



Course title:	Culturally Responsive and Evidence Informed Assessment with Children, Youth, and Families	
Course #/term:	SW 621, Section 003, Winter 2023	
Time and place:	Thursday, 6:00 PM – 9:00 PM, Room 3816 SSWB	
Credit hours:	3	
Prerequisites:	None	
Instructor:	Anthony J Beasley, LMSW	
Pronouns:	He/him/his	
Contact info:	Email: anthanyb@umich.edu	Phone: 503-975-4697
	You may expect a response within 48 hours	
Office:	3738 SSWB	
Office hours:	Before and After Class, and by appointment – don't hesitate to call or text me	

1. Course Statement

a. Course description

This course is intended to develop knowledge and skills for practice with children, youth, and families, with special attention to assessment. Students learn about varying approaches to assessment, the various contexts in which assessment takes place, and the assessment skills used with children, youth, and families. Students will be familiar with both strengths and limitations of assessments, and how assessments are used (e.g., in school, juvenile justice, and child welfare forensic assessment) including assessments for intervention recommendations.

Students will learn how to evaluate overall functioning, conduct developmental assessments, and make a determination about child, youth and family service needs. Students will learn different models of assessment and the role of interdisciplinary assessments (e.g., medical examinations and psychological testing) in the overall assessment process. Students will also become acquainted with widely used assessment practices with children, youth, and families in terms of initial screening, risk assessment, and structured decision making. Existing evidence for their utility will be explored.

Students will also be sensitized to their personal reaction to child and youth demonstrations of trauma and crises. They will be appraised of professional expectations, such as mandatory reporting of child maltreatment, and will learn about the general structure of service delivery to child and youth clients. Sensitization to the roles of power and privilege of professionals as they relate to both children and their parents is an integral part of the course. In addition, the course will address the sometimes-conflicting needs of children and families and child-serving systems (e.g., legal system; school) impacting assessment outcomes and recommendations.

The diversity of children, youth and families, in terms of race, ethnicity, culture, class, sexual orientation, religion, ability, and other social identities will be explored. Of particular focus is the over-representation of children of color and the differential response of various child and youth serving systems based upon social identity differences. Students will gain insights about how differences between themselves and client systems affect assessment process including outcomes and recommendations.

b. Course objectives and competencies

- 1) Describe theories that explain child and youth risks and protections;
- 2) Describe the roles and responsibilities of social workers in assessing children, youth and families, including mandatory reporting of child maltreatment, multidisciplinary approaches to assessment;
- 3) Describe personal, professional, and societal responses to children, youth and families at risk and their impact on assessment observations, impressions and recommendations;
- 4) Demonstrate knowledge and beginning skills in engaging diverse client systems that reflect knowledge about diversity (e.g., gender, developmental age, socio-economic class, culture, ethnicity, race, religion, physical and mental ability, sexual orientation, national origin) and power differentials between themselves and clients.
- 5) Recognize the impact of discrimination based on economic, racial, ethnic, gender, religion, sexual orientation, and other differences on client system presentation during assessment, and of the effect the worker's own personal experiences have their assessment observations;
- 6) Recognize the impact involuntariness has on assessment. including client system relationship with the worker and child-serving system based on past and current initial responses
- 7) Demonstrate beginning ability to conduct individual and family assessments, including assessing parent-child attachment, evaluating overall functioning, and making recommendations consistent with assessment findings;
- 8) Incorporate a perspective that honors clients' strengths as well as vulnerabilities to both assessments and treatment with child welfare clients.

c. Course design

This course will make use of lectures, demonstrations, discussion, media such as videotaped interviews with clients and individuals, small group exercises, and role plays. Students will

demonstrate their knowledge acquisition by means of class demonstration, written responses to assignments, participation in class discussion, in-class assignments, videotapes, and short papers about their child, youth, and family interview experiences.

d. 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.

