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.

I look forward to what we will experience and learn together during this significant final semester as an Integrated Health Scholar.

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 student to be practice-reading for future social work 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 about, 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, 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.
**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 to enhance both your learning and the learning of others.

**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 present, 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.

**Attendance is particularly important to discuss as this course only a limited numbers of times** during the semester or mutual sharing is a key part of the class structure. Any absence is a substantial part of the overall seven week course and would be very impactful to interactive learning between our graduation IHS. 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 you are absent from a class, you are asked to inform me and your class colleagues as soon as possible and to initiate and present a plan to the instructor to address missed learning content as soon as 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.

**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 pre-work will be completed prior to each class.

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. On-time completion is the expectation as this models social work professional practice expectations.

**ASSIGNMENT SCHEDULE**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Resume Submission</td>
<td>Sept. 30</td>
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<tr>
<td>Resume Feedback to others</td>
<td>Oct. 2</td>
</tr>
<tr>
<td>Job Ad Assignment</td>
<td>Oct. 21</td>
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<tr>
<td>Clinical Discussions</td>
<td>As assigned</td>
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<tr>
<td>Integrated Health Capstone Leadership Presentation</td>
<td>As assigned</td>
</tr>
<tr>
<td>Final “Building a Reflection”</td>
<td>Dec. 9</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.

Social Work is a competency-based profession. Thus, grades are the outcome of demonstration of competencies. 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. 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.
Session Course Schedule:

Sept. 9. Goal Setting: Initiative And Self-Evaluation Overview

Sept. 23 Clinical Discussion: Caroline
#2 Resume Tips
Articulation of values and value-added
Articulating Interprofessional Practice

Assignments due in between sessions

Sept. 30 Submit your own resume as a google doc
Oct. 2 Post written feedback/suggestions to other 2 colleagues resumes on Google doc

Oct. 7 Leadership Project Presentation: Chelsea
#3 Read feedback provided on your resume before class
Resume Feedback Review
Articulation of Integrated Health Interprofessional Practice (IPP) And Collaboration (IPC) Skills

Oct. 21 . Clinical Discussion: Emily
#4 Job Ad Review Assignment Due
Job Interviewing practice

Nov. 4 Leadership Project Presentation: Emily
#5 Job Interviewing Practice

Nov. 18 Leadership Project Presentation: Caroline
#6 Clinical Discussion: Chelsea

Dec. 9. Final reflection assignment Due
#7 Putting It All Together
Celebration


Read letter you wrote to yourself