I. Catalogue Description
An approved advanced social work practice course for school social work concentration. This is course starting in summer for four weeks and continuing for the fall semester.

II. Course Overview and Prerequisites/Co-requisites
Social Work in Schools provides a conceptual base for advanced practice social work practice in educational setting. It complements the field course in the first semester of the advanced practice year. SW uses readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to conceptualize social work skills in schools and to integrate knowledge of social work theory and practice.

Students will be able to demonstrate knowledge in and demonstrate skills in the following competencies required for School Social Work Licensure.

III. Course Competencies and Practice Behaviors and Assignments
Successful completion of this course implies that students will have progressed towards achieving the core social work competencies and demonstrate skills needed for the required School Social Work License

Course Competencies- Department of Public Instruction Standards

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Practice behaviors addressed in course</th>
<th>Assignment(s) measuring behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Social Welfare and Educational Policy (CSWE standards #2.1.1, 2.1.3, 2.1.8, 2.1.9)</td>
<td>A. Demonstrate knowledge of public education, legislation, case law, due process and social policy issues which impact on the pupil-school-community and school social work practice. Demonstrate how to affect children’s learning, parent involvement and school functioning. Include an overview of the history of School Social Work, specifically:</td>
<td>Artifacts # 1,3, Final</td>
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<tr>
<td><strong>Section 504 of the Rehabilitation Act of 1973 Handicapped Persons: Rights under Federal Law</strong></td>
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<tr>
<td><strong>PL 94-142 Education of All Handicapped Children Act</strong></td>
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<tr>
<td><strong>Policies regarding student discipline, suspension, expulsion, and zero tolerance</strong></td>
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<tr>
<td><strong>PL 100-77 McKinney – Vento Homeless Education Act</strong></td>
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<tr>
<td><strong>ESSA- Every Child Succeeds Act</strong></td>
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<tr>
<td><strong>B. Understand the issues that affect the school and school social worker at the micro, mezzo and macro levels of society as they relate to schools</strong></td>
<td>Artifacts # 1 &amp; 3</td>
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<tr>
<td><strong>C. Demonstrate a basic understanding of the school as a social system</strong></td>
<td>Artifact #1</td>
<td></td>
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<tr>
<td><strong>D. Demonstrate knowledge of the School Social Work Content Standards</strong></td>
<td>Artifact #1</td>
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<tbody>
<tr>
<td><strong>2. Social Work Values and Ethics, including the Mission of Public Education and understanding professional school social work and pupil services standards (CSWE standards #2.1.1, 2.1.2)</strong></td>
<td></td>
</tr>
<tr>
<td><strong>A. Specifically to include PI 34.02- Teacher Standards (10 total).</strong></td>
<td>Artifacts # 1 &amp; 2</td>
</tr>
<tr>
<td><strong>B. Wisconsin Educators must meet specific training in:</strong></td>
<td>Artifacts #2 &amp; Final</td>
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<tr>
<td><strong>C. Understanding the relationship between school social workers, students and parents, the school staff and outside agencies</strong></td>
<td>Artifacts #1, 2, &amp; 3</td>
</tr>
<tr>
<td>3. Social and Economic Justice and populations at risk (CSWE standards #2.1.4, 2.1.5)</td>
<td>Understand how this standard applies in the school setting, specifically:</td>
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<tr>
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<tr>
<td>• Resiliency in schools</td>
<td>Artifact # 3</td>
</tr>
<tr>
<td>• Understanding the dynamics of risk factors for school failure and strategies to address them</td>
<td>Artifacts #2 &amp; 3 &amp; Final Paper</td>
</tr>
<tr>
<td>• Strategies to combat discrimination, oppression, institutional racism and economic deprivation; how they operate and appear in schools and learn specific strategies to address them</td>
<td>Artifact #2 &amp; Final Paper</td>
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<tr>
<td>• How the “achievement gap” for students of color reveals itself in the school setting</td>
<td>Artifacts #2 &amp; 3 &amp; Final Paper</td>
</tr>
<tr>
<td>• Identification of inequities in access to school and community programs and services for children, youth and families</td>
<td>Artifact #3</td>
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<thead>
<tr>
