



Course title:	Community Action and Social Change Integrative Capstone Experience	
Course #/term:	SW 401, Section 01, Winter 2022	
Time and place:	Tuesday, 5-7 PM, In-Person, Room SSWB1636, some classes will be held via Zoom	
Credit hours:	1	
Prerequisites:	Declared CASC Minor	
Instructor:	Elizabeth González, MSW, LMSW- Clinical	
Pronouns:	She/They	
Contact info:	Email: lizabethg@umich.edu	Phone:
	You may expect a response within 48-72 hours	
Office:	Remote Office Hours	
Office hours:	By Appointment	

1. Course Statement

a. 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, and 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.
7. 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.
7. 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

1. **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 identity, gender expression, race, religion, sex, and sexual orientation).

2. **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.
3. **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.
4. **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 those offered by the Services for Students with Disabilities office and the [Knox Adaptive Technology Computing Site](#). If you choose 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 encompass 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 Safety website](#) regarding any health, mental health or wellness issue. This could include the need for advocacy, referrals to university or community resources, financial resources, and counseling.

Dependent Care Resources

For students with child, parenting, or elder care responsibilities, feel free to consult the [Student Caregivers website](#). This site is dedicated to the needs of UM students who balance parenting,

elder care, school, 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, please visit the Work-Life Resource Center <http://www.hr.umich.edu/worklife/> and the UM Child Care Resources <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.

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, anti-oppressive 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 identity, gender expression, sexual orientation, religion or 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.

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.

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 are assigned and posted on Canvas. Articles can be found under “files” and also linked to course “pages.”
- Readings will be discussed in class, unless otherwise noted. Students should come to class prepared to engage in discussion based on the course readings.

b. Class schedule

Please review the course schedule at the end of this document. Review the “page” feature on Canvas for a breakdown of learning objectives, competencies, questions, concepts, readings, and assignment due dates.

Course Schedule	Class Date	Course Theme
Session 1	01/11/22	My Story as a Change Agent: Core Values and Philosophy Statement (ZOOM)
Session 2	01/18/22	Fostering Critical Consciousness and Self-Awareness (TBD)
Session 3	01/25/22	Exploring Core Concepts in CASC (Out of Class Discussion Group)
Session 4	02/01/22	Applications of Social Change: Concepts, Frameworks, and Strategies (TBD)
Session 5	02/08/22	Self-Inquiry through Interview (Out of Class Discussion Group)
Session 6	02/15/22	Learning from Alumni: Social Justice in the Real World (ZOOM)
Session 7	02/22/22	Artifact Showcase (ZOOM)

c. Assignments

Assignment grading rubrics for each assignment as well its point or percentage value for the overall course grade can be found on Canvas. Below is an abbreviated overview of what to expect for assignment requirements for the term.

Assignment	Date & Time Due	Percent of overall grade
Pre-Course Survey	01/14/22 by 11:59pm	5%
Philosophy Statement & Three Key Learning Experiences	01/17/22 by 11:59pm	15%
Book Club Reflection	01/31/22 by 11:59pm	10%
Artifact Reflection & Description	02/07/22 by 11:59pm	10%
Generative Interview Worksheet	02/14/22 by 11:59pm	10%
Completed Artifact & Showcase	02/22/22 by 11:59pm	15%
Attendance & Participation	02/22/22 by 11:59pm	15%
Final Paper	03/11/22 by 11:59pm	20%

d. Attendance and class participation

This is a social work class that subscribes to the School's [Policy on Class Attendance](#). Class attendance and active participation (large and small group discussion, individual reflection, oral participation, etc.) account for 15% of your overall grade. Participation through student-student and instructor-student interactions are important considerations for optimal performance. In accordance with university wide Michigan time policy, **class will begin promptly at 5PM, and will conclude at 6:50PM**

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.

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.
- The 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. This 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, a request for modification of attendance policy must be discussed with the instructor.

- The instructor must be informed of absence within 24 hours of an unexpected absence resulting from an emergency.
- Students are expected to engage in active course participation; comments and questions directed to the instructor and peers.

e. Grading

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 will undergo a one point deduction for each day past the assignment deadline. My policy for late assignments, requests for extension, and rescheduled presentations will only be considered for dire and unusual circumstances.

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

f. Class Recording and Course Materials

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 information on class recordings can be found on the [Recording and Privacy Concerns FAQ](#).

g. COVID-19 Statement

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. Your participation in this course is conditional upon your adherence to all safety measures mandated by the state of Michigan and the University, including [properly wearing a face covering in class](#) and compliance with the [University COVID-19 Vaccination Policy](#). Other applicable and additional safety measures may be described in the [Campus Maize & Blueprint](#). Your ability to participate in this course 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](#) and those seeking an exemption related to the vaccination requirement should submit an exemption request through [WolverineAccess](#). I also encourage you to review the [Statement of Student Rights and Responsibilities](#) and the [COVID-related Addendum to the Statement of Student Rights and Responsibilities](#).

h. 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 possible, so that I can make accommodations. Please note that documentation (a doctor's note) for medical excuses is *not* required. Additional School and University policies, information and resources are available at <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*