<table>
<thead>
<tr>
<th>Course title:</th>
<th>School Social Work Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course #/term:</td>
<td>SW 628, 001, Fall 2022</td>
</tr>
<tr>
<td>Course Website:</td>
<td></td>
</tr>
<tr>
<td>Live Class Meeting:</td>
<td>Tuesdays, 6-8pm via Zoom in Canvas</td>
</tr>
<tr>
<td>Credit hours:</td>
<td>3</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td></td>
</tr>
<tr>
<td>Instructor:</td>
<td>Beth Sherman, MSW, LMSW</td>
</tr>
<tr>
<td>Pronouns:</td>
<td>She/Her/Hers</td>
</tr>
<tr>
<td>Contact info:</td>
<td>Email: <a href="mailto:shermanb@umich.edu">shermanb@umich.edu</a></td>
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<td>Phone: 734 330-8703</td>
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<td></td>
<td>You may expect a response within 24 hours, maybe longer over weekend</td>
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<tr>
<td>Office:</td>
<td>3784</td>
</tr>
<tr>
<td>Office hours:</td>
<td>Tuesdays 8-9pm or by appointment</td>
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</tbody>
</table>

1. Course Statement

a. Course description
This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Student learning will include practice skills that advance social justice and educational access, trauma informed practice models, positive behavior supports for school wide programs and individuals, crisis prevention, planning, and intervention, behavior intervention planning; mediation, conflict resolution, and collaborative problem-solving methods. Specific interventions to support students with
Autism Spectrum Disorder, Emotional Impairments; and other disabilities covered under the Individuals with Disability Education Act will be incorporated. Ways to promote family engagement and collaboration will be explored/ Skills to enhance collaboration and consultation between teachers, families, and other school personnel will be addressed. School social worker intervention methodologies will include ways to promote human rights and educational access, fostering school climates that are inviting, supportive, and inclusive of diversity. Students will acquire the skills needed to effectively practice as a school social worker to enhance student learnings and achievement.

Content in this course includes multi-tiered practice methodologies that promote socio-emotional and academic success. Inter-disciplinary approaches designed to strengthen individuals, groups, and families within larger social contexts such as the school and community will be presented. Methods that increase student and family access to education and educational resources will be explored. School-wide interventions such as the implementation of positive behavioral supports, restorative practices, family engagement, inter-group dialogue, positive conflict resolution skills, and coordination and collaboration with youth serving agencies in the community will be discussed. Effective classroom-wide, small group, and individual interventions will be practiced.

b. Course Content

Content in this course includes practice methodologies that promote student academic success while taking into account behavioral and emotional challenges according to school and legislative policies. Inter-disciplinary approaches designed to strengthen individuals, groups, and families within larger social contexts such as the school and community will be presented. Methods that increase student and family access to education and educational resources will be explored. School-wide interventions such as the implementation of positive behavioral supports, process-oriented forms of discipline, family engagement, inter-group dialogue, positive conflict resolution skills, and coordination and collaboration with youth-serving agencies in the community will be discussed. Effective classroom-wide, small group, and individual interventions will be presented and practiced.

Students will also learn how to evaluate the effectiveness of programs and services offered and make modifications based on student needs. Practice frameworks will include: socially just practice, knowledge and evidence-based practice skills for individuals, groups, schools, and communities, and the rich interplay of student, family, school personnel, and community multicultural and diversity dimensions.
As a relatively new course here at the UMSSW, we have the opportunity to mold this course into a course that describes for anyone asking: “this is what school social workers can do in our schools to best help them provide the learning opportunities that they were designed to offer.” There will be opportunities to seek feedback and input from the students of this class, professionals currently in the field of school social work, and colleagues throughout the course in a continuing effort to further shape this course now and in the semesters to come.

c. Course objectives and competencies

By the end of this course, you will be able to:

1. **Explain** skills to facilitate and coordinate student and family access to medical health, mental health, social services, and other community resources and to promote collaboration among school personnel and other community agencies
2. **Develop** functional behavior assessment and behavior intervention plans
3. **Apply** principles of social justice to school based practice by selecting interventions that promote social justice and access to education
4. **Apply** proven tools and methodologies to provide mental health support and interventions in school settings
5. **Determine** empirically-supported, culturally relevant, evidence-based prevention and intervention methods effective for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success
6. **Assess** factors that promote positive school climate and culture of belonging among students, families, and school personnel
7. **Evaluate** effectiveness of programs and services available to students, families, and schools

d. Course design

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group activities, case studies, videos, podcasts, and discussion. The class format is based on the understanding that you are a prepared and active learner. Reading and engaging with the assigned materials are required in order to get the most out of our class and successfully meet the course objectives.

