once the proposal has been approved by the instructor, students should post the proposal in their partner page in Canvas.

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

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, which is as follows:

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

In addition to the main content of the report, it **should include a title page, table of contents, acknowledgements (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 APA style. In other words, the final report should look like a professional document. The final report is due **no later than noon CST on Friday, April 28, 2023.** This gives you a few days after your presentation to finalize your report and incorporate any feedback you received during your presentation.

Macro Project Presentation

In addition to the written report, each student will present their project at the last class using 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.

Individual 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. Students will have the opportunity to provide both types of feedback through the macro project and speed interviewing process at four different time points as noted on the course schedule.

Students will submit a draft of their project report for review and feedback from another student in the class. Partners will be assigned after the projects have been approved. I will attempt to partner students with someone else whose project shares something in common, i.e. methodology, level of analysis, population, etc. Drafts will be due before noon CST on the

Friday indicated, uploaded to a shared page in Canvas where their partner has access to it. Prior to noon on the following Tuesday, students will review and provide written feedback which will also be uploaded to the shared page so the other partner can access that feedback. An effective way to provide feedback is by using the “Comments” and “Track Changes” functions under the “Review” tab in MS Word.

Prior to class on these weeks, students should review the feedback from their fellow students and make note of any questions or comments they might have. Partners will have the opportunity to hear feedback from each other and ask for clarification on the written feedback they received “in class.”

DiNitto Center Workshops

Since most students in the class will be conducting a job search during the semester, we have arranged for Jennifer Luna and the staff of the DiNitto Center to provide three specific workshops during the semester. On **January 31**, we will learn the ins and outs of conducting a job search, preparing for a job interview and building your online presence. We will also be providing access to StrengthsFinder Inventory to learn your strengths. On **March 21**, we will have multiple panels of alumni and prospective employers talk about their career trajectories and what they look for when conducting job interviews. On **April 11**, 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

This assignment requires students to reflect on and integrate their graduate education as a foundation for professional social work practice. The final product has three key parts: 1) an integrative summary of your current theoretical framework; 2) an articulation of how you understand and apply the social work concept, “use of self”, and 3) self-assessed strengths and limitations in their social work practice and a plan for professional self-care and continuing professional development.

Together, these three 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. A more detailed description of this inventory project will be uploaded to Canvas.

Contribution to Class Learning and Case Discussion

Your contribution to the success of this course is essential. Hence, students are expected to actively contribute to the class discussions and learning in and outside the designated class time and will be evaluated according to the criteria listed below. Students also may be asked to assess themselves, peers, or group members to inform the evaluation in this area, per the instructor’s discretion.

- **Preparation** – Student is prepared for class demonstrated by being oriented to that day’s topic, and reading cases & readings when assigned.

- **Quality of Participation** – Student contributes in a meaningful way to course discussions and small group activities. Participation in course discussions advances the depth of course learning. Student responses demonstrate competency in synthesizing and analyzing course content as well as knowledge in a specific area.
- **Frequency of Participation** – Student actively participates in class discussions. They are consistently on time to class and stay for the entire course session.
- **Leadership** – Students volunteer to lead class discussion, ask critical questions, and play an active role in small group and overall learning of the course.

VI. Grades

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

VII. Class Policies

Assignment Submissions

Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Late assignments will be assessed point penalties at the rate of ten (10) percent of the value of the assignment for each day late. If a student has a significant and unavoidable conflict with an assignment's due date, then they should contact the instructor well in advance to discuss an alternate submission date.

Student Feedback and Performance Questions

Student feedback is welcome. Students are encouraged to provide feedback during office hours, by phone, by e-mail, and otherwise by appointment. If students have questions on a specific assignment or general course topic, the professor is willing to work with them outside of class or office hours.

I. University Policies

COVID-19 RELATED INFORMATION. The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

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.

