

FACULTY GUIDE

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| **Who can help you?** |

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| **Safety/Emergency Resources** | **Contacts/Links** |
| Imminent safety threat or emergency  | WSU Police at 313-577-2222 |
| Emergency phones on campus | [Blue-light emergency phones](https://police.wayne.edu/safety/blue-phones) |
| Safewalk | [Safewalk - Police and Campus Safety](https://police.wayne.edu/safety/safewalk)  |
| Signing up for university alerts (e.g., power outages, campus closure) | [Broadcast messaging alerts](https://police.wayne.edu/safety/alerts) |
| Motorist assistance includes battery jumps, vehicle lock outs and help locating your vehicle | 313-577-1979 |

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| **Technology Assistance and Information** | **Contacts** |
| Canvas and online teaching | [Fay Keys](https://wayne.edu/people/bb3704/) [OTL consultation](https://forms.wayne.edu/5b4f93d90984f) |
| Technology difficulties  | [C & IT](https://tech.wayne.edu/helpdesk) |

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| **Other Issues** | **Contact/Form** |
| Student Evaluation of Teaching (SETs) questions or requests  | [Sarah Doyle](https://socialwork.wayne.edu/profile/az8091) |
| Cancelling a class session for unexpected reasons (e.g., accident) | Planned Absence: [Complete this form](https://forms.wayne.edu/6144da6956b87/)Emergency: [Debra Patterson](https://socialwork.wayne.edu/profile/dt4578) |
| Classroom or Building Conditions**:** Submit workorder for a problem in your classroom | [Facilities Planning & Management - Wayne State University](https://facilities.wayne.edu/)  |

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| **Student Issues** | **Contact/Forms** |
| Students concerns | [Geoffrey Jones](https://socialwork.wayne.edu/profile/bt3545)– BSW Advisor[Naelah Burks](https://socialwork.wayne.edu/profile/ec6314) – MSW Core Student Advisor[Lawrence Robinson](https://wayne.edu/people/dz2996/) – MSW Advanced Standing Advisor |
| Need guidance on academic policies or student disciplinary issues (e.g., cheating) | [Debra Patterson](https://wayne.edu/people/dt4578/) |
| Student accommodations | [Student Disability Services](http://studentdisability.wayne.edu/) |
| Concerns about a student’s wellbeing | [**CARE report**](https://doso.wayne.edu/conduct/student-support-intervention) **\*** |
| Official reporting of academic dishonesty such as cheating or plagiarism  | [Academic Misconduct Reporting Form \*](https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=1) |

\*When prompted in the form, please add Debra Patterson and the advisor as people who should also be contacted

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| **Student Resources** |

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| **Academic Support** | [**SSW Writing Coach Services**](https://socialwork.wayne.edu/bsw/pdf/writing_services_flyer_08_20_19.pdf) - The SSW offers both in-person and virtual writing support. The writing coach is available to BSW and MSW students at any stage of the writing process including, 1. Brainstorming: review assignment guidelines and identify areas requiring clarity. Create goals, outlines, and timelines for assignments.
2. Drafts: review drafts with students for organization, clarity, sentence and paragraph structure, grammar, and mechanics, and incorporating scholarly sources.
3. Adherence to APA 7 guidelines.
4. Field/Graduation Support: resume and cover letter building.
5. Classroom Outreach: faculty may request a class visit from the writing coach to discuss various writing topics.

Contact Vanessa Gualtieri at ac8152@wayne.edu or [Schedule an Appointment.](http://stars.wayne.edu/) [Faculty, please click here to refer a student to the writing coach](https://forms.wayne.edu/6262c0a9b7203/).[**Research Resources**](https://socialwork.wayne.edu/current/support-programs)The SSW offers free supplemental support for all BSW and MSW students seeking assistance with research methods and statistics (SW 3810, 4810, 7820, and 7830). Topics include but are not limited to:* interpreting empirical research articles
* research questions & hypotheses
* research design & sampling
* data collection methods, variables & measurement
* SPSS & data analyses (descriptive statistics, frequency distribution, t-Test, ANOVA, chi square, crosstabulation, correlation)
* writing the results of data analyses
* adhering to assignment guidelines

A typical session ranges from 30 minutes to one hour and may include content related to the topics mentioned above and various other components of the research process.Contact our Social Work Research Tutor:* Danielle Hicks
	+ danielle.hicks@wayne.edu
	+ [Schedule an Appointment](https://tinyurl.com/ResearchStatisticsSupport)

