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 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. Technology Requirements
In order to access and interact in the class, you must have access to the Internet, preferably high-speed Internet, and a camera, for the duration of this course. You must have consistent access to a professional word processor and a presentation program such as Google Suite and Microsoft Office. For technological support, please contact the U-M ITS Service Center.

b. 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). You will use portions
of this book for this class, and portions in your capstone course that you take in your final semester (so you don’t want to purchase the limited access e-book). 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.

All other readings and materials for this course will be copied or linked, and made available on Canvas – the University online course management system. Information and instruction on how to use Canvas is already provided by the university; therefore, no class time will be devoted to instruction on how to use this system.

Students are expected to have completed all assigned readings and other forms of asynchronous learning prior to class, as these will serve as the basis for class discussion, activities, assignments, quizzes and examinations.

c. Class schedule:

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Readings &amp; Assignments</th>
</tr>
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<tbody>
<tr>
<td>Week 1</td>
<td>Topic: Looking Back at Your MSW</td>
<td>Welcome, Course Information, Syllabus and Introduction Discussion.</td>
</tr>
<tr>
<td>May 10, 6-8 pm EST</td>
<td>Agenda:</td>
<td>Module One Pre-class work:</td>
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<td></td>
<td>1. Review and ground yourself in key social work learning.</td>
<td>● 2015 Educational Policy and Accreditation Standards</td>
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<td></td>
<td>2. Navigate Portfolium including adding materials, networking, and reflecting.</td>
<td>● UM SSW Pathway Competencies</td>
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<td>3. Reflect on areas of growth.</td>
<td>● P.O.D.S. Capacities Checklist</td>
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<td>● Student Guide to Canvas Student Portfolio</td>
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<td>● View recorded lecture</td>
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<td>Assignments:</td>
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<td></td>
<td>● Future Me Letter</td>
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<td>● Job Search</td>
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<td>Week 2</td>
<td>Topic: Shaping Your Professional Brand- Part 1</td>
<td>Module Two Pre-class work:</td>
</tr>
<tr>
<td>May 17, 6-8 pm EST</td>
<td>Agenda:</td>
<td>● Job Search Techniques and Strategies</td>
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<td>1. Develop an “elevator pitch” to introduce yourself.</td>
<td>● Resume Tips</td>
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<td>2. Compose a resume and cover letter to effectively market your skills and abilities.</td>
<td>● Cover Letter Tips</td>
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<td>● View recorded lecture</td>
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<td>Assignments:</td>
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<td></td>
<td>● Letter of Reference</td>
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<td>● Milestone #1 &quot;Upload and Reflect on One Competency&quot;</td>
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| Week 3  | May 24, 6-8 pm EST | Topic: Shaping Your Professional Brand- Part 2 | Module Three Pre-class work:  
- Interview Strategies  
- Networking Techniques and Strategies  
- How to Write a Reference Letter (With Examples) |
|---------|------------------|---------------------------------------------|--------------------------------------------------|
|         |                  | Agenda:  
1. Develop an effective letter of reference that you can share with a potential reference.  
2. Identify strategies for successful interviewing.  
3. Demonstrate effective negotiation skills. | Assignments:  
- Letter of Reference |
|         |                  |                                             |                                                  |
| Week 4  | May 31, 6-8 pm EST | Topic: Professional Identity and Professional Resilience | Module Four Pre-class work:  
- Mindfulness: 10 Lessons in Self-Care for Social Workers  
- Resilience for Social Workers: How To Increase Flexibility, Energy, and Engagement in the Face of Challenge  
- Self-care Starter Kit  
- TED Talks on Resilience  
- Chapter 8 of Ruffolo text |
|         |                  | Agenda:  
1. Learn strategies related to professional resilience  
2. Build a professional resilience plan | Assignments:  
- Milestone #3: Final Portfolio & Competencies |
|         |                  |                                             |                                                  |
| Week 5  | June 7, 6-8 pm EST | Topic: Lifelong Learning | Module Five Pre-class work:  
- 8 Tips For An Amazing Mentor Relationship  
- Professional Licensing and Exam Preparation  
- Social Work Licensure – A State-By-State Guide  
- View recorded lecture  
- Daniel Goleman Introduces Emotional Intelligence  
- Chapter 9 of Ruffolo text |
|         |                  | Agenda:  
1. Identify strategies and sources for professional development  
2. Describe the role of supervision and mentoring in professional development  
3. Apply the concept of emotional intelligence to lifelong learning | Assignments:  
- Finalize Milestone #3: Final Portfolio & Competencies |
|         |                  |                                             |                                                  |
|         |                  |                                             |                                                  |

