

**THE UNIVERSITY OF TENNESSEE**  
**COLLEGE OF SOCIAL WORK**  
**SW 535- SCHOOL SOCIAL WORK (3 credit hours)**  
**Section 003**  
Spring 2018

**NOTE: This course is required for the State of Tennessee School Social Work Licensure Program.**

*(RE) Prerequisite(s): 510, 512, 513, 519, 522, 537, 538, and 539.*  
*Comment(s): Advanced Standing satisfies prerequisites.*

**Instructor:** Susan E. Elswick EdD, LCSW, LSSW  
**Office:** Distance Education Course  
**Phone:** (901) 484-3546  
**Email:** [selswick@utk.edu](mailto:selswick@utk.edu)

### **Code of Conduct**

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook ([www.csw.utk.edu](http://www.csw.utk.edu)). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

### **The Honor Statement**

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. *(Hilltopics)*.

### **University Civility Statement**

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus:  
<http://civility.utk.edu/>

### **Disability**

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that

you are properly registered for services.

### **Dimensions of Diversity:**

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice

### **Course Description**

This course is a concentration elective. Place of school as community institution and resource. Methods, processes, and techniques employed in school social work.

### **Course Rationale**

Public schools are emerging as an increasingly important setting for social work practice due to the expanding scope and complexity of the biopsychosocial needs of the increasingly diverse population of children, youth, and their families in public schools. The public school setting is one enduring focus for many students and their families. Additionally, while the needs and problems of this population are increasing in complexity, the social service resources available to them may be fragmented and/or constrained. Social workers in schools must be knowledgeable about these multiple factors and skilled in direct practice with students and their families while also being knowledgeable and skilled in collaboration with multiple non-social work professionals.

**Course Competencies:** By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

- 1) Identify and describe historical and current trends in U.S. public schools as well as court cases and educational policies at the local, state, and national levels and their implications for school social work practice (EBIP 4.8).
- 2) Identify and describe the social, emotional, cultural, economic, and environmental factors affecting diverse and vulnerable groups of students and their families (EBIP 2.7).
- 3) Identify and describe the social organization and the political environment of schools and why this knowledge is important in the developing and delivering social work services in schools (EBPAS 1.6 & 1.7).
- 4) Identify, explain and apply the constructs of the Response to Intervention (RtI)

framework in designing a school-wide assessment protocol and intervention plan that includes prevention and intervention strategies as well as strategies for evaluating students who are having learning and/or behavioral problems and suspected of having a disability and involving parents/guardians in this process (EBIP 1.7).

5) Understand the importance of and learn the skills involved in serving as a liaison between home and school as well as facilitating the coordination and integration of community services to benefit students and their families. This includes assisting parents in understanding their children's needs, interpreting student assessments, and helping parents develop effective parenting skills (EBIP 2.8 & 3.9).

6) Learn and apply the knowledge and skills required for interdisciplinary collaboration and consultation in addressing students' needs (EBIP 2.8 & 3.9).

7) Identify several ethical dilemmas confronting social workers in school settings and describe and apply a process for resolving them (EBIP 1.5, 1.6).

#### **Course Requirements and Evaluation**

On-line Quizzes (10 @ 10 pts. Each)	100 pts
Psychosocial-Psychoeducational Assessment	100 pts
Response to Intervention Assignment	100 pts
School Law Power point	100 pts
School Board Meeting/ Parent Interview	100 pts
Ethical Discussions (Discussion Boards)	100 pts
Data Collection Assignment (BONUS points)	5 pts

### **DESCRIPTION OF COURSE REQUIREMENTS**

#### **Attendance**

***Punctual weekly attendance is expected of all graduate students.*** Students are required to participate in on-line class requirements, and to be timely in the delivery of the course assignments for each session. Students are required to participate in classroom ethical discussions (via discussion board) and group forums, and demonstrate critical thinking skills in responses in related on-line discussions. There are two mandatory Zoom sessions on **1/10/2017, 3/21/2017, and 4/25/2017** from **5:30-8:30 CST**. Students are required to attend these live sessions, but other monthly Zoom sessions may also be offered.

#### **On-line discussion/participation in weekly Ethical Dilemma Discussions (100 points)**

A portion of the class requirements will be devoted to an Ethical Dilemma Discussion relevant to School Social Work Practice (via on-line/Discussion Board). Students are required to keep a copy of the **NASW Code of Ethics** for reference. Furthermore students will obtain a copy of the **NASW Standards for School Social Work Services**

for reference during the course.

