



<b>Course title:</b>	<b>Integrated Health Scholars Capstone Seminar</b>
<b>Course #/term:</b>	SW 726 Fall, 2020
<b>Time and place:</b>	<b>7 Selected Fridays 12-2:00 p.m. HYRBID SSWB</b> 9/11, 9/25, 10/2, 10/16, 10/30, 11/13 and 12/4 <b>Yellow indicates in-person session</b>
<b>Credit hours:</b>	1 credit
<b>Prerequisites:</b>	Integrated Health Scholar Program
<b>Professor:</b>	Debra Mattison
<b>Pronouns:</b>	She, her, hers
<b>Contact info:</b>	<b>Email:</b> debmatt@umich.edu <b>Phone:</b> 723-763-1624 <u>Please indicate SW726 in the subject line.</u> You may generally expect a response within 24-48 hours Monday-Friday.
<b>Office:</b>	SSW 3841
<b>Office hours:</b>	I welcome scheduling meetings with you via phone/Zoom.

Students are responsible for reading the syllabus no later than the second session of class as it serves as our guiding contract agreement for the term and for also reading class information and assignment instructions posted on Canvas in advance of due dates and tracking due dates throughout the class.

**Please feel free to initiate asking questions early in the term to ensure you understand the plan for the course including assignments and due dates. Changes may be made in the syllabus as appropriate at any time at the instructor’s discretion. Course assignments, class PowerPoints and other relevant documents can be found on Canvas/Modules.**

## WELCOME TO THIS CLASS

Becoming a professional social worker is a gradual process which involves a commitment to lifelong learning, skill development and self-reflection. This capstone course will focus on experiential, reflective and application activities and projects encouraging consolidation of cumulative learning from your graduate program and preparation to enter into social work practice. Engagement and the ability to integrate, apply and demonstrate competencies and learning concepts will be emphasized.

## COVID-19

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

## Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is *not* required.

## COURSE STATEMENT

This integrative capstone seminar will focus on encouraging students to think critically with an integrated health lens about cumulative theories, research, policy, field experience and practice skills learned over the course of their Integrated Health Scholars concentration and MSW program in preparation for Integrated Health Social Work practice. **Content and assignments will focus on connecting various domains of learning and the ability to apply and process acquired knowledge and practicum experiences to inform practice and prepare for future employment.**

## COURSE OBJECTIVES and COMPETENCIES

Upon successful completion of the course, students will be able to:

1. Articulate relationships between and intersections of physical, mental, social, and spiritual health and social determinates of health such as race, gender, social class, health care policies, environmental factors, etc. in relationship to their social work practice

2. Demonstrate application of social work role in integrated health delivery ranging from the impact on policy and program development to direct services.
3. Articulate and demonstrate key skills, competencies and theoretical knowledge central to professional social work practice in integrated health including competencies and practice principles identified in SAMHSA integrated health core competencies and NASW Code of Ethics
4. Demonstrate use of effective verbal and non-verbal communication skills, ability to listen objectively, make formal presentations, interpret information and develop intervention plans
5. Demonstrate ability to self-reflect on and demonstrate SSW Technical Standards and other social work key skill measurements
6. Articulate self-awareness of strengths and areas for further development
7. Develop a professional resume and interviewing skills which reflect social work skills, competencies, theories and knowledge acquired during student's master's level experience

## **COURSE DESIGN FORMAT**

This course uses **a relationship-based engaged approach to learning in which we learn from and with each other.** A variety of collaborative learning methods will be used to promote skill development including interactive brief lectures and discussions with active student participation, in-class application exercises, role plays, presentation of capstone projects, suggested and required readings, videos and written assignments.

## **RELATIONSHIP TO SOCIAL WORK ETHICS AND VALUES**

Social work ethics and values will be addressed in the context of the NASW Code of Ethics with a focus on ethics and values related to behavioral, psychosocial, and ecological aspects of health and disease. This course re-enforces awareness of ethical issues involved in health care delivery, medical-ethical issues and dilemmas and decision making in health social work and the impact of social workers' values, professional use of self and reactions and responses to these issues.

Sources of guiding ethical and value-based principles include:

- National Association of Social Workers (NASW) Code of Ethics <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>,
- National Association of Black Social Workers(NABSW) Code of Ethics <https://www.nabsw.org/page/CodeofEthics> and
- International Federation of Social Workers(IFSW) Global Social Workers Statement of Ethical Principles <https://www.ifsw.org/global-social-work-statement-of-ethical-principles/>

## APPLICATION OF NASW CODE OF ETHICS & PROFESSIONAL USE OF SELF

The social work program is one of professional preparation. In addition to acquiring theoretical knowledge, students are expected to acquire and demonstrate professional values, to integrate knowledge from a range of courses, to develop professional skills and to be effectively represent the ethics and values into the profession.