I view this as a practice class, with practitioners in the room. I have practiced as a school social worker and am excited to share my experience with the class along with the experience of guest lecturers when possible who have also worked in the schools; I also expect your expertise to be shared with the rest of us in the class. I invite you to share thoughtful reflection on the course material, inspiration, creative ideas, opinions, and connections between the subjects discussed in class and your
work being done in the field.

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a perspective which is different from your own, articulating clearly your point of view, and linking your experiences to the readings and assignments. I will appreciate your contributions to making this a brave space and a fruitful learning experience.

e. Curricular Themes

- **Multiculturalism and Diversity.** This course will review the recent national, regional, and local demographic shifts that have increased the ethnic and cultural diversity of children and families in educational institutions. A culturally sensitive, developmental perspective will be presented ranging from infancy through secondary education and culminating in the transition from school to the world of work. In addition, the particular policies and services regarding children and youth with illnesses and disabilities, and gay, lesbian, bisexual, and transgender persons will be reviewed.

- **Social Justice and Social Change.** Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and regions, and promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of private and public schools. This course will also explore issues related to disproportionality in discipline, placements, school climate, school policies and practices.

- **Promotion, Prevention, Treatment, and Rehabilitation.** These approaches are incorporated at all levels of practice in educational settings. This includes programs for the student and family, the organization and positive organizational culture in schools, and educational climates overall that promote children’s development to their maximum potential. Additionally, characteristics of at risk children and youth and their particular vulnerabilities will be highlighted. These risks will include school failure, suspension, and expulsion, “dropping out,” unplanned pregnancy, insufficient preparation for the work force, family roles, and group and individual violence. Related
concerns will include prevention of substance abuse, prevention of the transmission of disease (especially sexually transmitted diseases), and promotion of healthy lifestyles and development. Characteristics that buffer children from these stressors and research on resilience will also be examined.

- **Behavioral and Social Science Research.** The role of the social worker as a consumer of research will be emphasized. Relevant sources will include not only those in social work, but also the theories and empirical studies in interdisciplinary fields, such as human development and education. In addition, relevant theories and findings regarding accountability for service, empirical validation of interventions, and overall evaluation of practice in educational settings will be covered.

f. Relationship to Social Work Ethics and Values

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and their parents, and colleagues. The NASW Code of Ethics will be used as a framework for decisions regarding engagement with students and families, protection of confidential material, designing appropriate interventions, and monitoring unintended consequences related to intervention decisions and taking corrective action. In addition, relevant federal guidelines as put forth in the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Family Educational Rights and Privacy Act will be reviewed in light of their interface with ethical issues related to gathering and using information, and designing and executing interventions.

g. Intensive focus on PODS

This course integrates PODS content and skills with a special emphasis on the identification of theories, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students as they develop a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social 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 available course readings (or links to the readings) will be posted on the Canvas site for this course. If copyright restrictions prevent the readings from being uploaded onto Canvas, they will be available for download through the University library’s electronic holdings (and will be marked “Library” in the syllabus). When readings are accessible via websites, they will be designated as “Online” in the syllabus, and the web address will be included. Please see the instructor if you need assistance in accessing these readings.

To fully engage in this course and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and come to class prepared to discuss what they have read.

b. Class schedule

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Agenda</th>
<th>Required Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (Aug 30)</td>
<td>Lesson 1: Introduction to School Social Work Interventions</td>
<td>No Assigned Readings or Discussion Posts Due.</td>
</tr>
</tbody>
</table>
| Week 2 (Sept 6) | Lesson 2: Foundational Concepts/National Model of School Social Work Practice | Read:  


**Watch:**

**Complete:**
Discussion: Initial Post due four days before next live meeting. Response post due one day before next live meeting.

Assignment: P.O.D.S.
| Week 3 (Sept 13) | Lesson 3: Applying Social Justice to School Based Practice | **Read:**  
Koyczan, S. (2013, February 19). *To this day project — Shane Koyczan [Video].* YouTube. https://www.youtube.com/watch?v=ltun92DlnPY |
<table>
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<tr>
<th>Page</th>
<th>References</th>
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</table>

Watch:

Complete:
Discussion: Initial Post due four days before next live session. Response post due one day before next live session.

Assignment #1: Resource Review due five days before next live meeting.

