COURSE TITLE: SW 401 Community Action and Social Change Integrative Capstone Experience
TERM: Fall 2011
TIME: Thursdays, 12:00 noon – 2:00 p.m.
LOCATION: SSW B760 and B770
SEMINAR INSTRUCTOR: Joseph Galura (jgalura@umich.edu) Meets with SW 631, co-taught by Mary Ruffolo (mruffolo@umich.edu) & Betsy Voshel (voshele@umich.edu)
CONSULTANT: Urmila Venkatesh (urmila@umich.edu) SSW Curriculum and Technology Coordinator
OFFICE HOURS: By Appointment.

SEMINAR DESCRIPTION: This one-credit course is the capstone course for the undergraduate minor in Community Action and Social Change. The course is designed to help students integrate learning from the different components of the minor and to develop a M-Portfolio that captures the core learning. Students will meet in small groups to engage in generative interviewing which will facilitate the development of philosophy statements and artifacts. Students will present their M-portfolios in a showcase at the end of the semester.

SEMINAR DESIGN
• Class sessions will meet a total of 7 times for two hours each session. The last session of class will consist of a “Showcase” where students will electronically present their portfolio to the class.
• Students will be working in small groups throughout the term using a “peer mentoring” model for professional, constructive support and feedback. These are designed to facilitate small group sharing of M-portfolio products and integrative learning processes.
• Class sessions will consist of short didactic/demonstration sessions, exercises and activities, including self-assessments, and generative interviewing.
• Students will be required to schedule an individual “mid-term” meeting with the seminar instructor to review and receive feedback on their M-portfolio development.
• Students are expected to use the tutorials on the C-Tools site to learn the M-portfolio software. The M-portfolio team (mport@umich.edu) at the university will also offer technical support for students experiencing problems with using the software.

SEMINAR OBJECTIVES
Students in this seminar will:
1. Engage in activities that use integrative learning principles to facilitate knowledge transfer and link classroom, fieldwork, and personal experiences.
2. Identify, document, and link knowledge and skills across educational, professional, and personal experiences.
3. Create a beginning M-portfolio by completing the assignments listed below utilizing M-portfolio software and present this to the class in a “Work Showcase” at the end of the term. (We recommend using M-portfolio for your M-portfolio development but you may select other software systems that have similar product options.)

4. Identify individual “tacit knowledge” (the “know-how” as opposed to the “know-what” [facts] and the “know-why” [theory or science]. A simple example: one does not know how to ride a bike or swim due to reading a textbook, but only through personal experimentation, by observing others, and/or being guided by an instructor.

5. Demonstrate basic skills for integrative learning, generative interviewing, appreciative inquiry, giving and receiving professional feedback, and personal reflection.

6. Explore their roles as learners, leaders, and become prepared to speak fluently about their work and experiences as agents for social change.

7. Develop meaningful relationships with student peers, seminar instructor, and other mentors who can be utilized as sources of inspiration, support.

8. Reflect on how social justice principles and processes are reflected in their work and how this can be strengthened.

SEMINAR ASSIGNMENTS (All assignments will have handouts and involve a short class discussion/presentation)

Students will be required to complete the following:

1. An Inventory of Accomplishments. The development of examples of work, knowledge, skills, accomplishments, basic approaches and characteristics (that might become artifacts in a completed professional M-portfolio). (Due by the Second Class Session-Sept. 22, 2011)

2. An electronic Work Showcase that contains the following:
   a. A Welcome Page
   b. A solid working Philosophy Statement. The core processes of the M-portfolio. A 1-page document that clearly describes student’s strengths, values, hopes, dreams, sources of inspiration, theoretical approaches, and overall goals. This statement includes examples of the ways in which students embody these goals in their actions and gives the reader a sense of where the writer has been, where they are, and where they hope to go. (Draft Philosophy statements are due by the Third Class Session (Oct. 6, 2011) with the Final Draft included in the M-portfolio Showcase- Dec. 8, 2011). Use Wordle (http://www.wordle.net) to insert your draft philosophy statement and bring a copy of the word cloud the emerges to the Third Class Session (Oct. 6, 2011).
   c. 3 M-portfolio Artifact Summaries which are a 1-2 page synthesis of each “artifact” that gives the reader a clear and concise overview of the social/global significance of the larger “artifact”.

   The following Artifact Template will help students organize their thinking in order to capture the essence of their work:
   i. Description of the Work/Project
   ii. The Purpose and Implications of the Work/Project (Pay special attention to social justice issues and diversity factors in this component)
   iii. Skills and Knowledge Gained From the Work/Project
iv. Lessons Learned From the Work/Project (Again, link to social justice issues, diversity factors and ethical issues when appropriate)

v. Relationship of this artifact to the CASC core components: Context, Diversity Learning, and Action Service Learning.

*Students are to include/embed Supporting Documentation with each Artifact Summary (e.g. papers, project materials, organizational handouts, pictures)

(Draft Artifacts are Due in Session 4 (Oct. 20, 2011), Session 5 (Nov. 10, 2011) and Session 6 (Dec. 1, 2011) with the Final Drafts for all 3 Artifacts included in the M-portfolio Showcase.

d. A Resume Page

3. Share your portfolio with an academic or co-curricular advisor, student organization leader, potential employer or mentor and seek feedback about your work from this individual. Submit to the course instructor a 1 page reflection on this experience in Session 7 (Dec. 8, 2011).


