COURSE TITLE: SW 401 CASC Capstone: Seminar in Integrative Learning and e-Portfolio Development
TERM: Winter 2012
TIME: Tuesdays, 5:30pm - 7:30 pm.
DATES (2012): January 10; January 24; February 7; February 21; March 13, March 28; April 10 (this session will be a public showcase)
LOCATION: Lower Level, B 760 & B 770
SEMINAR INSTRUCTORS: Katie Richards-Schuster (kers@umich.edu) & Joe Galura (jgalura@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 as to help students integrate their learning from the different component areas 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 to facilitate the development of philosophy statements and artifacts. Students will use the M-portfolio software to input their philosophy statement 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 roughly two hours each session. During the last session of class students will present their e-portfolios in a public showcase open to the SSW community.
• Students will be working in small groups throughout the term using a “peer mentoring” model for constructive support and feedback. These are designed to facilitate small group sharing of e-portfolio products and integrative learning processes.
• Class sessions will consist of short didactic/demonstrations sessions, exercises and activities, including self-assessments, and generative interviewing.
• Class sessions will also feature CASC Alumni to discuss the portfolio process and their post-graduation CASC work.
• Students will be required to schedule an individual “mid-term” meeting with the seminar instructors to review and receive feedback on their e-portfolio development. (During an optional class on March 20th or at another time of mutual convenience.)
• Students are expected to use the tutorials provided on the course website to learn how to assemble the portfolio. MPonline, the University of Michigan’s central portfolio program, will provide technical assistance.
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 e-portfolio by completing the assignments listed below utilizing Google software and present this to the Social Work community in a showcase at the end of the term.
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 professionals and become prepared to speak fluently about their work and experiences, roles played in fieldwork, and as agents for social change.
7. Develop meaningful relationships with student peers, seminar instructor, field instructors, and other mentors who can be utilized as sources of inspiration and 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)

We will create a ctools drop box for you to submit assignments. All assignments should be submitted to ctools by 5pm on the day of class that they are due. Students are expected to also bring a hard copy of their assignment to class.

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 portfolio). (Due by the Second Class Session-January 24, 2012)

2. An electronic portfolio that contains the following:
   a. A Welcome Page
b. A solid working Philosophy Statement. 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 (February 7, 2012) with the Final Draft included in the Portfolio Showcase - April 10, 2012. Use Wordle (http://www.wordle.net) to insert your draft philosophy statement and bring a printed copy of the word cloud that emerges to the Third Class Session (Feb. 7, 2012).

c. A solid working CASC Statement. A 1-page document that addresses the following: how does your philosophy statement and the three artifacts relate to the CASC clusters and core competencies? Draft statements are due by the Fifth Class Session (March 13, 2012) with the Final Draft included in the e-Portfolio Showcase (April 10, 2012).

d. 3 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 Summary Template will help students organize their thinking in order to capture the essence of their work:
   i. Description of the Work/Project
   ii. Importance of the Experience (Pay special attention to social justice issues and diversity factors in this component)
   iii. Tasks Accomplished, Skills Gained, and Lessons Learned from the Experience
   iv. Impact of the Experience, including how this experience helped you develop any competencies that you will use in your future CASC practice. (Again, link to social justice issues, diversity factors and ethical issues when appropriate)

*Students are asked to include/embed Supporting Documentation with each Artifact Summary

(Drafts of two Artifacts are due in Session 4 (February 21, 2012) and a draft of a third artifact is due in Session 5 (March 13, 2012), with the Final Drafts for all 3 Artifacts included in the final portfolio presented at the end-of-term Showcase.)
3. Share your portfolio with a co-curricular or faculty advisor, professor, mentor, or potential employer or your faculty advisor and seek feedback about your work from this individual.

4. Submit to the course instructors a 1 page, single-spaced reflection on this experience (of sharing your portfolio) in Session 7 (April 10, 2012). Please address the following:
   a. Technology: whether you had created webpages using Google before taking this course, the benefits and challenges you experienced in using the technology, and suggestions to enhance the learning that occurred for future students,
   b. Feedback: who did you meet with, what feedback you received, and how did you use the feedback (or not use) in refining your portfolio.
   c. Impact: how did the process of creating a e-portfolio impact you, your learning, and your future path?

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.

SOCIAL WORK ETHICS AND VALUES

Social work ethics and values 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 to inform students about professional conduct expectations and ethical comportment as a social worker.
RESOURCES
• SW 401 CTools Site
• MPORtfolio Technical Support (mporthelp@umich.edu)
• Drop-In Student Support Hours
• In-Class CASC Alumni Resources
• SSW Portfolio Page

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 use letter grades. All students who successfully upload to their CTools Drop Boxes satisfactory assignments (complete tasks, follow instructions and show effort) by their respective due dates will receive an A (100 points). Any late assignment (those uploaded after the due date) will result in a deduction of 5 points.

Throughout the term, the instructors will be giving verbal and/or informal written feedback as appropriate.

Basic rubric:
No late assignments & satisfactory work=100 (A)
1 late assignment=95 (A)
2 late assignments=90 (A-)
3 late assignments=85 (B)
4 late assignments=80 (B-)
5 late assignments=75 (C)
6 late assignments=70 (C-)

More than 6 late assignments and/or unsatisfactory work and/or incompletion of the final product could result in a failing grade.

Incompletes:
Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The Student Guide, Vol. 1, Sec. 8.01 states that an I grade is used when illness or other compelling reasons prevent completion of work, and
there is a definite plan and date for completion of course work approved by the instructor. The student must formally request an incomplete from the instructor prior to the final week of classes.

