



**Robert Stempel College
of Public Health
& Social Work**

SCHOOL OF SOCIAL WORK CAPSTONE GUIDELINES

September 2020

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Capstone Purpose

The Capstone is a practicum-related, learning experience designed to have students demonstrate the competency-based knowledge and skills of advanced clinical social work. The Capstone also serves as an outcome measure for the Program, allowing the faculty to assess areas in the curriculum that need enhancements or modifications.

Requirements and Submission Procedures

- Students' Capstone must include the School of Social Work Honor Code Attestation or it will not be accepted and marked late, if after the deadline for submission:
 - *I understand that as a social work student in FIU's School of Social Work, I am a member of an ethical community. By submitting this required coursework, I attest that I have followed the FIU School of Social Work Student Honor Pledge.*
- Students present competency-based learning and a clinical client case from the advanced clinical placement to a panel of two faculty members and one field instructor.
- Presentation time is twenty minutes. Ten additional minutes are reserved for feedback from the panel. No questions will be asked after your presentation.
- The assessment and intervention plan must be written by the student and must be in narrative format. No check-off lists or computer-generated plans or assessments will be accepted.
- Students must provide one copy of the PowerPoint presentation, assessment, intervention plan, and three evidence-based research articles to the panel on the presentation date assigned.
- Dates for Capstone presentations will be randomly selected by students in SOW 6534.
- Students must use MS PowerPoint, all presentations will be uploaded in order of the schedule, and the assessment and intervention plan will be shared with the panel members prior to the presentation.
- All sources used must be cited using APA format.
- Presentations will be scored using the Assessment Rubric for MSW Capstone Presentation.
- A passing score is an average score of 27 or above and only one score below 3 on one competency.
- Students will have points deducted from their final score for late Capstone submissions.
- If a student does not pass the Capstone (receives a total summary score of less than 27 or any score of below 3 on one more competencies), the student must revise and present the Capstone again towards the end of the semester.
- If the student does not pass the second Capstone, the student will not be able to graduate in that semester. The student will receive an "IN" (incomplete) for SOW 6534 and will need to register for SOW 5905, a 1-credit independent study course, for the following semester.

Academic Integrity

Students completing the Capstone must abide by the University's [Student Conduct and Honor Code](#). Academic and professional misconduct will not be tolerated. Students who are found to have engaged in academic and/or professional misconduct related to the e-portfolio will receive a "0" and will be unable to pass. Additional attempts to complete the Capstone will not be given to students who have failed due to academic and/or professional misconduct. Students who are found to have engaged in any of these behaviors will be reported to the appropriate University process for further review and may be referred to a Student Review Committee.

Format:

Using MS PowerPoint, students must include the following areas:

1. **Introduce** your agency, services provided, population served, and your role as social work intern
2. **Introduce** your client (individual, family, group) using the information you collected from completing the biopsychosocial assessment with your client
 - a. Present Client Demographics:
 - i. Name: (do not use client's real name to protect confidentiality)
 - ii. Age
 - iii. Gender: How does the client identify? What pronouns do they prefer?
 - iv. Race and Ethnicity: How does the client identify?
 - v. Housing/Living situation: Who lives with client and what are their relationships to the client? How long has the client lived in that location?
 - vi. Occupation/Job history (for children, what grade are they in?)
3. **Present** an ecomap using your client's biopsychosocial information
4. **Present** the client's presenting problem(s) and how client's needs/goals were prioritized with the client's participation. Present a DSM diagnosis, if used at the agency or discussed with supervisor.
5. **Present** client's strengths and risk factors, copings skills (positive and/or negative), and the impacts of oppression, discrimination and/or historical trauma on your client's life.
6. **Present** your research-based knowledge of working with diverse populations as it relates to working with your client during the assessment process or the intervention process or the evaluation process.
7. **Present** the social work theory (theories) that guided your intervention process with the client, including why you chose that theory as it relates to the intervention.
8. **Present** the evidence-informed intervention you chose to use with the client.
9. **Present** a summary of at least three, peer-reviewed, research articles supporting the evidence-informed intervention you chose to use with the client, including the research outcomes.
10. **Present** a summary of the intervention plan developed with the client.
11. **Present** the evaluation process for the intervention and its overall effectiveness
 - a. Explain the assessment tools you used to evaluate the effectiveness of interventions used (client self-report, pre/post assessments administered, others)
 - b. Present the evaluation outcomes
12. **Present** the name and a brief description of one federal, state, or local social policy that impacts the client population at the agency.
 - a. Present one change to the social policy that you would recommend to improve clients' lives and/or client services.
 - b. Explain what action(s) you could take to advocate for that change.
13. **Present** at least one professional challenge that you encountered during internship using the NASW Code of Ethics and how you managed that challenge (use of supervision, counseling, etc.).
14. **Present** how you demonstrated attainment of at least one Council on Social Work Education (CSWE) competency using detailed examples.

