SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course title:	Social Work Capstone Course - Micro
Course #/term:	SW699 SS 2021
	Section 003 Section 004
Time and place:	Tuesday, 1pm - 2:30pm, Online plus asynchronous work
	Section 003: Tuesdays, May 11th, May 25th, June 8th, June 22nd, July 6th
	Section 004:Tuesdays, May 18th, June 1st, 15th, and 29th, July 13th
Credit hours:	1
Prerequisites:	SW590 or permission of instructor
Instructor:	Susan Radzilowski, LMSW, ACSW
Pronouns:	She, her, hers
Contact info:	**Email:** skrrad@umich.edu **Phone:** 248 943 2089
	You may expect a response within 24 - 48 hours. If your issue is urgent, please text me.
	Please be sure to sign your name and section no. to any text or email message.
Office:	Office hours are online, or by phone, by appointment, due to this course being offered online
Office hours:	After class or by appointment

Course Statement

Course Description

This Capstone course will provide students an opportunity to reflect on their social work education, as well as look forward to their future social work career. Students will explore concepts of professional resilience and social work identity, as well as gain an understanding of lifelong learning as a core value of the social work profession. The course will provide an opportunity for students to integrate and apply learning from their academic career in a comprehensive manner. The course will assess the students'

overall mastery of social work competencies, as demonstrated through products produced over the course of their study and collected in a professional portfolio. Students will be given the opportunity to develop a cover letter and resume, as well as explore interviewing and negotiating skills necessary to secure a social work position upon graduation.

Course Objectives and Competencies:

Identify the importance of lifelong learning, including the effective use of supervision and consultation (Essential 37; EPAS 1).
Demonstrate the use of effective communication strategies to market yourself as a professional social worker (Essential 41; EPAS 1, 6, 8).
Develop a plan for professional resiliency (Essential 43; EPAS 1).
Apply the 4 core components of emotional intelligence to future growth as a social worker (Essential 42; EPAS 1).
Reflect on social work learning, especially related to key social work competencies (Essential 42; EPAS 1)

Design:

This course will use multiple methods including but not limited to: lectures, demonstrations, case studies, readings, guest speakers, discussions, written assignments, individual and group exercises. The course will make use of a computer based portfolio system.

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

This course will integrate PODS (privilege, oppression, diversity and social justice) as the framework through which social work practice is viewed. Students will explore how these concepts manifest in social work practice. Students will provide a demonstration of a product or assignment, and reflect on the relationship to PODS.

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing 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 to facilitate PODS learning.

Class Requirements:

Synchronous and Asynchronous for Classroom Time:

The current known best practice of online teaching is a combination of synchronous and asynchronous teaching, which means some of the in-person classroom learning will now be obtained before and/or after each week's synchronous session. In principle, each week's synchronous session will be approximately 1.5 hours with a 10 to 15 minute break.

Student Camera On Expectation:

When possible, it is expected that the students will keep their cameras turned on during the synchronous session. "Camera on" is **required** for break out groups and simulated interviews as visual contact is an essential component of those interactions.

Attendance and Class Participation:

I highly encourage you to attend all Zoom classes and to actively participate in class. Poor attendance will hurt your grade, as will low participation. Should something prevent you from attending the Zoom class (i.e. illness, a conference, a religious observance, personal emergency, internet or other access issues) please let me know, at least 24 hours before an expected absence, or within 24 hours of an unexpected absence/emergency).

Note: If you are absent from class, you are still responsible for any assignments due that day. Please review the Policy on Class Attendance found in the MSW Student Guide.

Student Time Expectation:

This is a 1-credit course and is offered online. This means that, as a student, you are expected to spend a total of 112.5 hours throughout the semester, including synchronous & asynchronous classroom time. For more details, please go to the UM Center for Academic Innovation website for detail.

Text and class materials:

Required readings and required videos to watch will be posted to Canvas. There are no required texts. Please complete all pre-work prior to meeting for that week's module.

Any Changes in the class schedule or class content
will be sent via announcement.

Date/Time	Required Readings, Pre-work, & Post Work and Assignments
Meeting 1 **May 11th 003** **May 18th 004** **Topic: Looking Back at Your MSW**	**Pre-Work (Session 1):** • **Review**: CSWE Competencies (Links to an external site.) (both for your pathway but also the standards themselves, which are linked from this SSW website page). • **Review:** SSW Pathway Competencies (Links to an external site.) • **Review:** P.O.D.S. Capacities Checklist download • **Track down and bring**: The "Future Me Letter" you wrote in SW 590 (try your best...no worries if you cannot) • **Log in and review**: Be sure you can log into your Portfolium portfolio as needed. **Post Work (Meeting 1):** There are two mini-assignments to do after class today (links to each provided): 1. Job Search 2. Resume Draft Both mini-assignments are pretty brief and are due before the next class session.