The NASW Code of Ethics outlines a set of core values that form the basis of the Social Work profession's purpose and perspective. The Code encourages behaviors which promote professionalism and respect for clients, colleagues and employers.

It is expected that students conduct themselves in a manner consistent with the Code of Ethics and demonstrate professional use-of-self behaviors in class including [respect](#), [courtesy](#) and [ACTIVE listening](#) with fellow students and the instructor.

*“Social workers should treat colleagues with respect and should represent accurately and fairly the qualifications, views, and obligations of colleagues. Social workers should avoid unwarranted negative criticism of colleagues in verbal, written, and electronic communications with clients or with other professionals. Unwarranted negative criticism may include demeaning comments that refer to colleagues' level of competence or to individuals' attributes such as race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. Social workers should cooperate with social work colleagues and with colleagues of other professions when such cooperation serves the well-being of clients.” NASW Code of Ethics (2017): Standard 2.02-2.03*

- As professionals, you are expected to maintain confidentiality and respect differences.
- You are expected to [take personal responsibility](#) and be committed to your own learning experience by being an active and responsible and response-able member of [each](#) class.

For further elaboration of values, ethical standards and practice skills inherent in social work, students are encouraged to access the NASW Code of Ethics at <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English> and the Student Guide (Chapter 13) and SSW Technical Standards.

### Focus on Privilege, Oppression, Diversity and Social Justice (PODS)

This course invites and has the expectation that the instructor and students will integrate PODS consideration in case discussion and capstone projects.

**Students are invited and expected to actively contribute from their experiences, field placement practice and knowledge of readings, etc. to help support and**

**develop a vision of social justice**, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness of **PODS learning**. We will seek to engage in anti-racism practices at both individual and structural levels.

## MY TEACHING PHILOSOPHY

### RELATIONSHIP FOCUSED PARTNERSHIP: **MUTUAL LEARNING COMMITMENT**

My commitment is to provide organized, meaningful course material and opportunities for learning in a respectful, safe and encouraging learning environment. **Many times we approach learning experiences with expectations of what we will get from them.** This model focuses on the professor's **giving** information and the student's **getting** information. Relationship-based learning means to me that we will be "**giving, getting and growing**" together as we learn from and with each other.

Students are invited and expected to be active and engaged partners in the learning process by coming to every class fully prepared, ready, willing and able to contribute to meaningful discussion and learning. **Please feel free to contact and meet with me throughout the semester as needed with questions, concerns and suggestions.** I look forward to what we will experience and learn together.

## INTENTIONALITY

Intentional learning is not passive, but rather is focused on actively pursuing your learning goals. It happens when one intentionally chooses: **what** they want to achieve in this class, **why** these goals are important to them and **how** they engage and invest to reach these goals.

***I invite you to come to this class with the intention that you are going to actively engage and connect with the experience.***

### ***Guiding Principles and Commitments***

*Our commitment to learning is **in service to our clients.***

We seek **mutual** growth, learning and benefit from sharing with each other.

*We **respect** even when we disagree or have conflict.*

We recognize and honor that **each person is at a different point** in their learning and life experience.

We **do not ridicule or belittle** others.

*We **do not assume** or pre-judge the intent or motivation of others.*

*We commit to not intentionally harm another nor to assume that harm was intended.*

*We take responsibility for **our actions and words**.*

We seek to replace assumptions with **curious questions** and **invitations** to share and listen.

*We seek to **diminish fear, shame and blame** that immobilizes the learning process.*

We **view mistakes** and not yet “knowing” as a part of life-long learning and as preferable to stagnation and ignorance.

*We take responsibility for talking **with** people rather than **about** them.*

We find ways to be **curious** and **humane** in our interactions.

We are committed to **personal and professional growth** and self-exploration.

We are committed to **self-awareness** of our areas of bias, preferences, discomfort and resistance.

