



Course title:	School Social Work Assessment	
Course #/term:	SW626, 001 Winter 2023	
Time and place:	Thursday, 2:00-5:00pm, online	
Credit hours:	3	
Prerequisites:		
Instructor:	Elizabeth Gumbis, LMSW, MA	
Pronouns:	She/her	
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	You may expect a response within 48 hours	
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1. Course Statement

a. Course description

This course will present knowledge and critical skills to prepare for social work practice in school settings, including the history and theoretical foundations of school social work. The five topical areas include: 1. A 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 and 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-tiered models; 5. Advocating for the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, LGBTQ 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.

b. Course objectives and competencies

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

1. **Describe** historical and ongoing individual, family, and system/organization assessments/evaluations with the goal of improving student social-emotional, behavioral, functional, and academic outcomes.
2. **Identify** student strengths and resiliency factors in order to diminish education and developmental risks.
3. **Select** appropriate assessment tools for normative development, comprehensive school climate or culturally responsive practices, and special education evaluation.
4. **Conduct** assessments of the impacts of trauma on student behavior and educational outcomes.
5. **Compare** similarities and differences between clinically-based definitions of psychiatric disorders and eligibility for educational support and services as indicated under the Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and Michigan Administrative Rules for Special Education (MARSE).
6. **Evaluate** standardized assessment protocols to conduct comprehensive assessment and evaluation for students, families, and schools

c. 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.

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.

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 each week BEFORE class begins. To engage fully in the course topic and become a competent and skilled social work practitioner, you must complete all required readings.

b. Class schedule

Date & Lesson	Required Readings, Videos and Due Dates
<p>Week 1: January 5</p> <p>Module 1: <i>Introduction to School Social Work And Intersectionality</i></p>	<p>Read Syllabus</p> <p>Positionalities Reflection Due by Sunday, Jan 8th at 11:59pm (CE Activity)</p>
<p>Week 2: January 12</p> <p>Module 2: <i>Theoretical Foundations and History of Social Work</i></p>	<p><u>Shaffer, G. L., & Fisher, R. A. (2016).</u> History of school social work. In L.V. Sosa, T. Cox & M. Alvarez (Eds.). <i>School social work: National perspectives on practice in schools</i> (pp. 7– 26). Oxford University Press.</p> <p><u>Noltemeyere, A.L, Mujic, J., & McLoughlin, C. S. (2012).</u> The history of inequity in education. In C. McLoughlin & A. Noltemeyer. A. <i>Disproportionality in education and special education: A guide to creating more equitable learning environments</i> (pp. 3–24). Charles C. Thomas Publishing.</p> <p>Bunch, L. (2017, April 1). The little rock nine. <i>National Museum of African American History & Culture</i>. https://nmaahc.si.edu/explore/stories/little-rock-nine</p> <p><u>Fontana, J., Kim, D., & Lapp, D. (2020).</u> Unequal access to educational opportunity in high school: A national analysis of the civil rights data collection. <i>Research for Action</i>. https://files-eric-edgov.proxy.lib.umich.edu/full_text/ED603769.pdf</p> <p>Watch: TED (2019, November). <i>Rodney Robinson What is equity and why do our children deserve it?</i> [Video]. TED. https://www.ted.com/talks/rodney_robinson_what_is_equity_and_why_do_our_children_deserve_it</p> <p>Bettencourt, M. (2015, December 18). <i>A brief history of social work (for social work month 2015)</i>. [Video]. YouTube. https://www.youtube.com/watch?v=CxctzJg-p-g</p> <p>Discussion Board post Due January 11 @ 11:59 pm</p>
<p>Week 3: January 19</p> <p>Module 3: <i>School Social Worker Roles</i></p>	<p><u>National Association of Social Workers. (2012).</u> <i>NASW Standard for school social work services</i>. National Association of Social Workers. https://www.socialworkers.org/LinkClick.aspx?fileticket=5qpx4B6Csr0%3d&portal_id=0</p>