Emphasis in this course will focus on teaching students sensitivity, respect, and competence when working with clients where there are racial / ethnic, cultural, socio-economic class, religious, gender, ability, nationality and other differences presented by the client system. Case examples will highlight how differences, issues relevant to impoverishment, and involuntariness affect clients' responses to assessment. Students will understand that children are at a fundamental disadvantage in systems that are controlled by adults.

The role of power and privilege will be a theme throughout the course. Students will explore the ways in which diversity (e.g., race / ethnicity, socio-economic disadvantage, and gender) are differentially responded to in initial responses, and students will learn that an appropriate role for social workers in oppressive child-serving systems is often that of advocate. In this course students will explore the role of prevention and system disruption in situations in which institutional processes unjustly disadvantage client systems based on social identity differences. To the degree possible, literature and resources will be used that demonstrate evidence-informed practice and students will be taught skills to critically reflect upon practices in which social science knowledge and research findings wittingly or unwittingly demonstrate bias, stereotyping, prejudice, and discrimination.

2. Class Requirements

a. Text and class materials

The text for this class is:

Delahooke, Mona (2019) Beyond Behaviors: Using Brain Science and Compassion to Understand and Solve Children's Behavioral Challenges, PESI Publishing and Media, WI.

This book is very practical and provides tools for social workers to effectively assess children from a holistic and trauma-informed perspective. There are numerous ways to get this book. Students are very creative about getting books from Amazon, renting them, kindle, etc.

We will also be using articles and some, videos, and podcasts that can be easily accessed via links provided. I will place all required readings/videos/podcasts on our course Canvas site in the modules that correspond to the weeks they are due.

You are expected to read all the required readings for each week although we will not regularly discuss all of them in detail necessarily. Some of them are supplemental to the course content and you will be expected to be able to apply them in depth in several of your assignments. The required readings beyond the text will be accessed through “modules” on your canvas site.

b. Class schedule

Class readings, assignments, and topics are subject to change based on the class’s progress, interests, and the instructor’s discretion. Below is a list of tentative readings. **Once the class begins, do not rely on this list but check the Canvas module. Each week the instructor will verify the content due the following week and communicate via Canvas announcements or in class.**

Date	Agenda	Required Content and Assignments Due
Week 1 1/05/23	Welcome, Orientation to the class, Expectations	
Week 2 1/12/23	Context for Biopsychosocial and spiritual assessment	Delahooke Chapter 1 Graybeal, C. (2002). Strengths-based social work assessment: Transforming the dominant paradigm. <i>Families in Society: The Journal of Contemporary Human Services</i> , 82(3), 233-242. Cook, L. & Gregory, M. (2020) Making sense of sensemaking: Conceptualising how child and family social workers process assessment information. <i>Child</i>

		<p>Care in Practice, 26(2), 182-195. DOI: 10.1080/13575279.2019.1685458</p> <p>Nagar, M., Nakash, O. & Westen, D. (2020). Unpacking childhood experiences of abuse: Can clinicians identify their patients' history of abuse?. Journal of Trauma & Dissociation, 21(3), 396-408. DOI: 10.1080/15299732.2020.1719264</p> <p>Davis, Anti-black Racism Takes a Heavy Toll on Mental Health</p>
<p>Week 3 1/19/23</p>	<p>-Reflexive Awareness -Components of a Good Psychosocial</p>	<p>Delahooke, Chapter 2 Assignment Due: Reflection # 1</p> <p>Yalim, A.C., Zubaroglu-Ioannides, P & Sacco, S. (2020). Implementation of an initial mental health assessment for newly arrived refugees. Journal of Social Service Research, [Published online March 3, 2020] DOI: 10.1080/01488376.2020.1735603</p> <p>Yan, M.C. & Wong, Y.R. (2005). "Rethinking Self Awareness in Cultural Competence: Toward a Dialogic Self in Cross Cultural Social Work". Families in Society, 86(2), 181-188.</p> <p>Ivresen, R.R., Gergen, K.J., & Fairbanks II, R.P. (2005). Assessment and social construction: Conflict or co-creation?. British Journal of Social Work, 35, 689-708.</p> <p>Staton, M., Cramer, J., Walker, R., Snell-Rood, C. & Kheibari, A. (2019). The importance of shared language in rural behavioral health interventions: An exploratory linguistic analysis. Journal of Rural Mental Health, 43(4), 138-149.</p>