A Note on the Learning Environment:
While all of us come to this course with various experiences, skill sets and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members.

To facilitate the co-learning environment, the instructors will provide useful and constructive comments, facilitate a safe forum for discussion and learning and be responsive to students’ questions both in and out of class. A student is expected to be on time, prepared with any questions related to assignments, respectful of diverse perspectives, open to learning and to complete assignments on time.

Students in Need of Accommodations: If you have a documented disability or condition that may interfere with your participation in this course, please schedule a private appointment with the instructor as soon as possible to discuss accommodations for your specific needs. This information will be kept strictly confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000. Also, if religious observances conflict with class attendance or due dates for assignments, please notify the instructor so we can discuss appropriate arrangements.
SESSION GOALS

Class Session One – January 10, 2012: Introduction to Integrative Learning and Portfolios
- Icebreaker: Class introductions
- Review of syllabus and course expectations
- Introduction to integrative learning methods and portfolio development
- Activity: Bridging life experiences/classroom experiences and CASC
- Listening Exercise: Listening for Patterns in Someone’s Stories
- Outside of class: Draft your “Inventory of Accomplishments”

Class Session 2 – January 24, 2012: Developing a Philosophy Statement
- Bring Inventory of Accomplishments Draft to Class Session
- Special CASC Guest
- Team Building/Ice Breaker: Inventory of Accomplishments
- Writing Exercise: What are you for, and how do you know?
- Listening Exercise: Listening for Patterns in Decision-making
- Free-write: Capture insights from exercises and begin draft of Philosophy Statement
- Outside of class: Finish draft of Philosophy Statement; create Wordle.

Class Session 3—February 7, 2012: Developing Artifact Summaries
- Bring Draft Philosophy Statement to Class Session
- Bring Hard Copy of Wordle (generated from draft Philosophy Statement)
- Special CASC Guest: Philosophy Statement and Artifacts
- Team Building: Wordle Speed Elevator: What is your philosophy?
- Introduce Generative Interviewing
- Practice generative interview and peer feedback on philosophy statement
- Discuss CASC Competencies, Clusters & Artifacts
- Writing Exercise: Tasks, Skills, and Lessons, to generate initial content for artifact summary (What, So What & Now What?)
- Outside of class: Create Tasks, Skills, Lessons tables for two artifact summaries; draft two artifact summaries based on these tables, using Artifact Summary Template

Class Session 4 – February 21, 2012: Refine Artifact Summaries; Developing CASC Statement
- Bring Draft of 2 Artifact Summaries to Class Session
- Generative interview and peer feedback on artifact summaries
- Introduce CASC Statement
- Special CASC Guest
- Outside of class: Draft CASC statement, Artifacts.

Class Session 5—March 13, 2012: Introduce CASC Statement; Introduction to Technology
- Bring a 3rd Artifact Summary Draft, and Draft of CASC Statement, to Class Session
- Introductory exercise on metaphors
- Generative interview and peer feedback on Artifact and CASC Statement.
• Demo on Technology and Design
• **Outside of class**: Revise drafts of portfolio content; begin building portfolio in Google Sites

**Optional Class: March 20**

Sign up for individual appointments with each of the Course Instructors (Katie and Joe) during optional class session on March 20, 2012 or in consultation with instructors for a different date and time.

**Class Session 6 – March 28, 2012: Goals and Welcome; Pulling the Portfolio Together**
• Introduction to Goals and Welcome Pages
• Writing Exercise: Setting Goals (Goals for the Future, Now What?)
• Reviewing the whole portfolio
• Guidelines for e-Portfolio Showcase
• Individual work time: Welcome page
• **Outside of class**: Finish Goals, Welcome page; finish e-portfolio in Google Sites; prepare for Showcase; write reflection summary of portfolio experience

**Class Session 7: Portfolio Showcase – April 10, 2012**
• Share your e-portfolio and receive feedback.
• Submit reflection summary of your experience with sharing your e-portfolio with outside advisor field supervisor.
• Developing additional products and next steps
• Completion of the SW 401 Seminar Reflection (see the established guidelines)
• Completion of the Student Authorization for Release of Portfolios (if you agree to share your portfolio with another class or other UM/SSW students/faculty). Editing services will be available.

Optional Showcase
• The SSW will host a school-wide e-portfolio Showcase on April 12 from 12:00 to 2:00 p.m. You will have an opportunity to present your e-portfolio during the showcase.
• We will also discuss sharing the portfolio for the CASC graduation reception (TBD)
Important Information on an Evaluation Project Component to this Course:

We are working on an evaluation project that seeks to investigate how students experience learning with instructional technology (e.g., Google sites, blogs). We plan to use this evaluation project to help us understand the best ways to incorporate instructional technologies in graduate and undergraduate social work courses and to enhance how future students experience learning with these technologies. In this class, the main assignment is to develop an e-portfolio. What we are doing with the main assignment is what we would normally do for this course, regardless of the evaluation project. We plan to analyze the class use of these instructional technologies as part of the project. In any presentation of the results, we will not include your name or any identifying details. If we plan to quote extensively (e.g., more than a few lines or phrases from your e-portfolio or blog entries), we will follow up with an email to check that this is acceptable to you. Please note that the evaluation project will have no influence on your course grade. Please email (mruffolo@umich.edu) or speak with Prof. Mary Ruffolo if you have any questions or concerns about this evaluation project.

I agree participate in the portfolio evaluation

Sign & date