<p><i>in Assessment: A Multi-Tier Approach</i></p>	<p>National Education Association (2021). <i>Racial justice in education: Resource guide</i>. National Education Association. https://www.nea.org/ https://www.nea.org/sites/default/files/2021-01/Racial%20Justice%20in %20Education.pdf</p> <p>Watch: Social Work Scrapbook. (2019, September 12). <i>Easy go-to interventions for social workers {with role plays}</i> [Video]. YouTube. https://www.youtube.com/watch?v=u1DeVwbDo_g</p> <p>Magruder, K. (2021, October 6). <i>NASW code of ethics 2021 update— Social work ethics overview</i> [Video]. YouTube. https://www.youtube.com/watch?v=S9q_zOUjExs</p> <p>Edutopia. (2014, October 23). <i>Supporting behavioral needs: A multi-tiered approach</i> [Video]. YouTube. https://www.youtube.com/watch?v=HC78HQbnmgI</p> <p>Risk Factors for Students Worksheet due today (CE activity)</p>
<p>Week 4: January 26</p> <p>Module 4: <i>Assessment and Social Emotional Learning</i></p>	<p>Center for Disease Control and Prevention. (2022). <i>School Connectedness Helps Students Thrive</i>. U.S. Department of Health and Human Services. https://www.cdc.gov/healthyyouth/protective/school_connectedness.htm#print</p> <p>Collaborative for Academic, Social, and Emotional Learning (CASEL) (n.d.) <i>What is the CASEL framework?</i> Casel.org: https://casel.org/fundamentals-of-sel/what-is-the-casel-framework</p> <p>Michigan Department of Education. (2017). <i>Michigan Department of Education: Early childhood to grade 12 social and emotional learning (SEL) competencies and indicators</i>. Michigan Department of Education. https://www.michigan.gov/</p> <p>Watch: American Institutes for Research. (2018, November 9). <i>Why is social and emotional learning important for equity in education?</i> [Video]. YouTube. https://www.youtube.com/watch?v=c7IGWonoBOW</p> <p>TEDx. (2019, February 12). <i>How social-emotional learning benefits everyone Caige Jambor TEDxBemidji</i> [Video]. YouTube. https://www.youtube.com/watch?v=gGa9yieENKM</p>

	<p>Assignment #1: My School Experience paper due</p>
<p>Week 5: February 2</p> <p>Module 5: <i>Assessment and Trauma Informed Practices</i></p>	<p><u>SAMHSA’s Trauma and Justice Strategic Initiative. (July 2014).</u> <i>SAMHSA’s concept of trauma and guidance for a trauma informed approach.</i> U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration. https://ncsacw.samhsa.gov/userfiles/files/SAMHSA_Trauma.pdf</p> <p><u>Piotrowski, C. C. (2020).</u> Chapter 15—ACEs and trauma-informed care. In G. J. G. Asmundson & T.O. Afifi (Eds.), <i>Adverse Childhood Experiences</i> (pp. 307–328). Academic Press. https://doi.org/10.1016/B978-0-12-818012-8</p> <p>Watch: Edutopia. (2020, October 17). <i>3 Trauma-Informed practices backed by science</i>[Video]. YouTube. https://www.youtube.com/watch?v=Gv-SxltPY</p> <p>Center for Health Care Strategies. (2019, January 24). <i>What is trauma informed care?</i> [Video]. YouTube. https://www.youtube.com/watch?v=fWken5DsJcw</p> <p>Self Care Plan worksheet due (CE activity)</p>
<p>Week 6: February 9</p> <p>Module 6: <i>Assessment and Restorative Practices</i></p>	<p><u>Wachtel, T. (2016)</u> <i>Defining restorative.</i> International Institute for Restorative Practices. https://www.iirp.edu/images/pdf/Defining_Restorative_Nov-2016.pdf</p> <p><u>Minnesota Department of Education (n.d.)</u> <i>Restorative practices implementation, trainers, and training: An administrator’s checklist.</i> Minnesota Department of Education. https://education.mn.gov/mdeprod/idcplg?IdcService=GET_FILE&dDocName=MDE058269&RevisionSelectionMethod=latestReleased&Rendition=primary</p> <p><u>Chatmon, C., & Gray, R. (2015).</u> “For these are all our children”: Equity, agency, and action to create positive school discipline. <i>Voices in Urban Education</i>, 42, 2–6. https://www.annenberginstitute.org/sites/default/files/VUE42_0.pdf</p> <p>Watch: SchoolTalk DC. (2021, March 10). <i>Introduction to restorative justice</i> [Video]. YouTube. https://www.youtube.com/watch?v=h2g7ZuTabY</p>

