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| <b>Course title:</b>   | Social Work Capstone Course (micro)  |  |
| <b>Course #/term:</b>  | SW 699-002, Winter 2022  |  |
| <b>Time and place:</b> | Mondays, 6pm-9pm, January 10, 24, February 7, 21, March 7<br>All meetings will be on Zoom, accessible through our Canvas page                    |  |
| <b>Credit hours:</b>   | 1  |  |
| <b>Prerequisites:</b>  | none   |  |
| <b>Instructor:</b>     | Laura Yakas  |  |
| <b>Pronouns:</b>       | She/her  |  |
| <b>Contact info:</b>   | <b>Email:</b> lyakas@umich.edu   | <b>Phone:</b> +64 22 0345371 (I am in New Zealand, so you'll need WhatsApp to contact me by phone) |
|                        | I will do my best to respond to your email within 24 hours, but please feel free to send me a reminder if you are feeling any urgency or anxiety |  |
| <b>Office hours:</b>   | On Zoom by appointment   |  |

## 1. Course Statement

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### a. 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.

### b. 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)

**c. Course 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.

**d. Intensive focus on 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.

## **2. Class Requirements**

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**a. Text and class materials**

All materials for this class can be found on our Canvas page.

**b. Class schedule**










The weekly topics we explore will be:

- Session 1: Looking Back at your MSW
- Session 2: Shaping Your Professional Brand – Part 1
- Session 3: Shaping Your Professional Brand – Part 2
- Session 4: Professional Identity and Resiliency
- Session 5: Lifelong Learning

Please see our Canvas page for more details!

### c. Assignments

Please see the “Assignments” section of our Canvas page for more details about these assignments.

| Ongoing "Mini-Assignments" |   | 45% of Total | + | : |
|----------------------------|---|--------------|---|---|
| ⋮                          |  <b>Job Search</b><br>January 24, Session #2: Shaping your Professional Brand - Part 1 Module   Due Jan 24 at 6pm   10 pts                                   | ✓            |   | ⋮ |
| ⋮                          |  <b>Resume Draft</b><br>January 24, Session #2: Shaping your Professional Brand - Part 1 Module   Due Jan 24 at 6pm   10 pts                                 | ✓            |   | ⋮ |
| ⋮                          |  <b>Letter of Reference</b><br>Feb 7, Session #3: Shaping your Professional Brand - Part 2 Module   Due Feb 7 at 6pm   10 pts                                | ✓            |   | ⋮ |
| ⋮                          |  <b>Completed Resume</b><br>Feb 21, Session #4: Professional Identity and Resilience Module   Due Feb 21 at 6pm   10 pts                                     | ✓            |   | ⋮ |
| ⋮                          |  <b>Cover Letter</b><br>Feb 21, Session #4: Professional Identity and Resilience Module   Due Feb 21 at 6pm   10 pts   | ✓            |   | ⋮ |
| Portfolio                  |   | 40% of Total | + | : |
| ⋮                          |  <b>Milestone #1: Upload and Reflect on One Competency</b><br>Feb 7, Session #3: Shaping your Professional Brand - Part 2 Module   Due Feb 7 at 6pm   10 pts | ✓            |   | ⋮ |
| ⋮                          |  <b>Milestone #2: Update your Portfolio Profile</b><br>Feb 21, Session #4: Professional Identity and Resilience Module   Due Feb 21 at 6pm   20 pts        | ✓            |   | ⋮ |
| ⋮                          |  <b>Milestone #3: Final Portfolio &amp; Competencies</b><br>Due Mar 14 at 6pm   25 pts   | ✓            |   | ⋮ |
| Participation              |   | 15% of Total | + | : |
| ⋮                          |  <b>Participation</b><br>Due Mar 14 at 6pm   20 pts  | ✓            |   | ⋮ |

### d. Attendance and class participation

You will get the most out of this course if you attend each session, however, my commitment to Healing-centered Teaching (below) means that the **choice** is ultimately yours, and all I ask is that you are open and **transparent** with me about any barriers to your participation. If you miss classes or assignments without reaching out to me (by email) to explain what the barriers are, here is what will happen: firstly, I will wait a couple of days to give you a chance to reach out to me, then I will reach out to you; secondly, if I do not hear back from you and you continue to miss classes, I may decide to reach out to someone in the Office of Student Services to have them check in on you.