### **On-line Quizzes (100 points)**

There will be 10 on-line quizzes. The schedule for on-line quizzes is provided on course outline.

### **School Law Power point (100 points)**

Special Education and Education Law will be reviewed in the second week of the on-line class. Students will work individually and will pick a topic related to Special Education and Educational Law. The student will submit a comprehensive power point discussing the main points of the Law (which I will upload to Blackboard for classmates to access for a resource). Specific assignment requirements will be provided on Blackboard.

### **School Board Meeting/ Parent Meeting/ IEP-Support Team Meeting/ Parent Interview (100 points)**

Each student will attend either a school board meeting, parenting class, IEP meeting, support team meeting, or interview a parent/guardian of a student that attends your local public school district. The student will write a brief paper that focuses on the following issues:

- 1) Identify location and participants in meeting/group/interview: demographics, positions, status, etc.
- 2) Specify issues addressed and discussed related to the school
- 3) Report how issues were resolved or unresolved during the meeting or parents perception of the school system
- 4) Describe the process of the meeting. Was it effective or ineffective? If conducting an interview what main concern does the parent have related to their child's education?
- 5) Select an issue discussed at the meeting and prepare a statement describing and addressing the issue, or explain how the process could be improved in order to benefit the school, students, parents, and community. If conducting the parent interview what does the parent want changed in their child's school.

### **Psychosocial-Psychoeducational Assessment (100 points)**

Evaluation and assessment of student needs is an integral part of School Social Work. This requires competency in providing a written document that clearly assesses and evaluates student needs. This assessment requires skills in evaluation of student needs and strengths, as well as gathering a social/developmental/educational history. A format for this process will be provided by the instructor (on Blackboard) and the students will be responsible for completing a fictional case-study and submitting a comprehensive psycho-educational assessment that includes recommendations for addressing and meeting student needs. This assessment will be in a treatment plan format (sample will be given on Blackboard) that should include the following: tests administered (hypothetically what would you use as an assessment tool), strengths, needs, educational needs, psychosocial needs, and recommendations.

### **Response to Intervention Assignment (100 points)**

Each student will select a topic relevant to School Social Work practice for an issue impacting students in grades PreK-12 (behavior excesses: talking out, bullying, aggression, etc, behavior deficits: lack of social skills, academic deficits, etc, academic needs) . The student will examine the topic using critical thinking skills and consider all aspects of the issue. After conducting a comprehensive literature review the student will defend, through their writing, an effective evidence-based intervention for the identified problem. After completing the rationale for using the identified intervention for the identified area of need, the student will complete a fictitious graphic display of data showing how the intervention would be monitored through an RtI model. The student will also attempt to identify from the data collected what tier the student would fall in prior to and after the intervention. An RtI model is a system of monitoring student academic success through the use of single subject assessment (collect student information in baseline (without intervention), identify an intervention to use, implement the intervention and continue data collection- graphing data while in the intervention, if success is not noted in the intervention then the intervention is changed/modified, and data collection is continued until success is noted). The RtI model is now being utilized for behavioral needs of student's not just academic needs. The new School Social Work standards include RtI for social-behavioral needs of students.

Paper must be typed and double-spaced. APA formatting is required. Not to exceed 8 pages (12 point font). This does not include Bibliography or sample intervention hand-outs.

#### **Part 1: The Position Paper will include the following:**

- In-depth description of the topic and a summary defining the issue (literature review)
- Description of current and relevant research on the topic
- Description of how the issue impacts education (specify effects on individuals or groups)
- Identify what tier the student falls in before and after the intervention
- Select an evidence-based intervention for the issue or topic (citations)
- Describe how you would determine if intervention is working and how you would gather needed data on targeted issue (evaluation)

#### **Part II: RtI Graph/ Evidence-Based Intervention (graphic display of data)**

Each student will provide a graph that shows how the identified evidence-based intervention would be monitored and evaluated to ensure successful outcomes for the student. The graph can display fictitious data about the target client showing how the RtI process would be utilized in monitoring academic/behavioral success of that student. Also remember that you want to see if your intervention is working by viewing the graphic display. Your graph should include a baseline, an intervention, a second intervention if the first intervention was unsuccessful, all axis should be labeled appropriately, and there should be a title on your graph. An article that explains how to use excel to format a graph and appropriately label all parts of the graph can be found on Blackboard.