<th>4. Systematic Assessment of individuals, families, schools and community (CSWE standards #2.1.3, 2.1.7, 2.1.10)</th>
<th>Understand and demonstrate skills in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Formal assessments used in schools of adaptive skills, functional behavioral and Responsive To Intervention (RTI)</td>
<td>Artifact #2 &amp; Final Paper</td>
</tr>
<tr>
<td>• Recognizing and impacting patterns of achievement and adjustment at critical points in students’ growth and development</td>
<td>Artifacts # 2 &amp; 4 &amp; Final Paper</td>
</tr>
<tr>
<td>• Writing comprehensive assessments of students suspected of having disabilities related to Special Education (evaluations, IEP’s) and 504 plans.</td>
<td>Artifact #2 &amp; Final Paper</td>
</tr>
<tr>
<td>• Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma</td>
<td>Final Paper</td>
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</tbody>
</table>
| | • Trauma in schools and Trauma informed Care in schools  
• Formal and informal policies of the school that may affect student’ behavior and learning | Artifacts #2,3 & 4  
Artifacts #2,3 & 4 & Final Paper |
|---|---|---|
| 5. Effective prevention and intervention with individuals, families, schools and communities. (CSWE standards # 2.1.5, 2.1.8, 2.1.9, 2.1.10) | • Utilization of a strength-based approach to enhance students’ capacities, with especial emphasis on students in populations at risk  
• Design and implementation of practice strategies with persons from diverse backgrounds  
• Crisis intervention in schools  
• Counseling  
• Group work in schools and communication with teachers  
• Classroom instruction  
• Mediation and conflict resolution  
• Mental Health in schools, especially prevention and intervention in system wide settings, self harm and depression issues for students  
• Consultation with staff  
• Development of written plans of service for students, such as IEP's, BIP's and 504 plans  
• Curriculum development for students  
• Professional development for staff  
• Community organization, including mobilization of school and community resources | Artifacts #2,3 & Final Paper  
Artifacts # 2 Final Paper  
Artifacts #3 & 4  
Artifacts # 2 Final Paper  
Artifacts #2 & Final paper  
Final paper  
Artifact #2  
Artifacts #2 & 4 & Final Paper  
Artifacts #2 & 4  
Artifact #2 & Final Paper  
Artifacts #2  
Artifact #3 & Final Paper |
<table>
<thead>
<tr>
<th>6. Human behavior and social environment (CSWE standard #2.1.7)</th>
<th>• Coordinate of student transitions to/from community-based services and schools</th>
<th>Final Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understand how school climate and dynamics affect learning</td>
<td>Artifacts #2, &amp; 3</td>
<td></td>
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<tr>
<td>• Application of theoretical frameworks to understand interaction between groups in the school setting</td>
<td>Artifacts #2 &amp; 3</td>
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<tr>
<td>• Restorative Practice in the schools</td>
<td>Artifacts #2</td>
<td></td>
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<tr>
<td>• Grief in Schools</td>
<td>Artifacts #2 &amp; Final Paper</td>
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<tr>
<th>7. Diversity Issues in the Schools (CSWE standards #2.1.3, 2.1.4, 2.1.5)</th>
<th>• How cultural factors in race, gender, ethnicity, sexual orientation and social class affect behavior in schools.</th>
<th>Artifact # 2, 3 &amp; Final paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School environment impact on LGBTQ students and specific system-wide interventions and prevention techniques</td>
<td>Artifacts # 2 &amp; Final paper</td>
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<tr>
<td>• Application of understanding of issues in the school setting</td>
<td>Artifact #2</td>
<td></td>
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<tr>
<td>• Ability to take cultural and other diversity factors into account in assessments (especially Special Education assessments)</td>
<td>Artifact #2 &amp; 4, Final Paper</td>
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<tr>
<td>• How to practice advocacy in the school setting</td>
<td>Artifacts #3</td>
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<tr>
<th>8. Research, including: (CSWE standards # 2.1.10)</th>
<th>• Qualitative and quantitative methodologies</th>
<th>Final Paper &amp; Artifact # 2 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to:</td>
<td>Artifacts #2,3</td>
<td></td>
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<tr>
<td>– Provide high-quality school social work services and educational interventions</td>
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<td>– Evaluate programs and services</td>
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<td>– Evaluate one’s own practice</td>
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<tr>
<td>– Initiate change</td>
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<td>– Improve practice, policy and programs</td>
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</table>
IV. Course Content and Outline