[**Social Work Student Alliance**](https://socialwork.wayne.edu/news/for-students-by-students-social-work-student-alliance-established-to-address-covid-19-related-changes-to-student-life-44040) - In 2021, the School created an umbrella organization for our growing list of student organizations, the Social Work Student Alliance (SWSA). The Alliance is a one-stop shop for all student activities at the School of Social Work. If you are looking for academic assistance referrals, wellness resources, or student advocacy opportunities, the Social Work Student Alliance is the place to be. To get involved, simply join our Student Alliance Zoom call, every Tuesday from 3-4 pm. Contact: Andre Iadipaolo, Project Coordinator (eu6337@wayne.edu)[**Social Work Peer Support (SWPS):**](https://wayne.edu/learning-communities/view/1005526)SWPS is the official peer-mentor program of the Schools of Social Work. SWPS provides personal and academic guidance for any social work student as they progress through the program. Peer mentors are available for one-on-one appointments and hold support groups and events throughout the year. SWPS also offers discussion boards and modules for student success, all available on the SWPS Canvas page. Contact: Professor Judith Wineman, Faculty Supervisor (ft2332@wayne.edu)[**Academic Success Center**](https://success.wayne.edu/pal/tutoring)(tutoring): Academic support to students through individualized and group peer tutoring in selected courses.[**Student Disability Services (SDS)**](https://studentdisability.wayne.edu/students/register)online registration[**WSU Learn Anywhere:**](https://success.wayne.edu/learnanywhere)Prepares students for online learning   |
| **Health and Emotional Wellbeing** | [**Campus Health Center**](https://health.wayne.edu/)**:**Campus Health Center provides health care services to prevent and treat common physical illness. The health and well-being of students at Wayne State University is our top priority. We are here to keep you healthy, so you can attain your educational and personal goals. 313-577-5041[**Counseling and Psychological Services**](https://caps.wayne.edu/): CAPS counselors are available Monday-Friday, 9 a.m. to 3 p.m. Visit the CAPS website for more details. \*\*If you need to speak with a counselor after hours, you can reach out to CAPS (counseling) after hours by calling the following number: 313-577-9982.[**Warrior Life and Wellness Resources**](https://warriorlife.wayne.edu/)**, *Dean of Students Office***  |
| **Financial Needs and Resources** | [**Scholarships and Financial Aid**](https://socialwork.wayne.edu/current/scholarships): These scholarships are designed to provide financial assistance to students enrolled in academic programs offered by the WSU School of Social Work. Please check the website for application deadlines. [**Food Pantry**](https://thew.wayne.edu/)**:** The W Food Pantry provides currently enrolled Wayne State Warriors in need of food assistance with supplemental food and additional resources to enhance student success.[**W Wardrobe**](https://thew.wayne.edu/wardrobe)**:** The Wardrobe is designed to provide gently used garments to any enrolled student free of charge. Our goal is to help relieve the stress of affording clothing and allow scholars to focus more energy creating positive impressions and interactions during class or at an interview.[**Office of Student Financial Aid**](https://wayne.edu/financial-aid)**:**(313) 577-2100[**Career Resources**](https://socialwork.wayne.edu/career-resources): Job postings and resources to prepare for job seeking |
| **Extracurricular Opportunities** | [**SSW Student Organizations**](https://socialwork.wayne.edu/current/student-organizations)**:** Want to combine your professional and personal interests? Join one of our student organizations and make friends while gaining skills and service hours! All Social Work students are provided with the opportunity to organize in their own interest through the University and School of Social Work. There are also several existing [**Student Organizations**](https://socialwork.wayne.edu/current/student-organizations) to get involved with, including the Social Work Queer Alliance (SWQA), the Association of Black Social Workers (ABSW), the Coalition of Community Social Workers (CCSW), and more. [**Social Work Student Research Community**](https://socialwork.wayne.edu/research/opportunities) (SWSRC): SWSRC is a cross-program community designed to provide opportunities for students to attend professional development events, collaborate with social work faculty on your current research projects, and access online resources to guide you through the research process. [Self-enroll in the SWSRC Canvas site](https://canvas.wayne.edu/enroll/3BH7AT) to gain access to resources, receive announcements about job and volunteer opportunities, and connect with faculty and fellow students. Contact Kendra Wells, Manager of Research Support with questions about student research opportunities and SWSRC activity.[**Interprofessional Education**](https://socialwork.wayne.edu/interprofessional-education): For nearly a decade the Wayne State University School of Social Work has partnered with community organizations, allied health professionals, alumni, faculty and students to provide valuable urban interprofessional student training experiences as a participant in the Community Homeless Interprofessional Program Clinic, Community Homeless Interprofessional Program Vision Clinic, the Interprofessional Home Visit Program and the Diabetes and Wellness Clinic.  |

**LEAD TEACHERS 2022-23**

**MSW FOUNDATION CURRICULUM COURSES**

**Micro/Mezzo Foundation Practice – Shirley Thomas**

SW 7040 - Methods of Social Work Practice (3 cr.)
SW 7055 - Foundation Group Theory and Practice (3 cr.)

SW 7885 - Ethics and Professionalism for Social Work Practice (3 cr.)

**Macro Foundation Practice – Richard Smith**

SW 7065 - Foundation Macro Theory and Practice (3 cr.)

**Policy – Erin Comartin**

SW 7720 - **Social Policy and Advocacy** (3 cr.)
SW 8770 - Advanced Policy Analysis (3 cr.)

SW 8771 - Advanced Policy Analysis in Aging (3 cr.)

SW 8772 - Advanced Policy Analysis in Child and Family Wellbeing (3 cr.)

SW 8773 - Advanced Policy Analysis in Mental Health and Substance Use (3 cr.)

**Human Behavior and the Social Environment – Lauree Emery**

SW 7560 - Lifespan Development in the Social Context (3 cr.)
SW 7680 - Human Rights, Social Justice, and Diversity in an Urban Context (3 cr.)

SW 8335 - Client-Centered Interventions in Social Work Practice (3 cr.)

SW 8345 - Psychodynamic Interventions in Social Work Practice (3 cr.)

**Research – Tam Perry**

SW 7820 - Research Methods in Social Work I (3 cr.)
SW 7850 - Evaluation Research (3 cr.)

SW 7830 – Research Methods in Social Work II (3 cr. )

**INTERPERSONAL PRACTICE CONCENTRATION COURSES**

**DSM Lead Teacher - Michael Kral - co lead with Lisa O’Donnell**

**SW 7160 - DSM in Clinical Social Work Practice** (3 cr.)

**Electives**

SW 8860 - Grief & Loss and Social Work Practice (3 cr.)