#### **Data Collection Assignment (Bonus Points-5pts)**

This will be the only opportunity for bonus points in this class. The assignment will follow the class related to data collection and evaluation procedures. The assignment will

consist of the student participating in data collection (watching a youtube video of the professors choice), practicing specific data collection methods (which will be identified before the assignment is due), and turning in the collected data for a potential total of 5 points. The 5 point total will be earned if the student displays an appropriate knowledge of the data collection method requested and data is accurate. The 5pts will be added to your final grade in the course.

### **Course Requirements/ Evaluation Procedures:**

Students are expected to complete every class session/assignment. Assigned readings and other course requirements are expected to be completed on time. It is imperative that students contact the instructor regarding any circumstances that interfere with punctual weekly discussion board participation and/or the completion of course requirements.

### **Point Deduction for Late Assignments**

Late assignments are subject to point deductions and ultimately a grade of zero if failed to complete. Late assignments will be subject to a 10 point deduction from the assignments final grade for every day late. After five days late the student will receive a grade of zero for the incomplete work assignment. It is important to be prompt and communicate your needs and concerns regarding work assignments with the instructor in order to prevent point deductions.

*If you miss a class, you are still responsible for what you missed. Students are expected to notify me by e-mail ([selswick@utk.edu](mailto:selswick@utk.edu)) in a timely manner if circumstances interfere with your class participation or the completion of course assignments.*

### **The final course grade will be based on the following scale:**

**A (95-100)** Outstanding/Superior. Student consistently exceeds expectations.

**B+ (90-94)** Above Average. Student consistently meets, and occasionally exceeds, expectations for the course.

**B (85-89)** Average. Student consistently meets expectations for the course.

**C+ (80-84)** Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting expectations for the course.

**C (70-79)** Poor. There is lack of understanding of course content. Student does not meet course expectations.

**D/F (69-Below)** Very Poor. Course expectations are not met (e.g., incomplete assignments).

### **Required Text**

Dupper, David (2003). *School social work: Skills and interventions for effective practice*. Hoboken, NJ: John Wiley and Sons, Inc.

This book is now available to UT students via on-line library resources. Elsie Pettit is the librarian for the Nashville campus of the College of Social Work. The above listed text is

available in the library catalog electronically. This means that students will not have to purchase the text, and they will be able to do a title search in the online catalog and click on the link for the e-book. Once they enter their NetID and password, they'll be able to read it online for up to 4 hours at a time. Here's the info:

[School social work \[electronic resource\] : skills and interventions for effective practice](#)  
David R. Dupper. Hoboken, N.J. : J. Wiley & Sons c2003

### **Required Technology**

This course is delivered through an on-line instruction format. The following computer requirements are needed and expected in order to participate in this on-line class:

Computer requirements for Windows computers may be found at:[http://liveonline.utk.edu/techsupport/pc\\_requirements.shtml](http://liveonline.utk.edu/techsupport/pc_requirements.shtml)

Computer requirements for Mac computers may be found at:  
[http://liveonline.utk.edu/techsupport/mac\\_requirements.shtml](http://liveonline.utk.edu/techsupport/mac_requirements.shtml)

### **Recommended Texts:**

Franklin, C., Harris, M. B. & Allen-Mearns, P. (Eds.). (2006). *The school services sourcebook: A guide for social-based professionals*. New York, NY: Oxford University Press.

Bye, L. & Alvarez, M. (2007). *School social work: Theory to practice*. Belmont, CA: Thomson Higher Education.

Clark, J.P. & Alvarez, M.E. (2010). *Response to intervention: A guide for school social workers*. New York, NY: Oxford University Press.

*The legal rights of students* (2011). NASW General Counsel Law Note. Washington: DC: NASW Press.

Dupper, D.R. (2010). *A New Model of School Discipline: Engaging Students and Preventing Behavior Problems*. New York: Oxford University Press.

Dupper, D.R. (in press). *School Bullying: New Perspectives on a Growing Problem*. New York: Oxford University Press.

Sidell, N.L. (2011). *Social Work Documentation: A Guide to Strengthening Your Case Recording*. Washington, DC: NASW Press.

