



Course title:	Women In Leadership – SEED Course	
Course #/term:	SW 510, Section 002, Fall, 2019	
Time and place:	Tuesday, August 25, 2:15 – 5:15, Wednesday, August 26, 8:30 – 12:00, Thursday, August 27, 8:30 – 3:00. ROOM: TBD	
Credit hours:	1	
Prerequisites:	None	
Instructor:	Susan W. Crabb, MS, MSW, LMSW	
Pronouns:	[She, her]	
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	You may expect a response within 24 hours, except on weekends	
Office:	2660 K	
Office hours:	By appointment	

1. Course Statement

This course will examine various styles and models of leadership, as well as the attributes, skills, behaviors and issues associated with leadership within Community Impact organizations, through the lens of gender. An overwhelming majority of people working in the Community Impact sector today identify as women. Gender will be explored from an intersectional framework. Intersectionality often adds unique perspectives that enhance mission development. Community Impact Organizations must leverage this diversity of leadership to improve decision-making, tap into diverse points of view, and inspire social change. This course will examine the social, ethical, structural and personal dynamics that differentially impact people across the gender spectrum as leaders. It will prepare all students to identify and harness the specific needs and capabilities of women, from an intersectional lens. It will provide the knowledge and skills to contribute value in their roles as leaders at any level.

a. Course description

Evidence suggests that women face unique leadership challenges. Marginalization based on gender, family and work priorities, and societal expectations create a system that hinders the maximization of leadership potential. In addition, women bring diverse capabilities and hold unique characteristics in the work world today. Community benefit organizations must leverage this diversity of leadership to improve decision making, tap into diverse points of view, and inspire social change.

b. COURSE OBJECTIVES:

Upon completion of this course, students will: Previous objectives

1. Describe unique strengths and barriers for women leaders.
2. Demonstrate how you understand your personal values and ethics and how this impacts your professional identity.
3. Analyze the use of engagement and intervention that are critical to career success.
4. Prepare an action plan to assist you in overcoming systemic barriers and grow your leadership skills.

c. Course design

This course will use multiple methods including but not limited to lectures, demonstrations, readings, discussions, written assignments, individual and group exercises. The primary pedagogy will be experiential, involving problem solving, project planning, and hands on applications of real world situations arising in the field.

d. Curricular themes

1. *Multiculturalism and Diversity:* Students will be able to assess similarities and differences between themselves and the people they work with utilizing *leadership* skills as well as set specific goals and objectives which incorporate these factors into their practice. Differences to be taken into account will include gender, race, ethnicity, social class, age and other forms of social stratification and disenfranchisement.
2. *Social Justice and Social Change:* Students will demonstrate competence in: a) assessing the causes and consequences of social and economic oppression on people represented in the group of people they are assigned to work with; b) analyzing, developing, implementing, and evaluating opportunities for growth and change to alter the situation(s); and c) building on the resources and strengths of socially and economically oppressed groups and working with them to strengthen their circumstances through utilization of *leadership* skill sets.
3. *Social Science Theory and Research:* Students will be expected to incorporate social science theory and research findings into their *leadership* growth and development.

e. Relationship to social work ethics and values

Social Work Ethics and Values: Ethical standards of social work practice (as presented in the NASW Code of Ethics) will be used to address ethical issues commonly confronted by those practicing *leadership in* social work. The ethical standards of client confidentiality and appropriate roles, conduct and behavior of social workers and their colleagues, inter-

professional/disciplinary collaboration, advocacy for oppressed individuals, and social justice will be particularly relevant to this course.

2. Class Requirements

a. Text and class materials

This class will utilize Canvas, where articles and reading materials as well as lecture notes/slides will be posted. Login to the Canvas portal at: [Canvas](#) to find the course materials.

[NASW Code of Ethics](#) - Please read prior to class.

[UNs Declaration of Human Rights](#) - Please review prior to class.

You will need to bring a laptop to this course. If you do not have access to a laptop, please contact the instructors to help make technology arrangements.

b. Class schedule – Agenda subject to change based on the class and topic suggestions

Date			
Tuesday, August 25	2:15 – 5:15		
Wednesday, August 26	8:30 – 12:00		
Thursday, August 27	8:30 – 3:00		

c. Assignments

Assignment #1: Milestone #1 - Social Work Portfolio & Resume

In this assignment, you will develop a web-based portfolio using **Portfolium**. Portfolios are a collection of your accomplishments, skills, and experiences that can be shared digitally to promote your abilities. Even when students do not share their portfolios with others, the simple act of collecting products and reflecting on them helps students build a narrative that aids students in conversations with future employers.