SW 6620 - Understanding Suicide (3 cr.)

**Lead Teacher – Caitlin Brown**

SW 6815 – Mind-Body-Spirit Approaches and Social Work Practice (3 cr.)

**Cognitive Behavior Lead Teacher – Lisa O’Donnell**

SW 8325 - Cognitive Behavioral Interventions in Social Work Practice (3 cr.)

**Family Systems Lead Teacher – Viktor Burlaka**

SW 8355 - Family System Interventions in Social Work Practice (3 cr.)

SW 8305 - Assessment Skills for Interpersonal Practice (3 cr.)

**Electives**
SW 8550 - Social Functioning: Human Sexuality(2 cr.)

SW 8620 - Interpersonal Practice with Couples (2 cr.)

SW 8991 - Advanced Interpersonal Practice in Trauma and PTSD (3 cr.)

SW 8381 - Interpersonal Practice with Children and Adolescents (3 cr.)

**Psychodynamic Lead Teacher – Lauree Emery**

**Electives**

SW 8125 - Therapeutic Storytelling with Children (1 cr.)

**Lead Teacher – Suzanne Brown**

SW 8315 – Integrative Theories and Practice Approaches in IP (3 cr.)

**ICPL Concentration Courses Lead - Teacher Richard Smith & Jason Carbone**

SW 8065 - Advanced Systems Theories & Practice (3 cr.)
SW 8075 - Theories and Practice of Community Building/Development (3 cr.)

**ICP-L Research Courses**
SW 8025 - Community Assessment (1 cr.)

SW 8035 - Techniques of Quantitative Data Analysis (1 cr.)
SW 8045 - Techniques of Data Interpretation and Presentation (1 cr.)
SW 8048 - Social Action Research and Evaluation (3 cr.)

**Electives**
SW 7085 - Social Work Leadership Strategies (3 cr.)

SW 7095 - Social Entrepreneurship (3 cr.)
SW 8015 - Intervention/Program Planning (3 cr.)

SW 8085 - Theories and Practice of Social Policy & Social Action (3 cr.)

**ICPL Concentration Courses Lead Teacher - Jason Carbone**

SW 7840 – Community and Organizational Measures (3 cr.)

**Electives**

SW 8580 – Impact of Health and Disease on Social Functioning: Implications for Social Work Practice (3 cr.)

**SPECIALIZED LEAD TEACHER ASSIGNMENTS**

**MSW Field Practice Lead Teacher – Chandra Miller-Carr**

SW 7998 - Concentration Field Work for Social Workers I (8 cr.)

SW 8998 - Concentration Field Work for Social Workers II (8 cr.)

**School Social Work Electives Lead Teacher - Karen Weiner**

SW 8180 - Social Services in the Schools (3 cr.)

SW 8330 - Psychosocial Assessment of Children and Youth (3 cr.)

**CADAS Coordinator and Lead Teacher - Stella Resko**

SW 6540 - Effects of Drugs and Alcohol on Physical and Social Functioning (3 cr.)

SW 7140 - **Biomedical Components of Substance Use and Addiction (3 cr.)**

SW 7150 - **Health Disparities and Substance Use (3 cr.)**

SW 8690 - Interpersonal Practice in Substance Abuse (3 cr.)

**Child Welfare Certificate and BSW/MSW Courses Lead Teacher – Bryan Victor and Lisa Panisch**

SW 5755 - Introduction to Child Welfare (3 cr.)

SW 6100 - Child Welfare Systems (3 cr.)
SW 6535 - Youth, Delinquency, and Juvenile Justice (3 cr.)

SW 7700 – Trauma-Informed Child Welfare Practice (3 cr. )

**Interpersonal and Family Violence Courses – TBD**

SW 6575 - Violence Prevention and Intervention (3 cr.)

SW 8570 - Dynamics and Intervention in Family Violence (3 cr.)

**Infant Mental Health – Dual Title Courses – Carolyn Dayton**

SW 6883 - Social Work Practice with Very Young Children and Their Families (1 cr.)

SW 7025 - Infant Mental Health: Theory to Practice across Early Childhood Settings (2 cr.)

SW 7880 - Infant/Family Mental Health Assessment (2 cr.)

SW 8880 - Infant Mental Health Practice (3 cr.)

SW 8883 - Infant Mental Health Seminar I (2 cr.)

SW 8884 - Infant Mental Health Seminar II (2 cr.)

**Gerontology Certificate Coordinator and Lead Teacher – Joy Ernst**

SW 5720 - Social Services with Older Adults (Gerontology) (3 cr.)

SW 7770 - Palliative Care and Elder Law (Gerontology) (3 cr.)
SW 7995 - Intro to Gerontology (Gerontology) (3 cr.)

**Certificate in Disabilities –** **Elizabeth Janks**

SW 6700 - Disabilities in Urban Society (Disabilities Certificate) (3 cr.)

SW 6740 - Seminar in Disability Studies: Directed Study (3 cr.)

SW 6750 - Seminar in Disability Studies: Directed Study (3 cr.)

SW 6010 – Family Centered Collaboration in Early Childhood Intervention and Special Education (3 cr.)

