



UNIVERSITY OF MICHIGAN  
School of Social Work

**Sections 001, 002, 003**

**COURSE TITLE:** SW 401 CASC Capstone: Seminar in Integrative Learning

**TERM:** Winter 2013

**TIME:** Tuesdays, 5-8 pm

**DATES (2013):** 15 Jan, 22 Jan, 5 Feb, 19 Feb, **12 Mar**, 9 Apr

**LOCATION:** Lower Level, B 760, B 770 & B780

**SEMINAR INSTRUCTORS:** Katie Richards-Schuster ([krs@umich.edu](mailto:krs@umich.edu)), Tony Alvarez ([aalvarez@umich.edu](mailto:aalvarez@umich.edu)) & Joseph Galura ([jgalura@umich.edu](mailto:jgalura@umich.edu))

**OFFICE HOURS:** By Appointment

**SEMINAR DESCRIPTION**

This one-credit course is the capstone 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 capture the core learning. Students from all three sections will sometimes meet as a large group and will also meet in small groups to engage in generative interviewing and other activities to facilitate the development of philosophy statements and assignments. Students will present final versions of their assignments in a showcase at the end of the semester.

**SEMINAR DESIGN**

- Class sessions will meet a total of 6 times for roughly three hours each session. During the last session, students will present the final versions of their assignments.
- 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 reflective 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 may also feature CASC Alumni to discuss the integrative learning process and their post-graduation CASC work.

**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. 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).

4. Demonstrate basic skills for integrative learning, generative interviewing, appreciative inquiry, giving and receiving feedback, and personal reflection.
5. Explore their roles as learners, leaders, and professionals and become prepared to speak fluently about their work and experiences, roles played in the community, and as agents for social change.
6. Develop meaningful relationships with student peers, seminar instructors, field contacts, and other mentors who can be utilized as sources of inspiration and support.
7. 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 noon on the day of class that they are due. Students are expected to also bring a hard copy of their assignment to class. Additionally, students will be encouraged to post this content on Prezi and make their work public to the instructors and other class members.

Students will be required to complete the following:

1. Five homework assignments, as noted below in the Session Agendas.
2. Development of a single "Prezi"\* file that integrates your learning across your five homework assignments. A first draft of the Prezi with work-to-date will be due Feb 19<sup>th</sup>. Final version will be due April 9<sup>th</sup>.
3. Present your Prezi file with a co-curricular or faculty advisor, professor, mentor, family member, or future employer to get feedback and to practice presenting your learning.
4. Create one PowerPoint slide based on your Prezi for inclusion in the graduation reception showcase.
5. Write a 2-3-page, single-spaced reflection that addresses the following:
  - a. What did you learn about yourself through this process?
  - b. What did you learn about your overall experience in CASC/UM?
  - c. What will you take away for the future?
  - d. Based on your learning, what advice would you give to others?

\*\*We plan to utilize the web-based Prezi software as a basic platform for the class, but can work with you if another platform is easier.

#### **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.

### **SEMINAR REQUIREMENTS**

Realizing that there are 6 total class sessions for this course, attendance and active participation are required and expected.

Through the integrative 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 homework should be brought to class. The CTools assignment function should be used for sharing your "Prezi", submitting philosophy statement, uploading PowerPoint slide, and submitting final reflection.

All work must be turned in by the assignment deadline and/or April 16<sup>th</sup> deadline, as indicated on the syllabus.

Grades will be awarded for overall participation, effort, and completion of assignments.

As the class meets every other week, attendance and preparation of homework is essential. Participants who miss class or come unprepared for class will receive a lower grade.

This is a class that focuses on you... the more you give, the more you will get.

### **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 push their learning 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 AGENDAS**

#### **15 Jan - Session1: Opening, Overview**

Team Building: What’s been my work? What is this CASC group? How will we work together?

Homework 1: Passion/Vision Map (to be handed out in class, due in class for Jan 22)

#### **22 Jan - Session 2: Skills/Experiences**

What have I done? What skills do I have? What do these experiences mean to me?

Homework 2: Experience Profile (to be handed out in class, due for Feb 5)

#### **5 Feb Session 3: Fuel, Fire & Passion**

What fuels me? What gives me fire? How does it relate to Social Justice?

Homework 3: Draft a 1-2 page Philosophy Statement (based on worksheet and materials developed to date, due for Feb 19- uploaded to CTOOLS assignments)

#### **19 Feb - Session 4: Discussion with Alumni**

Where do I want to go? What are my next steps? How do I do this in the "Real World"?

Homework 4: Where are you heading? (To be handed out in class, due for March 12th)

Additional Assignment: Draft of Prezi file to date Due Feb 19<sup>th</sup>-- uploaded to CTOOLS assignments

#### **12 Mar - Session 5: Advice & Networking**

Networking Discussion: Where are you heading?

Legacy: What advice would you pass onto future CASC students?

Homework: Finalize philosophy statement, finalize Prezi file, share file with mentor, and create power point slide

**9 Apr - Session 6: Showcase**

Present philosophy statements, Prezi file, and PowerPoint portfolio slide

Share advice for CASC students

Capstone closure

**16 Apr-** No class, Final assignments due

Final reflection paper, final Prezi link, and final power point slide due- - uploaded to CTOOLS assignments.

