### Course Title:
School Social Work Assessment

### Course #/Term:
SW626 001 Spring/Summer 2023

### Class Meeting:
Tuesdays, May 9 - July 25, 1-5 p.m. (Excluding July 4, 2023)
Room SSW BB760

### Credit Hours:
3

### Prerequisites:
None

### Instructor:
Kathy Greening

### Pronouns:
She/Her/Hers

### Contact Info:
**Email:** Kgreenin@umich.edu  **Phone:** 734-730-1169

You may expect a response within 24-48 hours

### Office:
Classroom or Virtual

### Office Hours:
After class on Tuesdays (advance notice appreciated)
By appointment, Tuesdays between 11 a.m. and 12:30 p.m.
By appointment (virtual), please email me to set up a time

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### 1. Course Statement

- **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 will 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 at the pre-K, elementary, and secondary levels. 3) assessing and responding to issues of economic and social discrimination in ways that center justice and educational access 4) laws, policies, and practices related to determination of qualification under special education rules within multi-disciplinary teams and response to intervention, multi-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.
Course objectives and competencies

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

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

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.

- **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

- Text and class materials

All required class readings and materials will be posted on canvas in the session’s module at least 2 class sessions in advance. Students should read or watch required materials prior to each class meeting, in order to discuss them in class. To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings and video content.

Class 1: Tuesday, May 9, 2023  1-5 p.m. SSW BB760  In-person

Class Information
Introductions/Develop class norms together
Introduction to School Social Worker Assessment

Reflective Intersectionality Exercise
due by Class meeting 2 (5/16 @ 12:59 p.m.)

Strategy for Patient-Oriented Research
(n.d.). Reflective intersectionality exercise. McMaster Forum:
https://www.mcmasterforum.org/docs/default-source/covidend/spor-resources/sporea_intersectonal
ity-exercise.pdf?sfvrsn=afb59d5_10*

Class 1 Course Materials


Borowski, J. (2021, July 21). Why this Latino teacher is the educator his Latinx students need [Video]. EducationWeek.


**Class 2: May 16, 2023 1-5 p.m. SSW BB760 In-person**

- History of School Social Work
- School Social Worker Standards
- Racial Equity in Schools

Group Presentation Sign-up by end of Class 2
(Presentation due Class 7: 6/13)

**Assigned: Assignment #1:** My School Experience Paper by Class 4 (5/30)

**Class 2 Course Materials:**


- **Fontana, J., Kim, D.** [HYPERLINK](https://nmaahc.si.edu/explore/stories/little-rock-nine) [HYPERLINK](https://nmaahc.si.edu/ex)

Californians Dedicated to Education Foundation. (2019, December 19). This is equity [Video]. YouTube. https://www.youtube.com/watch?v=tcPGacPFt6E


Class 3: Tuesday, May 23, 2023 1-5 p.m. SSW BB760 In-Person

School Social Worker Roles in Assessment: A Multi-Tier Approach
School Social Worker Assessment Roles under 504 and the Individuals with Disability Education Act

Worksheet: Risk Factors for Students
P.O.D.S Capacities Self-Evaluation
Parent/Guardian Special Education Process Information Sheet

Class 3 Course Materials:


**Supplemental:**


**Supplemental Resources:**

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<tr>
<th>Class 4: Tuesday, May 30, 2023 1-5 p.m. SSW BB760 In-Person</th>
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<tbody>
<tr>
<td>Assessment and Social Emotional Learning</td>
</tr>
<tr>
<td><strong>Assignment #1</strong>: My School Experience Paper due by 5/30 before class</td>
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<tr>
<td>Class 4 Materials</td>
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</tbody>
</table>
ThinkTVPBS. (2019, June 27). Responsible decision making [Video]. YouTube. https://www.youtube.com/watch?v=yWSSPnTB6OY

Supplemental Materials:


Class 5: Tuesday, June 6, 2023 1-5 p.m. SSW BB760 In-Person
Assessment and Trauma-Informed Practices
Assessment of Emotional Impairment
Self-care plan

Class 5 Materials:
University of Michigan School of Social Work (n.d.) 10 Core pillars. University of Michigan School of Social Work: https://tipps.ssw.umich.edu/10-core-pillars/


Dr Cara. (2021, February 17). Overview of Emotional Behavioral Disorders [Video]. YouTube. https://www.youtube.com/watch?v=pZHaTRcmc70


Supplemental Resources:


Class 6: June 13, 2023 1-5 p.m. SSW BB760 In-Person
Assessment of Emotional Impairment
Assessment and Restorative Practices

Assignment: Mini-Quiz: Trauma-Informed Practice

Class 6 Materials:


Minnesota Department of Education (n.d.) HYPERLINK

Chatmon, C., HYPERLINK
"https://www.annenberginstitute.org/sites/default/files/VUE42_0.pdf"& HYPERLINK
"https://www.annenberginstitute.org/sites/default/files/VUE42_0.pdf" Gray, R. (2015). "For these
are all our children”: Equity, agency, and action to create positive school discipline. *Voices in Urban Education, 42*, 2–6. 
[https://www.annenberginstitute.org/sites/default/files/VUE42_0.pdf](https://www.annenberginstitute.org/sites/default/files/VUE42_0.pdf)

[https://www.youtube.com/watch?v=h2g7ZuTa-bY](https://www.youtube.com/watch?v=h2g7ZuTa-bY)

[https://www.youtube.com/watch?v=ntFe7WLwEEs](https://www.youtube.com/watch?v=ntFe7WLwEEs)

[https://www.youtube.com/watch?v=y26PVIo-eOs](https://www.youtube.com/watch?v=y26PVIo-eOs)


**Supplemental Resources:**

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**Class 7: Tuesday, June 20, 2023, 1-5 p.m. SSW BB760 In-Person**

Assessing Equity of Access

**Assignment #2:** Group Presentations due 6/20 in Class

Educational Inequities and Advocacy

[https://files.ERIC.ed.gov/fulltext/ED614779.pdf](https://files.ERIC.ed.gov/fulltext/ED614779.pdf)

"To their benefit:” Tracing (Pp)an-Africanism through nonformal Black educational space. *Educational Studies*, 57:5, 476–495, DOI: 10.1080/00131946.2021.1969933

**National Association of State Boards of Education (September 2021).** *Supporting youth with the most need.* National Association of State Boards of Education. https://files.eric.ed.gov/fulltext/EJ1315530.pdf

Conference Compass. (2021, February 19). *4 tips to deliver engaging online presentations* [Video]. YouTube. https://www.youtube.com/watch?v=p0C7LAhvzNo


**Supplemental Resources:**


# Class 8: Tuesday, June 27, 2023 1-5 p.m. SSW BB760 In-Person

Assessment and Autism Spectrum Disorder

<table>
<thead>
<tr>
<th>Class 8 Materials:</th>
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</table>

**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=AC9Q3IJJeH1w](https://www.youtube.com/watch?v=AC9Q3IJJeH1w)

FreeMedEducation. (2019, February 18). *What is autism (Part 1)? | Written by autistic person [Video]*. YouTube. [https://www.youtube.com/watch?v=JPO-uOPK5Rl](https://www.youtube.com/watch?v=JPO-uOPK5Rl)


NYU Langone Health (2013, October 24). *Assessment and Intervention of Autism Spectrum Disorders [Video]*. YouTube. [https://www.youtube.com/watch?v=CHrL9sO-vlA](https://www.youtube.com/watch?v=CHrL9sO-vlA)


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**Class 9: Tuesday, July 11, 2023  Asynchronous**

Choosing Appropriate Assessments  
Online Discussion  

**Assignment #3:** Assessment Toolbox due by Class 10 (7/18 @ 12:59 p.m.)

Class 9 Materials: TBD

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**Class 10: Tuesday, July 18, 2023, 1-5 p.m. SSW BB760**

Assessment Toolbox Follow-up  
MET, PLAAFP, IEP  
S.M.A.R.T Goal Writing Exercise  

**Assignment #4:** MET, PLAAFP, IEP Paper due before Class 11 (7/25 @ 12:59 p.m.)

Class 10 Materials:  
*Discipline disparities for black students, boys, and students with disabilities.* U.S. Government Accountability Office.

### Supplemental Resources:
[https://www.michiganalliancefamilies.org/discipline/](https://www.michiganalliancefamilies.org/discipline/)

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**Class 11: July 25, 2023, 1-5 p.m. SSW BB760 In-Person**

Assessment and Other Health Impairment (OHI)
IEP Team Collaboration
IEP Goal-Writing

**Assignment:** MET, PLAAFP, IEP writing assignment due before start of Class 11.

**Class 11 Materials:**

**ADHD: A Primer for Parents and Educators**
[www.nasponline.org › ADHD_a_Primer_For_Parents_and_Educators](https://www.nasponline.org › ADHD_a_Primer_For_Parents_and_Educators)

**Students With ADHD**
[www.nasponline.org › assets › Documents › Students_With_ADHD](https://www.nasponline.org › assets › Documents › Students_With_ADHD)

[https://www.cdc.gov/ncbddd/fasd/facts.html](https://www.cdc.gov/ncbddd/fasd/facts.html)

