1. Course Statement

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 Social Work Skills (First Edition), by Fitch, Ruffolo and Austin (2021).

Please Note: You used portions of the book in SW 590 when you entered the program, and we will use portions of it in this capstone as well. If you did not purchase the book
for SW 590 you can purchase this book directly through the Cognella, Inc, student store to receive discounted pricing and expanded format options. Purchase your course material here: https://store.cognella.com/95864.

If you need any help with ordering from Cognella, feel free to email orders@cognella.com or call 858-800-2675.

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

There are two categories of assignments for this course. There will be 3 portfolio-related assignments, called “Milestone” assignments and 5 “Mini” assignments that I will ask you to upload into Canvas before our 5 sessions of class to review those together. Please refer to Canvas “Assignments” tab for details on due dates and instructions.
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 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. 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."

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.
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.

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.

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