

**COURSE TITLE:** SW 632 and SW 732 Clinical Scholars Integrative Capstone Seminars I and II

**TERM:** Summer 2014 and Fall 2014

**TIME:** Arranged (many sessions will be held in Detroit at field internships sites)

**SEMINAR INSTRUCTORS:** Prof. Mary Ruffolo ([mruffolo@umich.edu](mailto:mruffolo@umich.edu)) & Prof. Betsy Voshel ([voshele@umich.edu](mailto:voshele@umich.edu))

**OFFICE HOURS:** By Appointment.

**DESCRIPTION:** The SW 632 and the SW 732 courses use a blended learning format that focuses on development of sessions addressing cutting edge issues in working with racial and ethnic minority youth living in urban settings with behavioral health challenges and developing web-based, professional portfolios that highlight key learning experiences and skills. The seminars will include sessions held at field internship sites in Detroit. These seminar sessions will include presentations by the clinical scholars, peer-learning opportunities, discussion of interdisciplinary evidence-based practices, and the development of web-based professional portfolio products.

### SEMINAR DESIGN

- Class sessions where scholar presentations occur will be held in Detroit at field internship sites. We will visit each scholar's field internship once during the spring-summer 2014 or fall 2014 term. The scholar presentation topics will be developed by the scholars in conjunction with their field instructors and will be hosted by the field site. Scholars will design the presentation highlighting core skills and emerging issues. The scholars will take responsibility to work collaboratively with the field internship site to offer a presentation that will not only benefit the clinical scholars and field instructors but other staff at the site. The scholars will prepare the required applications and materials so that the presentation qualifies for UM SSW CEUs for all who are eligible and attend the sessions.
- During the last session of class in the Fall 2014 term, scholars will present their web-based portfolios in a Showcase format that includes the other scholars and field instructors.
- In developing the web-based portfolios, scholars will be working in small groups using a "peer mentoring" model for professional, constructive support and feedback. These are designed to facilitate small group sharing of portfolio products and integrative learning processes.
- Web-based modules that focus on each step of the portfolio building process and will be completed outside of class.
- Scholars will be required to schedule an individual meeting with the seminar instructors to review and receive feedback on their portfolio development prior to the final showcase.

### SEMINAR OBJECTIVES

Scholars in this seminar will:

1. Engage in activities that use integrative learning principles to facilitate knowledge transfer and link classroom, fieldwork, and personal experiences.
2. Identify, document, and link knowledge and skills across educational, professional, and personal experiences.
3. Develop and implement in collaboration with field internship supervisors a presentation on a cutting edge issue or challenge facing social workers engaged in work with racial and ethnic minority youth with behavioral health problems and their families.

4. Create a web-based professional portfolio by completing the assignments listed below utilizing the Seelio electronic platform and present this to the Social Work community and their field instructors in a showcase at the end of the Fall 2014 term.
5. Identify individual “tacit knowledge” (the “know-how” as opposed to the “know-what” [facts] and the “know-why” [theory or science]. A simple example: one does not know how to ride a bike or swim due to reading a textbook, but only through personal experimentation, by observing others, and/or being guided by an instructor).
6. Demonstrate basic skills for integrative learning, generative interviewing, appreciative inquiry, giving and receiving professional feedback, and personal reflection.
7. Explore their roles as learners, leaders, and professionals and become prepared to speak fluently about their work and experiences, roles played in fieldwork, and as agents for social change.
8. Develop meaningful relationships with student peers, seminar instructors, field instructors, and other mentors who can be utilized as sources of inspiration and support.
9. Reflect on how social justice principles and processes are reflected in their work and how this can be strengthened.

## SEMINAR ASSIGNMENTS

**Assignment 1:** Scholars will be required to complete a web-based professional portfolio over the Summer 2014 and Fall 2014 terms:

1. Scholars will review the Captivate module and web-based lecture capture presentations that address each component of the portfolio building and integrative learning process. They are located on the course C-Tools site.
2. Scholars will meet with two other class members to engage in generative interviews over the Summer 2014 and Fall 2014 terms. It is expected that at least two meetings will take place in the summer and two in the Fall term. These meetings may be conducted in person or by using Blue Jeans the web-based meeting program.
3. The web-based portfolio using the Seelio platform needs to contain the following:
  - a. A solid working Professional Philosophy Statement. (In the About Me section of the Seelio portfolio or as a work project)
  - b. A minimum of 5 Key Learning Experiences/Work Projects. When possible include/embed Supporting Documentation with each Key Learning Summary/Project.
  - c. Resume

**Assignment 2:** Scholars in consultation with field instructors will develop and implement one 2-hour presentation session that will be delivered in either the summer 2014 or fall 2014 term.

