

SW 731: Capstone Integrative Seminar

Location: Room 3752

Meeting Dates Thursdays September 4, 25, October 9, 16,

November 6, 13, December 4

12:00 PM - 2:00 PM

Fall 2014

Michael S. Spencer, PhD, MSSW

Professor and Associate Dean of Educational Programs

spencerm@umich.edu

Office Hours: By appointment

Please contact Rebecca Fritts at rebap@umich.edu

COURSE DESCRIPTION

This capstone course is designed to provide opportunities for social work students in advanced field placements to engage in integrative learning, peer consultation and professional e-portfolio development activities. This seminar is intended for students in the final term of their program and allows for processing of students' learning experiences, both classroom and field, in a safe milieu.

COURSE 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 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]).
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 instructors, 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

CORE COMPETENCIES AND PRACTICE BEHAVIORS

All of the School's core competencies and practice behaviors and advanced practice behaviors will be addressed in the context of the course. While the course will not introduce new concepts that address practice behaviors, students will be asked to reflect upon their learning of practice behaviors throughout their social work program

and integrate them into the course and their e-portfolios. See handout for core competencies and practice behaviors.

COURSE DESIGN

- Class sessions will meet a total of 7 times for 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 professional, 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 online modules that focus on each step of the portfolio building process, short didactic/demonstrations sessions, exercises and activities, including self-assessments, and generative interviewing

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.

SEMINAR ASSIGNMENTS

All assignments will have handouts and involve the use online modules to prepare each assignment component. Students will be required to complete the following:

1. The online module and the exercises that address each component of the portfolio building and integrative learning are located at <https://ssw.umich.edu/my-ssw/msw-forms>.
2. An electronic portfolio that contains the following:
 - a. A solid working Professional Philosophy Statement. Refer to Module on Philosophy Statement for preparing this document.
 - b. 3 Key Learning Experiences/Project. Refer Module on Key Learning Experiences for content and

formatting options for these learning experiences. When possible embed/attach Supporting Documentation with each Key Learning Summary.

- c. A Welcome Page and Resume Page. Refer to Module on Welcome and Resume to develop these pages.
3. Before the final showcase, share your portfolio with your field instructor, a potential employer or your Faculty Advisor. Then write a 1 page reflection on this experience of sharing your professional portfolio and the learning you have gained about your own development as a professional social worker.
4. Throughout the term, brief evaluations of each online module will be required in evaluating how helpful these modules have been for completing assignments, overall clarity of the material covered in the module, and any feedback for improving the module.

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 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 the instructors so we can discuss appropriate arrangements.

GRADING FOR THE COURSE

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

Grade of Incomplete: 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 a grade of Incomplete from the instructors 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.

ATTENDANCE AND PARTICIPATION

Attendance and participation in all class sessions are critical for the learning process in this course. For this reason, students are expected to attend all class sessions. Exceptions will only be made for extreme circumstances. It is the responsibility of the student to contact the instructor and arrange for missed material.

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.

SESSION SCHEDULE

Session One -Introduction to Integrative Learning and Portfolios (9/4)

- ☒ Review of syllabus and course expectations
- ☒ Introduction to integrative learning methods and portfolio development
- ☒ Outside of class: Review Online Module and complete overview section and bring exercises to class next week

Session 2 –A Look at What You Have Accomplished and Your Values (9/25)

- ☒ Bring Exercise on Inventory of Learning Experiences to class
- ☒ Bridging life experiences/ classroom experiences and field work learning
- ☒ Outside of class: Review module on Key Learning Experiences and bring completed exercise to class

Session 3 –Key Learning Experiences (10/9)

- ☒ Bring Drafts of 2 Key Learning Experiences to Session
- ☒ Bring any supporting documentation for experiences. This may include course assignments, field learning products and other forms of documented accomplishments.
- ☒ Outside of class: Review Online Module on Philosophy Statement and bring completed exercise to next class

Session 4—The Professional Philosophy Statement (10/16)

- ☒ Bring Draft Professional Philosophy Statement to Class Session
- ☒ Outside of class: Review Online Module on Seelio Platform and complete exercises from this Module prior to class.

Session 5— The Professional Self (11/6)

- ☒ Bring Draft of a 3rd Key Learning Experience, and revised Philosophy Statement to class
- ☒ Bring Laptop to Session to use Seelio
- ☒ Outside of class: Continue to develop your e-portfolio using Seelio

Session 6 – Putting the Portfolio Pieces Together (11/13)

- ☒ Guidelines for e-Portfolio Showcase Distributed
- ☒ Individual Work time and Peer Feedback
- ☒ Outside of class: Share your e-portfolio with your field instructor or faculty advisor

Session 7: Portfolio Showcase (12/4)

- ☒ Share your e-portfolio and receive feedback
- ☒ Submit reflection summary of your experience with sharing your e-Portfolio with field instructor, potential employer or Faculty Advisor
- ☒ Developing additional products and next steps
- ☒ Completion of the Student Authorization for Release of e-Portfolio (if you agree to share your e-Portfolio with another class or other UM students/faculty)

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., online modules, Seelio). We plan to use this evaluation project to help us understand the best ways to incorporate instructional technologies in graduate 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, unless we have your permission. If we plan to quote extensively; e.g., more than a few lines or phrases from your e-Portfolio, 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 speak with Mike Spencer or email him if you have any questions or concerns about the evaluation portion of this project.