Date/Time	Required Readings, Pre-work, & Post Work and Assignments
Meeting 2 **May 25th 003** **June 1st 004** **Topic: Shaping Your Professional Brand (1 of 2)**	Pre-work (Meeting 2): There are a few things to read and do prior to class. These readings are all very brief and practical. **Read:** Job Search Techniques & Strategies (Links to an external site.) **Read:** Resume Tips (Links to an external site.) **Read**: Cover Letter Tips (Links to an external site.) **Bring:** Job posting you found & your resume draft (post-class mini-assignments from last week) **Post Work (Meeting 2):** There is one mini-assignment to do after class today AND you are to complete the first milestone for your portfolio assignment. Specifically: 1. Mini-Assignment: Write yourself a Letter of Reference (details linked here). 2. Portfolio Milestone 1: Upload and reflect on one competency (details linked here). These are both due before the next class session. **Optional** resources about elevator pitches: - How to answer "Tell Me About Yourself" (Tips and Example Answers) (Links to an external site.) (reading and video) - How to Give an Elevator Pitch (With Examples) (Links to an external site.) (reading and video) - How to answer: Tell Me About Yourself" (Links to an external site.) (reading) - A Complete Guide to Answering "Tell Me About Yourself" in an interview (Plus Examples!) (Links to an external site.) (reading)

Date/Time	Required Readings, Pre-work, & Post Work and Assignments
Meeting 3 **June 8th 003** **June 15th 003** **Topic: Shaping Your Professional Brand (2 of 2)**	**Pre-work (Meeting 3):** • **Read:** Interview strategies (Links to an external site.) • **Read:** Networking techniques and strategies (Links to an external site.) • **Read:** How to write a reference letter (Links to an external site.) (you should have read this when completing your reference letter assignment) • **Bring:** Letter of reference wrote for yourself **Post-class work (Meeting 3):** There are three assignments to do after class today. 1. Finish and upload your final resume (details provided here). 2. Write and upload a cover letter (details provided here). 3. Complete Milestone 2: Update your Portfolio Profile (details provided here). **Optional resources about salary negotiation:** • Salary Negotiation: 6 Tips on How to Negotiate a Higher Salary (Links to an external site.) (video) • How to Negotiate Salary: Asking for More Money After a Job Offer (Links to an external site.) (video) • Salary Negotiation Tips (How to Get a Better Offer) (Links to an external site.) (reading) • When you get the big salary question during a job interview - an example script of what to say (Links to an external site.) (reading) • 5 Salary Negotiation Strategies for Social Workers (Links to an external site.) (reading) **Optional** resources about interviewing and informational interviews • Interviews & Informational Interviews pdf download

Date/Time	Required Readings, Pre-work, & Post Work and Assignments
Meeting 4 **June 22nd 003** **June 29th 004** **Topic: Professional Identity and Professional Resiliency**	**Pre-work (Meeting 4):** • **Watch:** TED Talks on Resilience (Links to an external site.) (pick at least 1, but feel free to explore more!) • **Explore:** Self-care starter kit (Links to an external site.) • **Read:** 10 lessons in self-care for social workers (Links to an external site.) • **Read:** Resilience for Social Workers: How To Increase Flexibility, Energy, and Engagement in the Face of Challenge (Links to an external site.) <u>**Post-Work (Meeting 4):**</u> 1) **Portfolio Milestone #3: final Portfolio & Competencies:** This week you should focus on completing your final milestone for your major portfolio assignment (see details here). This final assignment includes uploading a number of products or works you've created AND writing a description linking each to the CSWE competencies or P.O.D.S capacities, so plan on spending some significant time. 2) **Course Evaluations:** Please complete the **course evaluations** for your courses as soon as they open. *I encourage you to think about yourself in a professional capacity as you fill out your course evaluations this semester. Evaluate your course instructors keeping in mind that:* • *Your evaluations are used by your instructors to make real and meaningful modifications to the course.* • *Evaluations are reviewed by the administrative team at the School. They are used to help make decisions about advancement, raises, etc.* • *Bias is common in course evaluations. To avoid bias, I encourage you to read this sheet, "Completing Course Evaluations to Avoid Bias: A*