1. The presentation will involve participants from the host field site, seminar instructors and the scholars and their field instructors from the other field sites.
2. Scholars need to coordinate the day and time of the presentation with the other scholars, field instructors and seminar instructors.
3. The topic selected for presentation needs to address a cutting edge issue in working with racial and ethnic minority youth and families with behavioral health issues living in urban settings.
4. The presentation will include: relevant information about the issue and any evidence-based interventions; a composite case presentation that highlights the challenges facing workers, youth

and families; key discussion questions and opportunities for all scholars and field instructors to participate in a dialogue about the issues that are presented.

5. Scholars need to complete the online CEU application materials 30 days prior to the presentation in order to secure approval for CEUs for eligible participants. This CEU form requires the following: A) a brief description of the session, B) an objective for each hour, C) a time line of what will occur when, D) identification of presenters and their brief bios, and E) a minimum of 3 current references.
6. After the presentation session, the scholar will submit a one page summary to the seminar instructors and their field instructor that includes A) the lessons learned from this experience and B) promising solutions that emerged from the dialogue/discussion.

**Assignment 3:** Scholars will continue to attend the two hour evidence-based interdisciplinary training sessions at UMHS during the summer 2014 and fall 2014 terms.

1. In July 2014, scholars will submit a two page learning reflection on the first evidence-based practice group that they participated in.
2. In October 2014, scholars will submit a second two page learning reflection on the second evidence-based practice group that participated in.
3. Each reflection needs to address/include the following areas:
  - a. Skills learned;
  - b. Experience with the interdisciplinary case study process; and
  - c. Application to work with racial and ethnic minority youth and families and their families living with behavioral health challenges in urban settings.

#### **FOUR CURRICULAR THEMES**

- *Multiculturalism and Diversity* issues will be explored as scholars identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and scholars will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation).

- *Social Justice and Social Change* issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection.

- *Promotion, Prevention, Treatment, and Rehabilitation* approaches will be addressed within the context of the scholar's orientation to practice. Small group discussions will allow the scholar to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

- *Behavioral and Social Science* research approaches will be addressed within the context of the scholar's orientation and method. Small group discussions will allow the scholar to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

#### **SCHOLARSOCIAL WORK ETHICS AND VALUES**

Social work ethics and values will be addressed within the context of the scholar's orientation to practice. Small group discussions will allow the scholar to discuss, review, compare, and contrast alternative approaches and frameworks to inform scholars about professional conduct expectations and ethical comportment as a social worker.

## RESOURCES

- SW 632 and SW 732 CTools Site

**Scholars in Need of Accommodations:** If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Scholars with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify the instructor so we can discuss appropriate arrangements.

**Incompletes:** Incompletes are given only when it can be demonstrated that it would be unfair to hold the scholar to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade *is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course work approved by the instructor.* The scholar must formally request an incomplete from the instructor prior to the final week of classes.

### **A Note on the Learning Environment:**

While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

To facilitate the co-learning environment, the instructors will provide useful and constructive comments, facilitate a safe forum for discussion and learning and be responsive to scholars' questions both in and out of class. A scholar is expected to be on time, prepared with any questions related to assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

## SEMINAR REQUIREMENTS

Attendance and active participation are required and expected when seminars and presentations are scheduled.

Through the integrative portfolio-based learning process, the author (i.e.; scholar) is in control of their own learning and development and therefore the outcomes from this process can be richly diverse and well as continuous.

**GRADING FOR THE SEMINAR:** These seminars will be graded as follows: S = Satisfactory or U = Unsatisfactory based on the final e-Portfolio Showcase. Throughout each term, the instructors will be giving verbal and/or informal written feedback as appropriate.