### e. My Teaching Style / Healing-centered Teaching

## My Teaching Style

Inspired by the work of [Brené Brown](#), I am committed to **radical authenticity**, and this shapes my teaching style. I bring my full and vulnerable self into our class, and I invite this from you. This is not normative in our culture (so it may feel uncomfortable at first!), but is an important aspect of practicing anti-oppression in classrooms. With authenticity, we challenge the [hidden curriculum](#) of academia and the oppressive norms that ask us to be inauthentic. For example, you don't need to pretend "I have a technology issue, so I can't come to class" when you really feel overwhelmed and stressed - you can be honest, and I can reassure you that your need for rest and self-care is valid! Or, you don't need to pretend you agree with what I or other students believe - you can be honest, and an exploration of our differences might lead to deepened empathy! In sum: in my classes, students are invited to speak their truths.

Another reason I bring and invite authenticity and vulnerability into our classroom is that I thrive best as an educator when I feel **connection** and a sense of **community** with students :)

## Healing-Centered (also known as Trauma-informed or Anti-oppressive) Teaching

As a [Mad/neurodivergent](#) woman, [radical accessibility](#) is very important to me. This is why I aim to co-create accessible and [healing-centered](#) learning communities. I will talk more about this in our first class, but in brief, healing-centered teaching involves three things:

- 1) **Choice** – it is important for students to have options / agency in their learning journey. Because this class has a very specific and narrow purpose of preparing you for life post-graduation, there is not as much choice as there can be in other courses (for example, in my 505 course, I provide multiple final assignment options to choose from). However, please feel invited to let me know if there are any elements of this course you'd like to adjust to suit your needs (for example, if you want to apply for a PhD or a fellowship instead of a job, you can submit personal statement drafts instead of cover letter drafts when the time comes).
- 2) **Flexibility** – radical accessibility means making room for all the unpredictable barriers life throws our way, everything from the limitations of our own body-minds to the barriers we face because we live in a [white-supremacist imperial-capitalist cis-hetero-patriarchy](#). In my classes, course expectations and deadlines are always flexible, and all you need to do is be open and honest with me about your needs and barriers. I do not believe in "laziness" or "not-working-hard-enough" (see this article titled "[Laziness does not exist: unseen barriers do](#)"), I believe everyone grows and learns at their own pace, and that any barriers to *individual* growth and learning cannot be separated from the oppressive structures we *collectively* live within.
- 3) **Transparency / Authenticity** – I aim to co-create spaces that feature transparent and authentic communication. Not only does this help us connect better as a learning community, but it also supports healing and anti-oppression, and generally makes our time together more enjoyable! When relevant, I will be honest and real with you about my experiences, limitations and barriers, and I invite you to do the same.

#### f. Grading

This course is graded as either “satisfactory” or “unsatisfactory” (i.e. pass/fail). All assignments are therefore graded as either “complete” or “incomplete.” For the final portfolio assignment, we use a numeric scale for the purpose of helping our school assess how well we are educating our students. The numeric scoring is as followed:

- 1, Not Competent: Product reflected no demonstration of understanding
- 2, Limited Competent: Product reflected limited or inconsistent demonstration of understanding
- 3, Emerging Competent: Product reflected emerging demonstration of understanding
- 4, Competent: Product reflected full demonstration of understanding
- 5, Advanced Competent: Product reflected demonstration of exceptional depth of understanding

If you do not earn a numeric score of 3 or more, I may ask you to revise and resubmit your assignment before I check it off as "complete."

#### g. 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 in advance that a recording will occur and be provided with an option to opt-out. 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.

#### h. 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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). 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.

i. 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.

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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*