**Other Electives**

SW 6500 - Social Work and the Law (2 cr.) - **Fay Keys**

SW 6585 - Introduction to International Social Work (3 cr.) – **Richard Smith**

SW 6551 – Behavioral Health and the Criminal/Legal System (3 cr.) – **Athena Kheibari**

SW 6810 – LGBTQ Health and Well – Being (1 cr.) – **Heather Walter-McCabe**

SW 6991 – Special Topics- Holistic Defense (? cr.) - **Athena Kheibari**

SW 6991 – Special Topics – Social Justice & Health (? cr.) – **Jason Carbone**

**BSW CURRICULUM COURSES**

**Introduction to Social Work – Shantalea Johns**

SW 1010 - Introduction to Social Work and Social Welfare (3 cr.)

**BSW Writing Course - Judith Wineman**

SW 3030 - Professional Writing for Social Workers (2 cr.)

**Micro/Mezzo Practice – Norma Schropshire**

SW 3010 - Social Work Practice Methods I (4 cr.)

SW 3020 - Social Work Practice Methods II (3 cr.)

SW 4010 - Social Work Group Theory and Practice (3 cr.)

SW 4020 - Social Work Macro Theory and Practice (3 cr.)

**Integrative Seminar – Norma Schropshire**

SW 4997 - Integrative Seminar (3cr.)

**Human Behavior and the Social Environment Lead Teacher– Lauree Emery**

SW 3110 - Diversity, Oppression and Social Justice (3 cr.)

SW 3510 - Human Behavior and the Social Environment (3 cr.)

**Ethics – Jun Hong**

SW 3410 - Foundation of Ethics and Values in SW (3 cr.)

**BSW Field Practice Lead Teacher - Chandra Carr**

SW 4441 - Field Education Seminar I (1 cr.)

SW 4442 - Field Education Seminar II (1 cr.)

SW 4998 - Field Practice in Social Work (5 cr.)

**Research – Faith Hopp**

SW 3810 - Research Methods, Data Analysis and Practice Evaluation I (3 cr.)

SW 4810 - Research Methods, Data Analysis and Practice Evaluation II (3 cr.)

**Policy – Joy Ernst**

SW 3710 - Social Welfare and the Social Work Profession (3 cr.)

SW 4710 - Social Welfare in the United States: Current Programs (3 cr.)

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| **Winter 2023** **FAQ** |

**Can I change my course modality?**

No, the University requires you to teach your course in the modality that it was scheduled. The only exceptions are if the University requires classes to be held online or in the rare circumstance of an instructor needing to miss class. In this case, instructors should provide instruction in an asynchronous or synchronous format to keep their students on track.

**Will students still be able to borrow Chromebooks?**

**The university is no longer loaning Chromebooks or laptops to students for the entire semester. The student should contact their advisor to see of the SSW has laptop loaners available. Students can check out a laptop for five hours from**[lockers located](https://tech.wayne.edu/news/new-cit-laptop-lockers-offer-more-robust-computer-rental-options-for-warriors-44158)**in the undergraduate library. These lockers also will be located in State Hall after the renovations. The DOSO will also have an emergency laptop loan program where students can loan a laptop for 7 to 14 days when their computer is in a repair center or on order.**

**Can I teach my in-person courses in a hyflex mode?**

Hyflex means that you are teaching the course in-person, but you allow your students the option of Zooming into the class every session or under certain circumstances (e.g., student illness). Faculty may offer this option but are not required to do so. Please note that many classrooms do not have cameras, so you should determine if your classroom has video recording equipment before offering the option to students. This [webpage](https://library.wayne.edu/services/technology-support/classrooms/?building=Old+Main) allows you to check the equipment available in your classroom.

**Can I change assignments?**

The benchmark assignments are an important part of our assessment process; they help us understand if students achieved competencies. Therefore, instructors should not alter the benchmark assignments. For example, an individual benchmark assignment should not be changed to a group assignment. You should not add new points for writing or remove a required section. Please seek the guidance of your lead teacher about altering non-benchmark assignments.

**Can I provide an override for a student to register for my course?**

No. We have had several incidents in which faculty told students that they could join their class, but the students did not meet the prerequisites for the course. The university has a waitlist for students to get into your section. The Registrar’s Office does not allow us to provide overrides while the waitlist is active. Please recommend that they add their name to the waitlist. If they have unique scheduling needs, please refer them to the advisor.

**Whom should I contact if a student has not attended a class by the second week?**

Please let the advisors know if a student has not attended your course. Sometimes students will decide not to continue with the program but forget to withdraw from their courses. The advisors will contact the students to assess the situation and advise accordingly.

**Can an unregistered student attend my class?**

A student may not attend any class for which he/she/they is not officially registered.

**Should I allow a student to miss a significant number of class sessions due to other obligations (e.g., work)?**

We understand that our students have many obligations in their lives, including providing for families. While it is common for students to miss a couple of classes for health or urgent issues, they should attend most class sessions or participate in most asynchronous forums. Faculty should also not provide an incomplete for a student so they can stop attending class. Incompletes are an option for students who have an unexpected circumstance at the end of the semester and need additional time to complete their final assignment. Please refer students to their advisors if they are struggling to attend class so they can discuss their options.

**Should I allow one of my students to re-submit their assignment?**

Yes, but only if you afford all of your students with that option.