FOUR CURRICULAR THEMES

• Multiculturalism and Diversity issues will be explored as students identify self-knowledge and skills for regularly monitoring their practice within the context of their work. The PODS (Privilege, Oppression, Diversity and Social Justice) lens will be applied to practice situations and students will have an opportunity to discuss relevant field issues related to the diversity dimensions (ability, age, culture, economic class, ethnicity, family structure, gender, gender identity and expression, race, religion, sex, and sexual orientation).

• Social Justice and Social Change issues will be addressed by helping students to critically assess their commitment to and skills for enacting change towards social justice goals. The role of the social worker will be discussed as reflected by their individual experiences and reflection.

• Promotion, Prevention, Treatment, and Rehabilitation approaches will be addressed within the context of the student’s orientation to practice. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

• Behavioral and Social Science research approaches will be addressed within the context of the student’s orientation and method. Small group discussions will allow the student to discuss, review, compare, and contrast alternative approaches and frameworks while reflecting on their individual work and experiences.

RESOURCES
ACCOMMODATIONS
If you need or desire an accommodation for a disability, please let your seminar instructor know immediately. Many aspects for this seminar including in-class activities and the way that the seminar is taught can be modified to facilitate your participation and progress throughout the term. The earlier you make your Seminar Instructors aware of your needs, the more effectively they will be able to use the resources available, such as the Offices of Services for Students with Disabilities, and the like. If you do decide to disclose your disability, we will (to the extent permitted by law) treat that information as private and confidential.

SEMINAR REQUIREMENTS
Realizing that there are 7 total class sessions for this course, attendance and active participation are required and expected.

Through the integrative portfolio-based learning process, the author (i.e.; student) is in control of their own learning and development and therefore the outcomes from this process can be richly diverse and well as continuous.

GRADING FOR THE SEMINAR: This seminar will be graded as follows:  S = Satisfactory or U = Unsatisfactory based on the final M-Portfolio Showcase. Throughout the term, the instructors will be giving verbal and/or informal written feedback as appropriate.

SESSION GOALS
Class Session One – Sept. 15, 2011:
• Review of syllabus and course expectations
• Introduction to integrative learning methods and M-portfolio development
• Bridging life experiences/ classroom experiences and field work learning
• Generative interviewing process
• In class assignment: Draft your “Inventory of Accomplishments”. This will help inform your Integrative Scaffolding (Table of Contents for M-portfolio)

Class Session 2 - Sept. 22, 2011: Developing a Welcome Statement and working Philosophy Statement
• Bring Inventory of Accomplishments Draft to Class Session.
• In class assignment: Draft a working Welcome Statement and Philosophy Statement (Free-Write activity) that reflects your current understanding of your values/perspectives as a learner, an emerging social work professional and a leader (reflect on how issues of social justice are captured in this statement)
• Outside of class: “Brush up” the copy of your Resume that you used for your field placement interview

Class Session 3-Oct. 6, 2011: Developing Artifacts
• Bring Draft Philosophy Statement to Class Session
• Bring Wordle Copy of Draft Philosophy Statement
• Exercises to uncover tacit knowledge
• In class assignment: Draft an Artifact Summary

Class Session 4 – Oct. 20, 2011: Integrative Small Group Work and M-portfolio Product Development
• Bring 1 Draft Artifact to Class Session
• Work on Artifact development, refining philosophy statements and Table of Contents in Small Groups
• Share current drafts in the M-portfolio software with team members of these items
• Problem-solve challenges in moving forward with the M-portfolio development and integrative exercises

Class Session 5 – Nov. 10, 2011 and Session 6 – Dec. 1, 2011:
• Bring a 2nd and a 3rd Draft Artifact to Class Session
• Continued working on artifacts in small groups and other M-portfolio products
• Work on Metaphors
• Problem-solve any challenges in getting all the tasks completed for the M-portfolio Showcase

Sign up for individual appointments with the seminar instructor between Nov. 10 to Dec. 1st.

Class Session 7 – Dec 8, 2011: M-Portfolio Showcase
• Share your M-portfolio with class members and receive feedback.
• Submit reflection summary of your experience with sharing your portfolio with an academic or co-curricular advisor, student organization leader, potential employer or mentor.
• Developing additional products and next steps
• Completion of the SW 401 Seminar Reflection
• Completion of the M-portfolio Information Release Authorization Form (if you agree to share your M-portfolio with another class or other UM/SSW students/faculty). Editing services will be available.

Special Note:

Mini-cams will be used in class to capture the generative interviewing and support your developmental work for creating the philosophy statement and artifacts. Please bring a flash drive or a laptop to class so that you can download the interviews for your own review and learning.

The SSW will host a school wide portfolio showcase on Dec. 7th from 12:00 to 2:00 p.m. and you are invited to participate in this event. Please mark your calendar for this important event.