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| Course title: | Community Action and Social Change Integrative Capstone Experience | |
| Course #/term: | Social Work 401, Section 001 – Fall 2018 | |
| Time and place: | Fridays 10-1 in b780 Social Work | |
| Credit hours: | 1 | |
| Prerequisites: | Declared CASC minor, most of the related coursework complete | |
| Instructor: | Joseph A. Galura | |
| Pronouns: | He, his, him | |
| Contact info: | E-mail: jgalura@umich.edu | Phone: 734-763-6579 |
| | You may expect a response within 48-72 hours | |
| Office: | 3640c Social Work | |
| Office hours: | Wednesday 1-4 and by appointment | |

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.

CLASS SCHEDULE

Following is an overview of each session:

| Dates | Topic | Required readings & assignments |
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| Session 1 18 Jan | Actions and Options: What are Integrative Learning and ePortfolio Development? | CASC email survey Huber, “Fostering Integrative Learning through the Curriculum” |
| Session 2 25 Jan | Alumni and Self-authorship: What is distinctive about my Social Justice Journey? | 4 Power Point slides CASC Alumni Panel (video) |
| Session 3 | Questions and Consultations: | Philosophy Statement |

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| 1 Feb | How do I Connect to the next level? | Draft(s) of core learning capture |
| Session 4 8 Feb | Presentations and Self-care: What can I do to Prepare for the last class - and beyond? | Alumni Interview/Reflection Richards-Schuster, et. al. “Exploring Challenges...” |
| Session 5 15 Feb | Seelio and Showcase: Is this the end or a new beginning? | Presentation: Final draft of ePortfolio or core learning capture |
| 18 Feb | Takeaways and Advice: What did you learn through this process? | Final Reflection due! |

ASSIGNMENTS

Session 1: 18 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.

Session 2: 25 Jan – Alumni and Self-authorship: What is distinctive about my Social Justice Journey?

Prior to class, please:

- Prepare a Power Point presentation of at least four slides, including the image(s) and Tweet from class, and three representations of key experiences in your social justice journey. In a separate 2-3 page Word.doc, draft your talking points for each slide. For each representation, describe the experience AND your takeaways – what specific skills, competencies, and/or knowledge did you gain that could be applied in the future?
- View the video of the Alumni Panel (47:50). Which ONE of the alumni experiences did you most identify with – and why? Please be specific.

<https://www.youtube.com/watch?v=ZQadTKIeFsA&feature=youtu.be>

Session 3: Week of 1 Feb – Questions and Consultations: How do I Connect to the next level?

Prior to your individual meeting with me, please upload a draft of your Philosophy Statement.

Additionally:

- 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. Do your experiences in some way connect to context, diversity, and action learning competencies – and if so, in what specific ways? 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 as well as a 1-2 page reflection on how they fit with the second draft of your Philosophy Statement.
- Or propose a core learning capture of your own design. This is an opportunity for you to discover, uncover, recover your social justice pathway through the undergrad curriculum – both inside and outside the classroom – articulating and documenting that pathway not only to the dozen or so of your closest personal friends in this room but also to a virtual audience that might include family, friends, potential employers, or graduate schools.

In addition to our 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.

Session 4: 8 Feb - Presentations and Self-care: What can I do to Prepare for the last class - and beyond?

Prior to class, please:

- 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.
- Recommended: "Navigating Multiple ePortfolios: Lessons Learned from a Capstone Seminar" by Richards-Schuster and Galura, and "21 Self-Care Resources..." by Joi Foley.
- 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?

Session 5: 15 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 or core learning capture, to a group of your peers and CASC faculty.
- Be ready to participate by giving constructive feedback to each presenter.

18 Feb – Final Reflection

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

Feedback: which academic, co-curricular or professional mentor 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!

| Assignment | Due date | Percent of overall grade |
|---------------------------------|---|---------------------------------|
| 4 Power Point Slides | 18 Jan by 10 am Upload slides and Word.doc to Canvas | 10 |
| Individual Meeting Prep | 25 Jan by 10 am Upload Philosophy Statement and other drafts to Canvas | 15 |
| Alumni Interview and Reflection | 8 Feb by 10 am Upload Word.doc to Canvas | 20 |
| Showcase | 15 Feb by 10 am Upload url or project to Canvas | 15 |

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| Final Reflection | 18 Feb by 11:59 pm Upload Word.doc to Canvas | 15 |
| Attendance and Class Participation | Weekly | 25 |

GRADING

Because this is a Social Work class, it will attempt to follow the School's [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#).

- Assignments will be graded on a credit/no credit basis and given written feedback by the instructor. A student has the option of revising and resubmitting work for re-evaluation within one week of grading.
- My policy for incomplete and late assignments is to accept them within 24 hours of time and date due at one-half the specified credit – but not after 24 hours.
- Number grades convert to letters as follows:
 - A 100-94/A- 93-90
 - B+ 89-87/B 86-84/B- 83-80
 - C+ 79-77/C 76-74/C- 73-70
 - D+ 69-67/D 66-64/D- 63-60

ADDITIONAL COURSE INFORMATION AND RESOURCES

a. Teaching philosophy:

My teaching philosophy aligns with my research interests:

Integrative pedagogy, particularly how teaching the whole student with mind, heart, and spirit applies to service-learning, social work education, and ePortfolio development; diversity and social justice; the experiences of Filipino Americans, especially in metropolitan Detroit.

The essence of integrative pedagogy is inclusive teaching. I aspire to provide structure in the course such that each student knows what to do before, during, and after each session. I also hope to be thoughtful in facilitating each session so that everyone can participate because I believe, as a class, we are all teachers and learners together.

b. Attendance and class participation:


This is a Social Work class that subscribes to the School's [Policy on Class Attendance](#). Students are expected to attend all of their classes. Moreover, attendance, punctuality and class

participation count for one-quarter of each student's final grade. Any absence of more than 20 minutes during a given session equates to the loss of class participation points on that date. Excessive absences will be brought to the attention of the student by the course instructor.

c. Safety and emergency preparedness:

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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the  button (located on the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-ADA.compliance@umich.edu.

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. [Click here to read more about the School of Social Work's emergency policies and procedures.](#)

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

d. Mental health and well-being:

The University of Michigan is committed to advancing the mental health and well-being of all 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
 - The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All

services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.

- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self-care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

e. Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access: Student Business > Campus Personal Information > Gender Identity.](#)

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

f. Accommodations for students with disabilities:

If you are in need of an accommodation for a disability, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities
G-664 Haven Hall | 505 South State St.
(734) 763-3000 | ssdoffice@umich.edu

g. Religious/spiritual observances:

An overview of the process for students who have conflicts with religious observances:

- Students are responsible for work acquired during their absence
- Students will have a reasonable alternative opportunity to complete any academic work
- Reasonable notice must be given to faculty before drop/add deadline of term
- Any concerns or conflicts should be brought to the Dean or Ombudsperson

[Please click here to find more information about the University's policy concerning religious holidays as well as a non-exhaustive list of religious holidays.](#)

h. Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

i. Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

[SSW Writing Assistance](#)

[Career Services](#) (Room 1696; (734) 763-6259; ssw-cso@umich.edu)

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

j. Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)