	<p>National Center for School Safety. (2020, May 7). <i>Restorative virtual circles</i> [Video]. YouTube. https://www.youtube.com/watch?v=ntFe7WLwEEs</p> <p>TEDx. (2020, January 28). <i>Healing the harm in schools Michelle Chatman TEDxUStreetWomen</i> [Video]. TEDx. YouTube. https://www.youtube.com/watch?v=y26PVIo-eOs</p> <p>Trauma Quiz in class</p>
<p>Week 7: February 16</p> <p>Module 7: <i>Assessing Equity of Access</i></p> <p>*In person class Room 2629*</p>	<p>U.S. Department of Justice (n.d.). Confronting anti LGBTQI+ harassment in schools: A resource for students and families. Civil Rights Division, U.S. Department of Justice. https://files.eric.ed.gov/fulltext/ED613280.pdf</p> <p>Williams, S. S. (2020). Culturally sustaining leadership: Supporting the resilience of indigenous students in the United States and Australia. <i>Journal of School Leadership</i>, 30(6), 565– 587. doi: 10.1177/10526846209517 25</p> <p>Miller, S. J. (2018). Reframing schooling to liberate gender identity. <i>Multicultural Perspectives</i>, 20(2), 70–80. doi:10.1080/15210960.2018.1 447067</p> <p>Watch: Conference Compass. (2021, February 19). 4 tips to deliver engaging online presentations [Video]. YouTube. https://www.youtube.com/watch?v=p0C7LAhvzNo</p> <p>Assignment #2 Due: Presentation Day</p>
<p>Week 8: February 23</p> <p>Module 8: <i>Assessing Equity of Access, Part 2</i></p> <p>*In person class Room 2629*</p>	<p><u>Linick, M.A., Garcia, A.N., & Dunn-Grandpre, H (2021). The effect of discipline reform plans on exclusionary discipline outcomes in Minnesota. <i>Regional Educational Laboratory Midwest</i>, 115, 1-5. https://files.eric.ed.gov/fulltext/ED614779.pdf</u></p> <p>Kpetay,S. & Lozenski, B. (2021). “To their benefit:” Tracing (Pp)an-Africanism through nonformal Black educational space. <i>Educational Studies</i>, 57:5, 476-495, DOI:10.1080/00131946.2021.1969933</p> <p><u>National Association of State Boards of Education (September 2021). <i>Supporting youth with the most need</i>. National Association of State Boards of Education. https://files.eric.ed.gov/fulltext/EJ1315530.pdf</u></p> <p>Assignment #2 Due: Presentation Day</p>

