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.

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.

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.

EXPECTATIONS OF STUDENTS

PERSONAL ACCOUNTABILITY IN LEARNING

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.

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.

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.

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.

**Attendance is particularly important to discuss as this course only a limited numbers of 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. If more than 2 absences from class have occurred, credit for the course may not be possible.

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.

Graduate school standards anticipate that for every credit hour spent in the classroom, students will spend additional time outside of the classroom to complete readings and assignments at a level of mastery. The School of Social Work utilizes a 1:2 ratio: for every one hour of classroom instruction, approximately two hours of out-of-class activity is anticipated. It is estimated that one credit courses are equal to approximately 45 hours of total work distributed using this 1:2 ratio as a guide: in classroom (in this course approximately 14 hours) and out of classroom (approximately 31 hours or 4.4 hours for each class session) over the semester. Time constraints are validated as a part of life. We acknowledge that while not every assignment may be completed at the exceptional mastery level of an A grade, that meaningful learning can still occur.

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 viewing websites/videos, completing assignments, etc.

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 in this your last semester of your MSW program.
ASSIGNMENT SCHEDULE

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Resume Submission</td>
<td>Oct. 25</td>
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<tr>
<td>Resume Feedback to others</td>
<td>Oct. 28</td>
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<tr>
<td>Clinical Case Presentation</td>
<td>Date as assigned</td>
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<tr>
<td>Job Ad Assignment</td>
<td>Nov. 19</td>
</tr>
<tr>
<td>Integrated Health Capstone</td>
<td>Date as assigned</td>
</tr>
<tr>
<td>Leadership Project</td>
<td>Date as assigned</td>
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<tr>
<td>IHS Summative Reflection Paper</td>
<td>Dec. 10</td>
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SUBMISSION OF ASSIGNMENTS

Please submit assignments via Canvas. Please note that Canvas does not integrate well with .pages documents. Please use WORD, PowerPoint, 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.

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. 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 throughout one’s career. The instructor will
provide comments and feedback on assignments as well as input into the final assigned grade.

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 2 absences from class have occurred, an incomplete grade will not be possible due to the format of the class which relies on engagement, participation and in-class demonstration of competencies.
- 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.

**Weekly Schedule**

<table>
<thead>
<tr>
<th>Sept. 17</th>
<th>Goal Setting: Initiative and Self-Evaluation</th>
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<tbody>
<tr>
<td>#1</td>
<td>Self-Assessment and planning for last term</td>
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<tr>
<td></td>
<td>Articulation of what Integrated Health is and why it matters</td>
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<tr>
<td></td>
<td>Interprofessional Practice (IPP) and Collaboration (IPC) Skills</td>
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</table>
Oct. 1  Clinical Presentation and Discussion: Allison, Carly, Riana
#2  Clinical Tip

Oct. 15  Case Presentation and Discussion: Laurie, Courtney
#3  Clinical Tip

Oct 29  Case Presentation and Discussion: Kayla, Julianna
#4  Clinical Tip
Sharing favorite/frequently used resources

Assignments in between class sessions
Review relevant resume related websites provided.

Oct. 25  Your Resume Due to Google Doc by 11:59 p.m.
Oct. 28  Feedback on others resumes due by 11:59 p.m.

Nov. 5  LEADERSHIP CAPSTONE PROJECTS (Kayla, Julianna)
#5  RESUME REVIEW (please read feedback comments from your peers and me on your submitted resume prior to class.)
Think about how well your resume reflects your ability to:
articulation of your skills value-added and your skills in and the value of Interprofessional Practice (IPP)

Nov. 19  LEADERSHIP CAPSTONE PROJECTS (Laurie, Courtney)
#6  JOB AD REVIEW WRITTEN ASSIGNMENT DUE
Job Interviewing Practice

Dec. 10  LEADERSHIP CAPSTONE PROJECTS (Allison, Riana, Carly)
#7  Summative reflection assignment due
Looking back, looking forward
Closing thoughts and celebration