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| Faculty and Student Responsibilities |

***Responsibilities of Faculty Members***

1. To contribute to and remain abreast of the latest developments in their fields.
2. To continually pursue teaching excellence.
3. To treat all students with respect and fairness without regard to ancestry, race, color, religion, political belief, national origin, gender, sexual orientation, age, marital status, disability, or veteran status.
4. To encourage differing viewpoints and demonstrate integrity in evaluating their merit.
5. To attend regularly and punctually, adhere to the scheduled class and final examination times, and arrange for notification of absence and coverage of classes. Holding all your class sessions is important to meet accreditation requirement of class clock hours. Provide the equivalent amount of instructional time for your asynchronous course in order to meet accreditation requirement class clock hours.
6. To establish and maintain appropriate office hours.
7. To present, early in the semester, the following course information on your syllabus: a) course objectives and general outline; b) classroom procedures to be followed, expectations concerning class attendance, and proposed dates of major evaluations (including examinations, papers, and other projects); c) grading policy; d) where  appropriate, a schedule of class-related  activities, including class meetings and laboratory sessions; e) lists of texts and/or other materials needed for the course; and f) late enrollment, withdrawal, and other special policies.
8. To provide and adhere, within reasonable limits, to the written syllabus of the course.
9. To know course matter thoroughly and prepare and present the material conscientiously.
10. To be informed of University services and recommend their use to students when advisable.
11. To follow these policies concerning written work and grades:
	1. grade and return written work promptly.
	2. submit final grades by the scheduled time.
	3. retain written materials not returned within the semester (e.g., final examinations, major term papers) for one academic semester in accordance with unit policy and allow students to examine such materials.
12. To implement unit procedures for student evaluation of faculty teaching, with attention to preserving student anonymity.
13. To behave appropriately in dealing with students so as to maintain a scholarly atmosphere
14. Adhere to the policies of Wayne State University and the School of Social Work

***Responsibilities of Students***

1. To inform themselves of and to fulfill all requirements of the University and those of the College and Department from which they expect to receive their degree.
2. To fulfill conscientiously all assignments and requirements of their courses.
3. To attend classes regularly and punctually.
4. To maintain a scholarly, courteous demeanor in class.
5. To uphold academic honesty in all activities.
6. To notify the instructor as early as possible if prevented from keeping an appointment or carrying out an assignment.
7. To discuss with the instructor any class-related problem and follow established procedures in the resolution of these problems.
8. To adhere to the instructor’s and general University policies.

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| Rights and Responsibilities of Students with Disabilities |

**Students with disabilities have the right to:**

1. Full and equal participation in the services and activities of Wayne State University
2. Reasonable and effective accommodations, academic adjustments and /or auxiliary aids as determined on a case-by-case basis
3. Maintain confidentiality regarding disability information including the right to choose to whom the disclosure of disability is made except as required by law
4. Information readily available in accessible formats as long as request deadlines to ensure availability are met

**Students with disabilities have the responsibility to:**

1. Meet Wayne State University's qualifications including essential academic, technical, and institutional standards
2. Identify as an individual with a disability and request accommodations in a timely manner and to seek information, counsel, and assistance as necessary
3. Provide documentation from an appropriate professional source verifying the nature of the disability, functional limitations, and the rationale for specific accommodations being recommended
4. Follow specific procedures for obtaining reasonable and appropriate accommodations, academic adjustments, and/or auxiliary aids as outlined by disability services

**The University, through faculty and staff, has the right to:**

1. Maintain the University academic standards, which include establishing essential functions, abilities, skills, knowledge and standards for courses, programs, services, jobs and activities or facilities and to evaluate students on this basis
2. Confirm disability status and request and receive current, relevant documentation that supports requests for accommodations, academic adjustments and /or auxiliary aids and services
3. Select among equally effective/appropriate accommodations, academic adjustments, and/or auxiliary aids and services
4. Have appropriate staff discuss students and the nature of their disabilities given signed consent in order to implement requested accommodations, particularly instructional accommodations
5. Deny requests for accommodations, academic adjustments, and/or auxiliary aids when disability documentation does not identify a specific disability, fails to verify the need for the requested services, or is not provided in a timely manner
6. Deny requests for accommodations, adjustment, and/or auxiliary aids that are inappropriate or unreasonable based on disability documentation including any that:
7. Pose a direct threat to the health and safety of others
8. Constitute a substantial change or alteration of an essential course element or program standard
9. Pose undue financial or administrative burden on the University

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| **Student Policies and Advising** |

[Student advisors](https://socialwork.wayne.edu/services) and their roles

[Student Policies](https://socialwork.wayne.edu/forms) and forms

[Information shared with students throughout the semester](https://socialwork.wayne.edu/current)

[Student supports](https://socialwork.wayne.edu/current/support-programs)

[Counseling & Psychological Services](http://caps.wayne.edu/)

[Student Disability Services](http://studentdisability.wayne.edu/)

[Academic Success Center](http://success.wayne.edu/)

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| **Classroom Management** |

[Guide to Working with Disruptive and Distressed Students](https://doso.wayne.edu/conduct/pdf/wsu_faculty-and-staff-resource-guide.pdf)

[Student Code of Conduct](https://doso.wayne.edu/pdf/student-code-of-conduct.pdf).

[Student Rights and Responsibilities](http://bog.wayne.edu/code/2-31-01)

[Non-Discrimination/Affirmative Action Policy](http://bog.wayne.edu/code/2-28-01)

[Academic Misconduct Reporting Form](https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=1) (cheating, plagiarism)

[Non-Academic Misconduct Reporting Form](https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=0) (threats, disorderly behavior)

[Title IX Mandatory Report](https://titleix.wayne.edu/) ([faculty/staff training available too](https://titleix.wayne.edu/faq/faculty))

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| Assisting and Supporting Students of Concern |

If you find yourself **concerned about the wellbeing of a WSU student** (a student in your class, someone you live with/near, someone in your student organization, etc.), please share your concerns with us by submitting a CARE Report.