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SW 535 SCHOOL SOCIAL WORK**

**Outline of weekly class topics, assignments, and reading**

- January 10, 2018**      **Interactive On-Line Session (5:30pm-8:30pm CST) #1**  
**Week 1**      Introduction and Discussion of Expectations  
School Social Work in Tennessee (Certification and Licensure Process)  
Historical Overview, Models, Current Issues  
Ecological Perspective as Organizing Framework for School Social Work practice
- Assignment: Each student will e-mail the instructor an ethical dilemma. Can be hypothetical or from a case (remember to protect confidentiality)
  - Assignment: Read and familiarize yourself with the following documents-  
**NASW Code of Ethics**  
<http://www.socialworkers.org/pubs/code/default.asp>  
**NASW Standards for School Social Work Services**  
[www.naswdc.org/practice](http://www.naswdc.org/practice) select School Social Work Practice
  - Assigned Reading: Dupper Text- Chapters 1, 2 &9
- Week 2**      Special Education and Educational Law  
1/17/2018      Multi-Disciplinary Roles and Responsibilities: The Social Organization and Political Environment of the School Setting  
Ethical Dilemma and on-line discussion  
Handout on School Law Paper
- Assignment: Quiz #1 (opens tonight)
  - Assigned Reading: Dupper Text- Chapters 5 & 6
  - Prepare for School Law Paper and Presentation
- Week 3**  
1/24/2018      Special Education and Educational Law continued  
Major Legislation and Court Cases  
Impact of Educational Law on School Social Work Practice  
Review: Disability Categories, definitions, and eligibility criteria  
Ethical Dilemma and class discussion

- Assignment: Quiz #2
- Assignment: School Law ppt due next week
- Assigned Reading: Dupper Text- review 5& 6

#### Week 4

1/31/2018

#### School Law Power Point Due

Assessment of Individuals and Families

Look at assessment tools/ Testing instruments

Demonstration of Social History Interviews

Sample Psychoeducational Assessment for Assignment (sample available on Blackboard)

Ethical Dilemma Discussion

- Assignment: Review samples of Psychosocial- Psychoeducational Assessment and prepare for assignment
- Assignment: Quiz #3
- Assigned Reading: Dupper Text- Chapters 3,7, &10

#### Week 5

2/7/2018

Assessments and Psycho-educational Evaluations

Application to School Social Work Practice

Ethical Dilemma

- Assignment: Quiz #4
- Assignment: Psycho-education Assignment (Due next week)
- Assigned Reading: Dupper Text- Chapters 4, 8, & 11

#### Course Competencies for Unit I:

1) Describe historical and current perspectives of public school education at the local, state, and national levels of policies, and how these developments have impacted and continue to impact school social work practice. Policy Conc. #1; CT/EBP Conc. #1.

*(Content: Elementary and Secondary Education Act of 1965, Vocational Rehabilitation Act of 1973, Family Education Rights and Privacy Act of 1974, Elementary and Secondary Education Act, Education for All Handicapped Children Act of 1975, IDEA, Gun Free Schools Act of 1994, GOALS 2000: Educate America Act, Safe and Drug-Free Schools and Communities, No Child Left Behind, McKinney-Vento Homeless Assistance Act, and Supreme Court cases including Brown v. Board of Education, Tinker v. Des Moines, Ingraham v. Wright, New Jersey v. TLO ).*

2) Describe how the social organization and the political environment of schools impact the delivery of social work services in schools, including the financial base of local education agencies, the nature and scope of local authority(ies), and analyzing current and proposed policies and their impact on students, especially those at-risk of school failure. Policy Conc. #1; Practice Conc. #1, 2; CT/EBP-Conc. #. 1, 3; Diversity Conc. #4. *(Content: organizational structure and processes of the school, school culture and school climate, school risk and school protective factors, political environment of the school, developing political “savvy”, 20-60-20 theory of implementing school change.)*

3) Identify and describe the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and communities. Practice Conc. #1; Diversity Conc. #1, 4. (*Content: school social workers as system change agents, advocates, prevention specialists, mediators, leaders and members of interdisciplinary teams, consultants, collaborators, as well as providers of direct services to students and families; strategies for involving the parents of at-risk students*). 4)

Identify and describe the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers in order to enhance the educational success of these diverse and vulnerable groups of students. Pop at-risk/SJ Conc. #2; Diversity Conc. #1, 4. (*Content: issues in working with: students of color, students from low-income families, students with disabilities and their parents, gay, lesbian, bi-sexual, transgender, questioning (GLBTQ) students and their families, truant students, potential dropouts, homeless students, children in foster care, abused and neglected students, students whose parents have divorced or separated, students with substance abuse problems, sexually active or pregnant teens.*)

10) Identify a number of ethical dilemmas confronting social workers in school settings and describe a process for resolving these ethical dilemmas. Values/Ethics Conc. #2; CT/EBT Conc. #1, 3. (*Content: the unique and complex legal and ethical challenges of working with minors in educational settings; who is my client?; balancing children's rights with the rights and responsibilities of parents; challenges of dealing with confidentiality in schools and guidelines for sharing confidential information; FERPA*)