		<p><u>Ethics Alive! Cultural Competence, Awareness, Sensitivity, Humility, and Responsiveness: What's the Difference?</u></p> <p>Supporting videos: Optional–great intersectional narratives</p> <ul style="list-style-type: none"> ● #RaceAnd: Judith LeBlanc ● #RaceAnd: Sonia Guiñansaca ● #RaceAnd: Kay Ulanday Barrett ● #RaceAnd: Arielle Newton
Week 4 1/26/23	Developmental Factors for Young Children and Biopsychosocial Assessment	<p>Delahooke Chapter 3</p> <p>Video: Lecture Executive Fx with Julie Rabato</p> <p>Stauffer Sarah D. (2019). Ethical use of drawings in play therapy: Considerations for assessment, practice, and supervision. <i>International Journal of Play Therapy</i>, 28(4), 183-194.</p> <p>Katz, E., McPartland, S. & Rines, J. (2020): Exploring microskills as the underpinnings of effective social work practice. <i>Journal of Social Work Practice</i>. [Published online March 12, 2020] DOI: 10.1080/02650533.2020.1737514</p> <p>Assessment of Young Children(American Academy of Child and Adolescent Psychiatry)</p>
Week 5 2/02/23	Assessing Young Children using Ages and Stages <ul style="list-style-type: none"> ● Guest speaker on the use of Ages and Stages Questionnaire and IEP - pending 	<p>Genogram/Ecomap assignment Due</p> <p>Delahooke Chapter 4</p> <p>Allegation Rates and Credibility Assessment in Forensic Interviews of Alleged Child Abuse Victims: Comparing the Revised and Standard NICHD Protocols</p>

		<p>Charkaluk, et. al. Ages and Stages Questionnaire at 3 Years for Predicting IQ at 5–6 Years, PEDIATRICS Volume 139, number 4, April 2017: e 20162798</p> <p>Pratibha, et. al. Prospective evaluation of the Ages and Stages Questionnaire 3rd Edition in very-low-birthweight infants Developmental Medicine & Child Neurology 2017, 59: 484–489</p> <p>Roshanak, et. al, Cross-Cultural Adaptation, Validation and Standardization of Ages and Stages Questionnaire (ASQ) in Iranian Children, Iranian J Publ Health, Vol. 42, No.5, May 2013, pp.522-528.</p>
Week 6 2/09/23	Assessment and Evidence Based Tools	<p>Delahooke Chapter 5</p> <p>Bratica, R.B. (2020). A compendium of assessment tools for measuring bullying. Children & Schools, 42(1), 67-69.</p> <p>Andrews, J.H., Cho, E., Tugendrajch, S.K., Marriott, B.R., & Hawley, K.M. (2020). Evidence-based assessment tools for common mental health problems: A practical guide for school settings. Children & School, 42(1), 41-52.</p> <p>Gilgun, J. F. (2005). The 4-D. Journal of Human Behavior in the Social Environment, 10(4), 51-73.</p> <p>Optional Video: I went for an intake and never went back: https://www.youtube.com/watch?v=pnsf-nVrISc&t=3s</p>
Week 7 2/16/23	Engagement and Establishing Rapport Across the “Voluntary” Continuum with Children, Youth and Adolescents	<p>Delahooke Chapter 6</p> <p>Assignment due: Assessment Tool Presentations</p> <p>Mina, M.O., Yoonb, D., Minnesc, S., Ridenour, T., & Singere, L.T. (2019). Profiles of individual assets and mental health symptoms in at-risk early adolescents. Journal of Adolescence, 75, 1-11</p>

