



SCHOOL OF SOCIAL WORK

UNIVERSITY OF MICHIGAN

SW 401 Winter 2015: Syllabus

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Office Hours: Mondays 1 – 4 pm, by appointment

Room 3831, SSWB

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.

CASC Minor 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 National Association of Social Workers 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 course.
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.

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 instructor will provide useful and constructive comments, facilitate a constructive forum for discussion and learning, and be responsive to students' questions both in and out of class. Students are expected to be on time, be prepared with any questions related to assignments, and complete assignments on time. Students are also expected to be respectful of diverse perspectives, be open to learning and challenging themselves beyond their comfort zones.

A Note on Technology

This is not a course in which you will often be asked to take notes or to access materials online. Therefore, students should not use laptops, cellphones, iPads, etc. during class, except when indicated by the instructor. Your Facebooking/tweeting/intstagraming/buzzfeed quiz taking/upworthy video watching/CASC newsletter reading distracts your learning, your peers' learning, and my teaching. Students who frequently use technology during class will be given one warning, and then will receive significant reductions in their participation grade. Any student who requires the use of technology for health or other reasons should contact the instructor at the beginning of class.

Grading

Grading for this course is determined by four core components: 1) active participation in the course; 2) demonstration of thoughtful reflection on your learning and experiences; 3) satisfactory and timely 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 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.

Calendar and Assignments

14 Jan – Actions and Options

Prior to class, please:

- Read "Integrating Social Services and Social Change: Lessons from an Immigrant Worker Center" by Alice Gates
- Submit the CASC email survey

21 Jan – Alumni and Meta-reflection

Prior to class, please:

- Read "Fostering Integrative Learning through the Curriculum" by Mary Taylor Huber
- Upload to CTools your responses (3-5 pages) to the questions below.
 - 1) What does Huber mean by "select, collect, reflect and connect" and how might this be helpful as you consider your e-portfolio?

2) Given our discussion of Action, Diversity and Context, what have been your best social justice-related experiences in these areas? Please do not limit yourselves to specific courses you are counting towards your CASC minor but please explain your choices. Briefly describe what you did in each example and at least one transferable skill that you gained.

28 Jan – Questions and Consultations

Prior to your individual meeting with the instructional team, please upload to CTools:

- A brief request (1 page) to review your e-portfolio, still in progress.
- Any drafts of documents (Artifacts, Philosophy Statements, etc.) on which you would like feedback.
- Early versions of your Seelio could also be reviewed during this time.

4 Feb – Presentations and Self-care

Prior to class, please:

- Read “Supporting Social Justice Graduates: Practical Strategies and Critical Skills to Support Post-college Transitions” by Katie Richards-Schuster, Alice Mishkin and Joseph Galura.
- Complete your Alumni Interview and upload to CTools. Please include:
 - 1) Alumni Interview Summary. The summary may be presented as a narrative, or as bullet points. The length of the summary will depend on the length of your interview.
 - 2) Alumni Interview Reflection. The reflection should be in narrative form. The reflection should be 2-3 pages. Guiding questions for the reflection: What are your takeaways? What surprised you? What excited you? How do you feel about going out into the post-college world after talking with your alum?

11 Feb – Seelio and Showcase

Prior to class, please:

- Prepare to make a 5-10 minute presentation, based on the final version of your Seelio, to a group of your peers and CASC faculty.
- Be ready to participate by giving constructive feedback to each presenter.

13 Feb – Final Reflection

Prior to midnight, please upload to CTools your responses (2-3 pages) to the questions below.

- What did you learn about yourself through this process, class, and the showcase?
- What did you learn about your overall experience in CASC/UM?
- What will you take away from CASC, from your past and for the future?
- Based on your learning, what advice would you give to others?

Thank you in advance for your participation in the CASC Capstone Seminar!