



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

# **SCHOOL OF SOCIAL WORK CAPSTONE GUIDELINES**

Summer 2024  
(2022 EPAS)

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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.

## **Required Submission Procedures**

- The 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. Fifteen 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 by the due date provided in SOW 6534. These are provided to the panel members prior to the panel dates for review.
- All sources used must be cited using APA format.

## **Additional Information**

- Dates for Capstone presentations will be randomly selected by students during class SOW 6534.
- 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.

<b>Capstone Format: Using MS PowerPoint, students must include the following on presentation slides:</b>	<b>Use the Capstone Rubric to Check Your Work</b>
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. <u>Present Client Demographics (you will likely have additional information):</u> 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?)	See Rubric <b>Competency 7</b>
3. Present an ecomap using your client's biopsychosocial information	See Rubric <b>Competency 7</b>
4. Present the client's presenting problem(s) and how client's needs/goals were prioritized with the client's participation. <i>If</i> used at the agency and/or discussed with supervisor, present DSM diagnosis.	See Rubric <b>Competency 6</b>
5. Present client's strengths, risk factors, and copings skills (positive and/or negative).	See Rubric <b>Competency 7</b>
6. Present how you used your knowledge of anti-racist and anti-oppressive practice when working with clients who have diverse lived experiences, intersectional identities, and have experienced social, racial, economic, and environmental barriers that impacted access to services. a. What forms of social, racial, economic, and environmental oppression, discrimination, alienation <b>or</b> privilege has your client experienced <b>and</b> what has been the impact on their lives and how they access services? <i>If</i> your client experienced historical trauma, present its impact on their lived experience. b. How did you apply this knowledge when working with your client during the assessment process (learning from/about your client) and/or the intervention process (using the evidence-based intervention techniques with your client) and/or the evaluation process (did any identified barriers impact client reaching goal/s)? c. Include at least one citation of research that informed your work with this client.	See Rubric <b>Competencies 2 and 3</b>
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.	See Rubric <b>Competency 8</b>
8. Present the evidence-informed intervention and how it was used with the client.	See Rubric <b>Competency 8</b>
9. Present a summary of at least three, peer-reviewed, research articles from the past 10 years that support the evidence-informed intervention used with the client.	See Rubric <b>Competency 4</b>
10. Present a summary of the intervention/treatment/care/service plan developed with the client.	See Rubric <b>Competency 8</b>
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, others) <b>and</b> present the evaluation outcomes.	See Rubric <b>Competency 9</b>

<p>12. Present the name and a brief description of one federal, state, or local social policy that impacts the client population at the agency.</p> <p>a. Present one change to the social policy that you recommend to advance human rights and improve clients' lives and/or client services to improve clients' lives and/or client services <u>and</u> explain what action(s) you could take to advocate for that change.</p>	<p>See Rubric <b>Competencies 2 and 5</b></p>
<p>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.).</p>	<p>See Rubric <b>Competency 1</b></p>
<p>14. Present how you demonstrated attainment of at least one Council on Social Work Education (CSWE) competency using detailed examples.</p>	<p>See Rubric <b>Competency 1</b></p>

**CAPSTONE ASSESSMENT RUBRIC**

This rubric is used by panel members along with the Capstone Guidelines to evaluate the presentation and documents provided. Pages 3- 4 (above) of the Guidelines includes all format and content requirements for the Capstone.

	<b>1 Unacceptable</b>	<b>2 Not Yet Competent</b>	<b>3 Competent</b>	<b>4 Above Expectations</b>	<b>5 Exceptional</b>
<b><u>Competency 1:</u> Demonstrate Ethical and Professional Behavior</b>	<p>No professional challenge or 2022 CSWE competency were presented.</p> <p>Did not clearly communicate orally or in writing (frequent grammar/ spelling mistakes that affected the clarity).</p>	<p>Presented a limited reflection on a professional challenge experienced and/or how the challenge was managed, using the NASW Code of Ethics <b>and/or</b> did not present how one 2022 CSWE competency was reached.</p> <p>Demonstrated limited ability to communicate clearly and professionally (some grammar/ spelling mistakes).</p>	<p>Presented sufficiently reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics <b>and</b> how one 2022 CSWE competency was reached.</p> <p>Demonstrated clear, professional oral and written communication (few grammar/ spelling errors).</p>	<p>Presented significant reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics <b>and</b> how at least one 2022 CSWE competency was reached.</p> <p>Demonstrated clear, professional oral and written communication (no grammar/ spelling errors)</p>	<p>Presented extensive reflection on a professional challenge experienced and how the challenge was managed, using the NASW Code of Ethics <b>and</b> how at least one 2022 CSWE competency was reached.</p> <p>Demonstrated clear, professional oral and written communication (no grammar/ spelling errors) and communication skills enhanced the presentation considerably.</p>
	<b>1 Unacceptable</b>	<b>2 Not Yet Competent</b>	<b>3 Competent</b>	<b>4 Above Expectations</b>	<b>5 Exceptional</b>
<b><u>Competency 2:</u> Advance human rights and social, racial, economic, and environmental justice</b>	<p>Did not present an understanding of the impacts of social, racial, economic, and environmental oppression, discrimination. If applicable, did not discuss impact of privilege and/or historical trauma on client's lived experience,</p>	<p>Presented limited understanding of the impacts of social, racial, economic, and environmental oppression, discrimination. If applicable, discussed impact of privilege and/or historical trauma on client's lived experience, including access to</p>	<p>Sufficiently presented the impacts of social, racial, economic, and environmental oppression, discrimination. If applicable, discussed impact of privilege and/or historical trauma on client's lived experience, including access to services.</p>	<p>Significantly presented the impacts of social, racial, economic, and environmental oppression, discrimination. If applicable, discussed impact of privilege and/or historical trauma on client's lived experience, including access to services.</p>	<p>Extensively presented the impacts of social, racial, economic, and environmental oppression, discrimination. If applicable, discussed impact of privilege and/or historical trauma on client's lived experience, including access to services.</p>