DISABILITY ACCOMODATION STATEMENT. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Disability and Access (D&A). You may refer to D&A's website for contact and more information: <http://diversity.utexas.edu/disability/> . If you are already registered with D&A, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and how they apply in my class.

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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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 on the basis of sex <https://titleix.utexas.edu/>. 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, dating 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. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

CAMPUS CARRY POLICY. The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

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 and COVID-19 ADVICE LINE (BCCAL). If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

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.

| IX. Course Schedule | |
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| Date | Description/Readings |
| 1/10/23 | Introduction and course overview |
| 1/17/23 | Evidence Based Macro Practice Readings: See Canvas module on Evidence Based Macro Practice 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. |
| 1/24/23 | Individual consultation with professor Project proposal due at or before noon on Friday, February 3. |
| 1/31/23 | DiNitto Center: Developing an online professional identity and preparing for job interviews/Strengths Finder |
| 2/7/23 | Individual consultation with professor Revised problem statement, answerable practice question and preliminary literature review is due to the review team no later than noon on Friday, February 10. Written feedback to students in project team due no later than noon on Tuesday, February 14. |
| 2/14/23 | Field placement discussion during first half of class—professional use of self in field placement with focus on diversity and difference issues. Project teams feedback on problem statement, answerable practice question and preliminary literature review during second half of class. |
| 2/21/23 | Individual consultation with professor |

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| | <p>Revised literature review due to the review team no later than noon on Friday, Feb 24, 2023.</p> <p>Written feedback to students in project team due no later than noon on Tuesday, Feb 28, 2023.</p> |
| 2/28/23 | <p>Field placement discussion during first half of class— professional use of self in field placement with focus on social and economic justice issues.</p> <p>Project teams feedback on literature review and preliminary critique of the evidence during second half of class.</p> |
| 3/7/23 | Individual consultation with professor |
| 3/14/23 | SPRING BREAK |
| 3/21/23 | Individual consultation with professor |
| 3/28/23 | <p>DiNitto Center: Alumni and prospective employer panel</p> <p>Social Work Inventory is due at or before 5:30</p> |
| 4/4/23 | <p>Field placement discussion during first half of class— professional use of self in field placement with focus on ethical and professional behavior issues.</p> <p>Project teams meet to provide feedback/consultation on the report draft and/or presentation during the second half of class.</p> |
| 4/11/23 | <p>DiNitto Center: Speed interviewing workshop</p> <p>Draft of project report and/or presentation due to the review team no later than noon on Friday, April 15.</p> <p>Written feedback to students in the project team due no later than noon on Tuesday, April 18.</p> |
| 4/18/23 | Individual consultation with professor |
| 4/25/23 | <p>APP Capstone Symposium</p> <p>Final project report and narrated presentation is due at or before end of day April 28, 2023</p> |

X. Bibliography

Fogel, S. J. & Moore, K. A. (2011) Collaboration Among Diverse Organizations: Building Evidence to Support Community Partnerships. In M. Roberts-DeGennaro & S. J. Fogel (Eds.). Empirically supported interventions for communities and organization change (pp. 99-109). Chicago: Lyceum Books.

Hofer, R. & Jordan, K. (2008). Missing Link in Evidence-Based Practice for Macro Social Work. *Journal of Evidence-Based Social Work*, 5(3-4), 549-568.

Netting and O'Conner: Recognizing the Need for Evidence Based Macro Practice in Organizational and Community Settings. *Journal of Evidence-Based Social Work*, 5(3-4), 473-496.

Ohmer, M. L. (2008). Assessing and Developing the Evidence Base for Macro Practice Interventions with a Community and Neighborhood Focus. *Journal of Evidence-Based Social Work*, 5(3-4), 519-547.

Padgett, D. K., Stanhope, V & Henwood, B. F. (2011). Housing-First Services for Homeless Adults with Co-occurring Disorders. In M. Roberts-DeGennaro & S. J. Fogel (Eds.). *Empirically supported interventions for communities and organization change* (pp. 99-109). Chicago: Lyceum Books.