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

Course Number:	385T	Instructor:	Dnika J. Travis, PhD Pronouns: She/Her/Hers
Unique Number:	61160	Office Number:	Adjunct Office
Semester:	Spring 2025	Contact Information:	dtravis@austin.utexas.edu
Meeting Time/Place:	Tues 5:30-8:30pm; PAR 304	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:

1.	formulate and identify relevant social work knowledge and theory
2.	demonstrate an ability to integrate their knowledge, skills, and values and ethics
3.	critically analyze human behavior and social problems at all systems levels
4.	critically analyze and apply to their practice research findings in the empirical literature and assess applicability of related media sources (such as professional bulletins, documentaries, and/or other internet sources)
5.	defend practice decisions based on ethical principles and relevant data and information
6.	organize and present (orally and in writing) a multi-level case analysis based on a systematic and conceptually-driven process

7.	collaborate effectively with others who may have opposing viewpoints, interpretation of information, or agendas
8.	further develop self-awareness of personal strengths and challenges as a social work practitioner
9.	apply their understanding of, and commitment to, the promotion of social and economic justice, and the recognition and impact of oppression, discrimination and privilege on individuals, families, groups, practitioners, organizations, and communities

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

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

Competency 1: Demonstrate Ethical and Professional Behavior
Behavior 1a. Identify as social work professionals, demonstrate appropriate communication skills, engage ethically with technology, and articulate the social work role in all settings
Behavior 1b. 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, relevant laws and regulations, and additional codes of ethics within the profession as appropriate to the practice setting.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice
Behavior 2a. Advocate for human and civil rights individually and collectively
Behavior 2b. Demonstrate understanding of indicators that show improved well-being for communities and organizations and, where possible, incorporate evaluative measures of well-being that equitably integrate improvements in social, racial, economic, political and environmental realms.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
Behavior 3a. Utilize strengths inherent in differing life experiences and apply cultural humility to build inclusive communities and culturally responsive systems and organizations.
Behavior 3b. Apply critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values to engage with and ensure participation of diverse and historically under-resourced and underserved community and organizational constituents.

Behavior 3c. Identify limitations to access to services caused by systemic inequities, gender power dynamics, and unequal access for people with disabilities in assessing, planning, and implementing interventions.

Competency 4: Engage in Practice-informed Research and Research-informed Practice
Behavior 4a. Apply research findings through an anti-racist and anti-oppressive lens in assessment and analysis of interventions at all levels.
Behavior 4b. Develop and utilize best practice and evidence-informed research to create and implement interventions and evaluations at all levels.

Competency 5: Engage in Policy Practice
Behavior 5a. Analyze policies from historical, current, and global perspectives with particular focus on the role of social, economic, and political forces on policy formulation, and the implications for less powerful and oppressed groups
Behavior 5b. Actively engage in the policy arena on behalf of individual, family, community, and organizational interests, working collaboratively to formulate policies on a variety of levels that improve the effectiveness of services and impact social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities
Behavior 6a. Use appropriate relational skills to engage with diverse communities, their constituencies, and the organizations that serve them.
Behavior 6b. Use the principles of relationship building, inter-professional collaboration, and cultural humility to guide professional practice that cuts across multiple levels of practice.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities
Behavior 7a. Assess the range of available information, applying self-reflection and understanding of how bias, power, privilege, and personal values and experiences may affect assessment processes and decision making
Behavior 7b. Collaborate with groups and communities and the organizations that serve them to assess their capacities, strengths and needs, based on research, evidence, and practice strategies that will result in mutually agreed upon plans for programs and services to improve human wellbeing.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities
Behavior 8a. Collaborate with other professionals to develop, critically choose, and implement culturally responsive, evidence-informed interventions that address client and constituency goals, expand opportunities, and enhance quality of life.
Behavior 8b. Advocate, negotiate, and mediate for and in support of the most inclusive intervention strategies to help all community members reach their full potential.

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

Behavior 9a. Apply culturally responsive evaluation methods and interprofessional collaboration to develop and recommend program and/or policy changes that enhance practice outcomes
Behavior 9b. Use participatory models to involve group, 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.

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.