Your report may be the activating event that helps that student get connected to appropriate campus resources, or you may be providing supplemental information that assists in our ability to more appropriately reach out to support that student.

Some examples that may lead you to file a CARE Report include:

* A student is struggling with a difficult life circumstance or health issue.
* A student is displaying unusual or out-of-character behavior.
* A student is communicating thoughts of harm to self, others, or locations.
* A student is experiencing significant loss (e.g., death of a family member or housing loss).
* A student discloses harassment, stalking, interpersonal violence, or sexual assault.
* A student is missing class for an extended period of time.
* A student is nonresponsive to outreach attempts.
* A student is displaying unhealthy or dangerous patterns of behavior.
* A student is experiencing a high level of stress.
* A student is displaying behavior that is disruptive or negatively impacting the classroom; or
* A student is posting concerning messages on social media.

[Submit a CARE Report](https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=2)

CARE Reports help us to engage individuals in the University community and to connect students with support and services. If you have knowledge of a WSU student whose behavior is concerning, risky, or potentially harmful to him/herself, others, or the community, please submit a CARE Report. CARE Reports provide early assessment and referral to help support the student and the community.

The Dean of Students Office will review your report within 1 business day. We typically consult with the person filing the report within 2 business days to confirm receipt, discuss the information provided and share any appropriate follow-up information. The Dean of Students Office makes a good faith review of the information provided in the report. With this information, we can assess the situation, piece together additional information about the student's possible needs and suggest a reasonable course of action.

An ethic of care and attention to the safety and wellbeing of individual students, the campus, and community guides all recommendations. As appropriate, every effort is made to help students persist at the University.

**EMERGENCIES:** If you believe there is an imminent safety threat or emergency, you should immediately contact the WSU Police at 313-577-2222. After reporting the emergent situation to police, it is appropriate to follow-up by submitting a CARE Report about the incident.

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| **Teaching Resources** |

Please contact Fay Keys if you need educational technology technical assistance. I also hope you are taking advantage of the [numerous offerings](https://otl.wayne.edu/programs/events) by OTL including the [Design Sprints](https://forms.office.com/Pages/ResponsePage.aspx?id=yd4c5R2BHUe75t09jVTCiyY8IXFPAIFEnf9Fwh0ovLlUOU1aRzRMVExNUVFOODI4WlJXWFQ5N0U2MC4u).

Sharepoint has a folder of [teaching resources](https://waynestateprod.sharepoint.com/sites/SocialWork/Ptfaculty/Shared%20Documents/Forms/AllItems.aspx?FolderCTID=0x012000CAC048C14D8A094CAF4EB672D1FB7ADF&viewid=45805935%2Df076%2D4f2a%2Daad3%2D6bff661d59a8&id=%2Fsites%2FSocialWork%2FPtfaculty%2FShared%20Documents%2FResources%20%2D%20Teaching) too. ***Please contact*** *Scott Arndt* ***if you receive a “no permission” reply when you try to access these resources. He can grant you access. Copy Debra Patterson on the email so I can verify that you are an instructor.***

**Syllabi Tips**

* Inform students about how they will be graded for attendance, participation, discussion boards, presentations, and assignments. Rubrics can avoid miscommunication and help students succeed.
* Inform students of your policy for late papers.
* Give clear directions on how you expect your students to use Canvas
* Provide your preferred communication (Outlook email, Canvas), the expected turnaround of your email response, and how to schedule a meeting with you (e.g., office hours).
* Give specific instructions on how you give feedback (e.g., in the paper, in Speed Grader), how students should access the feedback, and how you would like students to respond to the feedback. For example, if you use rubrics in Canvas, students need to know how to access the rubric comments.
* Inform students of the processes to follow when they have a concern about your course. You can include a link to this [infographic](https://socialwork.wayne.edu/current) that helps students understand who to contact when they have a concern.

Articles on Creating Course Policies

# [As You’re Preparing the Syllabus . . .](https://www.facultyfocus.com/articles/course-design-ideas/youre-preparing-syllabus/)

# [A Headache-Free Late Work Policy](https://www.facultyfocus.com/articles/effective-classroom-management/late-work-policy/)

**APA 7th Edition**

The SSW requires students to use the 7th edition of APA. If you are unfamiliar with the new changes, please review this [PPT](https://waynestateprod.sharepoint.com/%3Ap%3A/r/sites/SocialWork/Ptfaculty/Shared%20Documents/Resources%20-%20Teaching/APA%207th%20Edition/APA%207th%20Edition%20Student%20Noteable%20Changes%20Slides%20F%202021.ppt?d=w9edeed83eccb4b8a922643630a823519&csf=1&web=1) for notable changes.

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| **Library/Video Services** |

**Librarian assigned to social work:** [Monique Oldfield](https://guides.lib.wayne.edu/prf.php?account_id=31746)

**Have a question about library collections or services?** Text a Librarian 24/7 at 313-228-3978, send us an email or visit [library.wayne.edu/help](http://library.wayne.edu/help) to live chat, 24 hours a day, 7 days a week.

**What video subscription services are available?**

The library has access to several subscriptions. Faculty member and want to use Kanopy content for a course and have come to a page within [**Kanopy**](https://www.kanopy.com/) that says “This film is not available in your library yet” simply fill out the [**Course Reserves**](https://library.wayne.edu/forms/reserves_request.php) form with your request information.