## Week 6

### Psychosocial/Psycho-educational Assessment Due

2/14/2018

Interventions in

School Social Work Practice

Interventions related to Externalizing Behaviors (Truancy, Substance Abuse, Aggression, Sexual Activity)

Discussion about Vulnerable Groups of Students in School (Gay and Lesbian students, Ethnic and Cultural Minorities)

Evidence-Based Interventions (resources)

Ethical Dilemma Discussion

Start preparing for topics for Position Paper/ e-mail me topics for approval

- Assignment: Quiz #5
- Assigned Reading: Dupper Text- Chapters 4, 8, & 11

## Week 7

2/21/2018

Interventions for Vulnerable Students

In-class activities on parent education, sample interventions, and managing a group

-Abused and/or Neglected Children, Children of Divorce, homeless students, substance abuse, grief groups, conflict resolution, ADHD, anger management, bullying, empathy, and social skills

-Discuss: RISE, RTI, and Inclusion  
Ethical Dilemma

- Assignment: Quiz #6
- Assignment: Work on Position Papers and Board Meeting/Parent Interview
- Assigned Reading: Dupper Text- Chapter 12

**Week 8**  
**2/28/2018**

**E-mail me a Summary of topic for RtI Topic for approval**  
Measuring Outcomes to Evaluate both micro- and macro- level interventions  
Data Collection procedures and practice  
Ethical Dilemma

**Make sure your RtI topics are finalized**  
**Bonus Point Assignment (posted today and due by next class)**

**Week 9**  
**3/7/2018**

**Bonus Assignment Due**  
Questions about class/ needs  
Discuss Therapy Techniques (art therapy, music, play therapy, materials, books, etc)  
Review sample interventions  
Use remainder of class time for Paper/ Presentation preparation  
Discuss SW portfolios, “lesson plans,” licensure/ certification questions, resources, and sample interventions

- Assignment: Prepare ppt presentations/ papers
- Assignment: Quiz #7

**Course Competencies for Unit II:**

- 4) Identify and describe the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers in order to enhance the educational success of these diverse and vulnerable groups of students. Pop at-risk/SJ Conc. #2; Diversity Conc. #1, 4. (*Content: issues in working with: students of color, students from low-income families, students with disabilities and their parents, gay, lesbian, bi-sexual, transgender, questioning (GLBTQ) students and their families, truant students, potential dropouts, homeless students, children in foster care, abused and neglected students, students whose parents have divorced or separated, students with substance abuse problems, sexually active or pregnant teens.*)
- 5) Utilizing an ecological perspective, describe how one would assess problems at multiple system levels and develop an intervention strategy to address these problems. HBSE Conc. #1; Practice Conc. #1; CT/EBP Conc. #1; Policy Conc. #2. (*Content: best practices in assessing and intervening with individual students, families, schools and school personnel, neighborhoods, and communities; Response to Intervention (RTI);*

*development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health such as full-service schools, family resource centers, and school-based health clinics).*

6) Describe activities and strategies for working with students who are having learning and/or behavioral problems and their parents/guardians. Practice Conc. #1, 3; Pop at-risk/SJ Conc. #2; CT/EBP Conc. #3. (*Content: Individuals with Disabilities Education Act (IDEA); Individualized Educational Program (IEP); Functional Behavioral Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS); Manifestation hearing; Social Developmental Study (SDS); federal categories and definitions of disabilities under IDEA; empirically-supported interventions targeting students with disabilities including students identified as emotionally disturbed, learning disabled, autistic).*

7) Conduct interviews using a structured protocol and, based on this information, write a social assessment, and describe how the social assessment is used in the process of evaluating students suspected of having a disability. Practice Conc. #.1; HBSE Conc. #1. (*Content: guidelines for writing succinct and salient social assessments (see Tiefertal & Charak 1999) including information on family background, cultural issues, medical history, school history, and personal*

**Week 10**  
**3/14/2018**

**SPRING BREAK**

**Week 11**  
**3/21/2018**

**Interactive On-Line Session (5:30pm-8:30pm CST) #2**

Functional Behavior Assessments and Behavior Intervention Plans

Ethical Dilemma

- Assignment: Quiz #8

Applied Behavior Analysis in the Field of Social Work

- Assignment: Quiz #9
- All Position Papers and ppt (Due next week)

**Week 12**  
**3/28/2018**

**RtI Assignment: Paper/ Graph Due**

Review FBA/BIP, ABA in Schools, Evaluating practice, PBIS, RtI, and data collection in Centra Session