Week 5 (Sept 27) Lesson 5: Tier 2

Read:
Garvin, C.D. (2013). Designing and facilitating support groups and therapy groups with adolescents: Importance of the topic for schools. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), The school services sourcebook: A guide for school-based professionals


**Watch:**

Judi’s House Denver. (2012, November 15). Lessons learned from grieving children [Video]. YouTube. [https://www.youtube.com/watch?v=vum6c4tluXkg](https://www.youtube.com/watch?v=vum6c4tluXkg)


ComfortZoneCamp. (n.d.). Bereaved teens talk about going back to school [Video]. YouTube. [https://www.youtube.com/watch?v=UmHE3qKRwVo](https://www.youtube.com/watch?v=UmHE3qKRwVo)

<table>
<thead>
<tr>
<th>Week 6 (Oct. 4)</th>
<th>Lesson 6: Trauma-Informed Practices In Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete:</strong> Discussion: Initial Post due four days before next live session. Response post due one day before next live session.</td>
<td></td>
</tr>
<tr>
<td>Assignment #2: Online Bounce Back Training due one day before the next live meeting.</td>
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<table>
<thead>
<tr>
<th>Week 7 (Oct. 11)</th>
<th>Lesson 7: Functional Behavioral Assessment and Behavior Intervention Plan</th>
</tr>
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<tbody>
<tr>
<td><strong>Complete:</strong></td>
<td>Discussion: Initial Post due four days before next live session. Response post due one day before next live session.</td>
</tr>
<tr>
<td>Assignment #2: Online Bounce Back Training due one day before the next live meeting.</td>
<td></td>
</tr>
</tbody>
</table>
| School services sourcebook  
Moreno, G., Wong-Lo, M., Short, M. & Bullock, L.  
Watch:  
Complete:  
Discussion: Initial Post due four days before next live session. Response post due one day before next live session.  
Assignment #3: IEP Goal Writing and Progress Monitoring due one day before the next live meeting. |
**Complete:** Assignment #4: FBA and BIP (Rough draft) due on the day of the next live meeting. |
|---|---|---|
Linseisen, T. (2013). Effective interventions for youth with oppositional

| 10.3102/0034654313498621


Complete: Discussion: Initial Post due four days before next live session. Response post due one day before next live session.

Assignment #4: FBA and BIP (Final Draft) due one day before the next live meeting.
defiant disorder. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook: A guide for school-based professionals* (pp. 91–103). Oxford University Press.


**Watch:**

**Complete:**
Discussion: Initial Post due four days before next live session. Response post due one day before next live session.

<table>
<thead>
<tr>
<th>Week 12 (Nov 22)</th>
<th>Lesson 12: Writing IEPs</th>
<th><strong>Read:</strong></th>
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<tr>
<th>Week 13 (Nov. 29)</th>
<th>Lesson 13: Ethical Dilemmas and Continued Professional Development</th>
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<tbody>
<tr>
<td><strong>Complete:</strong> Assignment: P.O.D.S. Capacities Self-Evaluation due four days before next live meeting</td>
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</tbody>
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## c. Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Resource Review</td>
<td>Module 4 Submit on Canvas</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2: Online Bounce Back Training</td>
<td>Module 6 Submit on Canvas</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 3: IEP Goal-Writing and Progress Monitoring</td>
<td>Module 7 Submit on Canvas</td>
<td>10%</td>
</tr>
<tr>
<td>Assignment 4: FBA and BIP</td>
<td>Module 9 Submit on Canvas</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 5: Intervention and Design</td>
<td>Module 12 Submit on Canvas</td>
<td>20%</td>
</tr>
<tr>
<td>Course Prep Activities (C/I)</td>
<td>Modules 2, 8, 13 Submit on Canvas</td>
<td>5%</td>
</tr>
<tr>
<td>Discussions</td>
<td>Module 2, 3, 4 (x2), 5, 6, 7, 8, 9, 10 Submit on Canvas</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Assignment 1: Resource Review, Due, 25 points, 15% of grade**

Social workers draw inspiration from a wide range of sources, some of them unlikely and not necessarily geared toward social work. Interventions in the school setting address needs that are diverse and the most successful school social workers will be able to apply knowledge, information, and insight that they gain from a variety of sources in order to design creative and customized interventions that meet specific needs.