All licensed films currently available for access on the Kanopy platform will remain available through the catalog until their expiration date.

The Library System has acquired a subscription to [**Psychotherapy.net**](https://elibrary.wayne.edu/search~S47?/Xpsychotherapy.net&SORT=D/Xpsychotherapy.net&SORT=D&SUBKEY=psychotherapy.net/1%2C258%2C258%2CB/eresource&FF=Xpsychotherapy.net&SORT=D&1%2C1%2C)**.** Users will now have direct and unmediated access to [**Psychotherapy.net**](http://psychotherapy.net/) full platform of videos.

The library will also provide mediated licensed access to other film platforms such as [**Swank**](https://www.swank.com/)**,**[**New Day Films**](https://www.newday.com/) **and**[**Academic Video Online (AVON)**](https://video.alexanderstreet.com/channel/academic-video-online)**.**

To request a film from either of the above platforms:

1. Determine the film to be requested from the list of platforms.
2. Go to the library [Course Reserves](https://library.wayne.edu/forms/reserves_request.php)page.
3. Fill in the necessary instructor and class information.
4. In the Call number/ISBN field place the URL link to the title you wish to have licensed.

 Questions can be directed to the head of Acquisitions at  acquisitions@wayne.edu

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| **Canvas Basics** |

***Submission of Assignments Online***

* [Submission of assignments FAQ](https://community.canvaslms.com/docs/DOC-10460-canvas-instructor-guide-table-of-contents#jive_content_id_Assignments)
* [Beginning guide to assignment submission](https://community.canvaslms.com/docs/DOC-9873-415267003)

***Creating Discussion Boards***

* [Discussion board video tutorial](https://community.canvaslms.com/videos/1109)
* [What are Discussions for instructors?](https://community.canvaslms.com/docs/DOC-3188) (guide)
* [How do I allow students to start a new Discussion?](https://community.canvaslms.com/docs/DOC-2791) (guide)
* [How do I allow students to edit and delete their own Discussion posts?](https://community.canvaslms.com/docs/DOC-2802) (guide)
* [How do I create a Graded Discussion for my course?](https://community.canvaslms.com/docs/DOC-1980) (guide)
* [How do I create a peer review Discussion in my course?](https://community.canvaslms.com/docs/DOC-2812) (guide)
* [Strategies for managing online discussions](http://www.facultyfocus.com/articles/online-education/strategies-managing-online-discussions/)

***Online quizzes and surveys***

* [Quiz overview video](https://community.canvaslms.com/videos/1118)
* [What options are available for Quizzes? (guide)](https://community.canvaslms.com/docs/DOC-2895%22%20%5Ct%20%22_blank)
* [How do I create a Survey in my course? (guide)](https://community.canvaslms.com/docs/DOC-2938)
* [How to publish a Quiz](https://community.canvaslms.com/docs/DOC-2892) (guide)

**Real-time Chat**

For a simple, text-based chat with students, consider taking advantage of [Canvas’s Chat feature](https://community.canvaslms.com/docs/DOC-13071-415255286). With Chat, you can answer student questions in real-time and facilitate a discussion. Canvas also keeps a record of chat history so that you can refer to it later.

**Course Designs**

[Universal Learning Design](http://www.cast.org/our-work/about-udl.html#.XvpOmW5FwVw)

[Online Flipped Classrooms](https://www.facultyfocus.com/articles/blended-flipped-learning/can-flip-online-class/)

[Flipped Classroom with Just-in-Time Teaching](https://www.facultyfocus.com/articles/blended-flipped-learning/using-a-flipped-classroom-approach-and-just-in-time-teaching-to-engage-students/)

[Pre-Work vs. In-Class Sessions in Flipped Classrooms](https://www.facultyfocus.com/articles/blended-flipped-learning/bridging-gap-pre-work-class-sessions-flipped-classroom/)

[Blending Synchronous and Asynchronous Learning](http://www.irrodl.org/index.php/irrodl/article/view/1778/2837)1

<https://doso.wayne.edu/pdf/student-code-of-conduct.pdf>

**Inclusion & Equity**

[Multicultural Course Design](https://teachinghandbook.wayne.edu/course-design/inclusivity/multicultural-course-design)

[Creating inclusive classrooms](https://crlt.umich.edu/gsis/p3_1#:~:text=In%20an%20inclusive%20classroom%2C%20instructors,individual%20and%20a%20cultural%20level.&text=your%20knowledge%20about%20the%20diverse,during%20the%20process%20of%20teaching.)

[Inclusive Teaching](https://www.insidehighered.com/advice/2020/02/19/practical-steps-toward-more-inclusive-teaching-opinion)

[Creating Accessible Documents](https://www.washington.edu/accessibility/) (University of Washington)

[Creating Accessible Videos](https://www.washington.edu/accessibility/videos/) (University of Washington)

[Use YouTube to Add Captions](https://support.google.com/youtube/answer/2734796?hl=en)

**Engaging Students in Online Courses**

[Motivating Adult Online Learners](https://www.facultyfocus.com/articles/online-education/motivating-adult-online-learners/)

[Instructor Presence: How to Keep from Going MIA in your Online Course](https://www.facultyfocus.com/articles/online-education/keep-going-mia-online-course/)

[Building a Connection with Online Students Right from the Start](https://www.facultyfocus.com/articles/online-education/building-a-connection-with-online-students-right-from-the-start/)

