Supporting Students during the Pandemic

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December 3rd, 2020
Students & Professors: Common Pandemic Experience

• COVID-19, racial injustice, and election has elevated stress and triggered grief and trauma for some
• Maneuvering in an unfamiliar world of online learning and teaching
• Overwhelmed and fatigued
• Need strategies to survive the winter semester
• Offer recommendations for faculty consideration
Reality of Social Work Education

• Critical that students demonstrate competencies
  • SSW are gatekeepers to the profession
  • Social workers without foundational competencies can harm clients (individuals, families, groups, organizations, and communities)
  • Need to continue with benchmark assignments and field hours

• Simultaneously, we need to offer support and flexibility that does not impact students’ competency attainment
Pass/No-Pass Policy

Undergraduate Students
• Effective for the fall and winter

Graduate Students
• Effective for the fall
• Graduate School has not made a decision about the winter

Students who plan to graduate in fall 2020 will need to make any P/N grading option selections by December 23rd, 2020.
## BSW Students Pass/No-Pass Policy

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Pass/No Pass Grade</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-, B+, B, B-, C+, C, C-</td>
<td>P</td>
<td>Students may elect to change these grades to P. The earned credit will be retained, but the grade will not be factored into GPA calculations.</td>
</tr>
<tr>
<td>D+, D, D-</td>
<td>N</td>
<td>Students may elect to change D grades to N. <strong>If changed to N</strong>, no credit will be earned and the D grade will not be factored into GPA calculations.</td>
</tr>
<tr>
<td>F</td>
<td>N</td>
<td>These grades will automatically change to N. No credit will be earned and the grade will not be factored into GPA calculations.</td>
</tr>
</tbody>
</table>
After the end of the normal grading period, students who receive a grade that is normally considered a passing grade by graduate standards will receive their earned letter grade.

Students who earn any of these grades may request that the instructor change the grade to an N. Students will not receive credit for those courses.
Pass/No-Pass and Termination

• Students who opt for and receive a No Pass grade during the fall 2020 semester will **not be terminated** from the social work program as per the School’s **policy on Academic Performance**; however, students will be **required to repeat the course** in order to meet degree requirements.

• Additionally, **low-passing grades** (e.g., B- to C for MSW students and D to D- for BSW students) received during the fall 2020 semesters will **still be subject to the School’s policy on Academic Performance**. Students who receive low-passing grades may opt to take the No Pass grade and retake the course in order to meet degree requirements.
Know your Course Format Boundaries

**Asynchronous Courses**
- Cannot require students to attend scheduled class sessions
- Supplemental instruction is allowable on Zoom if students are not required to attend. You should record for all students.

**Synchronous Courses**
- OTL recommends limiting Zoom session to 90 minutes
- You can have students engage in asynchronous activities to make sure they are receiving the full amount of instruction
Create Connection

• Check in with students often
  • Ask them to express how they are feeling in words, GIFs, or emojis
• Hold virtual office hours (arranged or by appointment)
• Synchronous: Keep Zoom open a half hour before or after for socializing or Q & A
• Asynchronous: Voluntary meet and greet at beginning of semester
• Consider team-based learning (e.g., small groups assigned to discussion boards; use breakout rooms for discussions or quiz bowls)
Reduce Confusion

• ‘Ask the Instructor’ discussion board so all students can see instructor responses to questions
• Survey at end of each module: what helped, areas of confusion
• Use the Canvas Calendar for all assignments including discussion board posts so students can see all of their assignments across all of their courses in the task dashboard
• Provide clear instructions on the weekly student expectations
Example of Clear Expectations

1. READ:
   - Beck: Ch. 2: “Overview of Treatment” AND Ch. 3: “Cognitive conceptualization”.
   - Greenberger & Padesky: Ch. 2: “Understanding your problem” AND Ch. 3: “It’s the thought that counts” AND Ch. 4 “Identifying and rating moods”

2. REVIEW the slides for this week’s meeting: caseconceptualizationslides.ppt
   (https://canvas.wayne.edu/courses/137061/files/6975858/download?wrap=1)
   (https://canvas.wayne.edu/courses/137061/files/6975858/download?wrap=1)

3. COMPLETE HOMEWORK:
   - Mind over Mood Worksheets 2.1, 3.1, 4.1 & 4.2 Homework Unit 2
     (https://canvas.wayne.edu/courses/137061/assignments/988599)

4. VIEW the videos included here for further illustration of the structure of a CBT session and Cognitive Case Conceptualization tools/techniques: VIDEOS on SESSIONS/CASE CONCEPTUALIZATION
   (https://canvas.wayne.edu/courses/137061/pages/videos-on-sessions-slash-
Instruction

• Support engaged reading: Provide discussion questions early so students have them while reading
• Provide feedback in discussion boards and assignments
• Focus on the complex concepts in recorded lectures
• Break down concepts by explaining and providing examples in recordings
Assess Course Workload

• Cannot remove/alter benchmark assignments

• Did you add extra assignments that can be removed/reduced?
  • Do they help students develop competencies or are they busy work?
  • Can you let go of any of those to reduce student workload?
  • Or make them extra credit?

• Provide points for student participation but clarify expectations
Assess Course Policies

• Course policies that reflect current struggles
  • Can you ease your “no late paper” policy to a late paper with reasonable penalty?
  • Will you consider an incomplete for students who are close to finishing but had an end of the semester crisis?
Advice for Students

• Communicate concerns with faculty early
• Turn on your cameras for synchronous courses if you can
  • Connection, non-verbal feedback for confusion, engaging
• Talk with your advisors about your options when you are struggling
• Consider part-time if your work and family responsibilities are overwhelming
• Do not engage in cheating or plagiarism; your reputation as a SW with integrity will last for longer than the memory of your GPA
Advice for All

• Engage in self-care, self-compassion
• Embrace the humor of this bumpy new world
• Express gratitude for those who are a part of this journey with you
• Celebrate micro-successes along the way
Student Supports

- Student advisors and their roles
- Information shared with students throughout the semester
- Student supports
- Counseling & Psychological Services
- Student Disability Services
- Academic Success Center
- Preparing for online learning
Student Policies

- School of Social Work Media Policy
- Petition for transfer of undergraduate credit
- Petition for transfer of graduate credit
- Request for a Modified Plan of Work
- Course Override Request
- Incomplete Policy
- Incomplete Grade Policy Document
- Directed Study Application Form - Undergraduate
- Directed Study Application Form - Graduate
- SSW Student Reinstatement Policy, Instructions and Reinstatement Form
- School of Social Work Grade Academic Performance, Termination, Grade Appeal
- Request for Grade Appeal Instructions and Form
- Student Program Withdrawal, Readmission and Leave of Absence Policy and Procedures
- Student Professional Performance Policy