		<p>Fosco, G.M., Mak, H.W., Ramos, A., LoBraico, E. & Lippold, M. (2019). Exploring the promise of assessing dynamic characteristics of the family for predicting adolescent risk outcomes. <i>Journal of Child Psychology and Psychiatry</i>, 60(8), 848-856.</p> <p>Sotero, L., Major, S., Escudero, V., & Relvas, A. P. (2014). The therapeutic alliance with involuntary clients: How does it work? <i>Journal of Family Therapy</i>, 38(1), 36-58.</p> <p><u>Biopsychosocial perspective on adolescent health</u></p> <p>Heads Assessment Guide</p>
Week 8 2/23/23		<p><u>Ax standardization in cw practice.pdf</u></p> <p>Assignment due: Assessment Tool Presentations</p>
Week 9 3/02/23	NO CLASS	NO CLASS
Week 10 3/09/23	<p>Understanding Trauma and Assessment in Children</p> <ul style="list-style-type: none"> ● Child abuse ● Adverse Childhood Experiences ● Trauma-informed care 	<p>Crosland, K., Haynes Jr., R.D., & Clarke, S. (2020). The Functional Assessment Interview for Runaways (FAIR): An assessment tool to assist with behavior support plan development to reduce runaway behavior. <i>Child and Adolescent Social Work Journal</i>, 37, 73–82</p> <p>Blair-Andrews, Z., Salloum, A., Evans, S., Phares, V., & Storch, E. A. (2020). Parental descriptions of childhood avoidance symptoms after trauma. <i>Traumatology</i>. [Advance online publication.] http://dx.doi.org/10.1037/trm0000238</p> <p>Sprang, G., Ford, J., Kerig, P., & Bride, B., (2019). Defining secondary traumatic stress and developing targeted assessments and interventions: Lessons</p>

		<p>learned from research and leading experts. <i>Traumatology</i>, 25(2), 72-81.</p> <p>Brayden, et. al, B. N., & Fradkin, D. (2020). Adverse Childhood Experiences in Youth: Trauma-Informed Assessment, Diagnosis, and Management. <i>The Journal for Nurse Practitioners</i>.</p> <p>Conradi, L., Wherry, J., & Kisiel, C. (2011). Linking Child Welfare and Mental Health Using Trauma-Informed Screening and Assessment Practices. <i>Child Welfare</i>, 90(6), 129-147</p> <p>Resource: TIP 57: Trauma-Informed Care in Behavioral Health Services</p>
<p>Week 11 3/16/23</p>	<p>Suicide Assessments</p>	<p>*reflection due</p> <p>Leung, C.A. (2020). Concerns about suicide among Asian Americans: The need for outreach? <i>Social Work</i>, 65(2), 114–122. https://doi-org.proxy.lib.umich.edu/10.1093/sw/swaa006</p> <p>Love, H.A., Frey, L.M. & Durtschi, J.A. (2020) The practice of suicide assessment and management by marriage and family therapists. <i>The American Journal of Family Therapy</i>, 48(1), 16-35, DOI: 10.1080/01926187.2019.1673262</p> <p>Katz, C.C., Busby, D. & McCabe, C. (2020). Suicidal behavior in transition-aged youth with out of home care experience: Reviewing risk, assessment and intervention. <i>Child and Family Social Work</i>, 25, 611-618.</p> <p>Posner, K., Melvin, G. A., Stanley, B., Oquendo, M. A., & Gould, M. (2007). Factors in the Assessment of Suicidality in Youth. <i>CNS Spectrums</i>, 12(2), 156-162</p>
<p>Week 12 3/23/23</p>	<p>Child Welfare, Mandated Reporting, and</p>	<p>Delahooke Chapter 8</p>

