1. Course Statement

Course description
This course will present knowledge and critical skills to prepare for social work practice in school settings. The five topical areas will include: 1) an brief overview of educational programs and legislation in the United States for individuals of all ages and their families; 2) school social worker assessment tools and services for educational institutions at the pre-K elementary, and secondary levels. 3) assessing and responding to issues of economic and social discrimination in ways that center justice and educational access  4) laws, policies, and practices related to determination of qualification under special education rules within multi-disciplinary teams and response to intervention, multi-tied models 5) advocating for the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, TLBGQ youth, economic and geographic disadvantages, and diverse racial, ethnic, and linguistic backgrounds). Students will learn comprehensive, multi-tiered and culturally relevant assessment protocols and techniques relevant to school based social work practice.
Course objectives and competencies

1. Students will learn how to conduct ongoing individual, family, and system/organization assessments/evaluations with the goal of improving student social-emotional, behavioral, functional, and academic outcomes.
2. Students will learn how to conduct comprehensive assessment and evaluation for students, families, and schools to identify student strengths and resiliency factors in order to diminish educational and developmental risks.
3. Students will obtain knowledge related to using standardized assessment protocols to conduct comprehensive assessment and evaluation for students, families, and schools.
4. Students will learn how to conduct assessments of the impacts of trauma.
5. Students will learn to conduct functional assessment of behavior.
6. Students will obtain knowledge of normative developmental expectations for infant, child, adolescent, and young adult functional skills, emotional, behavioral, social, cultural, communicative, cognitive, learning, and physical development.
7. Students will understand the similarities and differences between clinically based definitions of psychiatric disorders and eligibility for educational support and services as indicated under the Americans with Disability Act (ADA), Individuals with Disabilities Education Act (IDEA), and Michigan Administrative Rules for Special Education (MARSE).

Course design
This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays videos, guest presenters, and seminar techniques.

a. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, practice and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements
a. Text and class materials

All required readings will be posted on canvas in the session’s module. They are due to be completed before the class session. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings.

b. Class schedule (Tentative, may be revised based on circumstances)

Class #1: September 2  Introduction to Class, Introduction to School Social Worker Assessment, Schools in the time of Co-vid

Class #2: September 9 History of School Social Work, School Social Worker Standards, Racial Equity in Schools

Class #3: September 16 School Social Worker Roles in Assessment: A Multi-Tier Approach

Class #4: September 23 Assessment and Social Emotional Learning

Class #5: September 30 Assessment and Trauma Informed Practices (Assignment #1 Due)

Class #6: October 7 Assessment and Restorative Practices

Class #7  October 14 Assessing equity of access (Student Presentation Due)
   a) Rights to education of Black students
   b) Rights to education of undocumented students
   c) Rights to education for students experiencing homelessness

Class #8: October 21 Assessing equity of access (Student Presentation Due)
   a) Rights to Education of LGBTQI+students
   b) Rights of Pregnant and Parenting Teens
   c) Rights of Indigenous students
   d) Rights of students who experience bullying at school

Class: #9: October 28 School Social Worker Assessment Roles under 504 and the Individuals with Disability Education Act
Class #10: November 4 Assessment and Autism Spectrum Disorder

Class #11: November 11 Assessment and Emotional Impairment (Assessment Tool Assignment Due)

Class #12: November 18 Assessment and Fetal Alcohol Spectrum Disorder

No Class November 25

Class #13: December 2 Transitions and Closure

Assignments

Several methods will be utilized to assess your learning and progress toward the class objectives. These methods will include 1 paper, a group presentation, an assessment toolbox assignment, and a final three essay take home exam. The relative weight of each assignment will be as follows:

- My School Experience Paper: 15% (Due September 30)
- Group Presentation: 20% (Due October 14 or 21st)
- Tool Box Assignment: 30% (Due November 11th)
- Final Essay Exam: 20% (December 2)
- Class Participation: 15%
- Total: 100%

Assignment Details

**My School Experience Paper: Due September 30, 3-5 pages, 15% of course grade**

*My School Experience* - This paper is a personal exploration of your experience as a student K-12. Divide that experience into three categories: Peers, Teachers, and Other Activities. Then describe the best and worst of your experience with respect to each category. For Other Activities, think of social supports, clubs, sports, specialists (such as: family, school social workers, art or music teachers, band, sports, principals, school resource officers, school psychologists, counselors, etc.). You may also include information related to work, faith based, or volunteer experiences. Finally, reflect on how your school experience may inform your school social work assessment practices. How were your needs, related to the school experiences you described in this paper, school assessed and responded to or not? **This section should include thoughts about how you might integrate these reflections into your future assessment behaviors, critical and specific reflections related to Privilege, Oppression, Diversity, and Social Justice and comments on two specific NASW social work ethics relevant to this reflection.** Please remember to include introductory and concluding
paragraphs. Since this is a personal exploration, you may write in the first person and do not need to include citations.