Week 1- August 6

**Welcome and Orientation to Social Work in Educational Settings**

Topic: History and school social work roles, overview of course and competencies

**Required Readings:**
Chapter 2: A Typical Day? (Jarolmen, JoAnn)
Chapter 1: The Role of the School Social Worker (Massat, et al 7th edition)

Week 2- August 13

**Topic: School Social Work Standards & the complexity of services in schools, Collaboration and Consultation: The Student Services Team Approach School**

**Required Readings:**
Supplemental Ethical Standards for School Social Workers. Handout from Nic Dibble State Consultant for Wisconsin Department of Public Instruction. 2014 (on Learn site)
Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff and Administration (Jarolmen, JoAnn)
ESSA information from DPI (on Learn site)

**ARTIFACT #1- DUE August 13- Write a brief summary of the history of education and how it relates to the history of school social work. (use information from readings from Chapter 2 from Allen-Meares and Chapter 3 from Jarolmen)**

Week 3-August 20

**Topics: Educational Policy Issues: Homelessness and the role of the School Social Worker and other Educational Laws & Policy**

**Social Work Licensure Issues: introduction to portfolios**

**Required Readings:**
Handout in class; “The McKinney-Vento Act at a Glance”, National Center for Homeless Education. 2008

*Portfolio examples will be available during class*
Week 4-August 27

**Topic: Assessments in Schools: IEP’s 504 plans, BIP’s-School Social Worker Role**

**Required Readings:**
Chapter 15: School Social Workers and the Special Education Process: From Assessment to Individualized Education Programs to School Social Work Services (Massat et al, 8th edition)
Chapter 4: Special Education Component and School Social Work (Jarolmen, JoAnn)
In class hand-outs about FBA’s and BIP’s and Family History

September 3-Labor Day Break, no class

Week 5-September 10

**Topic: CBITS- Mental Health Assessments in Schools, CBITS Training**
**Guest Speaker: Mary Sue Roberts, MA Journey Mental Health Center Counselor**
The Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program is a school-based, group and individual intervention. It is designed to reduce symptoms of post-traumatic stress disorder (PTSD), depression, and behavioral problems, and to improve functioning, grades and attendance, peer and parent support, and coping skills.

**Required Readings from Guest Speaker- Please follow directions below:**
I suggest the students go to the CBITS Home website and register. The home page gives lots of information but the registered site will give them really good background into the purpose and curriculum of CBITS. The website is: [https://cbitsprogram.org](https://cbitsprogram.org)

Week 6-September 17

**Topic: Response to Intervention & PBIS and the role of the School Social Worker**

**Required Readings:**
Chapter 27: Response to Intervention and the School Social Worker (Massat, 7th edition)
Chapter 35: Tier 2 Behavioral Interventions for At-risk students (Massat, et.al, 7th edition)

Week 7-September 24

**Topic: Drop-out Prevention, Truancy and Attendance Issues, Teen Pregnancy- School Social Worker roles**

**Required Readings**
Department of Public Instruction Web Site: Drop Out Prevention Screening Tool
Additional readings from DPI about teen parenting information
ARTIFACT # 2 DUE-September 24: Critical analysis of the RTI or PBIS used in your district

Week 8-October 1

**Topic: Exploring Race Relations in Schools**

**Required Readings:**
“Responding to Hate at School” and “Speak up at School”
Materials from “Teaching Tolerance” Magazine (on code-switching and micro-aggressions)
“Racial Micro aggressions in Everyday Life” May-June 2007

Week 9-October 8

**Topic: Intervention Skills in the Classroom and Groups**

**Required Readings:**
Chapter 10: Engagement, Assessment, and Intervention Skills in the School for Groups Using a Variety of Practice Methods. (Jarolmen, JoAnn)
Chapter 29: Evaluation of School-Based Counseling Groups (Massat, et. al, 8th edition)

Week 10-October 15

**Topic: Exploring LGBTQ Issues in schools and the role of the School Social Worker**

**Required Reading:**
“Teaching Tolerance” magazine, summer 2014 articles: “LGBTQ Best Practices”
"Helping families to Support their LGBTQ Children". Article available at: The SAMHSA website (Substance Abuse and Mental Health Services Administration)

ARTIFACT # 3 DUE-October 15: Write a critical analysis of HOW the school social worker operates in your school district in regards to the policy and procedure on either homelessness or truancy.

