1. Course Statement

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.

   a. 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)

b. 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.

c. 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). Beginning in fall 2022, students used portions of the book in SW 590 when they entered the program, and they will use portions in this capstone. Students who did not purchase the book for SW 590 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 students need any help with ordering from Cognella, feel free to email orders@cognella.com or call 858-800-2675.

Other readings/videos/etc
All readings and other materials to watch or engage with are provided on Canvas.
Class schedule

The class schedule for this course is set and laid out on the Canvas site template/shell on Canvas Commons. It is strongly recommended that you import this Canvas template. This Canvas Template includes a structure for all of the prework, what is covered in each class session (with slides/notes) and post class work (assignments). Class topics are as follows:

- Class 1: Looking Back at your MSW
- Class 2: Shaping your Professional Brand, Part 1
- Class 3: Shaping your Professional Brand, Part 2
- Class 4: Professional Identity and Professional Resilience
- Class 5: Lifelong Learning

Standard assignments

The major assignment for this class is the development of a portfolio. For ease, this assignment is broken into 3 “milestones.” In addition, there are a series of ongoing “mini-assignments.” Details are as follows.

*Please pay close attention to Milestone 3 of the portfolio assignment*, in particular the grading rubric. This is the grade that will be used for CSWE accreditation.

<table>
<thead>
<tr>
<th>Assignment Title: Portfolio</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>This end of program assessment was designed to assess your learning of the 9 competencies required by the Council on Social Work Education (CSWE) plus our School's added priority of P.O.D.S. (privilege, oppression, diversity, and social justice).</td>
</tr>
<tr>
<td><strong>Course Outcomes</strong></td>
</tr>
<tr>
<td>This assignment provides documentation of student ability to meet the following course outcome:</td>
</tr>
<tr>
<td>- Reflect on social work learning, especially related to key social work competencies. (EPAS 1)</td>
</tr>
<tr>
<td><strong>P.O.D.S. Capacities</strong></td>
</tr>
<tr>
<td>This assignment connects to the many P.O.D.S. capacities, including:</td>
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<tr>
<td>- Envision what social justice could look like in specific practice contexts</td>
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<tr>
<td>- Incorporate insights from those with insider and outsider statuses into social justice planning and actions.</td>
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<tr>
<td>- Foster environments and processes that are supportive and generative among those working for justice.</td>
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</tbody>
</table>
Task

There are 3 “milestones” related to this assignment. Detailed instructions for each milestone are provided within the Canvas site.

Milestone 1

Students have found it helpful to prepare one of the items for their master assignment early. This allows you to get feedback to ensure you are on the right track. For this milestone, you will:

1. Review the advanced competencies that link to your specialized pathway
2. 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. You will need to upload that project to your portfolio prior to completing this assignment. Instructions on how to update privacy settings and copy a share link for your project link are in the Privacy Settings section of the SSW Student Guide to Portfolium.
3. Write a 2-4 paragraph description for your chosen competency. The paragraphs will clearly and thoroughly: 1) summarize and describe your project, including your specific tasks in the creation of the project, and 2) describe how this project demonstrates your attainment of the competency. This description should help the reader see a clear connection between your project and the competency you've selected. **Tip:** To better connect your paragraph description with the competency, use specific language from the competency statement throughout your paragraphs.

Milestone 2

For this milestone, you will complete the profile section of your Portfolium portfolio (review tutorial as needed). There is a great deal of information you can provide, but at a minimum, here you should provide:

1. **Your Introduction.** When completing this section, keep in mind that this is often the first thing someone will review when reading your portfolio. Consider: How do you want to introduce yourself to your audience?
2. **Education.** Add any relevant degrees and education.
3. **Work experience.** Include any prior work experience you would like to showcase in your portfolio.

When you are ready to submit, you may enter the URL for your portfolio through this quiz.
Milestone 3

This end of program assessment was designed to assess your learning of the 9 competencies required by the Council on Social Work Education (CSWE) plus our School's added priority of P.O.D.S. (privilege, oppression, diversity, and social justice). For each of the ten items (9 competencies + P.O.D.S), you will submit, by link, a project/product that you created that demonstrates your competency. Projects can be things you've created in class or in field. The key is that the instructor must be able to use them to assess your level of proficiency with that competency. Examples of projects could include (but are not limited to):

- papers
- presentations
- grants
- reports
- data visualizations

Instructions on how to update privacy settings and copy a share link for your project link are in the Privacy Settings section of the SSW Student Guide to Portfolium (Links to an external site.). In addition, you will complete a description of how the projects/artifact demonstrates your understanding or implementation of that competency. Additional assignment details are provided at the links below.