	including access to services.	services.			
	<b>1 Unacceptable</b>	<b>2 Not Yet Competent</b>	<b>3 Competent</b>	<b>4 Above Expectations</b>	<b>5 Exceptional</b>
<b>Competency 3: Engage Anti-Racism, Diversity, Equity and Inclusion in Practice</b>	Did not present evidence of having researched and applied knowledge of working with diverse populations using anti-racist and anti-oppressive lenses during the assessment, intervention, <u>or</u> evaluation process.	Presented limited evidence of having researched and applied knowledge of working with diverse populations using anti-racist and anti-oppressive lenses during the assessment, intervention, <u>or</u> evaluation process.	Presented sufficient evidence of having researched and applied knowledge of working with diverse populations using anti-racist and anti-oppressive lenses during the assessment, intervention, <u>or</u> evaluation process.	Presented significant evidence of having researched and applied knowledge of working with diverse populations using anti-racist and anti-oppressive lenses <i>for more than one area:</i> assessment, intervention, or evaluation process.	Presented extensive evidence of having researched and applied knowledge of working with diverse populations using anti-racist and anti-oppressive lenses <i>for all areas:</i> assessment, intervention, and evaluation processes.
	<b>1 Unacceptable</b>	<b>2 Not Yet Competent</b>	<b>3 Competent</b>	<b>4 Above Expectations</b>	<b>5 Exceptional</b>
<b>Competency 4: Engage in Practice-Informed Research and Research-Informed Practice</b>	Did not present peer-reviewed research articles from the last 10 years for the evidence-informed intervention selected.  Did not provide the 3, peer-reviewed research articles with the documents required.	Presented less than 3, peer-reviewed research articles from the last 10 years for the evidence-informed intervention selected; demonstrated limited understanding of the link between research and practice.	Sufficiently presented 3, peer-reviewed research articles from the past 10 years for the evidence-informed intervention selected; demonstrated understanding of the link between research and practice.	Significantly presented 3, peer-reviewed research articles from the past 10 years for the evidence-informed intervention selected; demonstrated substantial understanding of the link between research and practice.	Extensively presented 3, peer-reviewed research articles from the past 10 years for the evidence-informed intervention selected; demonstrated extensive knowledge and understanding of the link between research and practice.
	<b>1 Unacceptable</b>	<b>2 Not Yet Competent</b>	<b>3 Competent</b>	<b>4 Above Expectations</b>	<b>5 Exceptional</b>
<b>Competency 5: Engage in Policy Practice</b>	Did not present any federal, state, or local social policy that impacts the client population at the agency <u>and/or</u> recommended change to advance human	Did not clearly present a federal, state, or local social policy that impacts the client population at the agency <u>and/or</u> did not clearly present a recommended change to advance	Sufficiently presented a federal, state, or local social policy that impacts the client population at the agency <u>and</u> a recommended change to advance human	Significantly presented a federal, state, or local social policy that impacts the client population at the agency <u>and</u> a recommended change to advance human	Extensively presented a federal, state, or local social policy that impacts the client population at the agency <u>and</u> a recommended change to advance human