Week 11-October 22

**Topic: Intervention Skills: Managing Clinical Concerns, Teen Sexual Activity and confidentiality issues**

**Required Reading:**
Teen Sexual Activity Reporting information; Nic Dibble DPI
Week 12-October 29

**Topic: Portfolio for School Social Worker License-more in-depth follow-up**

**Required Readings:** Bring the start of your portfolio to class and specific questions.

Week 13-November 5

**Topic: Intervention Skills: Violence Prevention and Functional Behavioral Assessments in Schools**

**Required Reading**
Chapter 9: Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods (Jarolmen, JoAnn)
Functional Behavioral Assessment website on DPI web page: http://dpi.wi.gov/sped/topics Functional-Behavioral-Assessment
“Teaching Tolerance” magazine article, Summer 2014.

Week 14-November 12

**Topic: Mental Health Issues in Schools: System Wide Intervention & Trauma Informed Care in the Schools**

**Required Readings:**

Week 15-November 19

**Topic: Mental Health Issues in Schools: Approaches for working with students as a school social worker**

**Required Readings:**
Chapter 54: Best Practice Grief Work with Students in School, School Services Sourcebook (Franklin, Harris, Allen-Meares)

**ARTIFACT # 4 DUE-NOVEMBER 19:** Follow your school districts procedure and process for formal assessments, administer a selected formal assessment tool, and summarize in this paper. Include the tool administered (i.e. Hamilton Screener, Achenbach, Conners, etc.). If you are not able to administer the assessment yourself, write about an assessment that is used in your district and include when it is used, how it is administered and the procedure used in your district for notification (**include the assessment tool also**). DUE DATE: NOV. 19TH
November 26th - NO CLASS: Enjoy your break

Week 16-December 3

*Topic: Educational policy and Social Justice issues: Achievement gap, “unintended consequences” and the role of the school social worker*

**Required Reading:**
Chapter 20: Tackling Oppression in Schools: Skills for School Social Workers (Massat, et. al. 8th edition)
“School to Prison Pipeline”, *Teaching Tolerance*
Restorative Justice Hand-outs in class

Week 17-December 10

*Topic: Evaluation in the Education Setting: PDP’s, Educator Effectiveness, Portfolios and Licensing information*

**Required Readings:**
Chapter 13: Practice Evaluation. (Jarolmen, JoAnn)
Department of Public Instruction Website information- on Learn@ UW site

**FINAL PAPER DUE DECEMBER 10-EITHER SPECIAL EDUCATION SOCIAL HISTORY OR CLASSROOM/GROUP SESSION PAPER (see description under “assignments”)**

Week 18-December 17

*Topic: Next steps as a school social worker, portfolio update for spring and Course wrap-up*
V. Course Texts and Reading Materials

A. Required Texts
3. Additional handouts and reading materials will be posted on the Learn@ UW site or distributed throughout the semester by the instructor.

B. Recommended Readings

C. Recommended Professional Affiliations
1. Wisconsin School Social Work Association (WSSWA): Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is www.wsswa.org.
2. School Social Work Association of America (SSWA): Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is www.sswaa.org.
3. The American Council for School Social Work (ACSSW): A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Because the organization is in development, their journal is on-line and free. Within the next year, I expect access to their on-line journal to be restricted to members. Website is www.acssw.org.
4. National Association of Social Workers (NASW): Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called Children and Schools.
VI. Evaluation of Student Outcomes: Expectations, Grading Criteria, Required Work and Course Grades

Please note that the University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Progress) at the end of the semester or an NR (No Report) if they are a special student. ‘P’ and ‘NR’ are temporary grades specifically designed for courses extending beyond one term that will be replaced at the end of the entire course when the final grade you earn for the full 12 weeks is assigned.