V.   Course Requirements

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

Course requirements will consist of attendance at the DiNitto Center workshops, the Social Work Practice Perspective, active and constructive participation in feedback sessions and other designated activities, 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 (2 @ 5 pts. each)		**10%**	See schedule
Active participation		**10%**	Ongoing

Advocacy Day Activity		**5%**	April 4th
Social Work Practice Perspective		**15%**	
Part 1: Pre-work			Part 1: Jan 17th
Part 2: Final practice perspective			Part 2: March 5th
Written Peer Feedback & Learning		**10%**	March 25th
Major project			
Deliverable 1: Project Proposal	5%		January 31st
Deliverable 2: Draft Written Project	10%		March 11th
Deliverable 3: Final Presentations	5%		April 8th & 15th
Deliverable 4: Final Written Report	30%		April 25th
Macro Project Grade		**50%**	

*Assignments are due by the end of the day (11:59 PM 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:

Evidence-Based Macro Practice Project
The Macro Practice Project will require students to complete a substantive and meaningful project that integrates classroom knowledge and skills within an area of practice. In the project, each student will demonstrate their ability to apply macro social work practice knowledge, values, and skills to a substantive problem or issue. Students will also 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 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 not limited to, 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.

Deliverable #1: Project Proposal
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 11:59 PM CST on Friday, January 31, 2025.** As soon as the student receives approval from the instructor, they may begin working on the project. Proposals should be submitted via Canvas**.**

Deliverable #2: First Draft
Draft sections of the project will be submitted to the instructor and a fellow student partner for review and verbal or written 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. **Drafts are due before 11:59 p.m. CST on Tuesday, March 11, 2025** and uploaded to a shared page in Canvas, which their partner can access.

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Deliverable #3: Final Presentation
Each student will present their project to the class. The presentations cannot exceed 10 minutes and should not include more than 20 slides if you choose to use slides. Students can also share their presentations via a written report and/or other visuals if they convey their work.

Attendance for the presentations is required. Failure to attend will result in a 10-point penalty.

You are required to discuss all six areas during your presentation:
1. Purpose and goals
2. Problem statement and answerable practice questions
3. Relevant evidence to answer the question (literature review)
4. Evaluation of the evidence/literature
5. Recommendation to address the problem/issue
6. Evaluation plan and summary

Students may invite other peers, professors, and/or professional colleagues to their presentations; however, this is not required.

Your final presentation will occur during class on Tuesday, April 8, or April 15, and should be submitted via Canvas **no later than 11:59 PM CST on Friday, April 18, 2025**.

Deliverable #4: Final Report
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 following:

- Purpose & Goals
- Problem statement and answerable practice questions
- Relevant evidence to answer the question (literature review)
- Evaluation of the evidence/literature (What are the gaps in the literature? And/or future directions?)
- Recommendation to address the problem/issue
- Evaluation plan and summary

In addition to the main content of the report, it **should include a title page, 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 APA style. In other words, the final report should look like a professional document. The final report is due via Canvas **no later than 11:59 PM CST on Friday, April 25, 2025.** This gives you a few days after your presentation to finalize your report and incorporate any feedback you received during your presentation.

Written Peer Feedback & Learning

The ability to provide and receive constructive feedback is an important professional skill. Students should be able to provide both written and verbal feedback to others.

As noted on the course schedule, students will provide written and verbal feedback based on the macro practice project at different time points, as follows:

- Partners will be assigned after the project proposals have been approved.
- Students will submit a draft of their project report for review and feedback from another student in the class.
- **First draft: Due before 11:59 p.m. CST on Tuesday, March 11, 2025** and uploaded to a shared page in Canvas, which their partner can access.
- **Written feedback: On or before 11:59 PM CST on March 25, 2025**, students will review and provide written feedback on the shared document.
- Prior to class these weeks, students should review the feedback from their fellow students and note any questions or comments they might have.
- Verbal feedback will be offered during designated class time. Partners will have the opportunity to give and hear feedback from each other and ask for clarification on the written feedback they received "in class." Students must come prepared to offer feedback live according to the schedule.

Advocacy Activity Summary

March 7, 2025 is Social Work Advocacy Day. Students may participate as part of Advocacy Day OR deliver a type of advocacy event/activity within your field placement.

- Purpose: Your advocacy activity aims to educate and build awareness of an issue that impacts those you serve and support.

- Deliverable: Students must document their experience in a 1-page summary and/or infographic that outlines the what, why and how you did to raise awareness of your issue.
- Deadline: **The summary is due by 11:59 PM CST on Friday, April 4, 2025.**

DiNitto Center Workshops

Since students are in varied phases of their career journeys (including conducting job searches this semester), we have arranged for them to leverage the DiNitto Center's resources:

Workshop #1: In-class workshop
Students are to attend and actively participate in a workshop designed for an in-class experience. This workshop will be on **Tuesday, February 18, during class time**. It may involve a panel of alumni and prospective employers discussing their career trajectories and what they look for when conducting job interviews.