## **PROVIDING FEEDBACK**

Please provide feedback on your learning needs, how the class is going for you and suggestions on **what we can do together to improve throughout the class**. The opportunity to respond to **feedback is much more beneficial for the both the professor and class members if it is ongoing and not just provided at the end of the term**. **You are encouraged to proactively address any concerns or needs with your class colleagues and myself as they arise.**

**Self-reflection regarding feedback received from the instructor, other students and during practicum is also encouraged. The ability to evaluate, accept and integrate constructive feedback into practice both in the classroom, field setting and future practice is critical to effective social work, lifelong learning and development.**

## **HOW WE COMMIT TO COMMUNICATE WITH EACH OTHER**

**It can often be easier to talk about people than talking with them.** Talking with people often requires taking the risk to be honest, courageous and humble. Providing feedback is a core competency all social workers need and we will use this class to further develop this skill.



**We take responsibility to talk WITH each other rather than ABOUT each other.**

## **EXPECTATIONS OF STUDENTS**

### **PERSONAL ACCOUNTABILITY IN LEARNING**

**Personal accountability shifts the focus from being solely about what one is taught, to self-determination and what one consciously chooses to learn.**

Your learning is not just about academic learning but also involves **learning and improving life skills and professional use-of-self**. Students are expected to take **personal responsibility** and be committed to their own learning experience by **being active and response-able members of each class session**.

**Students are invited and expected to be active and engaged partners in the learning process** by coming to class **prepared, ready, willing and able to contribute to meaningful discussion and learning**.

An optimal individual learning experience is one that is **active, self-directed** and requires **engagement**.

## PROFESIONAL USE OF SELF

### Respect for Others

- ✓ Students are encouraged and expected to demonstrate openness to ideas and perspectives different from one's own interests, views, belief and preferences.
- ✓ Listening and learning require a safe place and we commit to provide this safe space in this class.
- ✓ Sharing differing ways of thinking and how one sees the world is not always focused on changing others' minds, but about cultivating **a way of being with others that fosters curiosity** and a desire to see and hear another's point of view.
- ✓ We will be mindful that in our desire to advocate for our beliefs and values, that **we do not commit the very acts of aggression, devaluation, marginalization, disenfranchisement and dismissal of others that we may have experienced and/or are attempting to prevent**.

## ACADEMIC CONDUCT AND HONESTY

UM Students are held to the highest standards of academic and professional conduct. Cheating is the act of obtaining or attempting to obtain credit for academic work through use of any dishonest, deceptive or fraudulent means. Plagiarism is one form of cheating and is unacceptable and inconsistent with the NASW Code of Ethics and the Code of Academic and Professional Conduct which applies to all students enrolled in the School of Social Work. **Any form of cheating (i.e. use of someone else's work,**

**obtaining or sharing tests from previous semesters, re-use of assignments from other classes), plagiarism (verbatim copy of another’s material and not acknowledging the direct quotation or unacceptable paraphrasing which does not use one’s own words and structure, and failure to acknowledge that the content is not original) and/or aiding and abetting academic dishonesty will result in a failing grade for the relevant assignment and is grounds for expulsion.**

You are responsible for understanding the meaning of academic integrity and plagiarism. Please refer to the Student Guide to the Master’s in Social Work Degree Program or see <http://www.lib.umich.edu/academic-integrity/resources-students> and <https://guides.lib.umich.edu/swintegrity> for further information.

## **CLASS PARTICIPATION AND ENGAGEMENT**

As a graduate student, class attendance, completion of assigned readings for each class, participation and engagement are highly valued as these behaviors contribute to the **quality of learning for the individual and the class as a whole** and contribute to **our ultimate goal of service to our clients**. Predictability, reliability and consistency (“being there”) are core to any strong relationship as well as being incredibly important to our clients and our employers. **Thus, “being here” is an important competency for this class.**

Beyond physical presence through attendance, class participation is vital to the learning experience of this course and focuses on being emotionally and intellectually present and engaged in class each week. Active engagement and sharing of your diverse ideas, perspectives and experiences are highly valued and expected. **In service to our clients, we must learn to use our voices on their behalf and our learning is a part of using our voices for our clients.** Thus, participating in class will be an opportunity to practice and develop this skill even when it is sometimes challenging and/or uncomfortable.

Students should be prepared each week to both be called on and to initiate knowledgeable sharing of their understanding, ideas, reactions and applications from weekly class discussions and integration across progressive weeks. The quality and preparedness of responses will be used as a part of the assessment of one’s professional use-of-self and levels of demonstration of course objectives.