All papers are also to be included in your Portfolio (when it is due in spring semester)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
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<tbody>
<tr>
<td>Professionalism</td>
<td>Ongoing</td>
<td>15</td>
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<tr>
<td>Artifact 1</td>
<td>8/13/16</td>
<td>10</td>
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<tr>
<td>Artifact 2</td>
<td>9/24/16</td>
<td>15</td>
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<tr>
<td>Artifact 3</td>
<td>10/15/16</td>
<td>15</td>
</tr>
<tr>
<td>Artifact 4</td>
<td>11/19/16</td>
<td>15</td>
</tr>
<tr>
<td>Final Paper</td>
<td>12/10/16</td>
<td>30</td>
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<tr>
<td>Total Maximum Points:</td>
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<td>100</td>
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</table>

Points for final grade:
A  94-100    Outstanding; surpasses expectations in all areas
AB 88-93     Surpasses expectations in many areas
B  82-87     Meets expectations in all areas
BC 76-81     Meets expectations in some areas; below in others
C  70-75     Below expectations in most areas, not acceptable graduate work
D  64-69     Below expectations in all areas
F  <64       Fails to meet minimal expectations in all areas, not acceptable work

Artifacts: Brief Critical Thinking Papers (2-4 pages).

1. ARTIFACT #1- Write a brief summary of the history of education and how it relates to the history of school social work.
   DUE DATE: August 13th

2. ARTIFACT #2: Description and critical analysis of RTI or PBIS used in your district.
   DUE DATE: September 24th

3. ARTIFACT #3: Write a critical analysis of HOW the school social worker operates in your school district in regards to the policy and procedure on either homelessness or truancy.
   DUE DATE: October 15th
4. **ARTIFACT #4: Formal or Informal Assessment.**
Follow your school districts procedure and process for formal assessments, administer a selected formal assessment tool, and summarize in this paper. Include the tool administered (i.e. Hamilton Screener, Achenbach, Conners, etc.).
If you are not able to administer the assessment yourself, write about an assessment that is used in your district and include when it is used, how it is administered and the procedure used in your district for notification (include the assessment tool also).

**DUE DATE: NOVEMBER 19**

**Final Paper** - chose EITHER A) or B) to complete: **30 POINTS DUE DEC. 10TH**

A) **Classroom or Group session at your placement.** Using evidence-based methods, determine the topic and setting, compose a lesson plan, lead the classroom or group session and compile evaluation of the session. Write a reflection on this process and attach a copy of the lesson plans.

OR:

B) **Special Education IEP**-following your school district’s form, write a complete family history or social history that could be used for a special education evaluation or IEP.

For Maximum Points: You must include the form or format for either the assessment or IEP social history (used by your district) and then complete that process with a family or student in your district. Please include the procedure(s) required by your district as well as staff consulted in the process and next steps for sharing of that information to the family and team at your school.

**ARTIFACT GRADING RUBRIC:**
Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in the student’s portfolio. Portfolio artifacts should be included in the portfolio and will be submitted for approval second semester. Each artifact assignment should be 2-4 pages in length. Grading Rubric is as follows:

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
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<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 2-page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 2-page requirement.</td>
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VII. Course Policies

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments to this outline for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by the faculty member. Three points may be deducted for each day the assignment is late.

Readings: The Course Instructor will identify which readings are required for completion according to the schedule. Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read and apply critical thinking about the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. All reading materials can be found on Learn@UW. (Unless indicated otherwise).

Reading Assignments: Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy: All written assignments are to be either typed or computer-generated, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via LEARN@UW. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title. All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy: The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments may be marked down three points for each day they are late.

Students with Disabilities: If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience.

Student Behavior Policy: In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor
the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

The following is a list of expectations of student’s display of personal integrity:

- Critical Thinking and questioning are KEY to class participation
- Please turn off cell phones before entering the classroom.
- Laptop use is for note taking only, and is subject to instructor discretion.
- Respect another person’s viewpoint with which you may disagree. Make no assumptions about a person’s background or that we all share similar experiences.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept and embrace diversity.
- Bring your textbook to class when appropriate.
- Read the material and be prepared for class!!
- Actively participate in classroom discussion. If you have a concern that needs to be brought to the class’s attention, please speak with this instructor.

**Attendance & Class Participation Policy:**
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness:** Prompt arrival to all courses is expected and required. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks.

**Attendance:**
To ensure a quality educational experience, students are expected to attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
  - Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
  - More than one unexcused absences may result in a student’s grade being dropped one full grade.
  - If you are unable to attend class, please email me prior to class so that you can receive an excused absence.
  - Additional graded make up work appropriate for the content missed may be assigned for excused and unexcused absences. The make-up work required will depend on the content missed and will require the student to demonstrate that they have read the readings and can provide understanding of the topic.
• Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

• **Inclement Weather Policy**
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  ~ If classes are cancelled, the instructor will notify students by e-mail of make-up activity required.