<p>Week 9: March 9</p> <p>Module 9: <i>School Social Worker Assessment Roles under 504 and the Individuals with Disabilities Act</i></p>	<p>Smith, K., & Williams, S. (2021). Special Education Evaluation Process: Creating Measurable Goals and Collaborative Plans. In T. Cox, T. Fitzgerald, & M. Alvarez, (Eds). <i>The Art of Becoming Indispensable: What School Social Workers Need to Know in Their First Three Years of Practice</i>. Oxford University Press. doi:10.1093/oso/9780197585160.003.0015</p> <p>Understood (n.d.). <i>6 benefits of having your child evaluated</i>. The Understood: https://www.understood.org/articles/en/the-benefits-of-getting-your-child-evaluated</p> <p>Watch: Understood. (2015, November 23). <i>IEP vs. 504 plan: What is the difference between IEP and 504 plan?</i> [Video]. YouTube. https://www.youtube.com/watch?v=A9TgDgHfdlY</p> <p>Arthritis Foundation. (2014, June 11). <i>Getting 504 Accommodations: Insights from Parents</i> [Video]. YouTube. https://www.youtube.com/watch?v=E9WqayAXVvk</p>
<p>Week 10: March 16</p> <p>Module 10: <i>Assessment and Autism Spectrum Disorder</i></p> <p>*In person class Room 2629*</p>	<p>Michigan Department of Education (2021). <i>Michigan administrative rules for special education (MARSE) with related IDEA federal regulations</i>. Michigan Department of Education https://www.michigan.gov/documents/mde/MARSE_Supplemented_with_IDEA_Regs_379598_7.pdf</p> <p>Clendon, S., Paynter, J., Walker, S., Bowen, R., & Westerveld, M. F. (2021). Emergent literacy assessment in children with autism spectrum disorder who have limited verbal communication skills: A tutorial. <i>Language, Speech, and Hearing Services in Schools</i>, 52(1), 165–180. doi:10.1044/2020_LSHSS-20-00030</p> <p>Cleinmark, P. D., Freeman, A. N., McKenney, E. L., Kehl, L., Hupp, S. D., & Jewell, J. D. (2020). Social communication symptoms in children with autism spectrum disorder: Predicting comorbid anxiety disorder. <i>Journal of Psychoeducational Assessment</i>, 38(8), 942–953. doi:10.1177/0734282920930539</p> <p>Watch: TEDx. (2021, July 29). Parents of Children with Special Needs Have Needs, Too Debra Vines TEDxOakParkSalon [Video]. YouTube. https://www.youtube.com/watch?v=AC9Q3IJeH1w</p>

	<p>FreeMedEducation. (2019, February 18). <i>What is autism (Part 1)? Written by autistic person</i> [Video]. YouTube. https://www.youtube.com/watch?v=JPO-uOPK5RI</p> <p>Gemiini Systems. (2017, August 15). <i>10 signs of autism Gemiini—Signs of autism in children</i> [Video]. YouTube. https://www.youtube.com/watch?v=INA3ODIDLBA</p> <p>NYU Langone Health (2013, October 24). <i>Assessment and Intervention of Autism Spectrum Disorders</i> [Video]. YouTube. https://www.youtube.com/</p> <p>TED. (2014, April 28). <i>Autism—What we know (and what we don't know yet)</i> Wendy Chung [Video]. YouTube. https://www.youtube.com/watch?v=wKIMcLTqRLs</p> <p>Autism Spectrum Disorder Criteria Worksheet due (CE Activity)</p>
<p>Week 11: March 23</p> <p>Module 11: <i>Assessment and Emotional Impairment and Threat Assessment</i></p>	<p>Michigan Alliance for Families (n.d.). <i>Emotional impairment</i>. Michigan Alliance for Families: https://www.michiganallianceforfamilies.org/emotional-impairment/</p> <p>Michigan Department of Education (2021). <i>Michigan administrative rules for special education (MARSE) with related IDEA federal regulations</i>. Michigan Department of Education. https://www.michigan.gov/documents/mde/MARSE_Supplemented with_IDEA_Regs_379598_7.pdf</p> <p>Yell, M. L. (2019). <i>Endrew F. v. Douglas County School District (2017): Implications for educating students with emotional and behavioral disorders</i>. <i>Behavioral Disorders, 45</i>(1), 53–62. doi: 10.1177/01987429198654</p> <p>Merrell, K. W., & Walker, H. M. (2004). <i>Deconstructing a definition: Social maladjustment versus emotional disturbance and moving the EBD field forward</i>. <i>Psychology in the Schools, 41</i>(8), 899–910. doi: 10.1002/pits.20046</p> <p>Watch: Dr Cara. (2021, February 17). <i>Overview of Emotional Behavioral Disorders</i> [Video]. YouTube. https://www.youtube.com/watch?v=pZHaTRcmc70</p> <p>Devereux Advanced Behavioral Health. (2019, April 24). <i>Supporting children and adolescents with emotional and behavioral</i></p>