CAPSTONE ASSESSMENT RUBRIC

COMPETENCY	1 Unacceptable	2 Not Yet Competent	3 Competent	4 Above Expectations	5 Exceptional
#1 Demonstrate Ethical & Professional Behavior	<ul style="list-style-type: none"> <input type="checkbox"/> No professional challenge or 2015 CSWE competency were presented. <input type="checkbox"/> Did not clearly communicate orally or in writing (frequent grammar/spelling mistakes that affected the clarity). 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented a limited reflection on a professional challenge experienced and/or how the challenge was managed, using the NASW Code of Ethics and/or did not present how one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated limited ability to communicate clearly and professionally (some grammar/spelling mistakes). 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented sufficiently reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics and how one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated clear, professional oral and written communication (few grammar/spelling errors). 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented significant reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics and how at least one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated clear, professional oral and written communication (no grammar/spelling errors) 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented extensive reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics and how at least one 2015 CSWE competency was reached. <input type="checkbox"/> Demonstrated clear, professional oral and written communication (no grammar/spelling errors) and communication skills enhanced the presentation considerably.
#2 Engage diversity and difference in practice	<ul style="list-style-type: none"> <input type="checkbox"/> Did not present evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, <u>or</u> evaluation process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented limited evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, <u>or</u> evaluation process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented sufficient evidence of having researched and applied knowledge of working with diverse populations during the assessment, intervention, <u>or</u> evaluation process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented significant evidence of having researched and applied knowledge of working with diverse populations for more than one area: assessment, intervention, or evaluation process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented extensive evidence of having researched and applied knowledge of working with diverse populations for all areas: assessment, intervention, and evaluation processes.
#3 Advance human rights and social, economic, and environmental justice	<ul style="list-style-type: none"> <input type="checkbox"/> Did not present an understanding of the impacts of oppression, discrimination and/or historical trauma on clients/client systems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented limited understanding of the impacts of oppression, discrimination and/or historical trauma on clients/client systems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sufficiently presented the impacts of oppression, discrimination and/or historical trauma on clients/client systems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Significantly presented the impacts of oppression, discrimination and/or historical trauma on clients/client systems. 	<ul style="list-style-type: none"> <input type="checkbox"/> Extensively presented the impacts of oppression, discrimination and/or historical trauma on clients/client systems.
#4 Engage in research-informed practice and practice-informed research	<ul style="list-style-type: none"> <input type="checkbox"/> Did not present or provide at least 3, peer-reviewed research articles for the use of the evidence-informed intervention selected. 	<ul style="list-style-type: none"> <input type="checkbox"/> Presented limited or not applicable research (3 or less, peer-reviewed articles) for the use of the evidence-informed intervention selected; demonstrated limited 	<ul style="list-style-type: none"> <input type="checkbox"/> Sufficiently presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated understanding of the link between 	<ul style="list-style-type: none"> <input type="checkbox"/> Significantly presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated substantial understanding of 	<ul style="list-style-type: none"> <input type="checkbox"/> Extensively presented 3, peer-reviewed research articles for the use of the evidence-informed intervention selected; demonstrated extensive knowledge and

		understanding of the link between research and practice.	research and practice.	the link between research and practice.	understanding of the link between research and practice.
#5 Engage in Policy Practice	<input type="checkbox"/> Did not present a federal, state, or local social policy that impacts the client population at the agency and/or recommended changes to improve clients' lives and/or client services.	<input type="checkbox"/> Did not clearly present a federal, state, or local social policy that impacts the client population at the agency and/or did not clearly present a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.	<input type="checkbox"/> Sufficiently presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.	<input type="checkbox"/> Significantly presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.	<input type="checkbox"/> Extensively presented a federal, state, or local social policy that impacts the client population at the agency and presented a recommended change to improve clients' lives and/or client services and one activity to advocate for that change.
#6 Engage with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not discuss client's presenting problem or how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Presented limited information about client's presenting problem or how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Sufficiently presented client's presenting problem and how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Significantly presented client's presenting problem and how client's needs/goals were prioritized with client's participation.	<input type="checkbox"/> Extensively presented client's presenting problem and how client's needs/goals were prioritized with client's participation.
#7 Assess Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not present client demographics, ecomap, or strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was not provided.	<input type="checkbox"/> Presented limited information about client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was provided but was incomplete and/or did not follow format guidelines.	<input type="checkbox"/> Sufficiently presented client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was provided and followed format guidelines.	<input type="checkbox"/> Significantly presented client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was provided and followed format guidelines.	<input type="checkbox"/> Extensively presented client demographics, ecomap, and strengths and risk factors. <input type="checkbox"/> Required biopsychosocial assessment was provided and followed format guidelines.
#8 Intervene with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not present a summary of the client's intervention plan, how the evidence-informed intervention was implemented or a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was not provided.	<input type="checkbox"/> Presented limited information about client's intervention plan, how the evidence-informed intervention was implemented, and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was provided but was incomplete	<input type="checkbox"/> Sufficiently presented a summary of the client's intervention plan, how the evidence-informed intervention was implemented, and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan	<input type="checkbox"/> Significantly presented a summary of the client's intervention, how the evidence-informed intervention was implemented and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan	<input type="checkbox"/> Extensively presented a summary of the client's intervention plan, how the evidence-informed intervention was implemented and a relevant social work theory that guided the intervention process. <input type="checkbox"/> Required intervention plan was provided and followed format

