SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

Course title:	Social Work Capstone - Macro
Course #/term:	SW689, Section 2, Spring/Summer 2022 (Synchronous Online)
Time and place:	Alternating Tuesdays, 6-8pm*, Online: 5/17, 5/31, 6/14, 6/28, 7/12
Credit hours:	1
Prerequisites:	None
Instructor:	Grace Helms-Kotre, MSW
Pronouns:	She/Her
Contact info:	**Email:** grpaige@umich.edu **Phone:** 734-255-0090
	You may expect a response within 24 hours
Office:	2764 SSWB
Student hours:	Same Tuesdays as class sessions, 12-1pm Zoom (or by appointment)

*Class meetings will be ~2 hours with additional weekly asynchronous content

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

a. Text and class materials

There is one textbook for this course, *Digital Portfolio Construction: A guide for showcasing*, by Fitch, Ruffolo and Austin (2021).

You can purchase this required text as an e-book or hardcopy from the bookstore or directly from the publisher (https://store.cognella.com/95205) (note: you do not need the "active learning" supplement, but it comes free with the text). Consider this book a

resource that will support you in this course and beyond in your social work career!

All other readings and resources are provided on Canvas. Please complete all pre-work prior to each class meeting.

b. Class schedule

See Canvas Modules for the pre-work and post-work required for each session. Pre-work will be published in Canvas modules two weeks in advance of the next class session. A recording of the lecture, class slides, and post-work will be published directly after each class session. Assignments (detailed below) are all published and available for you to work on anytime. Feel free to work ahead on assignments!

Reminder: All sessions are held live on Zoom. Zoom meeting information is in Canvas. Any changes to this schedule will be shared via Canvas announcement.

Zoom Session Date/Time	Topic
Tues., 5/17, 6-8pm	Session 1: Looking Back at your MSW
Tues., 5/31, 6-8pm	Session 2: Shaping your Professional Brand - Part 1
Tues., 6/14, 6-8pm	Session 3: Shaping your Professional Brand - Part 2
Tues., 6/28, 6-7pm**	Session 4: Professional Identity and Professional Resilience
Tues., 7/12, 6-8pm	Session 5: Lifelong Learning

**For Session 4, you'll have additional asynchronous content, and we'll only meet for one hour in our live Zoom session.

c. Assignments

Assignments are fully detailed in Canvas. All assignments for this course are graded as "complete/incomplete." Deadlines listed below (and in Canvas) are *recommendations* to help you keep up with the pace of the course. All deadlines are flexible. Please be in touch with the instructor if you plan to turn in an assignment after the listed deadline.

Assignment	Due by end-of-day on:
Portfolio Assignments (there are 3 "milestones" related to your portfolio)	
Milestone #1: Upload and Reflect on One Competency	Monday, 6/13
Milestone #2: Update your Portfolio Profile	Monday, 6/20
Milestone #3: Final Portfolio & Competencies	Monday, 7/11
Ongoing Mini-Assignments	
Job Search	Monday, 5/30
Resume Draft	Monday, 5/30
Letter of Reference	Monday, 6/13
Completed Resume	Monday, 6/27
Cover Letter	Monday, 6/27

d. Attendance and class participation

This course has both synchronous and asynchronous components. Your attendance and full engagement during our live Zoom session is critical for the learning experience of this course. AND, life happens! Please be in touch with me asap if you have a conflict, and we will work together to make sure you stay on track. (Feel free to check out the SSW Policy on Class Attendance.)

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.

e. Grading

This course is graded as Satisfactory/Unsatisfactory (S/U). Each assignment as well as course participation will be graded as "complete" or "incomplete" in Canvas. If the initial submission receives an "incomplete," you will have the option to revise and resubmit. Descriptions of all assignments are in Canvas.

Additional background on standard MSW Student Guide policies regarding grading:
   ● Grades in Academic Courses and in Field Instruction

- [Policy for Grading in Special Circumstances](#)
- [Student Grievance Procedures](#)

f. 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.

Note: For this course, only content *shared by the instructor* in our Zoom sessions will be recorded. Student sharing and discussions will *not* be recorded. Zoom recordings will *only* be made available to enrolled students.

g. 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](#). (This is not directly relevant to our course because we won't be meeting in person.)

h. 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.

i. Commitment to Equity

In this course, we will work to co-create a classroom environment in which "all students are treated equitably, have equal access to learning, and feel valued and supported in their learning. Furthermore, this course is one in which equity is centered in that it attends to social identities and seeks to change the ways systemic inequities shape dynamics in teaching-learning spaces, affect individuals' experiences of those spaces, and influence course and curriculum design." (Adapted from UM-CRLT)

As your instructor, I am committed to equity-focused teaching. As such, the following tools will be incorporated throughout the semester:

- Various modalities for learning and resource types to meet a variety of needs
- Small and large group discussions and community building activities
- Contemplative practices to foster self-awareness, self-regulation, empathy, compassion, and community including mindfulness, meditation, self-reflective journaling, and active listening
- Various opportunities for students to connect with the instructor including weekly student hours and option for one-on-one meetings
- Flexibility with assignment deadlines
- Clearly described expectations for all assignments to enhance transparency
- "Community Agreements" to foster an equitable learning environment
- Synchronous and asynchronous components

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*