This assignment asks you to engage with a resource — a book (or audiobook), a magazine, a podcast, a Ted Talk, a film, a webinar — that is not necessarily intended for school social workers, and to pull from it ideas, inspiration, or a foundation upon which to build school-based interventions or work with young people. You are encouraged to choose one of the resource types listed above, but if you have another idea, please see the instructor for approval.
The resource that you choose could be directly applicable to the school setting or it could offer insight into adolescence, psychology, child development, philosophy, human nature, or something else entirely; there are insights to be gained from all of them. The challenge is for you to think critically about what you are reading, hearing, or seeing, and to reflect upon how you might apply these concepts or ideas and use them to inform your interventions in the school setting. Detailed assignment guidelines can also be found in the Assignment #1 - Resource Review

- Select a resource — a book (or audiobook), a magazine, a podcast, a Ted Talk, a film, a webinar — that is not necessarily intended for school social workers
- Create a short (5 –10 minute) recorded presentation about the resource
- Submit one of the following (along with the recording): 3 page paper OR PowerPoint (or other visual) presentation OR infographic or poster

- Both your written/visual work and recorded presentations will be submitted online
- Assignment #1: Resource Review is graded according to Assignment #1: Resource Review Rubric and is worth 25 points.

- CLOs 1, 2, 3
- MLOs 1.2, 3.1, 3.2, 5.1, 5.4
- PODS Capacities C

**Assignment 2: Online Bounce Back Training, Due Module 6, 10 points, 10% of grade**

The Bounce Back Program Training is offered online, and should take approximately 6 hours to complete. This training helps to prepare clinicians to implement an evidence-based intervention designed to reduce the symptoms of PTSD, depression, and problematic behavior in school while increasing student functioning, school performance, peer and parent support, and helping students to build coping skills. This program is geared toward elementary students and is based on Cognitive Behavioral Intervention for Trauma in Schools (CBITS). Detailed assignment guidelines can also be found in the Assignment #2 - Bounce Back Training Assignment.

You can register and complete the Bounce Back training online at: [https://bouncebackprogram.org/](https://bouncebackprogram.org/).

Assessments correlate to MDE Standard for the Preparation and Practice of School Social Workers.

The particular elements addressed in this assignment are:

3. Intervention: Use culturally responsive, evidence-informed interventions at individual, group, family, school personnel, and community levels

3.2: Advance trauma-informed practices
Assignment Guidelines and Rubric

- Register and complete the Bounce Back training online at: https://bouncebackprogram.org/

- Upon completion, please download the completion certificate and upload it as a Microsoft Word (.DOC or .DOCX) document or a PDF file (.PDF).

- Assignment #3: Online Bounce Back Training is graded according to Assignment #3: Online Bounce Back Training Rubric and is worth **10 points**.

- CLOs: 2
- MLOs: 2.1, 4.3, 6.2
- PODS Capacities C

Assignment 3: IEP Goal-Writing and Progress Monitoring, Due, 10 points, 10% of Grade

Individualized Education Programs (IEPs) incorporate annual goals and objectives that meet the social-emotional/behavior goals of students. These are written by the school social worker to specifically address the needs that are reflected in the present level of academic achievement and functional performance (PLAAFP) portion of the IEP. Effective social-emotional IEP goals (SMART goals) should be:

- **Specific**
- **Measurable**
- **Attainable**
- **Results-focused**
- **Time-bound**

For this assignment, you are asked to choose one of the following PLAAFP statements, identify the social-emotional needs that are indicated, and write a SMART goal and at least two objectives that would be appropriate for meeting those needs. The annual goal should be written for a one-year time period, and should include the behavioral change that you hope will be visible in the classroom. The objectives should encompass the smaller steps that you feel would be important for the student to achieve in order to ultimately be able to accomplish the overall goal, and could reflect the clinical work that you would do with the student in school-based counseling sessions. Detailed assignment guidelines can also be found in the Assignment #3- IEP Goal-Writing and Progress Monitoring.
• Download the assignment Assignment #3- IEP Goal-Writing and Progress Monitoring TEMPLATE
• Select from on of the PLAFFP statements found in the Assignment #3- IEP Goal-Writing and Progress Monitoring.
• You are also asked to include a plan for how you would evaluate the effectiveness of your goal and objectives.
  ○ What data would you gather?
  ○ How would you collect this information?
• Save the form as a Microsoft Word document (.DOC or .DOCX) or a PDF file (.PDF) and upload it to Canvas
• Assignment #3: IEP Goal-Writing and Progress Monitoring is graded according to Assignment #3: IEP Goal-Writing and Progress Monitoring Rubric and is worth 10 points.

