



SW 401 Community Action and Social Change Integrative Capstone Experience

Course title:	Community Action and Social Change Integrative Capstone Experience
Course #/term:	SW 401, Section 001, Winter 2020
Time and place:	Tuesday, 5-7PM, Room SSWB B760
Credit hours:	3
Prerequisites:	Declared CASC Minor
Instructor:	Amber Williams
Pronouns:	She, Her, Hers
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Office:	SSWB 3640B
Office hours:	By Appointment

1. Course Statement

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.

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 opportunities for high touch, high impact work with students

Capstone Goals

1. Develop a framework for integrating their social justice learning, both in and out of the classroom.
2. 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.
3. Identify, explore and link knowledge and skills across educational, professional, and personal experiences.
4. Demonstrate basic skills for integrative learning, generative interviewing, appreciative inquiry, giving and receiving professional feedback, and personal reflection.
5. Reflect on how social justice principles and processes are reflected in their work and how this can be strengthened.
6. Develop meaningful relationships with student peers, capstone instructors, and other mentors who can be utilized as sources of inspiration and support.
8. Create or further develop an artifact that synthesizes their social justice experiences, learning and future goals. Students will present this at a showcase at the end of the course.

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.

Accommodations for students with disabilities

If you need an accommodation for a disability, please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you chose to disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <https://ssd.umich.edu/>.

Health and Wellness Services

Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to visit the [SSW Health and Wellness website](#) regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling.

Dependent Care Resources

For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include childcare, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the UM Child Care gateway (<http://www.hr.umich.edu/childcare/>).

Religious Observances

Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct

All students should be familiar with the Student Code for Academic and Professional Conduct (<https://ssw.umich.edu/msw-student-guide>) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs.

Laptop Policy

Laptops may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

Inclusivity Policy

Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, antioppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and

actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

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.

<https://spectrumcenter.umich.edu/article/gender-inclusive-restrooms>

***Note:** Course objectives are intentionally connected to School of Social Work/Council on Social Work Education Competencies and Practice Behaviors so that the School can measure/assess student outcomes at both the course and curriculum/program levels.*

2. Class Requirements

a. Text and class materials

Required Purchases (or loan from Library System)

- **Tawana Petty (2018), *Towards Humanity: Shifting the Culture of Anti-Racism Organizing***

Guidelines for readings

- Readings will be posted to Canvas. Required texts can be purchased through amazon
- It is expected that students will complete all required readings as an extension of their competency as skilled social workers
- Readings will be discussed in class, unless otherwise noted. Students should come to class prepared to engage discussion based on course readings

- Readings are assigned and posted on canvas – articles can be found under “files” and also linked to course “pages”

b. **Class schedule:** please review the course schedule at the end of this document. Review the “page” feature of the canvas website for a breakdown of learning objectives, competencies, questions, concepts, readings, and assignment due dates.

Course Schedule	Course Theme
Session 1	My Story as a Change Agent: Core Values and Philosophy Statement
Session 2	Fostering Critical Consciousness and Self-Awareness
Session 3	Exploring Core Concepts in CASC (Out of Class)
Session 4	Applications of Social Change: Concepts, Frameworks, and Strategies
Session 5	Self-Inquiry through Interview (Out of Class)
Session 6	Learning from Alumni: Social Justice in the Real World
Session 7	Artifact Showcase

c. **Assignments**

Assignments, evaluation criteria or rubrics for each assignment as well its point or percentage value for the overall course grade can be found on canvas website. Below is an abbreviated overview of what to expect for assignment requirements for the term.

Assignment	Due date	Percent of overall grade
Pre-Course Survey	1.8.20	5%
Philosophy Statement	1.17.20	10%
Artifact Description Paper	1.24.20	10%
Book Club Assignment	2.7.20	10%
Artifact Assignment Due	2.25.20	20%
Final Paper Assignment	3.13.20	20%

Preparedness Survey	3.13.20	5%
Attendance and Participation	2.25.20	20%

d. Attendance and class participation

Class attendance and active participation (large and small group discussion, individual reflection, oral participation, etc) account for 20% of your overall grade. Participation through student-student and instructor-student interactions are important considerations for optimal performance. **Class will begin promptly at 5PM, and will conclude at 6:50PM**, in accordance with university wide Michigan time policy.

Excessive absences, as determined by the instructor, may result in a reduction in grade or a failing grade, and will be brought to the attention of the student and the academic advisor by the course instructor.

While attendance is not always a part of a course grade, due to the nature of many course assignments, in-class skill building activities and group projects, if a student fails to attend most class sessions, the student may be asked by the course instructor to withdraw from the course.

Please bear in mind the following considerations regarding course policies for attendance and participation

- Be present at the beginning of class when attendance is recorded and remain for the duration of class
- Instructor reserves the right to deduct 3% from the students' final grade per unexcused absence; **more than 1 unexcused absences** will result in course failure. Policy is subject to alteration in the event of severe illness (self and family), recent death in family, or other related circumstances. Should any such circumstance occur, request for modification of attendance policy must be discussed with instructor.
- Instructor must be informed of absence within 24 hours of unexpected absence resulting from an emergency.
- Students are expected to engage in active course participation (comments and questions directed at instructor and students)
- [Policy on Class Attendance](#)

e. Grading

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-"

distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade that carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

GRADING SCALE (by percentage):

A- 90-93	A 94-100	
B- 80-83	B 84-86	B+ 87-89
C- 70-73	C 74-76	C+ 77-79
D- 60-63	D 64-66	D+ 67-69

Incompletes ("I"):

Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current Student Guide.

I: (Incomplete) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, and then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. The Associate Dean for Educational Programs must approve any exceptions to this policy.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

Please refer to the links below for additional information about course grading policy

- [Grades in Academic Courses and in Field Instruction](#)
- [Student Grievance procedures](#)
- [Policy for grading in special circumstances](#)

Late assignments

Late assignments and rescheduled presentations are at the discretion of the instructor, and will only be considered for dire and unusual circumstances. Late assignments will undergo a half letter grade point deduction for each day past the assignment deadline.

Additional School and University policies, information and resources are available here: <https://ssw.umich.edu/standard-policies-information-resources>. They include:

- *Safety and emergency preparedness*
- *Mental health and well-being*
- *Teaching evaluations*
- *Proper use of names and pronouns*
- *Accommodations for students with disabilities*
- *Religious/spiritual observances*
- *Military deployment*
- *Writing skills and expectations*
- *Academic integrity and plagiarism*