Milestone	Description	Due Date
Milestone #1	Milestone #1 includes two items:	August 27

	<ul style="list-style-type: none"> • Complete the entire Captivate module, which teaches you about building an e-portfolio in Portfolium. • Begin setting up your profile. Upload your resume via Canvas. Complete the overview section, reviewing (at minimum) information about relevant work and educational experience from your resume. 	
Milestone #2	Complete your Portfolium e-portfolio profile. This includes completing the introduction as described in the Captivate module.	September 3
Milestone #3	<p>For Milestone #3, you will:</p> <ul style="list-style-type: none"> • Review the section in the captivate module about adding projects (artifacts). • Review the 9 social work competencies (uploaded to Canvas) and seen in the skills listed in your e-portfolio. • Upload your SWOT analysis, your action plan and your reflection via Canvas: <ul style="list-style-type: none"> ○ The “category” will be social work. ○ In the “description,” write 1-3 paragraphs for each uploaded project. The paragraphs will summarize your project (including your specific tasks and skills), AND clearly describe the link to the competency (or competencies) you selected. ○ In “skills”, select the social work competencies you are demonstrating. ○ “Tags” are used as a search tool within Portfolium and can be used at your discretion. You might tag your pathway, an area of practice, or a job related skills you want to highlight. 	September 3

Assignment 2: Milestone #1, SWOT Analysis

A SWOT analysis is a framework for analyzing strengths, weaknesses, opportunities and threats in regards to a goal, plan, objective, or project.

This assignment is to be done between the first and second days of class. You can find many templates for completing a SWOT analysis [online](#). Choose a template, complete all 4 sections, ask others to give you feedback. You will bring a hardcopy to class on August 26. For review, please see the slides in Part 1 on Canvas.

This assignments will be uploaded through Canvas to Portolium by September 3

Assignment 2, Milestone #1 – Action Plan

You will upload your completed action plan (due September 3) to Canvas. The action plan should be about a leadership issue you will work on (and can reasonably complete) over the next 4-6 weeks. Action plan due September 3 (uploaded via Canvas)

Assignment 2: Milestone #2 Reflection paper

Along with your action plan (due September 3), please turn in a summary of your implementation process (due October 15). It should include a thoughtful reflection on the goal you selected, and any other significant parts of the plan as they were implemented. There are no page limits or structure for this summary, though you may find the "what, so what, now what" field reflection tool useful.

Summary/Reflection paper due October 10 (uploaded via Canvas)

An optional brown bag lunch to process and review held TBD.

d. **ATTENDANCE POLICY AND GRADING:**

Students are required to attend all partial day sessions. Breaks will be provided, along with a 45 minute lunch on Thursday, August 29.

This course is offered Satisfactory/Unsatisfactory. In order to pass this class you must fully attend all sessions, participate and engage in large and small group discussions, and submit the *Action Plan* and *Reflection* paper assignments that demonstrates an understanding of course material.

e. **COVID-19 Statement (REQUIRED)**

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of safety measures that have been put in place for our protection. By returning to campus, you have acknowledged your responsibility for protecting the collective health of our community. Your participation in this course on an in-person/hybrid basis is conditional upon your adherence to all safety measures mandated by the State of Michigan and the University, including maintaining physical distancing of six feet from others, and properly wearing a face covering in class. Other applicable safety measures may be described in the [Wolverine Culture of Care](#) and the [University's Face Covering Policy for COVID-19](#). Your ability to participate in this course in-person/hybrid may be impacted by failure to comply with campus safety measures. Individuals seeking to request an accommodation related to the face covering requirement under the Americans with Disabilities Act should contact the [Office for Institutional Equity](#). If you are unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you will be required to participate on a remote basis. I also encourage you to review the [Statement of Students Rights and Responsibilities](#), which includes a COVID-related Statement Addendum.

f. **Health-Related Class Absences**

Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor's note) for medical excuses is not required.

g. **Recording Class**

Audio and video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students with an approved accommodation from the Office of Services for Students with Disabilities permitting the recording of class meetings must present documentation to the instructor in advance of any recording being done. The instructor reserves the right to disallow recording for a portion of any class time where privacy is a special concern. If the instructor chooses to record a class, they will decide which classes, if any, are recorded, what portion of each class is recorded, and whether a recording is made available on the course management website. On days when classes are recorded, students will be notified a recording is occurring. Class recordings and course materials may not be reproduced, sold, published or distributed to others, in whole or in part, without the written consent of the instructor.

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*