		and/or did not follow format guidelines.	was provided and followed format guidelines.	was provided and followed format guidelines.	guidelines.
#9 Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	<input type="checkbox"/> Did not present evaluation outcomes or evaluation tools used to assess the effectiveness of the intervention selected.	<input type="checkbox"/> Did not clearly and/or fully present evaluation outcomes or evaluation tools used to assess the effectiveness of the intervention selected.	<input type="checkbox"/> Sufficiently presented evaluation outcomes and evaluation tools used to assess the effectiveness of the intervention selected.	<input type="checkbox"/> Substantially presented evaluation outcomes and evaluation tools with substantial information about how the effectiveness of the intervention selected was assessed.	<input type="checkbox"/> Presented evaluation outcomes and evaluation tools with extensive information about how the effectiveness of the intervention selected was assessed, including discussion about researched evaluation tools that could have been used even though the agency does not require that.

Scoring:

- *Unacceptable (1)* = There is little evidence of readiness for clinical social work practice.
- *Not Yet Competent (2)* = There is some evidence of readiness for clinical social work practice but it has not met an acceptable level.
- *Competent (3)* = There is clear evidence of satisfactory readiness for clinical social work practice.
- *Above Expectations (4)* = There is convincing evidence of above satisfactory readiness for clinical social work practice.
- *Exceptional (5)* = There is convincing evidence of superior readiness for clinical social work practice in every competency.

Total Score = Sum of Scores for Each Competency; **Overall Score by Panel** = Average of Total Scores

Possible Scores:

Exceptional = 43-45;

Above Expectations = 36 – 42.99 and no score less than 3 on any competency;

Competent = 27 – 35.99 and no score less than 3 on any competency;

Acceptable = 27 or above and only one score below 3 on one competency;

Not Yet Competent = 18 – 26.99 and only one score below 3 on one competency;

Unacceptable = Less than 18 and/or a score below 3 on more than one competency

Passing score is an average score of 27 or above and only one score below 3 on one competency.

Exceptional, Above Expectations, Competent, Acceptable = Passing

Not Yet Competent and Unacceptable = Not Passing

CAPSTONE RECOMMENDED TIMELINE

This is a recommendation for successfully preparing your capstone. Some students may find that they need more time to work on certain aspects of this presentation than others.

MSW II SEMESTER

Complete these tasks by the week shown. First week # is for MSW II in summer, second week # is for MSW II in fall or spring.

Week 3 (summer semester)/ Week 5 (fall/spring semesters):

- Research evidence-based interventions for commonly presenting issues at your practicum and/or review the research evidence on the interventions that your agency requires you to use. Contact Health Librarian, Barbara Sorondo, at bsorondo@fiu.edu for help searching.
- Discuss capstone assignment with Field Instructor (show assignment if necessary).

Week 9 (summer semester)/ Week 12 (fall/spring semesters):

- Select a case by week 12 of the semester (fall/spring) or by week 9 of the semester (summer).
- Research evidence-based interventions for the case you have chosen. Ideally, you should be doing this prior to implementing an intervention.
- Discuss with Field Instructor.
- Select how you are going to evaluate the outcome of the intervention.

Week 12 (summer semester)/ Week 16 (fall/spring semesters):

- Select three articles that supported and informed your choice of intervention.
- Begin to work on case assessment.
- Begin to work on treatment plan.

MSW III SEMESTER

Complete these tasks by the week shown. First week # is for MSW III in summer, second week # is for MSW III in fall or spring.

Week 1:

- Create slides using MS PowerPoint for each required section.

Week 2 (summer semester) / Week 5 (fall/spring semesters):

- Schedule an appointment with a faculty member to go over your capstone in week 4-6

Week 4-5 (summer semester)/ Week 5-7 (fall/spring semesters):

- Meet with faculty to go over your capstone and receive feedback.

Week 6-7 (summer semester) /8-10 (fall/spring semesters):

- Edit your PowerPoint.
- Practice your presentation alone and in front of people and adjust accordingly (time constraints).

Your PowerPoint presentation will be due at the end of week 7 (summer)/week 10 (fall/spring). You will present the week following that due date.