**Watch:**
TEDx. (2016, August 23). *Fetal alcohol spectrum disorder impacts you, but you don’t know it | Nora Boesem | TEDxRapidCity [Video].* YouTube.
[https://www.youtube.com/watch?v=ECaLJAWkuDA](https://www.youtube.com/watch?v=ECaLJAWkuDA)

Osmosis. (2020, November 17). *Fetal alcohol syndrome—Causes, symptoms, diagnosis, treatment, pathology* [Video]. YouTube. [https://www.youtube.com/watch?v=pEFalLp782g](https://www.youtube.com/watch?v=pEFalLp782g)

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<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Percent of overall grade</th>
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<tbody>
<tr>
<td>Course Engagement (Class Meetings: Discussion and Activities)</td>
<td>Weeks 1-8, 10-11: In-Person Class Meetings Week 9: Online Discussion</td>
<td>20%</td>
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<tr>
<td>Assignment #1: My School Experience Paper</td>
<td>Week 4, by 5/30 @12:59 p.m in Canvas</td>
<td>15%</td>
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<tr>
<td>Mini-Quiz: Trauma-Informed Practices</td>
<td>Week 6, 6/13 (in class)</td>
<td>5%</td>
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<tr>
<td>Assignment #2 Educational Inequities and Advocacy Group Presentation</td>
<td>Week 7, by 6/20 @12:59 p.m. Ready to present in class</td>
<td>20%</td>
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<tr>
<td>Assignment #3: Assessment Tools - Tool Box</td>
<td>Week 9, by 7/18 @12:59 p.m. in Canvas Ready to present in class</td>
<td>20%</td>
</tr>
<tr>
<td>Assignment #4: MET/PLAAFP/IEP Assignment</td>
<td>Week 11, by 7/25 @12:59 p.m. in Canvas</td>
<td>20%</td>
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**My School Experience Paper: Due 5/30/23 by 12:59 p.m., 5-6 pages, 15% of course grade, 25 points**

Part I: 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 with respect to each category. For Other Activities, think of social supports, clubs, sports, specialists (such as family, school social workers, art or music teachers, band, sports, principals, school resource officers, school psychologists, counselors, etc.). You may also include information related to work, faith-based, or volunteer experiences.

Part II: Reflect on how your school experience may inform your school social work assessment practices. How were your needs, related to the school experiences you described in this paper, assessed and responded to or not? This section should include thoughts about how you might integrate these reflections into your future assessment behaviors, critical and specific reflections related to Privilege, Oppression, Diversity, and Social Justice (PODS) and comments on one (1) specific NASW Code of Ethics AND one (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.
Please remember to include introductory and concluding paragraphs. Your introduction should include a summary of what your paper is going to cover and in what order. Your conclusion should summarize what you have covered and mention future directions for consideration. Since this is a personal exploration, you may write in the first person and do not need to include citations, however, in Part II please be specific about which NASW Code of Ethics, NASW School Social Work Standard, and theoretical foundation of school social work profession and practice you integrated.

Your paper will be graded on how well you address each aspect of the assignment, depth of reflection, timeliness, clarity of writing, and paper organization. Please see grading rubric for how each aspect of this assignment is weighted.

This assignment correlates to [HYPERLINK](https://www.michigan.gov/documents/mde/School_Social_Worker_Standards_6662327.pdf) "MDE Standard" for the Preparation and Practice of School Social Workers. The particular elements addressed in this assignment are:

**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

- Please remember to include introductory and concluding paragraphs.
  - Your introduction should include a summary of what your paper is going to cover and in what order.
  - Your conclusion should summarize what you have covered and mention future directions for consideration.
- Since this is a personal exploration, you may write in the first person and do not need to include citations
- In Part II, please be specific about which NASW Code of Ethics, NASW School Social Work Standard, and theoretical foundation of school social work profession and practice you integrated
- The paper should be a minimum of 5 pages, with a maximum of 6 pages, double spaced
- Use Times New Roman, 12 point font, and 1-inch margins
- Your paper will be graded on how well you address each aspect of the assignment, depth of reflection, timeliness, clarity of writing, and paper organization
- 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

**Educational Inequities and Advocacy Group Presentation, Due 6/20/23 at 12:59 p.m., 45 points, 20% of grade**

The purpose of your presentation is to educate yourselves and your colleagues about historical and current barriers and efforts to increase equity in schools. This knowledge helps school social workers assess what is needed at their schools to ensure educational access to all students and families. 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 may use time during the hours that we have scheduled asynchronous learning but your group may also need to work outside of class time to prepare. Below is a list of the group project expectations, which will also serve as the grading criteria. Your group will receive a group grade, so please talk early in your group about finding preparation times, expectations, talents, roles, etc. Groups will present in class on Week 7. Detailed assignment guidelines can also be found in the Assignment #2 Educational Inequities and Advocacy Group Presentation as well as reviewed on the Group Sign-Up Sheet.