**d. Assignments**

**Ongoing Mini-Assignments**
Due date: Through semester, listed on canvas
This course consists of various “mini” assignments, designed to be practically useful and prepare you for the next phase of your career. These “mini-assignments are worth different point values and include:

- A job search
- Future Me discussion
- Resume draft
- Letter of reference
- Final resume
- Cover letter

In cases where student circumstances would make an alternative assignment desirable, that option is available. Please see the instructor to discuss.

**Portfolio Assignment**

Due date: See milestone dates below

This assignment helps you generate a professional portfolio through Portfolium. It is broken into 3 “Milestones.”

**Milestone #1: Upload and Reflect on One Competency (Due May 23rd before midnight)**

- Select one project/product that you have created while in the MSW program that you think best demonstrates your skill, knowledge, values, etc related to one competency that link to your specialized pathway. You will need to upload that project to your portfolio prior to completing this assignment.
- Demonstrate the use of effective communication strategies to market yourself as a professional social worker.
- **PODS Capacities** associated with this assignment
- Review detailed assignment instructions and the grading rubric on Canvas

**Milestone #2: Update your Portfolio Profile (Due May 30th before midnight)**

- Complete the profile section of your Portfolium portfolio.
- Demonstrate the use of effective communication strategies to market yourself as a professional social worker.
- **PODS Capacities** associated with this assignment
- Review detailed assignment instructions and the grading rubric on Canvas.

**Milestone #3: Final Portfolio & Competencies (Due June 14th before midnight)**

- For each of the ten items, you will submit, by link on Canvas, a project/product that you created that demonstrates your competence within your specialized area. In addition, you will complete a description of how the projects/artifact demonstrates your understanding or implementation of that competency.
- Demonstrate the use of effective communication strategies to market yourself as a professional social worker.
- **[PODS Capacities** associated with this assignment]
● Review detailed assignment instructions and the grading rubric on Canvas.

e. Attendance Policy

Students are expected to attend all the live, synchronous class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts. For additional information, please refer to the Policy on Class Attendance found in the MSW Student Guide.

Because there are only 5 live sessions, students who miss more than one live session are at risk of receiving a non-passing grade and are strongly encouraged to drop the course. There is no way to “make up” live sessions and live sessions will not be recorded.

f. Class participation

Class participation is more than attendance. It includes things like arriving on time, being actively present in the classroom, reading/reviewing assigned material, preparing for class with questions, completing assignments, reflections, and discussions, doing assignments, and participating in activities - both in the live class and asynchronously. The class participation grade is a subjective grade – I will use the rubric in the Canvas site to determine the class participation grade.

g. Grading

This class will be graded as Satisfactory (Pass) or Unsatisfactory (Fail). In order to pass this class (Satisfactory), you must fully attend all live class sessions, complete all pre and post class work, participate and engage in large and small group discussions, and submit class assignments (of satisfactory quality). The relative weighing of each course element is as follows:

- Portfolio: 40%
- Ongoing mini-assignments: 45%
- Participation: 15%

In cases where student circumstances would make an alternative assignment desirable, that option is available. Please see the instructor to discuss.

h. Class Recording and Course Materials

Audio and video recording of in-class lectures and discussions is prohibited without the advanced 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. To obtain accommodations such as recording lectures, students can work with U-M’s Services for Students with Disabilities (DDS) https://ssd.umich.edu/. Approved accommodation is required before recording.

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