

SW 622 001 FA 2017

[Jump to Today](#)



SW 622 Section 001: Orientation Seminar for Community Based Initiative Scholars

Credit Hours: 1

Prerequisites: Incoming Community Scholars Students Fall 2017 Term

Instuctor: Lorraine Gutierrez

Office: 4735 SSWB

Phone: 734-936-1450 (please leave a voicemail if i'm not there)

email: lorraing@umich.edu (<mailto:lorraing@umich.edu>)

Office Hours: Tuesdays, 3 - 5, 4735 SSWB

Course Assistant: Raven Jones

Course Description:

This course will provide an orientation to community based practice as an educational program in the School of Social Work as developed by our Community Based Initiative and National Community Scholars Program. It will examine core concepts, practice methods, curricular competencies and course content, including the CBI and NCS as a special programs for building capacity and creating change at the community level in.

Seminar Objectives:

Upon completion of the seminar, students will be able to:

- Understand basic concepts of community based practice.
- Discuss community participation and social well-being as core elements of community based practice.

- Describe educational structure and institutional resources relevant to the Community Based Initiative and National Community Scholars program.
- Develop familiarity with community issues and change efforts currently occurring in Detroit, MI.
- Identify issues of race, gender, class, and other diversity dimensions relevant to various constructions of community

Seminar Design:

We will make use of mini-lectures, discussion, small group exercises, field trips, and media regarding the issues covered in this seminar. This seminar is designed to maximize student participation and community building.

Relationship of the Seminar to Four Curricular Themes:

Multiculturalism and Diversity will be addressed through emphasis on community participation and social well-being and community participation of populations and groups that have been historically subject to discrimination, injustice, and oppression.

Social Justice and Social Change will be assessed in terms of core concepts and alternative concepts of community organization. Methods of practice will be analyzed in accordance with justice and change as core concepts.

Promotion, Prevention, Treatment, and Rehabilitation will be discussed in terms of practice initiatives and their interrelationships.

Behavioral and Social Science Research. This seminar will introduce elements of the knowledge base from a critical perspective.

Social Work Ethics and Values. Discussion of ethical issues will draw upon the NASW *Code of Ethics* and other professional sources in relation to privilege, power, oppression, diversity, discrimination, justice and participation.

Relationship to PODS Content: Privilege, Oppression, Diversity, and Social Justice

Oppression, Diversity and Social Justice (PODS) will be considered as curricular themes through class activities and assignments.

PODS refers to six competencies:

- 1) Vision of and skills for social justice,
- 2) Reducing oppression and Privilege as barriers,
- 3) Intersectional and Intercultural skills,
- 4) Monitor PODS development and application,

5) Critical consciousness, self knowledge for continued learning,

6) Moving Beyond Intersectionality and economic class, age, ethnicity, race, gender, sexual orientation, religion and disability status.

Readings:

All readings are posted to Canvas in the Files section

Seminar Grades and Assignments

Class Blog:

We will use the google Blogger at sw6222017.blogspot.com (<http://sw6222017.blogspot.com>) to create a blog for our course. This is a private blog, only visible to members of our class. **Each student must post 2 - 3 paragraphs each week to the blog.** The blog posting should relate to your experience in the class, the assigned readings, and other related topics. In weeks 1 and 5 I will post specific prompts for you to address in the blog, in weeks 2 - 4 you can post what you wish. I encourage you to include visual components to your postings such as photography, video, drawing, etc. **Each student should also post comments to at least two other students' postings on a weekly basis.**

You can get up to 8 points for making a weekly blog post and 4 points for commenting on to or more other students' posts each week. (60 points total)

Active engagement in class discussions and presentations. Specifically:

1. **Attend all class sessions, unless excused (5 points)**
2. Read all assigned assigned articles available via CANVAS and [develop discussion questions](#) based on the role you are assigned for that week;
3. Develop 2 discussion questions for each reading assigned in weeks 2 & 3, based on your [discussion role](#). Upload questions to CANVAS by 5pm the Thursday afternoon before the class in which we discuss the articles; **(15 points per week; 30 points total)**
4. **Compete the [self evaluation of class participation form](https://goo.gl/forms/HRBAY1bu57sifR1z2) and submit it on or before the due date. (5 points)**

Assignment Breakdown:

Assignment	Maximum Points
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Blog	60
Attendance	5
Class Discussions	30
Class Participation	5
Total Points	100













Grading Scale (point to letter grade conversion)

Grade	Point range	Grade	Point Range	Grade	Point Range
A+	100	A	95 - 99	A-	90 - 94
B+	85 - 89	B	80 - 84	B-	75 - 79
C+	70 - 74	C	65 - 69	C-	60 - 64
D	<60 (no credit)				











[Please review these class policies regarding attendance, accommodation for different abilities, religious holidays, and academic integrity.](#)

Class Schedule

SESSION	TOPIC	READINGS	ACTIVITIES
9/16	Introduction to the class and the CBI		What is Community Based Practice?
9/23	Context and		

	Community	Guidelines for Ethical Practice in Community Organization-Social+Work+_2004_.pdf   Using global and international community practice case studies to enhance crit.pdf  	Discuss Field internships with the CBI: William Vanderwill
9/30	History and community	 	Visit to the Detroit Historical Museum
10/7	Engaging with Communities	Traditional vs. Critical Service Learning.  	<p>Entering, Engaging and Exiting Communities Workshop</p> <p>Guest Presenter: Neeraja Aravamudan, Ph.D. Assistant Director for Engaged Learning Partnerships, Edward Ginsberg Center for Community Service and Learning</p>
10/14	Possibilities	Toomey-Empowerment and disempowerment in community development practice.pdf   Strategies for Doing Anti-Oppressive Practice  	Creating our model for community practice

Course Summary:

Date	Details	
Thu Oct 6, 2016	 Class Discussion 3 (https://umich.instructure.com/courses/171655/assignments/348113)	due by 11:59pm
Fri Oct 14, 2016	 class attendance (https://umich.instructure.com/courses/171655/assignments/348110)	due by 11:59pm
Fri Oct 21, 2016	 Self Assessment of Class Participation (https://umich.instructure.com/courses/171655/assignments/348114)	due by 11:59pm
Fri Sep 22, 2017	 Class discussion 1 (https://umich.instructure.com/courses/171655/assignments/348111)	due by 5pm
	 Blog Post 1 (https://umich.instructure.com/courses/171655/assignments/348105)	due by 11:59pm
Thu Sep 28, 2017	 Blog Post 2 (https://umich.instructure.com/courses/171655/assignments/348106)	due by 11:59pm
Thu Oct 5, 2017	 Blog Post 3 (https://umich.instructure.com/courses/171655/assignments/348107)	due by 11:59pm
Thu Oct 12, 2017	 Class discussion 2 (https://umich.instructure.com/courses/171655/assignments/348112)	due by 5pm
	 Blog Post 4 (https://umich.instructure.com/courses/171655/assignments/348108)	due by 11:59pm
Thu Oct 19, 2017	 Blog Post 5 (https://umich.instructure.com/courses/171655/assignments/348109)	due by 11:59pm