• CLOs 3, 6
• PODS Capacities A, B

Assignment 4: FBA and BIP Rough Draft, Due, 40 points, 25% of grade

Behind every effective intervention is a thorough assessment. In the schools, social workers conduct Functional Behavior Assessments (FBAs) to better understand problematic behaviors, in order to design appropriate and effective Behavior Intervention Plans (BIPs), also referred to as Positive Behavior Intervention and Support Plans (PBISPs).

This assignment asks you to gather information about a young person who is demonstrating problematic behavior and to write an FBA and a BIP that could be used to support this young person in school. There are three options for selecting a young person to focus on for this assignment:

1. Select a child with whom you are currently working. This allows you to gather information directly from the child, and potentially from the child’s parent(s) and teacher(s).
2. Focus on a child with whom you have worked in the past. Use your recollections to the best of your ability to provide the information needed for the FBA.
3. Interview someone who is very familiar with a child who is displaying challenging behavior. (This could be a family member, a teacher, or a social worker, for example.) Gather as much information as possible from this person, to be used to inform the FBA and the BIP.
You can review Sample FBA/BIP (Mika) and Sample FBA/BIP (Julie) (SW 628.) from Module 7. Detailed assignment guidelines can also be found in Assignment #4 - FBA and BIP (SW 628.).

**Assignment Details:**

d. Part 1: Functional Behavior Assessment
   a. Basic background information about the child
   b. A clear and observable description of the target behavior
   c. Information gathered (see Teacher Interview and Lagging Skills)
   d. A comprehensive behavioral summary
   e. A hypothesis/summary statement
   f. Recommendations (see FBA Template)

e. Part 2: Behavior Intervention Plan
   a. A clear and observable description of the problematic “target” behavior
   b. A summary of the findings of your FBA
   c. The desired replacement behavior
   d. A detailed description of recommended interventions (see BIP Template)

f. At the top of your paper, please indicate which of the three options you have selected.

g. The paper should be a minimum of 2 pages, with a maximum of 4 pages, double spaced.

h. Use Times New Roman, 12 point font, and 1-inch margins.

i. Assignment #4: FBA and BIP (Final Draft) is graded according to Assignment #4: FBA and BIP Rubric and is worth **40 points**.

CLOs - 5
MLOs - 2.1, 2.2, 2.3
PODS - C, D
Assignment 5: Intervention Research and Design, Due, 55 points, 20% of grade

This assignment requires you to select an issue of interest to you that impacts young people in the school setting, explore the relevant literature/research, and ultimately design an intervention based on your reading that you feel would be effective in targeting your issue within the schools. Examples of issues include:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Autism Spectrum Disorder
- Depression
- Anxiety
- Oppositional Defiant Disorder (ODD)
- Bullying
- Students experiencing homelessness
- Students who are undocumented
- Students living in foster care
- Pregnant and parenting students
- Racial disproportionality in school discipline
- Advocacy with LGBTQIA+ students
- Affinity groups for students with under-represented positionalities
- Trauma
- Suicide
- School violence
- School shootings
- Truancy

You are not limited, however, to these choices; please feel free to choose any issue of interest to you. A primary goal is to address issues of mental/emotional health and well-being, as well as accessibility and inclusion related to, but not limited to, gender identity, race, and culture. Please also consider how you might facilitate and coordinate student access to community resources related to your topic.

Detailed assignment guidelines can also be found in Assignment #5: Intervention Research and Design.

a. Select an issue (refer to the assignment guidelines in Assignment #5: Intervention Research and Design
b. Conduct a literature review
c. Design an intervention
d. Present your findings and your intervention design as:
   a. A traditional academic paper (6 - 8 pages in length)
   b. A PowerPoint (or other visual) presentation
   c. An infographic, poster, or other visual representation
   d. Another creative idea (to be approved by instructor)

MLOs - 1.2, 1.3, 3.2, 7.2
e. Attendance Policy

Students are responsible for all content of this course, including the content provided in the live, synchronous sessions. Absences are counted from the first scheduled live class meeting. The program has an 80% attendance requirement for live, synchronous sessions. Students who miss more than 20% (3 live, synchronous sessions) are at risk of a grade reduction, including receiving a non-passing grade.

**Attendance:** While it is important that you attend our class sessions, it is also understood that our lives have become infinitely more complicated as a result of the pandemic and its ripple effects. If you must miss a synchronous class session, please communicate with the instructor about your absence. All efforts will be made to record each synchronous class meeting and make these recordings available to you.

If you do not communicate with the instructor about your absences, please expect that your engagement grade will be lowered by one point per absence.