	<p>disorders [Video]. YouTube. https://www.youtube.com/watch?v=gOmCH35FdiY</p> <p>Parent/Guardian Special Education Process Info Sheet (CE Activity)</p> <p>Discussion Post due at 11:59pm on Wednesday, March 22</p>
<p>Week 12: March 30</p> <p>Module 12: <i>Assessment and Emotional Impairment and Threat Assessment Continued</i></p>	<p>Michigan Department of Education (2017). <i>Michigan Department of Education early childhood to grade 12 social and emotional learning (SEL) competencies and indicators</i>. Michigan Department of Education. https://www.michigan.gov/documents/mde/SEL_Com_potencies_ADA_Compliant_FINAL_605109_7.pdf</p> <p>Michigan Department of Education (2019). <i>Individuals with disabilities education act (IDEA) discipline requirements</i>. Michigan Department of Education. https://www.michigan.gov/documents/mde/IDEA_DisciplineRequirements_6554_51_7.pdf</p> <p>SMART Goal Writing Exercise due (CE Activity)</p>
<p>Week 13: April 6</p> <p>Module 13: <i>Writing IEP, MET, and PLAAFP</i></p>	<p>Bridges 4 Kids (n.d.). Social emotional skills. In <i>IEP goals and objectives bank (Redmond, Oregon)</i>. Bridges 4 Kids. https://www.bridges4kids.org/IEP/iep.goal.bank.pdf</p> <p>Assignment #3 Assessment Toolkit due</p>
<p>Week 14: April 13</p> <p>Module 14: <i>Ethical Dilemmas and Continued Professional Development</i></p>	<p>Catch up on reading 😊</p> <p>Assignment #4: MET/PLAAFP/IEP due</p>

Please note, I will be making adjustments to the readings and other calendar items. I will make changes a week in advance, and if I am unable to adhere to that, then I will send a message to you via Canvas.

c. Assignments

Assignment	Due Date	Percentage of overall grade
Course Engagement (CE Activities x5)	Modules 1, 3, 7, 11, 12	10%

Discussion Board x3	Modules 2, 5, and 11	10%
Assignment #1 <i>My School Experience Paper</i>	Module 4: January 26	15%
Mini Quiz: Trauma Informed Practices	Module 6: February 9	5%
Assignment #2 <i>Educational Inequities and Advocacy Group Presentation</i>	Module 7: February 16	20%
Assignment #3 <i>Assessment Toolkit</i>	Module 13: April 6	20%
Assignment #4 <i>MET/PLAAFP/IEP Assignment</i>	Module 14: April 13	20%

1. Assignment #1: My School Experience Paper (5 pages) 15% of grade/ 25 points

Part 1: This paper is a personal exploration of your experience as a K-12 student. Divide that experience into three categories: Peers, Teachers, and Other Activities. Then, describe the best and worst of your experience in each category. For “other activities”, think about social supports, clubs, sports, music, theater, and also other professionals who worked at the school (school social workers, school resource officers, counselors, school psychologists, administrators). You may also include information related to work, faith-based or volunteer experiences if they are connected to your school experience.

Part 2: 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 Part 1, assessed and then 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 (PODS) and comments on 1 specific NASW Code of Ethics AND 1 NASW School Social Worker Standards relevant to this reflection. Finally, answer the question of how these learnings can be tied to foundations of the school social work profession and service delivery.

