

Social Work 401.003: Community Action and Social Change Integrative Capstone Experience

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Office Hours: Wednesdays, 1-4

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 \(Links to an external site.\)](#) 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 – students are expected to be fully present for all class sessions.

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.

Student Mental Health and Wellbeing - University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact **Counseling and Psychological Services (CAPS)** at (734) 764-8312 and <https://caps.umich.edu/> (Links to an external site.) during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult **University Health Service (UHS)** at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs> (Links to an external site.), or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources (Links to an external site.).

Safety & Emergency Preparedness

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone. All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAAcompliance@umich.edu. Office of Student Services, School of Social Work | Room 1748, 734-936-0961.

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/> (Links to an external site.).

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/> (Links to an external site.).

Calendar and Assignments

13 Jan – Actions and Options: What are Integrative Learning and ePortfolio Development?



Prior to class, please:

- Submit the CASC email survey

- Read [“Fostering Integrative Learning through the Curriculum” by Mary Taylor Huber](#) 




20 Jan – Alumni and Meta-reflection: Where might my Social Justice Journey be leading?

Prior to class, please:


- Upload Proposal: Based on [the Huber article](#)  and classroom discussions, think about which track you would like to follow and write a 1-2 page response to the following questions. Where are you in your journey as an agent of community action and social change? Which aspect(s) of the CASC minor have most informed that journey; why? Of the three options (Standard, Pathway or Legacy), which best integrates your CASC-related learning? **Please note that if you choose the Pathway or Legacy option, I assume you have already completed some components of an e-Portfolio in another course. If you have not, and would still like to complete the Pathway or Legacy option, please consult with me.*
- [Read Exploring Challenges Faced by Students as they Transition to Social Justice Work in the “Real World”: Implications for Social Work by Katie Richards-Schuster, et. al.](#) 

Week of 23 Jan – Questions and Consultations: How do I Connect to the next level?

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

- *For Standard Option:* Upload drafts of your cluster reflections to Canvas. Reflections should be 1-2 pages long. *Assignment Guidance:* Please reflect on three key learning experiences connected to your social justice journey on campus. Your experiences should in some way connect to context, diversity, and action learning competencies. They, may, but are not required to, come from coursework you completed to fulfill a CASC requirement. Please use the following guiding questions in your response: What was the project or work you were involved in? Why was it important to you? What [skills and competencies](#)  did you gain? How are you going to carry this experience with you into the future?
- *For Pathway/Legacy Option:* Upload your portfolio inventory. This should include the works you have done thus far and should incorporate a [philosophy statement](#),  and reflections on key learning experiences. If your [philosophy statement](#)  is more than a semester old, it should be updated to reflect your growth during your senior year.

In addition to your individual meeting, also please share your portfolio with an academic, co-curricular or professional mentor. Seek feedback on the content of your portfolio, rehearse your 5-minute Showcase presentation and include this feedback in your Final Reflection.

3 Feb - Presentations and [Self-care](#) : What can I do to Prepare for the last class - and beyond?

Prior to class, please:

- Complete your Alumni Interview, Summary and Reflection, then upload to Canvas.

You have been assigned a CASC alum to interview based on your interests. We hope that the alum interview will help you to think about what you might want to accomplish during your senior year, and help you to envision your post-graduation self. Please read below for a description of the assignment.

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. In addition to the questions that you generate, you should also ask the following two questions:

a) What motivated you to become involved in community and public problem-solving? How did your path to civic engagement start?

b) How has your life changed because of your community involvement? What have you gained from being a civic actor?

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?

10 Feb – Seelio and Showcase: Is this the end or a new beginning?

Prior to class, please:

- Prepare to make a 5-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 Canvas your responses (2-3 pages) to the questions below.

- Feedback: which intern did you meet with, what feedback did you receive, and how did you use the feedback (or not use) in refining your portfolio and/or presentation?
- 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!