

SW 731: Capstone Integrative Seminar
Fall 2015

Location: 3752 SSWB

Meeting Dates: Thursdays; September 24; October 8, 22; November 5, 19; December 3.

Time: 12:00 PM - 2:00 PM

Jorge Delva, MSW, PhD

Professor and Associate Dean of Educational Programs

jdelva@umich.edu

Office Hours: By appointment

COURSE DESCRIPTION

This capstone course is designed to provide opportunities for social work students in advanced field placements to engage in critical reflection, integrative learning, peer consultation, professional ePortfolio development, and activities that prepare students for their respective career paths. 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 6 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. Online module and related exercises that address each component of the ePortfolio building and integrative learning. The online module is located at <https://www.ssw.umich.edu/ofi/modules/Putting-Your-Portfolio-Together/>
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 Experience.
 - c. A Welcome Page and Resume Page. Refer to Module on Welcome and Resume to develop these pages.
3. Before the ePortfolio Showcase, share your ePortfolio with your Field Instructor, Faculty Advisor, or potential employer. Then write a 1 page reflection on this experience of sharing your professional ePortfolio and the learning you have gained about your own development as a professional social worker.
4. Attend and fully participate in the ePortfolio Showcase.

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 ePortfolio 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.

EPORTFOLIO FEEDBACK

ePortfolio progress will be monitored throughout the term by your course instructor(s). Feedback will be given periodically. You are encouraged to request feedback regarding specific works or the entirety of your ePortfolio from your instructors and/or peers. During *Session 6* students will share their ePortfolios in pairs to gain peer feedback. Students will also receive feedback during the ePortfolio Showcase.

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

(9/24) Session 1

Introduction to Integrative Learning and Portfolios

- Review of syllabus and course expectations
- Introduction to integrative learning methods and ePortfolio development
- *Outside of Class:* Review Online Module, complete overview section, and bring the Taking Inventory exercise to class next week*

* *If you have previously completed this exercise in class or field, please review and update it*

A Look at What You Have Accomplished and Your Values

- Bring completed exercise on Taking Inventory of Learning Experiences to class
- Discuss bridging life, classroom, field work, and other learning experiences
- *Outside of Class:* Review Online Module on Key Learning Experiences and bring completed Key Learning Experience WORKSHEET to class next week

(10/8) Session 2 - Key Learning Experiences

- Bring completed exercise on Key Learning Experience WORKSHEET to class
- Bring any supporting documentation for experiences. This may include course assignments, field learning products, and other forms of documented accomplishments. These can be electronic (doc, pdf, jpeg, ppt, YouTube videos, music clips, photos, etc.)
- Bring Laptop to class to use Seelio
- *Practice in Class:* Generative interviewing
- *Outside of Class:* Review Online Module on Philosophy Statement and bring a draft Philosophy Statement to class next week

(10/22) Session 3 - The Professional Philosophy Statement

- Bring draft 1 of Professional Philosophy Statement to class
- Bring your Personal Statement (*submitted as part of your MSW admission materials*) to class
- Discuss networking, volunteering, and informational interviewing
- *Practice in Class:* Generative interviewing
- *Outside of Class:* Review Online Module on Seelio Platform and complete exercises prior to class

(11/5) Session 4 - The Professional Self

- Bring 1 additional Key Learning Experience and draft 2 of Philosophy Statement to class
- Bring Laptop to Session to use Seelio
- Discuss your concerns about the next stages of your career
- *Outside of Class:* Continue to develop your ePortfolio using Seelio
- You are encouraged to go to the SSW Career Services to learn about:
 - Licensure, job hunting, networking, & salary negotiation

(11/19) Session 5 - Putting the Portfolio Pieces Together

- Discuss guidelines for ePortfolio Showcase (*in syllabus and subject to change*)
- Individual work time and dyad peer feedback
- Bring 2 job descriptions to class. Choose (1) job that you feel you currently qualify for and (1) job that is ideal.
- *Practice in Class:* Mock job interviews
- *Outside of Class:* Share your ePortfolio with your Field Instructor, Faculty Advisor, or potential employer

(12/3) **Session 6 - Portfolio Showcase**

- **ePortfolio Showcase!** Share your ePortfolio and receive feedback
- Submit reflection summary of your experience with sharing your ePortfolio with your Field Instructor, Faculty Advisor, or potential employer
- Discuss developing additional products and next steps
- Complete SW 731 course evaluation (*optional*)
- Completion of the Student Authorization for Release of ePortfolio (*if you agree to share your ePortfolio with another class or other UM students/faculty*)

EPORTFOLIO SHOWCASE GUIDELINES

The ePortfolio Final Showcase is similar to a poster session. You are expected to present yourself and your work as though you are at a professional networking event or job interview. See the bulleted list below for Showcase guidelines:

- Bring or borrow a laptop
- Change your visibility settings to allow your peers to view your works
- The Showcase begins promptly at 12:15pm, so set up your laptop and ePortfolio prior to this time
- Dress should be considered business casual
- Be prepared to share at least **2** of your works in depth
- Be prepared to offer constructive feedback to your peers

SOME WAYS TO THINK ABOUT CONTENT TO PRESENT AT THE SHOWCASE

- What story does your ePortfolio tell?
- What major themes, insights, and skills are highlighted?
- What is meaningful to you about a particular work/project?
- What was your process like when creating a particular work/project on Seelio?
- When presenting a project consider using the following format:
 - **What?**
 - *What is the project? Why were you involved in the project? What was your role? What tasks did you complete?*
 - **So what?**
 - *What were your major lessons learned? What were the major project outcomes?*
 - **Now what?**
 - *How will you use the roles played, tasks completed, and lessons learned in your future social work practice?*
- Articulate both successes and challenges. How did you overcome these challenges?
- Consider outlining your thoughts to help guide the conversation.