**Topic Options:** Students 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 of 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 approximately 20 minutes in length, followed by 10 minutes of class questions/discussion.
• The presentation may take on varied formats (PowerPoint, Prezi, video presentation, etc.) to share the knowledge gained from your work together.
• The presentation should include:
  • **Central Concepts** - define and describe the central concepts and issues related to the specific population of students. (20%)
  • **History/Legislation** - discuss history, key legislation, and advocacy issues. (20%)
  • **Assessment Strategies** - focus the class on how this information can be used to guide assessment strategies in the school. (20%)
  • **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%)
  • **References** - draw content from a minimum of 2 peer-reviewed references per group member. (20%)
  • **Organization & Timing** - be well organized, rehearsed, cohesive, succinct, and stay to the allotted time provided. (20%)

• All groups must submit their group materials in Canvas prior to the presentation
• Please be sure to include each group member's name on the submitted materials.

Assignment #2 Educational Inequities and Advocacy Group Presentation is graded according to Assignment #2 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 the group feedback should be kept confidential.

• CLO: 1, 2
• MLO: 1.5, 1.6, 2.1, 2.2, 2.3
• PODS Capacities: A,B,C

Assessment Toolkit, Due 7/18/23 by 12:59 p.m., 50 points, 20% of grade
The purpose of this assignment is to research and describe 3 assessment tools based on the topics 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. The purpose of this assignment is to gain and demonstrate a skill set for current and future school social work practice. Detailed assignment guidelines can also be found in Assignment #3: Assessment Toolkit Instructions.

Assignment Guidelines and Rubric
• Select three evidence-informed assessment tools
• 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 student social-emotional, behavioral, functional, and academic outcomes.

• Assignment #3: Assessment Toolkit Presentation is graded according to Assignment #3: Assessment Toolkit Presentation Rubric and is worth **50 points**.

• CLOs: 3, 6
• MLO: 3.3, 6.2
• PODS Capacities: B, C

**MET/PLAAFP/IEP Assignment, Due 7/25/23 by 12:59 p.m,  30 points, 20% of grade**

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 One: Short Answer Questions
• Complete Part Two: Essay Question
  • Double spaced, Times New Roman, 12pt font
  • Minimum 2 pages, maximum 3 pages
• Assignment #4: MET/PLAAFP/IEP Assignment is graded according to Assignment #4: MET/PLAAFP/IEP Assignment Rubric and is worth **30 points**.

• CLOs: 5, 6
• MLOs: 5.1, 6.1
• P.O.D.S Capacities: A, C

• Attendance Policy

Students are responsible for all content of this class, including content provided at in-person class meetings. Attendance at in-person class meetings is an expectation of this class. Unplanned hybrid classes can impede the learning of in-person and online participants. Therefore, I unfortunately cannot accommodate requests to participate in an in-person class session online. In the event that you must miss class, please call or email me as soon as possible to inform me about your absence. Any student who is
absent or excessively late for a class meeting may schedule a brief meeting with me and write a reflection covering the assigned course material (readings and videos) from that session.

**Missing more than one class meeting may result in your grade being lowered one half letter grade.** Missing additional classes may result in not being able to pass the course. (Please see policies listed and linked below [Policy on Class Attendance](#) found in the MSW Student Guide related to absences due to health and religious observances).

- Class participation

**Weekly Participation:** Students are expected to: Read and watch assigned materials prior to class meetings; Submit any assignments that are due before each class meeting; Participate in class discussions and activities during class meetings. Follow the modules sequentially from 1 to 11. Each module represents one week of coursework. Expect to spend 10 hours per module—this consists of 3-4 hours of class meeting and 6-7 hours of asynchronous learning activities weekly.

Required readings and videos are to be completed prior to class meetings. Please be prepared to discuss them specifically in class. Required materials for each class meeting are available on the corresponding numbered module on canvas. Materials listed on this syllabus may occasionally be exchanged for relevance. This will occur at least one week in advance for any required materials.

**Class Meeting Participation:** Prepare for each class by reading and watching the weekly assigned content. You are encouraged to share your experiences, perspectives, interpretation of the materials, as well as respond thoughtfully to comments of other students. Your presence and active attention is of equal importance to your comments.
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 HYPERLINK "http://www.crlt.umich.edu/testing_and_grading"testing and grading from CRLT.
• 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 in the Recording and Privacy Concerns FAQ.

• 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