Date/Time	Required Readings, Pre-work, & Post Work and Assignments

Meeting 5
 	
July 6 003
July 13 004
 	
Topic: Lifelong Learning
	Pre-work (Meeting 5):
	
	There are a few things to watch, read, and explore prior to class.
	• **Read:** Tips for mentorship (Links to an external site.)
	• (Links to an external site.) **Watch:** EMOTIONAL INTELLI-GENCE (Links to an external site.)
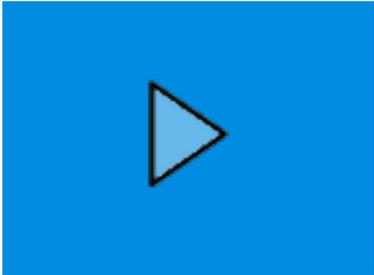	
	• **Read:** Professional licensing and exam preparation (Links to an external site.)
	• **Explore:** resources available from the SSW as you launch your career:
	     ◦ U-M SSW Continuing Education Website (Links to an external site.)
	     ◦ U-M SSW exam preparation course (Links to an external site.)
	
	     ◦ Career Services Website (Links to an external site.)
	     ◦
	• **Optional Reading** (especially for those planning to practice outside of Michigan): Social Work Licensure - A state-by-state guide

Assignments - please view assignments and due dates in the Canvas Assignment Tab.

Assignments	Due Date	Points
Milestone #1	Section 003 June 4 11:59pm Section 004 June 11 11:59pm Upload to Canvas	10 points
Milestone #2	Section 003 June 15th 11:59pm Section 004 June 22nd 11:59pm Upload URL To Canvas through quiz	20 points

Assignments	Due Date	Points
Milestone #3	Section 003 July 6th Section 004 July	25 points

Assignments	Due Date	Points
Ongoing Mini Assignments - 5 in totalPlease view weekly modules and the Assignment Tab.	Multiple Due Dates - please refer to modules and assignment tab as well as the weekly chart posted above.	50 - 5 assignments @ 10 points each
CSWE By Pathway Graded Quiz	Tbd	50

This class is "Pass-Fail". The criteria for grading individual assignments is as follows:

95- 100 A Brilliant mastery of subject content; demonstrates exceptional skill, insight, reflection, understanding of self and others; exceptional mastery of core concepts. Only students who have achieved 100 percent attendance in this class will be eligible for a grade of A.

90 - 94 A- The difference between A and A- is based on the degree to which the above described skills are demonstrated

88 - 89 B+ Mastery of subject content beyond expected competency; is growing in insight, clinical acuity, and self-reflection and in mastery of core concepts

85 - 87 B Mastery of subject content at level of expected competency – meets course expectations

80 - 84 B- Less than adequate competency, but demonstrates student learning and potential for mastery of subject content

70 - 79 C or C- Demonstrates a minimal understanding of core content, and of self and others. Significant areas need improvement to meet course requirements.

69 and below Student has failed to demonstrate minimal understanding of subject content.

OTHER FACTORS INFLUENCING GRADING:

If you have good attendance and participation and make a strong and timely effort on each assignment, you will do well in this class in terms of grading. I will provide clear, thoughtful feedback to help you deepen your awareness of a number of key issues - the process of working with others, who you are in the work (i.e. what appear to be strengths and chal-

lenges for you), themes that arise in Interpersonal Practice work, writing and communication skills, etc.

If I write or say something that confuses or upsets you, please make an appointment so we can discuss it! If I help you deepen your understanding of something that is helpful for me to know too.

GENERAL ASSIGNMENT GRADING CONSIDERATIONS:

• Meeting parameters of assignment

• Clarity of thought

• Effort/ability to self-reflect

• Demonstration of social work values related to empathy, strengths-based thinking, and client dignity

• Insightfulness and clinical acuity (since this is a clinical course, this is the area that tends to differentiate papers that earn extra points from others)

• Integration of reading materials into paper

• The ability to discern which aspects of use of self would be important in assessment or intervention

• Writing Skill – clarity, coherence, organization, citation (if necessary), grammatically strong

Class Recording and Course Materials

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 a recording is occurring. 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.

COVID-19 Statement:

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.

Additional School and University policies, information and resources are available here: https://ssw.umich.edu/standard-policies-information-resources. 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*