Use the following format:

Intro paragraph: where & when you attended school and a general statement of introduction

Body Paragraph 1: Part 1 Best of the three categories

Body Paragraph 2: Part 1 Worst of the three categories

Body Paragraph 3: Part 2: How your needs were/were not met and PODS

Body Paragraph 4: Part 2: 1 NASW Code of Ethics & 1 NASW School Social Worker Standard

Conclusion: Wrap up by exploring how those learnings can be tied to our profession and service delivery

Other:

- Since this is a personal exploration, you may use first person
- No need for citations, however, be specific about with NASW Code of Ethic and NASW School Social Work Standard and theoretical foundation of school social work profession and practice you integrated.
- You'll be assessed also on the following: depth of reflection, clarity of writing, following of format above.
- Double spaced, 12 point font, Times New Roman

This assignment correlates to the [MDE Standard](#) for the Preparation and Practice of School Social Workers. The particular elements addressed in this assignment are the following:

- 1. Ethics and Values:** Adhere to the ethics and values of the social work profession while understanding the unique aspects of school social work practice and the needs of the students, families, teachers, and the larger school community they serve)
- 1.1 Understand the theoretical foundations of the school social work profession and service delivery
 - 1.2: Follow NASW Code of Ethics and NASW School Social Worker Standards

Assignment #1: My School Experience Paper is graded according to Assignment #1: My School Experience Paper Rubric and is worth **25 points**.

- CLO: 1, 2, 3
- MLO: 1.2, 1.4, 2.4, 3.2
- PODS Capacities - A, C

Mini Quiz: Trauma-Informed Practice, Module 6, February 9th at 11:59pm, 5% of grade

Assignment #2: Educational Inequities and Advocacy Group Presentation, 45 points, 20% of grade

The purpose of your presentation is to educate yourselves and your peers 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. Although your presentation will focus on distinct positionalities, it is understood that students, families, and communities have intersectional and overlapping identities. Please find a way to reflect this in your work. For example, many LGBTQIA+ students face homelessness, White and BIPOC teen parents may experience disproportionate inequities when trying to access their education, etc. The groups will include 3-4 students. You will need to work together outside of class. Below is a list of the group project expectations, which will also serve as the grading criteria. Your group will receive a group grade, so please talk early in your group about finding preparation times, expectations, talents, roles, etc. On the day of the presentation, groups will be assigned into Group A, B, and C (Module 7) and Groups D, E, F and G (present during Module 8). Detailed assignment guidelines can also be found in the Assignment #2 Education Inequities and Advocacy Group Presentation as well as review on the Group Sign Up Sheet.

Topic Options: Student that have been denied the right to education, safe and inclusive schools. Select from the following:

- A. Rights to Education of Black Students
- B. Rights to Education of Undocumented Students
- C. Rights to Education for Students Experiencing Homelessness
- D. Rights to Education of LGBTQIA+ Students
- E. Rights to Education of Pregnant and Parenting Teens
- F. Rights to Education of Indigenous Students
- G. Rights of Students to Education who Experience Bullying at School

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 presentation should be approx 20 minutes long, followed by 10 minutes of Q & A, and may be completed in varied formats (PPT, Prezi, video presentation, etc). Chose the mode that will best help you share the knowledge gained from your work together.

The presentation should include the following:

1. **Central Concepts**—define and describe the central concepts and issues related to the specific population of students (20%)
2. **History/Legislation**—discuss history, key legislation, and advocacy issues (20%)
3. **Assessment Strategies**—focus the class on how this information can be used to guide assessment strategies in the school (20%)
4. **PODS**—Please be sure that in addition to discussing risks, your presentation focuses on strengths and affirms the students, families and communities being discussed (20%)

5. **References**—draw content from. A minimum of 2 peer-reviewed references per group member (20%)
6. **Organization & Timing**—be well organized, rehearsed, cohesive, succinct, and stay to the allotted time provided (20%)

- All groups must submit their materials in Canvas by 11:59pm on February 15th
- Please be sure to include each group members' name on the submitted materials
- Assignment #2 Educational Inequities and Advocacy Group Presentation is graded according to Educational Inequities and Advocacy Group Presentation Rubric and is worth 45 points.
- Please complete the Peer Evaluation of Group Work Rubric and upload it to Canvas. Please note that I will keep this confidential, and I encourage you to do the same.