Group Presentation: (Sign up, Due October 14 or October 21) – Topic: Students that have been denied the right to education, safe, and inclusive schools.

Prepare and present to the class on a population of school students that are vulnerable to poor school outcomes due to inequities and oppression. Use the provided group research sheets to research the history, legislation, strengths, protective factors, and advocacy efforts to obtain equal access to affirmative education. The purpose of your presentation is to educate yourselves and your colleagues about historical and current barriers and efforts to increase equity in schools. This knowledge helps school social workers assess what is needed at their schools to ensure educational access to all students and families. The groups will include 3-4 students. You may use time during the hours that we have scheduled asychronis learning but also may need to work outside of class time to prepare. Below is a list of the group project expectations, which will also serve as the grading criteria:

The presentation should be approximately 20 minutes in length, followed by 10 minutes of class questions/discussion. The presentation may take on varied formats, PowerPoint, Prezzi, video presentation, etc. sharing the knowledge gained from your work together. Please be sure that, in addition to discussing risks, your presentation focuses on strengths and affirms the students, families, and communities being discussed.

The presentation should define and describe the central concepts and issues related to the specific population of students (20%), discuss history, key legislation, and advocacy issues (20%) focus the class on how this information can be used to guide assessment strategies in the school. (20%). The content of the presentation should draw from a minimum of 2 references per group member (20%). The presentation should be well organized, cohesive, and succinct(20%). Group materials are due on canvas by 9am on the day of the presentation. Please be sure to include each group members name on the submitted materials.

Assignment 3: Assessment Tools

The purpose of this project is to research and describe 2 practice tools based on the topics and concepts you are learning in this course. This project is 25% of your grade. My intent is that you use this assignment to gain and demonstrate a skill set for current and future practice.

Details of the assignment:

1. Select 2 assessment tools that you can use in your current and future practice serving children, youth, and families in a school setting. These
can include assessment strategies that look at any tier of assessment (eg school climate, disciplinary referrals, restorative practices implementation, anti-racism efforts, family engagement, behavior observations, mental health screenings, developmental screenings, suicide risk assessment, special education evaluation tools such as the BASC 3 or Autism Diagnostic Observation Scales etc. etc. )

2. For each tool, research the purpose, evidence basis, implications, goals, relevant populations, and possible strengths and weaknesses of the intended tool. (20% of assignment grade)

3. For each tool, research and describe how the assessment could be implemented in a school setting. Discuss benefits and challenges to implementation and utilization of this assessment tool. (20%)

4. For each tool, please research and consider how the assessment strategy takes into account culture and how the assessment tool contributes to affirming or harming BIPOC students and their families. (20% of assignment grade)

5. For each tool, create a powerpoint, prezzi, video etc. that summarizes your learnings related to items 2-4. This product should briefly and succinctly demonstrate the purpose, use, implementation of the tool, including culturally responsive and anti-racist considerations. (25% of assignment grade)

6. Post your projects in the discussion boards of our class. Please title your presentation with the name and purpose of the tool. (EG “Ages and Stages Questionnaire: Developmental Screening for Young Children”)

7. Once tools have been posted, review and comment on three of your classmate’s posts. The format of comments should be substantive and collegial. Share what you learned, or thought about, based on the information they shared. If a couple of comments have already been left on a colleague’s project, review a project that does not yet have comments. Comments close after two weeks. (15%)

Final Exam- Take home essays – To be distributed in class on November 18. Due 9pm on December 2.

Attendance and class participation (All classes will be held online)

All are expected. Please come to class on time and ready to learn. I asked that students have their cameras on as much as possible during virtual sessions. Please feel free to use virtual backgrounds if you prefer and mute when you are not speaking.

Required readings are to be completed prior to class session. Required readings for each session are available in the session module on canvas. Because school and special education policy is constantly evolving and I try to tailor readings to individual
class interests as they evolve, occasionally I will swap out readings. I will do my best to do this at least one week in advance.

In the unlikely event that you must miss class, please call or email to inform me about your absence. Missing more than two classes will result in your grade being lowered one half letter grade. Missing additional classes may result in not being able to pass the course.

c. Grading

For each assignment, I provide specific instructions and how the assignment will be graded. Assignments should be completed and turned in by their due date. However, please feel free to reach out to me if there are difficulties or special circumstances.

d. Class Recording and Course Materials

Recording and Privacy Concerns FAQ:

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. If students are recording or taking screen shots of content, please be sure not to include images of classmates.

e. 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. 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 Student Rights and Responsibilities and the COVID-related Addendum to the Statement of Student Rights and Responsibilities.

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.

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