- Assignment: Quiz #10
- All RtI Paper and Graphs due Today
- School Board Meeting/ Parent Interview Assignment (Due next week)

**Week 13**  
**4/4/2018**

**School Board Meeting/ Parent Meeting Assignment**  
**Due**

PBIS and RtI in Schools  
Social Workers Role in RtI and PBIS  
New Evaluation Standards for School Social Workers in  
Tennessee

**Course Competencies for Unit III:**

3) Identify and describe the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and communities. Practice Conc. #1; Diversity Conc. #1, 4. (*Content: school social workers as system change agents, advocates, prevention specialists, mediators, leaders and members of interdisciplinary teams, consultants, collaborators, as well as providers of direct services to students and families; strategies for involving the parents of at-risk students*).

4) Identify and describe the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers in order to enhance the educational success of these diverse and vulnerable groups of students. Pop at-risk/SJ Conc. #2; Diversity Conc. #1, 4. (*Content: issues in working with: students of color, students from low-income families, students with disabilities and their parents, gay, lesbian, bi-sexual, transgender, questioning (GLBTQ) students and their families, truant students, potential dropouts, homeless students, children in foster care, abused and neglected students, students whose parents have divorced or separated, students with substance abuse problems, sexually active or pregnant teens*.)

5) Utilizing an ecological perspective, describe how one would assess problems at multiple system levels and develop an intervention strategy to address these problems. HBSE Conc. #1; Practice Conc. #1; CT/EBP Conc. #1; Policy Conc. #2. (*Content: best practices in assessing and intervening with individual students, families, schools and school personnel, neighborhoods, and communities; Response to Intervention (RTI); development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health such as full-service schools, family resource centers, and school-based health clinics*).

6) Describe activities and strategies for working with students who are having learning and/or behavioral problems and their parents/guardians. Practice Conc. #1, 3; Pop at-risk/SJ Conc. #2; CT/EBP Conc. #3. (*Content: Individuals with Disabilities Education Act (IDEA); Individualized Educational Program (IEP); Functional Behavioral Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS); Manifestation hearing; Social Developmental Study (SDS); federal categories and definitions of disabilities under IDEA; empirically-supported interventions targeting students with disabilities including students identified as emotionally disturbed, learning disabled, autistic*).

8) Identify and describe exemplary school-based prevention programs and describe strategies for implementing these prevention programs. Practice Conc. #1; Pop at-risk/SJ Conc. #1, 3. (*Content: proven and promising school-based programs designed to prevent violence, bullying, substance abuse, truancy, physical abuse, sexual abuse, teenage*

*pregnancy and sexually transmitted diseases, innovative programs designed to transform schools, Comprehensive Quality Programming (CQP).*

**9)** Describe how one would evaluate the outcomes of interventions at multiple system levels (utilizing an EBP process) and identify means for contributing to the on-going development of the school social work knowledge base. Research Conc. #3; CT/EBP Conc. #1, 2. (*Content: processv. outcome evaluations; categories of measures to evaluate student-focused interventions—standardized questionnaires, school archival measures, individualized rating scales, and behavioral measures; single-system designs; standardized questionnaires used to evaluate family, school, classroom, and neighborhood/community interventions; archival data to assess the impact of programs/interventions at the school and/or community level; professional outlets for increasing the school social work knowledge base (i.e., Children in Schools, NASW School Social Work Section, SSWAA newsletter).*)

**10)** Identify a number of ethical dilemmas confronting social workers in school settings and describe a process for resolving these ethical dilemmas. Values/Ethics Conc. #2; CT/EBT Conc. #1, 3. (*Content: the unique and complex legal and ethical challenges of working with minors in educational settings; who is my client?; balancing children's rights with the rights and responsibilities of parents; challenges of dealing with confidentiality in schools and guidelines for sharing confidential information; FERPA and school social work records; decision-making models for resolving ethical conflicts).*)

#### **Week 14 and Week 15**

**4/11/2018-4/18/2018 use this time to complete discussion board posts and quizzes before the last class on 4/25/2018**

#### **Week 16**

**4/25/2018      Interactive On-Line Session (5:30pm-8:30pm CST) #3**  
**Complete Class Evaluation**  
**Final Questions/ Answers**  
**Handouts of resources, sample interventions, and class conclusion**

**Additional online Zoom sessions and recordings may be offered during the semester. If additional Zoom sessions and recordings are offered, they will not be mandatory.**