You will provide at least 5 different projects/products. That is, one project can be used to demonstrate more than one competency.

Please be sure that you are removing any and all identifying information from your projects. As an additional level of protection, you might consider sharing certain projects only with your instructor and removing them once your grade has been provided.

You must complete the assignment that corresponds with your specific pathway. You can access your pathway-specific assignment with the correct link on the Canvas site.

Grading Rubric

Students will receive a grade of "complete" or "incomplete" for this assignment. Numeric scores, including your self-assessed numeric scores, will be used to help our School of Social Work assess how well we are educating students related to the 9 CSWE competencies, plus P.O.D.S.

Instructor ratings for the final portfolio assignment (milestone 3) are based on a 5 pt scale. This is the rating scale our school uses for CSWE and is consistent across all classes and field.

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

**Please note that instructors must provide a grade for each item, not simply a total score for the assessment.

Here is a link to more detailed grading information for this assignment.
## Assignment Title: Mini-Assignments

### Purpose

There are a series of small “mini-assignments” that help students prepare for the job market.

### Course Outcomes

This assignment provides documentation of student ability to meet the following course outcome:

- Demonstrate the use of effective communication strategies to market yourself as a professional social worker. (EPAS 1, 6, 9)

### P.O.D.S. Capacities

This assignment connects to the many [P.O.D.S. capacities](#), including:

- Demonstrate intersectional humility in communication and interactions with others.
- Analyze types, levels and sources of power in practice contexts, theories and actions.
- Recognize how these intersect with each other and change in interactions with others and in different contexts.

### Task

There are a series of “mini-assignments” related to this assignment grouping. Detailed instructions for each milestone are provided within the Canvas site.

#### Job search

Review social work position/job postings using a job search site of your choice. Select one position posting for which you would be interested in applying. Upload the posting to Canvas AND bring a paper copy to class.

#### Resume Draft

Upload your current resume draft. There is no need to do a lot of work yet, though you might want to update a few quick things. Next week, we will be discussing resumes and getting feedback on yours, so this assignment is designed (mostly!) to get you to locate yours and take a look at it - especially if you haven't looked in a while.

#### Letter of Reference

Complete a [Letter of Reference](#) for yourself. Imagine your field instructor and/or field faculty is providing a letter of reference. Write this letter as if it is coming from that person.

- Include behavioral examples of skills or qualities you highlight.
- Focus on the skills you think could be most transferable to your desired work setting.
- Focus on highlighting the things you think you are best at and that you believe your letter writer could articulate.
- Use this article to give you guidance: [How to write a reference letter](#)
Upload your letter to canvas AND bring a paper copy to class.

**Completed Resume**

Make edits to your resume based on the lesson last session and the feedback you received. Upload a complete and polished resume to Canvas.

Optional: You may opt to also upload a revised resume to your Portfolium portfolio. Remember, upload the document to Portfolium as a PDF to avoid the system pulling your work history and duplicating what you may have already created.

**Cover Letter**

Draft a sample cover letter that highlights your strengths. Write the cover letter as if you are applying to the job for which you submitted the [job posting (for the Job Search mini-assignment)](link). Upload the cover letter to Canvas.

**Grading Rubric**

All mini-assignments are graded as complete/incomplete
a. Attendance and Class Participation

In keeping with the SSW Policy on Class Attendance, students are expected to attend all the live class sessions. In addition, students are responsible for all content of this course, including the content provided in the asynchronous and synchronous contexts.

Because communication is so essential for social work practice (and is a technical standard for our program), communication is invaluable. This course is a total of 5 classes. Due to the nature of the course, it is important for you to attend every class. If you are unable to attend, please let me know as soon as possible, as you will be required to make up the work that was due on the class day.

b. 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.

c. 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 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 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.

d. 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:

SW699. Fall2023. Crane 8
● 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