## **ATTENDANCE**

**You and Your Learning are Important to the Class**



Attendance, participation and engagement are expectations and requirements. The School of Social Work Class Attendance Policy states: “It is expected that students attend classes and instructors are encouraged to monitor attendance.” The [Policy on Class Attendance](#) can be found in this link to the MSW Student Guide.

**Attendance is particularly important to discuss as this course only meets 7 times** during the semester. Thus, any absence is a substantial part of the overall course. A significant part of learning in this course will be interactive and experiential with discussion and in-class activities which cannot be fully replicated or replaced with make-up work. Therefore, both your learning and the learning of your colleagues can be benefitted by your attendance.

Demonstration of the ability to manage demanding workloads, adapt to changing environments and situations while also being willing and able to seek appropriate help to address personal issues that may interfere with professional and academic performance are components of the University of Michigan School of Social Work Technical Standards for students. The SSW is here to assist and support students in a mutual partnership of learning, engagement and developing these practice skills.

**Promptness in attendance** is also valued as it conveys **professionalism, respect and courtesy and creates a safe environment** for sharing among one another. Being punctual and dependable, prioritizing responsibilities, managing time and observing deadlines and conscientiously keeping time commitments are key professional competencies.

## **ABSENCE POLICY**

Students are asked to notify the instructor of any planned absence with as much advanced notice as possible, and for an unanticipated absence when they are reasonably able to make contact.

**Absences are not judged as “excused” or “unexcused.”** Life happens and each individual student may have absences from personal choices made regarding prioritization of competing demands as well as uncontrollable events. I believe students are the best able to prioritize and manage their time and choices.

However, it is a reality that being absent has an impact. Many of the experiential and application activities are not easily reproducible outside of the classroom. As in other arenas of life (employment, personal life, commitments) you are accountable for missed class content/material and the learning opportunities for that day.

If you are absent from a class, you are asked to initiate and present a plan to the instructor to address missed learning content as soon as possible. Meeting with the instructor to demonstrate competencies potentially reviewed and/or practiced in a missed class may also be required as appropriate.

Absences for any reason beyond 2 absences (>40% of the class) will require initiation by the student to meet with the instructor to discuss the potential for independent assignments and activities as timely as possible. There may be circumstances of multiple absences in which make-up assignments are not possible and this may result in a non-credit grade.

## **DIGITAL CITIZENSHIP: USE OF PHONES, COMPUTERS AND ELECTRONIC DEVICES**

Our class colleagues have a right to anticipate and expect our presence and professional use-of-self.

**Being present is more than just “showing up.” It involves presence. Presence is perhaps one of the most important interventions we offer to our clients, and thus we will practice the art of presence in this class.**

The concept of “digital citizenship” is a **complex topic** that has become increasingly important and will continue to evolve as we explore the impact of technology on individuals and communities. In this class, we will be intentional about digital etiquette and respectful and ethical use of electronic devices for professional use.

Research regarding portable technology (laptop computers, tablets, phones, etc.) confirms that these devices can be a supportive classroom tool when used with a clear goal (i.e. note taking, interactive exercises) while also having **negative consequences such as time spent on non-course tasks (i.e. emails, texting) and disruption to others** (*CRLT Occasional Papers, No. 30 Use of Laptops in the Classroom: Research and Best Practices*).

To foster an environment of safety, openness and presence, the focus of class time will center on understanding and discussion of the content presented, asking questions, sharing integrative ideas, giving examples, taking notes, practicing active listening and presence, or otherwise deepening yours and other’s knowledge of the material in some way.

- Using electronic devices to assist in note taking and specifically directed class activities is encouraged for those who find this beneficial.
- If you feel you must monitor email and text messages, you are respectfully asked to do so during breaks and/or to leave the classroom to do so.
- Audio and/or video recording in class of lecture and/or class discussion is prohibited without written permission of professor and students.



***Presence and attention are professional use-of-self skills.*** Use of non-class related computer/phone/electronic devices/reading materials **will be considered as the equivalent of being absent from class** and will impact attendance and class participation grades.

## WEEKLY PREPARATION

Advanced preparation for class is considered a foundation of the course and you will be expected to complete assignments by due dates in order to be meaningful contribute to in-class discussion and activities.

## COURSE REQUIRED READINGS

Completion of pre-work is essential to the quality of our in-class work. There is limited required course reading for this course as we will be focusing on integration of learning across past semesters. The expectation is that this limited amount of pre-work will be completed prior to each class. The required pre-work may include reading and/or listening to websites/videos/podcasts.

**Additional relevant handouts** may also be distributed in class for reading. Additional reference materials specific to class topics will be discussed throughout the term.