	rights and improve clients' lives and/or client services.  Did not present any actions to advocate for that change	human rights and improve clients' lives and/or client services.  Did not clearly present at least one action to advocate for that change.	rights and improve clients' lives and/or client services <u>and</u> one action to advocate for that change.	rights and improve clients' lives and/or client services <u>and</u> one action to advocate for that change.	rights and improve clients' lives and/or client services <u>and</u> one action to advocate for that change.
	<b>1</b> <b>Unacceptable</b>	<b>2</b> <b>Not Yet Competent</b>	<b>3</b> <b>Competent</b>	<b>4</b> <b>Above Expectations</b>	<b>5</b> <b>Exceptional</b>
<b>Competency 6: Engage with Individuals, Families, and Groups</b>	Did not discuss client's presenting problem or how client's needs/goals were prioritized with client's participation.	Presented limited information about client's presenting problem or how client's needs/goals were prioritized with client's participation.	Sufficiently presented client's presenting problem and how client's needs/goals were prioritized with client's participation.	Significantly presented client's presenting problem and how client's needs/goals were prioritized with client's participation.	Extensively presented client's presenting problem and how client's needs/goals were prioritized with client's participation.
	<b>1</b> <b>Unacceptable</b>	<b>2</b> <b>Not Yet Competent</b>	<b>3</b> <b>Competent</b>	<b>4</b> <b>Above Expectations</b>	<b>5</b> <b>Exceptional</b>
<b>Competency 7: Assess Individuals, Families, and Groups</b>	Did not present client demographics, ecomap, or strengths and risk factors.  Required biopsychosocial assessment was not provided.	Presented limited information about client demographics, ecomap, and strengths and risk factors.  Required biopsychosocial assessment was provided but was incomplete and/or did not follow format guidelines.	Sufficiently presented client demographics, ecomap, and strengths and risk factors.  Required biopsychosocial assessment was provided and followed format guidelines.	Significantly presented client demographics, ecomap, and strengths and risk factors.  Required biopsychosocial assessment was provided and followed format guidelines.	Extensively presented client demographics, ecomap, and strengths and risk factors.  Required biopsychosocial assessment was provided and followed format guidelines.
	<b>1</b> <b>Unacceptable</b>	<b>2</b> <b>Not Yet Competent</b>	<b>3</b> <b>Competent</b>	<b>4</b> <b>Above Expectations</b>	<b>5</b> <b>Exceptional</b>
<b>Competency 8: Intervene with Individuals, Families, and Groups</b>	Did not present a summary of the client's intervention plan, how the evidence-informed intervention was implemented or a	Presented limited information about client's intervention plan, how the evidence-informed intervention was implemented, and a	Sufficiently presented a summary of the client's intervention plan, how the evidence-informed intervention was	Significantly presented a summary of the client's intervention, how the evidence-informed intervention was implemented <b>and</b>	Extensively presented a summary of the client's intervention plan, how the evidence-informed intervention was



	relevant social work theory that guided the intervention process.  Required intervention plan was not provided.	relevant social work theory that guided the intervention process.  Required intervention plan was provided but was incomplete and/or did not follow format guidelines.	implemented, <b>and</b> a relevant social work theory that guided the intervention process.  Required intervention plan was provided and followed format guidelines.	a relevant social work theory that guided the intervention process.  Required intervention plan was provided and followed format guidelines.	implemented <b>and</b> a relevant social work theory that guided the intervention process.  Required intervention plan was provided and followed format guidelines.
	<b>1</b> <b>Unacceptable</b>	<b>2</b> <b>Not Yet Competent</b>	<b>3</b> <b>Competent</b>	<b>4</b> <b>Above Expectations</b>	<b>5</b> <b>Exceptional</b>
<b>Competency 9: Evaluate Practice with Individuals, Families, and Groups</b>	Did not present evaluation outcomes <u>or</u> evaluation tools used to assess the effectiveness of the intervention selected.	Did not clearly and/or fully present evaluation outcomes <u>or</u> evaluation tools used to assess the effectiveness of the intervention selected.	Sufficiently presented evaluation outcomes <u>and</u> evaluation tools used to assess the effectiveness of the intervention selected.	Substantially presented evaluation outcomes <u>and</u> evaluation tools with substantial information about how the effectiveness of the intervention selected was assessed.	Presented evaluation outcomes <u>and</u> 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.

Communication Skills	<b>1</b> <b>Unacceptable</b>	<b>2</b> <b>Not Yet Competent</b>	<b>3</b> <b>Competent</b>	<b>4</b> <b>Above Expectations</b>	<b>5</b> <b>Exceptional</b>
<b>Writing and Grammar</b>	Many <i>writing and grammar</i> errors significantly impacted the reviewer's ability to understand and evaluate the presentation.	Some <i>writing and grammar</i> errors impacted the reviewer's ability to understand and evaluate the presentation.	Reviewer's ability to understand the presentation was not impacted by <i>writing and grammar</i> errors.	<i>Writing and grammar</i> significantly enhanced the reviewer's ability to understand and evaluate the presentation.	<i>Writing and grammar</i> comprehensively enhanced the reviewer's ability to understand and evaluate the presentation.

<b>Oral Presentation</b>	<i>Oral presentation significantly impacted the reviewer's ability to understand and evaluate the presentation.</i>	<i>Oral presentation somewhat impacted the reviewer's ability to understand and evaluate the presentation.</i>	<i>Oral presentation allowed reviewers to understand and evaluate the presentation.</i>	<i>Oral presentation significantly enhanced the reviewer's ability to understand and evaluate the presentation.</i>	<i>Oral presentation comprehensively enhanced the reviewer's ability to understand and evaluate the presentation.</i>
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**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 All 9 Competencies

\*The Communication Skills scores at the end of the rubric do not factor into total score.

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

**Possible Scores:** Exceptional = 43-45 and no score less than 3 on any competency

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: Not Passing

Unacceptable = Less than 18 and/or a score below 3 on more than one competency: 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, Ramces Marsilli, [rmarsill@fiu.edu](mailto:rmarsill@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 AND Practice your presentation alone and in front of people and adjust accordingly (time constraints).

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