If the schedule does not allow you to participate in person or virtually, you must schedule 1:1 time with the DiNitto Center to receive credit for this grade.

Workshop #2: Your choice

Students must select one additional DiNitto Center workshop outside of class—focusing on career development, job interviewing, or job preparation. You must share with the class what additional workshop or session they attended and discuss what they learned in class **no later than April 18, 2025** and will receive 5 points toward the course grade for this.

Social Work Practice Perspective

Purpose: Create an opportunity for students to reflect on and integrate their graduate education as a foundation for professional social work practice.

Part I – Due by 11:59 PM Friday, January 17, 2025
Students must prepare a 2-page pre-work reflection on their leadership and practice approach. Addressing these five key questions:
1. Why are you invested in developing competency in social work practice?
2. What theories inform your practice approach (List and specify no more than 3 theories).
3. What challenges and opportunities do you foresee facing as you develop knowledge and skills as a social work practitioner?
4. What would you like to get out of the course?
5. How will you hold yourself accountable to ensure you achieve your goals for the course?

Part II - Due by 11:59 PM CT Friday, February 28, 2025
The final product has three key sections:
1) Integrative summary of your current theoretical framework
2) Articulation of how you understand and apply the social work concept, *use of self*; and

3) Self-assessed strengths and limitations in your 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. Completing this assignment will help you prepare for professional practice and future development. A more detailed description of this 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 class discussions and learning in and outside the designated class time, and they 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**—You are prepared for class, demonstrated by being oriented to that day's topic and reading cases and readings when assigned.
- **Quality of Participation** –You contribute meaningfully to course discussions and small group activities. Participation in course discussions advances the depth of course learning**.** Your responses demonstrate competency in synthesizing and analyzing course content and knowledge in a specific area.
- **Frequency of Participation –** You actively participate in class discussions. They are consistently on time to class and stay for the entire course session.
- **Leadership** – You volunteer to lead class discussions, ask critical questions, and play an active role in small groups and overall learning of the course.

VI.	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**.**

VII.	University Policies

Grading Scale

[No A+]		87.0 to 89.999	B+	77.0 to 79.999	C+	67.0 to 69.999	D+
94.0 and Above	A	84.0 to 86.999	B	74.0 to 76.999	C*	64.0 to 66.999	D
90.0 to 93.999	A-	80.0 to 83.999	B-	70.0 to 73.999	C-	60.0 to 63.999	D-
				*minimum to pass course		Below 60.0	F

Attendance and Academic Behavior. At the University of Texas at Austin, regular attendance at all class meetings is expected. Instructors are responsible for implementing an attendance policy and must notify students of any special attendance requirements. See more information at https://catalog.utexas.edu/general-information/academic-policies-and-procedures/attendance/. Furthermore, students are expected to abide by the Standards for Social Work Education (available at https://socialwork.utexas.edu/student-resources/bsw/policies-and-procedures/). The student shows potential for responsible and accountable behavior by being punctual and dependable, prioritizing responsibilities, attending class regularly, observing deadlines, completing assignments on time, and keeping appointments or making appropriate arrangements.

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 Center for Access and Restorative Engagement at https://community.utexas.edu/care/. The University does not maintain a list of religious holy days.

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.

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.

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.

Steve Hicks School of Social Work Policies

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.

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.

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 and Mental Health 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.

Resources, Prevention of Discrimination, and Safety

Disability Accommodation 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: https://disability.utexas.edu/. 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.

Behavior Concerns Advice Line (BCAL). 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 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.

Covid-19 Related Information. The University's policies and practices related to the pandemic may be accessed at: https://protect.utexas.edu/

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/.

Title IX Accommodations for Those Pregnant, Nursing and Parenting. Pregnant, nursing and parenting students, faculty, and staff are eligible for accommodations through the Title IX Office that support equal access to education and work and prevent discrimination. Students may reach out to the Title IX Office for help with accommodations to make up missed classes, complete missed coursework, keep them safe in the classroom, apply for leaves of absence, receive priority registration and other related support. Faculty and staff, including undergraduate students who work on campus and graduate student employees, may reach out for assistance with job or schedule restructuring and obtaining modified or additional work equipment. Visit the Title IX pregnancy and parenting resource page for more information or contact the Title IX Support and Resources team connect with a Case Manager.