## COURSE ASSIGNMENTS

Assignments are designed to use a variety of evaluation methods including written assignments, presentations, classroom activities and discussions. The goal of the course assignments is to **promote integration and meaning** of the material and competency demonstration and to provide opportunities to address skill building and preparation for transitions to social work practice and service to clients.

Assignment descriptions have been provided to clearly explain assignment expectations and point values. Please review these prior to completing and submitting your assignments to help you meet assignment criteria. **You are encouraged to initiate asking questions regarding assignments and grading IN ADVANCE of submission.**

## WRITING SKILLS

Strong writing and communication skills are essential to effective professional practice. As professionals we will be continually assessed and impacted by our ability to express ideas clearly and professionally on behalf of our clients, our organizations, our profession and ourselves. **Graduate level writing skills are expected in this course** including appropriate grammar, citations, references, organization of thought, clarity of expression and creativity in your writing.

The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication. *For more information or to schedule an appointment, contact: [SSW Writing Assistance Career Services](#) (Room 1696; (734) 763-6259; [ssw-cso@umich.edu](mailto:ssw-cso@umich.edu)).*

Writing labs are also available through the Sweetland Writing Clinic in Angel Hall: <http://www.lsa.umich.edu/sweetland/>; English Language Institute <http://www.lsa.umich.edu/eli>

**APA format** is the definitive source for standardized writing in the behavioral and social sciences and is required for assignments requiring referencing. Please refer to the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

## LATE COMPLETION OF ASSIGNMENTS

Meeting deadlines, planning ahead and timeliness in completing tasks are all important parts of our professional lives. They are also particularly impactful in this class as your preparation will influence your ability to contribute to class discussions, activities and learning of colleagues. Fairness goals guide consistent application of expectations for all students. Therefore, late assignments will not be accepted without deduction unless the circumstances are both rare and compelling.

## WRITTEN ASSIGNMENTS

**All assignments have more detailed descriptions and grading rubrics provided in CANVAS.**

In-Class self-assessment of your class attendance, participation and professional use of self are core behaviors which are highly valued as a part of the learning experience which has relevant application to future professional practice.

## ASSIGNMENT SCHEDULE

Assignment	Due date	Points
Integrated Health Job Ad	Oct. 16	15 points
Resume Building Part 1	Oct. 22	15 points
Resume Building Part 2	Oct. 30	15 points
Final "Building a Reflection"	Dec. 4	15 points
Class Intentional Use of Self Rating Class Activities and Participation	Ongoing	15 points
Integrated Health Capstone Leadership Project and Presentation	Variable	25 points

## SUBMISSION OF ASSIGNMENTS

Please submit assignments via Canvas. Please note that Canvas does not integrate well with .pages documents. Please use WORD, pdf or text files.

## GRADING

***Academic standards matter to our clients and the responsibilities with which we are entrusted in our work with and on behalf of them.***

**Grades are the outcome of student efforts and demonstration of competency.**

***They are "earned" not "given."*** While this course has been designed to provide information and learning experiences, what you ultimately gain will largely depend on your use-of-self, your engagement in the class and your commitment to take responsibility for your individual learning.

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend 1-2 hours outside of the class room to complete readings and assignments at a level of mastery.

Grades will be largely based on self-evaluation, rationale, articulation and attestation of one's demonstration of assignment objectives, competencies and expectations including the quality of the work, demonstration of reading and ability to apply concepts,

professional use-of-self and class participation. A 100 point system will be used. The **total accumulation of points earned** reflect competencies demonstrated.

The instructor will provide comments and feedback on assignments. The assessment of demonstrated completion and earned points will be significantly informed by your own assessment and attestation of demonstrated learning. This approach seeks to transition from academic practice in which others are often providing much of the assessment of one's demonstration of competency to developing internal self-assessment skills to promote ongoing learning and growth.

Final letter grades are defined by the School of Social Work as follows:

**A grades** Earned for **exceptional individual performance and superior mastery** of the material. The use of A+ (100), A (95-99), and A- (90-94) should distinguish the degree of superiority.

**B grades** Earned for students who demonstrate **mastery of the material**. B+ (87-89) indicates performance just above the mastery level but not in an exceptional manner. B (84-86) indicates mastery and B- (80-83) indicate just below the mastery level.

**C grades** **Mastery of the material is limited**. C- is the lowest grade which carries credit. C+ (77-79), C (74-76) and C- (70-73).

