SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

SW 401 Winter 2014: Syllabus
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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 to develop a portfolio that captures their core learning.

Capstone Goals
Students in this course 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 the Seelio platform 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, capstone 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

Important Dates
Core Component:
February 14th and 21st: 9 am – 5 pm, Room B780, SSWB
or
February 15th and 22nd: 9 am – 5 pm, Room B780, SSWB

Individual Check-ins:
Week of March 21st. A sign-up sheet will be circulated at the retreats.

Showcase:
April 9th: 6 pm – 8 pm
Assignment Due Dates

February 14th/15th: Personal Narrative Draft; Action, Context and Diversity Reflection Drafts
March 19th: Revised versions of Personal Narrative Draft, Cluster Reflection Drafts uploaded to Seelio,
April 2nd: Alum interview uploaded to Seelio or Ctools (based on alum confidentiality request).
April 9th: Final version of all materials uploaded to Seelio (with the exception of the alum interview, which
should be uploaded to ctools for alums who request confidentiality).

Assignments

Personal Narrative:
The personal narrative provides you an opportunity to express yourself and create a narrative that is
meaningful and powerful. Who are you as a social change agent? What have you been about up until this
point/in your college experience? What are the next steps on your journey? This is an open-ended
assignment that can be as creative or as structured as you would like.

• Draft 1 due by your first retreat date (February 14th or 15th). You must bring a copy to the retreat with
  you.
• A revised version uploaded onto Seelio by March 19th.
• Final version uploaded onto Seelio by the Capstone Showcase (April 9th).

Reflections on Three Cluster Experiences (Diversity, Context and Action):
A reflection on an experience in each cluster area that describes the project or work you were involved in and
what skills you gained. Each reflection should give the reader a clear and concise overview of the
social/global significance of the larger experience. Each reflection should be a 1-2 pages, double spaced.

Some guidance to help you organize your thinking in order to capture the essence of your work: What? So
what? Now what?
• Draft 1 of each of your cluster reflections due by your first retreat date (February 14th or 15th). You
  must bring a copy to the retreat with you.
• A revised version uploaded onto Seelio by March 19th.
• Final version uploaded onto Seelio by the Capstone Showcase (April 9th).

Alumni Interview:
Connect with an alumnus whose current work or experiences interests you. You will be able to choose an
interviewee and be given more assignment expectations at the retreats. A short summary of lessons learned
or ideas sparked from the interview should be featured in your e-portfolio.

• A short summary of lessons learned or ideas sparked from your interview due April 2nd at 5 pm.
Grading
Grading for this course is based on many pieces: 1) active participation in all components of the course – orientation, the retreats, your check in, and the showcase; 2) demonstration of thoughtful reflection on your learning and experiences; 3) attendance.

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.

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 one of the instructors 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 one of the instructors so we can discuss appropriate arrangements.

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.