



SW 401 Fall 2014: Syllabus

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Course Description

This one-credit course is the capstone for the undergraduate minor in Community Action and Social Change. The course is designed to help students integrate their learning from the different component areas of the minor and to develop a project that captures core learning. Students will meet in small groups to facilitate the development of key markers of integrative learning. Students will present their projects in a showcase at the end of the semester.

Mission Statement

The CASC minor is for students interested in developing knowledge, skills, and experiences in community action and social change. The multidisciplinary 16 credit minor will prepare students to:

1. examine community action and social change using a multidisciplinary framework;
2. address community action and social change in multilingual and multicultural communities;
3. integrate social justice values into the community action and social change processes; and
4. engage in service learning to promote community action and social change.

CASC Guiding Principles

1. The core values of the NASW Code of Ethics (service, social justice, dignity and worth of the person, importance of human relationships, integrity, competence) frames our interactions with students inside and outside the classroom.
2. PODS: Privilege, Oppression, Diversity and Social Justice are taught to similar degrees in every class.
3. We represent Social Work – both the School and the profession – in our interactions with students, including academic and career advice.
4. We strive to respond appropriately to student inquiries in a timely and personally engaging manner.
5. We structure courses with student participation in mind throughout the term, notably by some conversation about ground rules at the start of the term and some identifiable closure activity at the end.
6. We see curricular and co-curricular opportunities as intersecting and complementary. We seek to find more opportunities for high touch, high impact work with students.

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

Orientation:

Tuesday 9 Sep, 5-7 (Educational Conference Center: ECC - 1840 SSWB).

First Session:

Saturday 27 Sep (section 002 in B760 SSWB) or Friday 31 Oct (section 003 in 236 Hutch).

Individual Check-ins:

Week of 22 Sep (section 002, Saturday) or 27 Oct (section 003, Friday). A sign-up sheet will be circulated on 2 Sep.

Second Session:

Saturday 18 Oct (section 002 in B760 SSWB) and Friday 14 Nov (section 003 in Hutch 236)

Showcase:

Tuesday 2 Dec, 5-7 (1840 SSWB).

Assignments

Pre-Orientation Survey – Please complete the Pre-Orientation Survey, which you will receive via email prior to Orientation.

Orientation – Read *Integrating Social Services and Social Change: Lessons from an Immigrant Worker Center* by Alice Gates. Please come to orientation prepared to discuss your major takeaways from the article.

First Session – Read *Fostering Integrative Learning through the Curriculum* by Mary Taylor Huber. Based on this article, the orientation and individual check-in, draft a proposal for your project, including:

1. Where are you in your journey as an agent of community action and social change?
2. Which aspect(s) of the CASC minor have most informed that journey?
3. Of the three options (Standard, Pathway or Legacy), which best integrates your CASC-related learning?

Please upload this 2-3 page proposal to CTools by noon on 24 Sep (section 002, Saturday) or by noon on 28 Oct (section 003, Friday).

Please note that, as explained at *Orientation*, the Standard option requires a Philosophy Statement and three Artifacts as described in the “Standard – Worksheets” folder on CTools, the final drafts of which will be uploaded to Seelio by the 2 Dec *Showcase*. The Pathway option assumes Seelio-ready versions of your best work, related to social justice, and tasks you with meaning-making (“how has your social justice self developed over time?”), potentially guided by CTools resources on dramaturgy and/or self-authorship. The Legacy option assumes a Seelio-ready Pathway and that as you are transitioning away from leadership in a social justice class or organization, you will document a legacy of best practices for the next student generation, perhaps informed by your Pathway or by metareflection resources on CTools.

Final drafts of Legacy and Pathway options are also required to be uploaded to Seelio by 2 Dec. At that time, upload to CTools a brief paper that includes (a) an inventory of your Seelio prior to 401, describing your Philosophy Statement and three Artifacts; (b) a reflection on what changes, if any, were made to your Seelio, including what your project was as well as how you integrated it with the other elements.

Second Session – Read *Supporting Social Justice Graduates: Practical Strategies and Critical Skills to Support Post-college Transitions* by Katie Richards-Schuster, Alice Mishkin and Joseph Galura.

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 *First Session*. A short reflection on lessons learned or ideas sparked from the interview, separate from the summary noted below, should be uploaded to CTools and Seelio by 2 Dec and included in your *Showcase*.

Please upload a short summary of your interview to CTools by 5 pm on 17 Oct (section 002, Saturday) or 13 Nov (section 003, Friday).

Showcase - Each student will be required to make a 5-10 minute presentation, based on their proposal, to a group of their peers and CASC faculty. Please have a draft of this presentation available for peer feedback during the *Second Session*.

Final Reflection - Write a 2-3-page, single-spaced paper that addresses the following:

1. What did you learn about yourself through this process, class, and presenting to an outside colleague (a co-curricular or faculty advisor, professor, mentor, or potential employer)?
2. What did you learn about your overall experience in CASC/UM?
3. What will you take away CASC, overall, for the future?
4. Based on your learning, what advice would you give to others?

Please upload this last assignment to CTools before midnight on 5 Dec.

Post-Showcase Survey – Please complete the Post-Showcase Survey, which you will receive via email prior to 9 Dec.

Grading

Grading for this course is based on many pieces: 1) active participation in all components of the course – orientation, the two sessions, your check-in, and the showcase; 2) demonstration of thoughtful reflection on your learning and experiences; 3) satisfactory completion of all assignments; 4) 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.

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.

SW 401 Assignment Checklist

All students must complete the following assignments:

Project Proposal

- Uploaded to Ctools (Due at noon September 24, October 28)

Alumni Interview Summary

- Uploaded to Ctools (Due at 5 pm October 17, November 13)

Alumni Interview Reflection

- Uploaded to Ctools (Due at 5 pm, December 2)
- Uploaded to Seelio (Due at 5 pm, December 2)

Final Reflection

- Uploaded to Ctools (Due midnight, December 5)

All students must choose one of the following project options and complete the assignments for that option:

Option 1: Standard

Philosophy Statement

- Uploaded to Ctools (Due at 5 pm, December 2)
- Uploaded to Seelio (Due at 5 pm, December 2)

Cluster Reflections

- Uploaded to Ctools (Due at 5 pm, December 2)
- Uploaded to Seelio (Due at 5 pm, December 2)

Option 2: Pathway

- Uploaded to Seelio: Standard “Best Works” (Due at 5 pm, December 2)
- Uploaded to Ctools: (a) Inventory, Pre-401 - Philosophy Statement, 3 Artifacts? (b) Reflection - How did you integrate your project with (a)? (Due at 5 pm, December 2)
- Uploaded to Seelio – Meaning-making Project (Due at 5 pm, December 2)
- Uploaded to Ctools – Meaning-making Project (Due at 5 pm, December 2)

Option 3: Legacy

- Uploaded to Seelio – Pathway “Best Works” (Due 5 pm, December 2)
- Uploaded to Ctools: (a) Inventory, Pre-401 - Philosophy Statement, 3 Artifacts? (b) Reflection - How did you integrate your project with (a)? (Due 5 pm, December 2)
- Uploaded to Seelio – Best Practices Project (Due 5 pm, December 2)
- Uploaded to CTools – Best Practices Project (Due 5 pm, December 2)