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.

Emergency Evacuation Policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:
- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

VIII.	Course Schedule
Date	**Description/Readings**
1/14/25	**Introduction and course overview** *(Individual check-in with Instructor & Complete Prework Assignment)* Students will check in with the course instructor via Canvas and review the syllabus in detail. Students will also complete Part I of the Social Work Practice Perspective prework assignment, which is **due by 11:59 PM CST on Friday, January 17.**
1/21/25	**Evidence-Based Macro Practice** **Readings: See Canvas module 2 on Evidence Based Macro Practice** Graaf, G., & Ratliff, G. A. (2018). Preparing Social Workers for Evidence-Informed Community-Based Practice: An Integrative Framework. *Journal of Social Work Education*, *54*(sup1), S5–S19. https://doi.org/10.1080/10437797.2018.1434437 Netting, F. E., & O'Connor, M. K. (2008). Recognizing the need for evidence-based macro practices in organizational and community settings. *Journal of Evidence-Based Social Work*, *5*(3-4), 473-496. Thyer, B. A. (2008). Evidence-Based Macro Practice: Addressing the Challenges and Opportunities. *Journal of Evidence-Based Social Work*, *5*(3–4), 453–472. https://doi.org/10.1080/15433710802084177
1/28/25	Individual consultation with professor **Macro Practice Project Deliverable 1: due before 11:59 PM CT on Friday, January 31.**
2/4/25	Practicum placement discussion class on professional use of self with a focus on **social good and navigating differences.** Small group discussions on project proposals during the second half of class. *Reading:* Mor Barak, M. E. (2020). The practice and science of social good: Emerging paths to positive social impact. *Research on Social Work Practice*, *30*(2), 139-150.
2/11/25	Individual consultation with professor
2/18/25	**DiNitto Center: In-class panel presentation/workshop**
2/25/25	Individual consultation with professor **Part II: Social Work Practice Perspective due by 11:59 CST on Friday, February 28.**
3/4/25	Practicum placement discussion on professional use of self with a focus on **social and economic justice** issues.

	Small group discussions on project proposals during the second half of class.
	Readings:
	Sarmiento Mellinger, M. (2017). What drives advocacy? An exploration of value, mission, and relationships. *Journal of Policy Practice*, *16*(2), 147-165.
	McNutt, J. G., & Goldkind, L. (2013). Technology in macro social work practice. In *Encyclopedia of Social Work*.
3/11/25	Individual consultation with professor
	Deliverable 2: Macro Practice Project, First Draft due to the review team no later than noon on Tuesday, March 11 by 11:59 PM CT.
3/18/25	**SPRING BREAK**
3/25/25	Practicum placement discussion during the first half of class— professional use of self focusing on **ethical and professional behavior** issues.
	Reading: O'Donoghue, K., & O'Donoghue, R. (2019). The application of ethics within social work supervision: a selected literature and research review. *Ethics and Social Welfare*, *13*(4), 340-360.
	WRITTEN PEER FEEDBACK to students in the project team due no later than <u>noon on Tuesday, March 25.</u> **Be prepared to discuss during live peer feedback sessions during the second half of class.**
4/1/25	Individual consultation with professor
	Advocacy Day Activity Report due Friday, April 4, 11:59 PM CST.
4/8/25	**APP CAPSTONE PRESENTATIONS (Deliverable 3)**
4/15/25	**APP CAPSTONE PRESENTATIONS (Deliverable 3)**
	Share DiNitto Center activity that you participated in by April 17, 2024 (via Canvas).
4/22/25	**Professor Consultations on Final Assignment and Learning**
	Use this class week to consult with the instructor and your peer group to finalize your macro-practice project.
	Deliverable 4: Final project report due at by 11:50 PM CST on Friday, April 25, 2025.

IX.   Bibliography

Graaf, G., & Ratliff, G. A. (2018). Preparing Social Workers for Evidence-Informed Community-Based Practice: An Integrative Framework. *Journal of Social Work Education*, *54*(sup1), S5–S19. https://doi.org/10.1080/10437797.2018.1434437

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Mor Barak, M. E. (2020). The practice and science of social good: Emerging paths to positive social impact. *Research on Social Work Practice*, *30*(2), 139-150.

Netting, F. E., & O'Connor, M. K. (2008). Recognizing the need for evidence-based macro practices in organizational and community settings. *Journal of Evidence-Based Social Work*, *5*(3-4), 473-496.
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