[Synchronous Online Classes: 10 Tips for Engaging Students](https://www.facultyfocus.com/articles/online-education/synchronous-online-classes-10-tips-engaging-students/)

**Active Learning**

[Ideas for Active Online Learning](https://www.facultyfocus.com/articles/online-education/ideas-for-active-online-learning/)

[Active Learning for Online and Hybrid Courses](https://otl.wayne.edu/teachanywhere/active_learning_strategies_handout_tat.pdf)

[Using online whiteboards](https://otl.wayne.edu/teachanywhere/whiteboard_lectures_online_kt.pdf)

[Guide to video micro-lectures](https://otl.wayne.edu/teachanywhere/video_micro-lecturesv_1_2_.pdf)

**Managing Discussions**

[Instructions for creating breakout rooms in Zoom](https://support.zoom.us/hc/en-us/articles/206476313)

[Using Polling in Zoom](https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-meetings)

[YouTube channel](https://www.youtube.com/playlist?list=PLKpRxBfeD1kEM_I1lId3N_Xl77fKDzSXe) with over 40 lessons; each video runs for five minutes or less.

[Strategies for Managing Online Discussions](https://www.facultyfocus.com/articles/online-education/strategies-managing-online-discussions/)

[Creating Effective Discussion Boards](https://otl.wayne.edu/teachanywhere/creating_facilitating_effective_online_discussions_tat.pdf)

[Wallflowers in the Online Classroom](https://www.facultyfocus.com/articles/online-education/wallflowers-in-the-online-classroom/)

[Using Bridge Questions](https://www.facultyfocus.com/articles/online-education/using-bridge-questions-to-teach-technical-content-online/)

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| ***Other Resources*** |

[OTL Virtual Resource Hub](https://login.wayne.edu/?destination_url=https%3A%2F%2Facademica.aws.wayne.edu%2Fcas%2Flogin%3Fservice%3Dhttps%253A%252F%252Fcanvas.wayne.edu%252Flogin%252Fcas) (this will link you to a login to access the OTL Canvas site)

[Comprehensive List of Canvas Guides](https://community.canvaslms.com/community/answers/guides)

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| **Student Resources for Online Learning** |

**Resources to Prepare Students for Online Learning**

The university put together [resources](https://success.wayne.edu/learnanywhere) to help students prepare for online learning. This website also includes other types of supports for students including peer-assisted learning, study skills academy, Counseling and Psychological Services (CAPS), peer-to-peer counseling, Campus Health Center, Student Disability Services, and maintaining balance.

The online learner resources include [The Effective Online Learner](https://canvas.wayne.edu/enroll/YLEFPL) Canvas course designed to offer you a variety of remote learning tips and resources organized into topic-based modules. Students can also take the [Student Introduction to Canvas](http://canvas.wayne.edu/courses/20804) to get them started and show them how to participate in your courses using Canvas tools. You may want to provide students with extra credit to complete these courses.

It is recommended that you use the OTL [Student Technology Access Survey Guide (pdf)](https://otl.wayne.edu/teachanywhere/student_technology_access_survey_guide_v1_2.pdf) to learn about your students' technology at home.

**Wayne State University Social Work Student Organizations Directory**

Prepared by Andre S. Iadipaolo

**The Wayne State School of Social Work** has a long history of student led organizations. In 2021 the school created an umbrella organization for our growing list of student organizations:

The **Social Work Student Alliance (SWSA).** The Alliance is a one-stop shop for all student activities at the School of Social Work. If you are looking for academic assistance, wellness resources, or student advocacy opportunities, the Social Work Student Alliance is *the* place to be. To get involved, simply join our Student Alliance Zoom call, every Tuesday from 3-4pm.

Contact: Andre Iadipaolo, Project Coordinator (eu6337@wayne.edu)

**Below is a list of our Official Student Organizations (registered with the Dean of Students office). Current contact information for student leaders can be found on our** [**student organization website**](https://socialwork.wayne.edu/current/student-organizations)**.**

**Association of Black Social Workers (ABSW):** The Association of Black Social Workers (ABSW) Wayne State chapter. ABSW is a Black student led organization that leads special events and projects. ABSW aims to create a sacred space for social justice, activism, and advocacy within the WSU SW practice and community.

**Coalition of Community Social Workers (CCSW):** The Coalition of Community Social Workers (CCSW) is the macro-practice student organization at the Wayne State School of Social Work. CCSW provides social work students from all concentrations hands-on opportunities to experience macro social work.

**Jewish Social Work Student Association (JSWSA):** Their annual signature event is the Social Justice Seder to celebrate the holiday of Passover.

**Muslim Women’s Social Work Association (MWSA):** The Muslim Women’s Social Work Association specializes in direct service to various Detroit communities.The MWSA signature event is “Blessing Bags”, which takes place in mid-winter and packs over 300 food packages for distribution to individuals experiencing homelessness.

**Social Work Queer Alliance (SWQA):** The Social Work Queer Alliance is committed to creating an accepting and supportive community for all people through education, advocacy, and social action. Together we discuss current issues, learn from each other, and provide safe resources for the LGBTQ community.

**WSU/SW Learning Community: Social Work Peer Support (SWPS):** Social Work Peer Support (SWPS) is the School of Social Work’s official WSU supported Learning Community. SWPS is here to provide personal and academic guidance for any social work student as they progress through the program. Peer mentors are available for one-on-one appointments and hold support groups and events throughout the year. SWPS also offers discussion boards and modules for student success, all available on our SWPS Canvas page.