	<p>Other Ethical Dilemmas</p>	<p>Sletten, M.S. and Ellingsen, I.T. (2020). When standardization becomes the lens in child welfare practice. <i>Child & Family Social Work</i>, 25, 714-722.</p> <p>Enosh, G., Nouman, H. & Schneck, C. (2019). Child's religiosity, ethnic origin, and gender: A randomized experimental examination of risk assessment and placement decisions in cases of ambiguous risk to children from low SES families. <i>Research on Social Work Practice</i> 29(7), 766-774.</p> <p>Holland, S. (2000). The assessment relationship: Interactions between social workers and parents in child protection assessment. <i>British Journal of Social Work</i>, 30, 149-163.</p> <p>Mandatory Reporters of Child Abuse and Neglect, Child Welfare Information Gateway</p> <p>Alternatives to Calling DCFS</p> <p>Promoting Safe and Stable Families, Detroit Center for Family Advocacy</p> <p>Hershkowitz, Allegation Rates and Credibility Assessment in Forensic Interviews of Alleged Child Abuse Victims: Comparing the Revised and Standard NICHD Protocols</p>
<p>Week 13 3/30/23</p>	<p>Forensic Evaluations</p> <p>Assessment with Parents -Parenting Capacity</p> <p>GUEST SPEAKER</p>	<p>Dysfunction Disorder, Pro-Publica, 2017</p> <p>https://www.propublica.org/article/dysfunction-disorder-nyc-family-court-flawed-mental-health-reports</p> <p>Hodes, C. & Mennicke, A. (2019). Is it conflict or abuse? A practice note for furthering differential assessment and response. <i>Clinical Social Work Journal</i>, 47, 176–184. https://doi.org/10.1007/s10615-018-0655-8</p>

		<p>Clementa, M. & McKenny, R. (2019). Developing an open dialogue inspired model of systemic social work assessment in a local authority children’s social care department. <i>Journal of Family Therapy</i>, 41, 421–446. doi: 10.1111/1467-6427.12271</p> <p>Krutzinna, j. & Skivenes, M. (2020). Judging parental competence: A cross-country analysis of judicial decision makers' written assessment of mothers' parenting capacities in newborn removal cases. <i>Child & Family Social Work</i>, 1–11.</p>
<p>Week 14 4/06/23</p>	<p>Assessment with LGBTQ+ children and youth</p> <p>Moving from assessment to intervention.</p> <p>Self-care</p> <p>Forensic Evaluations</p>	<p>Delahook Chapter 7 – Bx in Autism and Neurodiversity: Handle with Care</p> <p>Peterson, C.H., Peterson N.A., Cheng, C., Y., Dalley, L.M. & Flowers, K.M. (2020): A systematic review of standardized assessments of couple and family constructs in GLBT populations. <i>Journal of GLBT Family Studies</i>, DOI: 10.1080/1550428X.2019.1709598</p> <p>Boskey, E.R., Taghinia, A.H. & Ganor, O. (2019) Self-assessment of clinical competence with LGBT patients at a pediatric hospital. <i>Social Work in Health Care</i>, 58(6), 547-556. DOI: 10.1080/00981389.2019.1588189</p> <p>Price-Feeney, M., et. al, (2020). Understanding the Mental Health of Transgender and Nonbinary Youth. <i>Journal of Adolescent Health</i>, 66(6), 684-690.</p> <p>Affirmative Practice with LGBT clients, current.docx</p> <p>Malpas, J.,The Transgender Journey - What Role Should Therapists Play.pdf</p>

