

**The University of Tennessee, Knoxville
College of Social Work**

**SW 535-School Social Work
Section 001
(3 credit hours)
Spring 2018**

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

Prerequisites: SW 510, 512, 513, 519, 522, 537 and 539. Advanced standing satisfies prerequisites.

Instructor: Chris Overton, LCSW

Phone: (865) 428-5172 cell

Class time: Tuesdays 6:35-9:35 pm

Email: chrisoverton@sevier.org

Canvas website address: <http://utk.instructure.com>

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). 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. It explores the place of school as a community institution and resource. It examines methods, processes and techniques employed in school social work. The purpose of this course is to develop the knowledge and skills necessary for successful and competent social work in public schools. The course covers the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel and communities. It emphasizes best practices in assessing, intervening and evaluating social work practice across all system levels (i.e. students, families, teachers, classrooms, schools, neighborhoods, and communities) and the importance of the political environment of the school and its impact on social work practice. It also covers best practices in school-based prevention programs as well as best practices in consultation and collaboration.

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 the public schools. The public school setting is one enduring focus for many students and their families. Additionally, while the needs and problems of this populations 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 the 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.
2. Identify and describe the social, emotional, cultural, economic and environmental factors affecting diverse and vulnerable groups of students and their families.
3. Identify and describe the social organization and the political environment of schools and why this knowledge is important in the development and delivery of social work services in schools.
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.
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.
6. Learn and apply the knowledge and skills required for interdisciplinary collaboration and consultation in addressing student's needs.
7. Identify several ethical dilemmas confronting social workers in school settings and describe and apply a process for resolving them.

Inclement Weather

I would like to be able to say that class will be cancelled only if the University is closed due to inclement weather. However, given that I live and work in the more mountainous areas of Sevier County, it is possible that in the event of inclement weather (especially snow or ice), I may have to cancel class even if the University does not. Please make sure I have your most current contact phone information so that I can alert you if this must happen.

Course Assignments/Requirements

Current Policy Analysis Paper-50 points (meets competencies 1,2,3,4 and 6)

News reports related to changes in public education can be found through various news outlets on a regular basis. Of note, Tennessee is often at the forefront of educational trends in the U.S. and the current governor has often been referred to as the "Education Governor". Write a three to four page paper (minimum required length) that presents a current policy within the public education system, **including specific implications for school social work practice. Additionally, please discuss any impact, positive or negative, that may happen or has happened with implementation of your chosen topic.** The policy may be one that affects schools on a local, state or national level. Please include at least three references. Papers should be double spaced, written in APA style and points will be deducted for spelling/grammar/typographical errors.

Midterm exam-100 points (covers competencies 1,3,4,5,6 and 7; Dimensions: Knowledge)

Midterm exam will cover topics to include historical and current trends in school social work; social and political environments of schools and how they impact the delivery of school social work services; the importance of the relationship between school social work and families and communities; collaboration between school social workers and educators to effectively meet student needs; special education and RTI, ethical considerations of school social work.

Research paper-90 points (meets competency 2; Dimensions: Knowledge, Skill, Cognitive/Affective Processes)

Choose an issue that might cause a student to experience less-than-optimal functioning in school. This is a wide-open range of topics that can include intrapersonal difficulties, such as disabilities or mental health challenges, or interpersonal/societal issues, such as poverty and discrimination. The paper should introduce the reader to the chosen problem, should include a discussion of how the problem might manifest itself for a student, any relevant statistics, any existing policies that address the problem, and best practice interventions for school social workers. Suggested length is approximately eight pages; however, greater attention to quality of content and coverage of the topic is more important than page length for this class. All papers should be double spaced, written in APA style, and points will be deducted for spelling/grammar/typographical errors. Please include at least five references.

Ethical Dilemma paper-40 points (meets competency 7; Dimensions: Values)

Please present a paper, approximately two to three pages in length, that details an ethical dilemma specific to school social work. The example you choose may be an actual dilemma you have encountered or, if you have not had experience in a school setting, may be one based on a literature search. Be sure to give a full detailing of the dilemma and its impact on the student(s) and staff, how and with whom it was resolved, and relate it to the appropriate standard in the NASW Code of Ethics. The only reference required for this paper is listing the specific NASW Code of Ethics standard to which it relates. This paper will be shared in class on 2/6/18 to allow for group processing.

Final Exam-100 points (covers competencies 1,2,4,5 and 6; Knowledge)

Topics include cultural competence, diversity, inequalities and discrimination, social, cultural, economic and environmental issues in schools, emotional or mental health issues, special topics in school social work, evidence-based interventions and evaluating our efforts.

Attendance and Participation-20 points

Attendance is especially important since the skills taught in this class are essential to your professional development and may have direct application in future courses, field placements

and practice experiences. While I do lecture from a prepared set of notes, a great deal of learning in this class happens through discussion. Students are expected to be in attendance at each class and attendance will be taken. Students will be allowed one absence without penalty. Any additional absences will result in five points being deducted from the 20 possible attendance and participation points. If you miss a class, you are still responsible for any notes

or assignments from that class. It is helpful if you will text or email me to let me know that you will be absent from class. To earn maximum participation points students are expected to read all assigned material prior to class and participate frequently in class discussions and activities. Social work students are expected to treat their peers, faculty and staff with dignity and respect (section 2.01A of NASW Code of Ethics) and avoid unwarranted negative criticism and demeaning comments of these constituencies (section 2.01B of NASW Code of Ethics).