More information on the attendance policy can be found in the Policy on Class Attendance found in the MSW Student Guide.

f. Live class participation

**Weekly Participation:** You are expected to read assigned materials, submit assignments, and participate in live class meetings and asynchronous discussions. You should follow the modules sequentially from first to last. Expect to spend 8-9 hours per module—this consists of a 2-hour live meeting and 6.5 hour asynchronous learning activities on a weekly basis.

**Live Class Meeting Participation:** Attendance at all live class sessions is an expectation of this class. It is expected that students will sign in for the live class session before it begins and remain engaged for the duration of the session. It is expected that students will participate by video, if feasible, and using the webcam on their computer, tablet, or smartphone. Prepare for each live session by engaging the pre-assigned content and activities. In case of an anticipated absence or an emergency, you should contact me as soon as possible providing documentation supporting the need for any absence. You may be asked to review the recorded
class session and submit your reflection no later than three days after the session.

**Discussion Participation:** When required discussions are present, you are required to post your initial response to the discussion prompts by the day 3 of the module at 11:59 pm. You are required to read and respond to at least two peer responses by day 7 of the module at 11:59 pm. You are encouraged to share your experiences, perspectives, interpretation of the materials as well as credible additional resources relating directly to the topic under discussion.

Students may receive partial credit for responses posted up to one week late. No credit will be given for responses posted beyond two weeks after the discussion assignment is due. Please be sure to be courteous in your replies to your fellow classmates. Points for your weekly participation grade will be assigned per the rubric provided within the course.

**Engagement:** Whether we are meeting in person or virtually, I ask that you be fully present and ready to engage! I value you and what you have to offer the class. Your thoughts, reflections, insights, and connections are what will make this class meaningful and inspiring to all of us. Preparing to work with young people is an important task; I believe that in order to be fully prepared, you must be willing to be open to new ideas, to learn from a variety of people and resources, to absorb information and make meaning from it, to consider many different perspectives, to think creatively outside of the box, and to form your own opinions and share them with others. As you engage in this way, your classmates will benefit from your perspective. Hearing from others will challenge each of us to think more critically and more deeply connect with the material.

Engagement is even more critical within the context of an online course, when it is easy to feel disconnected. I believe in the value of creating a community and a sense of cohesion within our class, and in order to do so, I ask that you be present and punctual for our synchronous class meetings, visible to all (i.e. cameras on), and responsive to the instructor and to each other as we engage in discussion. If you have a need for your camera to be turned off during our class meetings, please communicate with me about this! **Otherwise, attending class with your camera off will result in a lowering of your engagement grade.**

[Instructors should create and give notice of their participation guidelines for live classes in writing in the term. Here are some areas of consideration:]

- How do you feel about distractions? How would you communicate that everybody needs to do the best to minimize distractions?
• How do you want to handle audio and video engagement? Do you want to ask students to turn off audio/video while they are not talking or create an active classroom like a real one?
• How do you want to organize participation? Do students need to raise their virtual hand or just jump in? How should the chat be used?
• How should you handle recording and privacy concerns?

g. Grading

Letter grades will range from “A” to “F” and are based on points accumulated throughout the class. Specific requirements for each exam, assignment, and discussion are provided within the course. Letter grades will not be provided for individual assignments. Each assignment will be assigned points. Overall, points will be tabulated to the corresponding final letter grades as follows. (add my points rubric here).

There are 500 points total available in this course. A breakdown of how points are associated with letter grades is listed below.

- A 94-100%
- A - 90 - 93%
- B+ 88 - 89%
- B 83 - 87%
- B- 80 - 82%
- C+ 78 - 79%
- C 73 - 77%
- C- 70 - 72%
- D+ 68 - 69%
- D 63 - 67%
- F Less than 62%

Please reference the MSW Student Guide for policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances. Here are some resources around testing and grading from CRLT.

**Late Work:** Consistent with the UMSSW Technical Standards, timely communication with the instructor is expected when assignments will not be
completed on time. Assignments turned in after the due date and time are subject to a points reduction of 10% for each day late. Flexibility to this policy will be considered based on communication between the student and the instructor.

**Incompletes:** Incompletes are given only when it can be demonstrated that it would be unfair to hold the student to the stated time limits of the course. The student must formally request an incomplete from the instructor prior to the final week of classes.

For additional information, please see the MSW Student Guide policies on [Grades in Academic Courses and in Field Instruction](#), [Student Grievance procedures](#), [policy for grading in special circumstances](#), and [testing and grading from CRLT](#).

h. 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](#).

i. 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