



COURSE TITLE: SW 732 Detroit Clinical Scholars Integrative Capstone Seminar

TERM: Fall 2015

TIME: Sessions will be held in Detroit from 11:00 a.m. to 1:00 p.m. on:

Oct. 8 (Center for Excellence)
Oct. 22 (Center for Excellence),
Nov. 5th (Center for Excellence),
Nov. 12 (Center for Excellence)
Dec. 10 (Center for Excellence)

SEMINAR INSTRUCTORS: Prof. Mary Ruffolo (mruffolo@umich.edu) & Prof. Betsy Voshel (yoshele@umich.edu)

OFFICE HOURS: By Appointment.

DESCRIPTION: The SW 732 uses a blended learning format that focuses addressing cutting edge issues in working inter-professionally 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. This is the capstone seminar for the Detroit clinical scholars program.

SEMINAR DESIGN

- Four Inter-professional Collaborative Seminar Sessions with Detroit Clinical Scholars, Student Nurse Practitioners and Psych Residents and field instructors will take place in Detroit over the course of the semester.
- Scholars will develop their professional portfolios using the Seelio platform for presentation to field instructors at the end of the term in the final class session.
- Scholars are expected to schedule an individual/or small group meeting with the seminar instructors to review and receive feedback on their portfolio development prior to the end of the Fall term.

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 and inter-professional practice.
2. Identify, document, and link knowledge and skills across educational, professional, and personal experiences.
3. Work on a web-based professional portfolio by completing the assignments listed below utilizing the Seelio web-based platform.
4. 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).

5. 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.
6. 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 develop their web-based professional portfolio using the Seelio platform over the Fall 2015 term:

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.
2. By the end of the Fall term, 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 3 Key Learning Experiences/Work Projects. When possible include/embed Supporting Documentation with each Key Learning Summary/Project.
 - c. Resume

Students will present their completed portfolios to field instructors and the class on Dec. 10th.

Scholars need to attend at least one small group Blue Jeans meeting (See times below) about their portfolio work and/or if needed individual appointments with course instructors.

Blue Jeans Sessions on Portfolio Development (Attend one of these sessions):

Tuesday, Sept. 29th (12:00 p.m. to 1:00 p.m.) <https://bluejeans.com/418058681>

Tuesday, Sept. 29th (5:00 p.m. to 6:00 p.m.) <https://bluejeans.com/577557409>

Thursday, Oct. 1st (11:00 a.m. to 12:00 p.m.) <https://bluejeans.com/590343141>

Thursday, Oct. 1st (5:00 p.m. to 6:00 p.m.) <https://bluejeans.com/203640878>

Assignment 2: Scholars will submit reflection papers after each of the inter-professional collaborative seminar sessions (Oct. 8, Oct. 22, Nov 5, and Nov 12th). The reflection papers should address: key learning, feedback on the presentation, and ways the material covered is addressed in current field site. This reflection papers should be one page, single-spaced with paragraph breaks

Assignment 3: Scholars will complete the SBIRT online training by Nov. 12th so that they will be prepared for the additional SBIRT training that will occur at the collaborative meeting. Submit the certificate of completion to receive credit for this activity.

The coupon code for scholars to receive access to SBIRT is: DWMHA2015.

Scholars will need to create an account to complete the modules.

<http://www.sbirtraining.com/home>

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.

SOCIAL 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.

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 seminar will be graded as follows: S = Satisfactory or U = Unsatisfactory. Throughout the term, the instructors will be giving verbal and/or informal written feedback as appropriate.

Formal Class Schedule:

Oct. 8, 2015 (UM Detroit Center on Woodward) 11:00 to 1:00 p.m. Inter=professional Collaborative

Speaker: Jeff Capobianco, Ph.D. (National Council for Behavioral Health)
Integrated Primary Care and Behavioral Health – A National Perspective

Review core competencies of professionals working with children and adults in Integrated Healthcare settings.
Participants to complete IPAT.
Introduce SBIRT tool and discuss the online modules needed to be completed prior to the Nov. 12th session.

October 22, 2015 (Guidance Center of Excellence) 11:00 to 1:00 p.m. Inter-professional Collaborative

Teamwork in Integrated Health Settings.
Review the typical flow of a consumer in DWMHA system of care from intake to discharge and roles of each professional during the process:
Case study practical application with peer advocates present to support learning.

November 5, 2015 (Guidance Center of Excellence) 11:00 to 1:00 p.m. Inter-professional Collaborative

Review of model integrated health programs locally, within the state, and nationally.

November 12th, 2015 (Guidance Center of Excellence) 11:00 to 1:00 p.m. Inter-professional Collaborative

Guest Trainer in SBIRT
Inter-professional Skill Session

Dec. 10, 2015 (UM Detroit Center on Woodward) 11:00 to 1:00 p.m.

Presentation by Scholars of their Professional Portfolios
Celebration Activities