CLO: 1, 2

MLO: 1.5, 1.6, 2.1, 2.2, 2.3

PODS capacities: A, B, C

Assignment #3: Assessment Toolkit, 50 points, 20% of grade, Module 13 on April 6

The purpose of this assignment is to research and describe 3 assessment tools based on the topic and concepts you are learning in this course. You will learn about three assessment tools relevant to performing the school social work evaluations and share this knowledge with your peers. My intent is that you use this assignment to gain and demonstrate a skill set for current and future school social work practice. Detailed assignment guidelines can be found in *Assignment #4 Assessment Toolkit Instructions*.

Assignment Guidelines and Rubric:

1. Select three evidence-informed assessment tools
2. Consider the following:
 - Purpose and goals
 - Implementation
 - PODS
 - Tool Summaries
 - Posting
 - Comments

Assessment: Conduct ongoing individual, family, and system/organization assessments/evaluations with the goal of improving students social-emotional, behavioral, functional, and academic outcomes.

Assignment #4: MET/PLAAFP/IEP Assignment, 30 points, 20% of grade, Module 14 on April 13

The purpose of this assignment is to demonstrate your mastery of understanding key concepts related to the Individuals with Disabilities Education Act, particularly related to performing special education evaluations in the disability categories of Autism Spectrum Disorder and

Emotional Impairment. Detailed assignment guidelines can be found in the MET/PLAAFP/IEP Assignment.

Assignment Guidelines and Rubric:

- Download MET/PLAAFP/IEP worksheet
- Complete Part 1: Short Answer Questions
- Complete Part 2: Essay Question (Double spaced/Times New Roman/12 pt font/ 2-3 pages)

Assignment #4 MET/PLAAFP/IEP Assignment is graded according to the Assignment #4 MET/PLAAFP/IEP rubric and is worth **30 points**

CLOs: 5, 6

MLOs: 5.1, 6.1

PODS Capacities: A, C

Assignment #4: Assessment Toolkit Presentation is graded according to Assignment #4: Assessment Toolkit Presentation Rubric and is worth 50 points.

CLOs: 3,6

MLOs: 3.3, 6.2

PODS Capacities: B, C

e. Attendance Policy

Students are responsible for all content of this course. 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 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 class session, **please let me know about your absence in advance.** All efforts will be made to provide you with the materials and resources you need to make up the class. If you do not communicate with me 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

You are expected to read assigned materials, submit assignments, and participate in class. Expect to spend several hours doing work outside of class. Complete the readings and prep pages before class begins. Please login to Zoom a few minutes before class starts, so that we may begin on time. Feel free to use virtual background, but please keep camera on as much as possible. In case of an anticipated absence or an emergency, email/text me as soon as possible, providing documentation supporting the need for any absence.

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 youth 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, 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. Your engagement will enrich this class for us all.

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 class, **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 text/email me prior to class. ***Otherwise, attending class with your camera off will result in a lowering of your engagement grade.***

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.

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

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. 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](#).

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, she 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 the [Recording and Privacy Concerns FAQ](#).

i. Health-Related Class Absences

Please evaluate your own health status regularly and refrain from attending class 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 text or email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a doctor's note) 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*
 - [CAPS: UM's Counseling and Psychological Services](#)
Embedded Counselor for SSW is [Jamie Boschee](#)
School of SW Building Room #2626
jboschee@umich.edu
 - [Wolverine Support Network](#)
- *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*