Final course grade will be based on the following rubric:

A = 376-400 points (Superior performance, exceeds expectations)

B+ = 348-375 points (Better than satisfactory performance)

B = 328-347 points (Satisfactory performance, meets expectations)

C+ = 308-327 points (Less than satisfactory performance)

C = 280-307 points (Performance well below the standard expected for graduate students)

Required Text

Jarolmen, J. (2015). *School social work: A direct practice guide*. Thousand Oaks, CA: Sage Publications, Inc.

Additional readings may be required for some classes and will be posted on the course Canvas site throughout the semester.

Course Outline

1/16/18 Introduction and course overview, history of and rationale for school social work

Jarolmen Ch 1, pp 1-5, Ch 2

Additional readings may be posted on Canvas

1/23/18 Social organization and political environments of schools

Dupper, D.R. (2003). The social organization and political environment of the school (pp. 23-35). In D.R. Dupper *School social work: Skills and interventions for effective Practice*. Hoboken, NJ: John Wiley and Sons, Inc.

Additional readings may be posted on Canvas

1/30/18 Ethics and school social work

Jarolmen Ch 6

National Association of Social Workers (2001). Confidentiality and School Social Work: A Perspective. Practice update from the National Association of Social Workers, 2(2).

School Social Work Association of America (2008). School social work and the privacy Of Minors. A resolution statement. School Social Work Association of America Ethical Guidelines series.

Notice of change in child abuse reporting (2005). Tennessee Joint Task Force on Children's Justice/Child Sexual Abuse.

Suicide Contracts, Assessments and Parental/Guardian Notification: Err on the Side of Caution (2013). American School Counselor Association's ASCA School Counselor magazine. Find this article at

www.schoolcounselor.org/magazine/blogs/november-december-2013/suicide-contracts,-assessments-and-parental-guardi.

Cutting, Eating Disorders and Confidentiality (2005). American School Counselor magazine. Find this article at

www.schoolcounselor.org/magazine/blogs/november-december-2005/cutting,-eating-disorders-and-confidentiality.

****Policy Analysis paper due**

2/6/18 Class presentation and group processing of ethical dilemma papers

2/13/18 Bridging the Gap: topics related to collaborative efforts between school social workers and home, family, community and other school professionals

Jarolmen Ch 5

Best Practices in Engaging Diverse Families (2016). Hanover Research. This may be found at www.pthvp.org/wp-content/uploads/2016/10/Engaging-Diverse-Families.pdf

[Families.pdf](http://www.pthvp.org/wp-content/uploads/2016/10/Engaging-Diverse-Families.pdf)

Additional readings may be posted on Canvas

2/20/18 Diversity and inequalities in our schools: the need for cultural competence

Jarolmen Ch 7 & 8

Strategies for Building Cultural Competency (2014). Hanover Research District Administration Practice. This article found at

www.gssaweb.org/webnew/wpcontent/uploads/2015/04/Strategies-for-Building-Cultural-Competency.pdf

Promoting Educator's Cultural Competency to Better Serve (2008). An NEA policy brief (PB 13). This reading found at

www.nea.org/assets/docs/PB13_CulturalCompetency.pdf

2/27/18 Topics in Special Education and Response to Intervention

Introduction to Response to Intervention: What, Why, and How Valid Is It?

D. Fuchs and L.S. Fuchs (2006). Reading Research Quarterly, Vol 41, No 1, Jan-

March 2006, pp 93-99. This reading may be found at
<https://pdfs.semanticscholar.org/cbbb/b88fed87d51c4285978780879f1bdd5fc25c.pdf>

Jarolmen Ch 3 & 4

Additional readings may be posted on Canvas

3/6/18 Midterm exam

3/13/18 No Class-Spring Break

3/20/18 Intrapersonal factors affecting school behavior and performance: Mental Illnesses, disabilities and other factors

Jarolmen Ch 9 & 11

Additional readings may be posted on Canvas

3/27/18 Special topics in school social work: Crisis Response, Neurobiological Aspects of Trauma, Adverse Childhood Experiences (ACES) and more

Understanding and Responding to Adverse Childhood Experiences in the School Setting (2015). Orange County Department of Education. Reading may be Found at

www.ocde.us/HealthyMinds/Documents?Resource%20Page/Understanding_Responding%20to%20child%20Trauma%20in%20School_Wellness%20Conf_July%202015%20Final.pdf

Understanding the Effects of Maltreatment on Brain Development (2015).

Children's Bureau/ACYF/ACF/HHS, Child Welfare Information Issue Brief.

This reading may be found at www.childwelfare.gov/pubs/issue-briefs/brain-development

Crisis Team Resource Guide: Readiness, Response and Recovery (year unknown).

Compiled by the Maryland School Psychologists Association. This reading at

www.msponline.org/resources/Documents/MSPACrisisTeamResourceGuide.pdf

Additional readings may be posted on Canvas

****Research papers due**

4/3/18 Special topics in school social work, continued: topics to be determined based upon student request

Please check Canvas for readings

4/10/18 Practice Methods for Effective Interventions

Jarolmen Ch 10 & 12

Additional readings may be posted on Canvas

- 4/17/18 Evaluating Ourselves: Following Best Practices and Practice Outcomes**
Jarolmen Ch 13
Additional readings may be posted on Canvas
- 4/24/18 The Future of School Social Work: A revisiting of policy and current trends in the U.S., and a look at school social work across the globe**
Jarolmen Ch 14
Additional readings will be posted on Canvas
- 5/1/18 Final Exam**