		<p>Garverich, S., Prener, C. G., Guyer, M. E., & Lincoln, A. K. (2020, April 9). What matters: Factors impacting the recovery process among outpatient mental health service users. <i>Psychiatric Rehabilitation Journal</i>. [Advance online publication.]</p> <p>http://dx.doi.org/10.1037/prj0000407</p>
<p>Week 15 4/13/23</p>	<p>Assessment and System Change: Anticipating “Systemic and Environmental” Barriers and Obstacles to Change</p>	<p>Delahook Chapt 9</p> <p>Assignment Due: Biopsychosocial Assessment Paper</p> <p>Reamer, F.G. (2005). Documentation in social work: Evolving ethical and risk management standards. <i>Social Work</i>, 50(4), 325-334.</p> <p>Dare to Lead - Living into our Values.pdf</p>

c. Assignments

Assignment	Due Date	Percentage of Grade
Child/Youth Genogram and Reflection	01/19/23	10%
Genogram/Ecomap Self-Administered Clinical interview and Peer to Peer Feedback	02/02/23	10%
Exploring Standardized Assessment Tools: Student Presentations	02/16/23	10%

Engagement and Assessment using a Standardized Assessment Tool: Scripts & Recordings	03/16/23	10%
Attendance and Active Participation	ongoing	20% of course grade – 10% attendance, 10% participation) – Grading will be based on self-grade w/ instructor input.
Bio-psycho-social Assessment Paper	04/13/23	40%

a. Attendance and class participation

- 1) Both class attendance and active purposeful participation in class discussion and activities are paramount for the successful completion of this course. As a reflection of this importance, 20% of the final grade will consist of course engagement. This course covers a content domain that is extensive and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class and attend class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.
- 2) Be present at the beginning of class when attendance is recorded and remain for the duration of class. In class, I ask you that you fully engage interpersonally and do not have electronics on unless you need your computer to take notes. Please do not distract with your phone, email, or other social media during class. I need your full attention during my lectures, and we all need each other's undivided attention when we are participating in class. I believe this is one way to practice good social work (key word – "social") – fully showing up in mind, body, attention, and expression. I will be there with you in full, and I need that of you as well.
- 3) The instructor reserves the right to deduct 3% from the student's final grade per unexcused absence and more than three absences will result in a failing grade. This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of

an immediate family member, or death in the family. Should any such circumstance occur, request for modification should be discussed with the instructor as soon as possible and changes will be documented in writing, typically over email. **See below for absences due to illness (Health-Related Class Absences)**

- 4) Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence by email (or voicemail if necessary) at least 24 hours prior to the expected absence or within 24 hours of an unexpected absence arising from an emergency. For more information see the [Policy on Class Attendance](#) found in the MSW Student Guide.
- 5) If you are facing a crisis, talk to me asap so we can plan for you to succeed in the course and we will work something out. Class attendance is so important because lecture, activities and discussion will focus on how to practice, and provide opportunities for you to expand your assessment skills. Most class sessions will begin at 6:00 and will end at 8:50 with a 10-minute break. I will provide an office hour before and after classes and by appointment, and don't hesitate to call or text me on my cell to talk or set up an appointment time.
- 6) If students are scheduled to present material or lead class discussions on the day of an absence, documentation will be required to prove the necessity of an absence before the student will be allowed to make up that presentation opportunity for points.
- 7) While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.
- 8) Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel "unsafe".
- 9) Please notify your professor, ahead of time, if you have religious/spiritual observances that may prevent you from being present in class, submitting assignments on the due dates so that appropriate arrangements can be made.
- 10) As a diverse group of learners, material may be presented or discussed that "triggers" a prior personal and potentially painful, negative, or traumatic memory. While "trigger warnings" will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, "trigger" or purposely offend someone due to certain language, images, or content.
- 11) Eating and drinking is fine during course sessions.
- 12) Please do not bring children or adult guests to this course in person without permission of the instructor ahead of class.
- 13) Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, e-mail, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors with regard to any of the aforementioned contexts could result in a loss of participation/engagement points.

*NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

D) Grading

The University of Michigan School of Social Work master's program is on a 4.3 grade point system with a maximum term and cumulative GPA of 4.0.