**D grades** Indicate deficiency and carry no credit. (Below 70)

**E grades** Indicate failure and carry no credit.

**I grades** Incomplete grades can be given in **rare situations** in which significant unforeseen, extraordinary and compelling reasons prevent completion of work AND there is a **definite plan and date for completion pre-approved by the instructor**.

- If more than one-third of the required course assignments are incomplete by the last day of class AND/OR more than 3 absences from class have occurred, an incomplete grade will not be given and credit for the course is NOT possible.
- In fairness to all students, incomplete grades will not be given based on requests for time extensions to complete assignments without a compelling reason and sufficient justification provided beyond common life experiences of having limited time or multiple class deadlines.
- Students are responsible for initiating advanced contact with the instructor to request an incomplete grade and to establish a specific plan for completion. If no contact has been initiated by the student with the instructor regarding incomplete work and/or no specific plan has been established to complete work **by the last day of class**, a grade will be given

based on the **completed work submitted thus far**. This may potentially result in a grade which carries no credit.

The MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) can be referenced as needed.

### **Recording Class**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified in advance that a recording will occur and be provided with an option to opt-out. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. Please review them for more information. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*

*See following pages for weekly course schedule.*

Changes may be made in the syllabus as appropriate at any time at the instructor's discretion and students will be informed of any changes.

Weekly Course Schedule: **Yellow indicates in-person sessions**

**Sept. 11**  
**#1**                      **GOAL SETTING: INITIATIVE AND SELF-EVALUATION**  
**Introduction and Overview**  
Self-Assessment and Goal Setting

**Sept. 25**  
**#2**                      **DIVERISTY LENS: CURRENT AND RELEVANT**  
**Generative Interviewing**  
**Listening Skills**

**WATCH:** YouTube: Denisse Rojas Marquez (2018). TedMed 2018: No longer afraid: an undocumented immigrant's experience in American health care.

**LISTEN:** PODCAST: Linda Villarosa (2020). Why is the pandemic killing so many Black Americans?

**Capstone Leadership Project Presentations: Sophie and Rachel**

**Oct. 2**  
**#3**                      **PRESENCE AND LISTENING TO NARRATIVES**  
**Integrated Health Practice Skills**

**READ:** Pallai, E. & Tran, K. (2019). Narrative health: Using story to explore definitions of health and address bias in health care. *The Permanente Journal*, 23: 18-052.

**Capstone Project Presentations: Karley and Diana**

**Oct. 16**  
**#4**                      **INTERPROFESSIONAL PRACTICE (IPP) and COLLABORATION**  
**(IPC) SKILLS**  
**Interdisciplinary Teams and Collaboration**  
**Soft Skills Assessment**

**READ:** Ambrose-Miller, W. & Ashcroft, R. (2015). Challenges faced by social workers as members of interprofessional collaborative health care team. *Health & Social Work*, 41(2). 101-109.



Nancarrow, S., Booth, A., Ariss, S., Smith, T., Enderby, P. & Roots, a. (2013). Ten principles of good interdisciplinary team work. *Human Resources for Health*, 11(19), 1-11.

**Job Ad Review Written Assignment Due**

**Capstone Leadership Project Presentations: Chris and Emily**

Oct. 23

**Resume Part 1 Assignment Due (in week between sessions)**

Oct. 30  
#5

ARTICULATION of VALUES AND VALUE ADDED  
**Interprofessional Practice and Articulating Value  
Resume Building and Review**

**READ:** Horevitz, E. & Manoleas, P. (2013). Professional competencies and training needs of professional social workers in integrated behavioral health in primary care. *Social Work in Health Care*, 52:8, 752-787.

**Resume Part 2 Assignment Due**

**Capstone Leadership Project Presentations: Camille and Bethany**

Nov. 13  
#6

ARTICULATION of INTEGRATED HEALTH  
**Articulating the Value-Added Impact of Integrated Health  
Job Interviewing**

**WATCH:** Tom Sebastian (2017). Integrated care: Connecting medical and behavioral care.

**Capstone Leadership Project Presentation: Ken**

Dec. 4  
#7

PUTTING IT ALL TOGETHER  
**Job Interviewing  
CELEBRATION**

**READ:** Stanhope, V., Videka, L., Thorning, H. & McKay, M. (2015). Moving toward integrated health: An opportunity for Social Work. *Social Work in Health Care*, 54(5), 383-407.

**Final Capstone Reflection  
Use of Self/Participation Self-Rating Due**