The breakdown of the 4.3 scale is as follows:

4.3 = A+

4.0 = A

3.7 = A-

3.3 = B+

3.0 = B

2.7 = B-

2.3 = C+

2.0 = C

1.7 = C-

1.3 = D+

1.0 = D

0.7 = D-

0.0 = E

Students can calculate their grade point average (GPA) by dividing the Michigan honor points (MHP) by the Michigan semester hours (MSH) on their transcript. Students can access their grades via Wolverine Access at <https://wolverineaccess.umich.edu/>

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):

- 97-100=A+
- 93-96=A
- 90-92=A-
- 87-89=B+
- 83-86=B
- 80-82=B-
- 77-79=C+
- 73-76=C
- 70-72=C-
- 67-69=D+
- 63-66=D
- 60-62=D-

The class participation grade is a subjective grade – I will use this matrix to determine the class participation grade.

(0 – 19) Poor Participation	<ul style="list-style-type: none"> • Does not attend class sessions • No effort, disruptive, and disrespectful • Uses harmful language in class and does not respect other students' identities
(20-39) Marginal Participation	<ul style="list-style-type: none"> • Does not attend 1-2 class sessions • Late most/all in-person class sessions • Little effort, texting or web surfing (irrelevant to course) • Demonstrates infrequent involvement in class or class discussions • Uses harmful language at times in class and sometimes does not respect other students' identities
(40-59) Moderate Participation	<ul style="list-style-type: none"> • Late to multiple class sessions • Moderate effort, texting or web surfing on occasion (irrelevant to course) • Knows basic case or reading facts, but does not show evidence of trying to interpret or analyze them • Rarely offers to contribute to discussion, but contributes to a moderate degree when called on • May seem occasionally distracted or uninterested • Uses inclusive language at times and respects other students' identities to an extent

<p>(60-79) Strong Participation</p>	<ul style="list-style-type: none"> • Rarely late and no class absences • Engaged in classroom activities only while in the class • Has clearly read and asks pertinent questions about course material • Offers interpretations or analysis of course material (more than just facts) to class • Contributes well to discussion in an ongoing way • Responds to other students' points, thinks through own points, questions others in a constructive way • Demonstrates consistent ongoing involvement by active visual and /or verbal engagement • Uses inclusive language in class and respects other students' identities
<p>(80--100) Excellent Participation</p>	<ul style="list-style-type: none"> • Consistently on time and no absences • Engaged in classroom activities only while in the class • Has analyzed course material exceptionally well, relating it to readings and other material (e.g., readings, course material, discussions, experiences, etc.) • Participates actively and equally during in class discussions, and group activities • Contributes in a very significant way to ongoing discussion keeps discussion focused, responds very thoughtfully to other students' comments, contributes to the cooperative dialogue-building • Demonstrates ongoing active involvement and active visual and/or verbal engagement • Always uses inclusive language in class and respects other students' identities

Please see some more information about [Grades in Academic Courses and in Field Instruction](#) as well as [Student Grievance procedures](#) and the [policy for grading in special circumstances](#)

- 14) Late assignments and rescheduled presentations are not accepted without confirmed medical &/or legal documentation that is communicated to your instructor as soon as possible. Extensions of existing due dates are at the discretion of your professor. See below for health-related absences (section h)
- 15) There are no extra credit assignments in this course. Please prepare & study accordingly so that you can do your best, the first time.

- 16) Grades will be posted to Canvas within two-three weeks of assignment due dates, you are strongly encouraged to keep track of your own academic progress, the instructor will not calculate mid-semester grades.

E) 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 in advance that a recording will occur and be provided with an option to opt-out. 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.

F) 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](#).

G) 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.

H) Health and Wellness:

Health and wellness situations or circumstances may impede student success within the program. Students should feel free to contact the School's Health and Wellness Advocates at ssw.wellness@umich.edu. Students may also visit/call the University's Counseling and Psychological Services (CAPS). CAPS offers a variety of clinical services, referrals, and workshops. CAPS, Hours: 8am-5pm, 530 S State St., Ann Arbor, MI 48109

caps.umich.edu

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*