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.

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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, found in the College of Social Work BSSW and MSSW handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

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 a genuine respect and regard for others; politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness are all part of civility. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community members affect each other’s well-being and 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 Services
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,
Knoxville Student Disability Services office at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Diversity Statement
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 of enduring focus for many students and their families. Additionally, while the needs and problems of this population are increasingly 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) 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 students’ 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 a more mountainous areas of Sevier County, it is possible that in the event of snow or ice, I may have to cancel class even if the University does not. Please make sure I have your most current contact information so that I can alert you if I must cancel class.

Course Assignments/Requirements

Current Policy Analysis and Position paper-20 points (meets competencies 1,2,3,4 and 6.
Dimensions of measurement: critical thinking, values, knowledge)
Write a 3-5 page paper that presents a current policy within the U.S. public schools. The policy, which ideally should present a current policy, may be a policy of local, state or national relevance. Note* The paper should include specific implications for current or future school social work practice. Finally, each paper should state your opinion regarding this policy. This can be done either by making comments throughout the paper or by including a separate
section that states and supports your position regarding this policy. Papers that do not address the relevance to school social work or are too vague ("school social workers can really help in this area.") will automatically be downgraded by 10 points.

**Ethical Dilemma paper-10 points (meets competency 7. Dimensions of measurement: values, critical thinking, affective process, skills, knowledge, exercise of judgment)**

Write a paper that details an ethical dilemma specific to school social work. The dilemma 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 or based on an interview with someone placed/working in a school setting. Papers should 1) identify which NASW standard the dilemma violates, 2) include an explanation of the impact on all parties (student, teacher/staff, school social worker, family, etc.), 3) address whether the dilemma may have been a result of cultural differences and 4) explain how and with whom it was resolved. The only required reference for this paper is the NASW Code of Ethics. All papers will be presented in class on 2/5/19 to allow for group processing. A paper version should be submitted for grading; however, this paper can be more informally written than other assignments.

**Research paper-30 points (meets competencies 2, 5 & 6. Dimensions of measurement: Critical thinking, knowledge, skills)**

Choose an issue that might cause a student to experience less than optimal functioning in school. A wide range of topics exists for this assignment and can include intrapersonal difficulties, such as physical or developmental challenges, mental illness, and history of trauma; 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 are in place to address the problem, and best practice interventions for school social workers. Suggested length is approximately 8 pages; however, greater attention to quality of content and coverage of the topic is more important than page length. All papers should be double spaced, written in APA style, and points will be deducted for grammar/spelling/typographical errors. Please include at least 5 references. A list of suggested topics will be provided. Topics should be submitted for approval no later than 3/26/19.

**School Board Meeting or School Social Worker Interview Reflection paper-10 points (meets competencies 1, 2, 3, 6. Dimensions of measurement: values, knowledge, skills)**

Students have the option of attending a school board meeting in person or watching one streamed online; or, conducting an interview with a school social worker. A list of school board meeting options will be provided, as will a list of interview questions. Findings from these experiences will be presented in a paper that includes both the facts/details learned in the meetings and the student’s reflections on the experience. This paper can be written more informally than the other assignments; however, proper grammar and attention to proof-reading are still expected.
Quizzes-6 quizzes worth 5 points each for a total of 30 points (meets all competencies. Dimensions of measurement: critical thinking, knowledge, values, cognitive and affective processes)

In class quizzes that will cover the prior week(s) of readings and lecture topics. Quiz #1 will cover history and rationale of social work and the social/political organization of schools; Quiz #2 will cover ethics of school social work; Quiz #3 will cover family and community engagement and cultural awareness/diversity issues; Quiz #4 will cover special education and Response to Intervention (RTI); Quiz #5 will cover intrapersonal and neurobiological challenges faced by students; Quiz #6 will cover evidence-based school social work interventions. See weekly course outline for quiz dates.

Assignment expectations

All assignments must be printed and submitted at the beginning of the class on the day they are due. In the event that weather or some other situation precipitates the need for class to be cancelled, assignments are still due on the same date and should be submitted by email. The same applies in the case that a student is absent on the day a paper is due; the paper is still due on the due date via email. While it is expected that all assignments will be submitted on the due date, experience has shown that sometimes, assignments cannot be submitted on time. Late assignments will not be accepted unless the student has made arrangements with the instructor prior to the due date. Except for the most extreme circumstances (serious illness with documentation or death in the family), late assignments will only be accepted three (3) days past the due date. After 3 days, assignments will not be accepted and the grade of zero (0) will be given. Late assignments, except for the previously stated reasons, will have three points per day deducted. All papers should be typed double spaced, in APA style, and proofread for grammar and typographical errors. Points will be deducted for excessive errors. I always welcome questions to clarify expectations for assignments. If students have questions outside of classes, these questions can be sent to my email.

Attendance and grades:

Attendance is important for a student’s success in this class. While lecture notes are provided, a great deal of information is discussed in class that might not be included in the prepared notes, including guest speakers, demonstrations, etc. Regardless of your intention to enter the field school social work, the skills learned in this class are essential to your professional development and may have direct application in future courses, field placements and practice experience. As such, students are expected to be in class and attendance will be taken each week. One absence will be allowed without penalty. Additional absences will result in 2 points per absence being deducted from the final grade unless documentation from a medical provider is presented or the absence is related to a UT or other professionally related event. Regardless of the reason, I find it helpful to receive an email letting me know about the need to miss class. I do archive these for attendance tracking purposes.

Readings

Please read the assigned readings listed on the syllabus prior to class so that you are better able to participate in class discussion. As additional information is uncovered, supplemental
readings may be assigned throughout the semester. If this occurs, an announcement will be made on Canvas in sufficient time to complete the readings prior to class.

Other information
Just so you know, while you are certainly welcome to call me with questions or other concerns, I am notorious for not listening to my voicemails. If you do need to reach me, I prefer emails and/or texts, as I am usually unable to answer my phone during the work day due to the nature of my work. Also know, I am a frequent user of Canvas to post announcements, and it is not uncommon for me to post several times during the week.

While it has never been an issue in the past, there is always the possibility that I might be late for class should there be a traffic issue coming out of Sevier County. If I am going to be late, I will contact someone to let you know and ask that you please be courteous and not leave if you have been made aware that I have been delayed but am on my way. Finally, I am looking forward to my first grandchild being born this March. Should he happen to be born on a Tuesday, class will definitely be cancelled. If this happens, I will post both a notice on Canvas and send a group text regarding the cancellation.

Finally, while I trust that there would not be issues of this nature, I do want to remind everyone that social work students are expected to treat 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 the NASW Code of Ethics).

Final course grade will be based on the following rubric and grade scale:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Policy paper</td>
<td>20</td>
</tr>
<tr>
<td>Ethical dilemma paper</td>
<td>10</td>
</tr>
<tr>
<td>Research paper</td>
<td>30</td>
</tr>
<tr>
<td>School board meeting or school social worker interview paper</td>
<td>10</td>
</tr>
<tr>
<td>6 quizzes worth 5 points each</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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</tbody>
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Grades will be earned on the following scale:

A  (95-100)  Outstanding/Superior. Exceptional performance, consistently exceeds expectations.
B+ (94-90)    Very good. Student consistently meets and occasionally exceeds normal expectations.
B  (89-85)    Good. Consistently meets normal expectations for the course.
C+ (80-84)    Average. There is unevenness in grasping course content. Inconsistent in meeting normal expectations for the course.
C  (79-70)    Poor. Lack of understanding of course content. Student does not meet course expectations.
F  (69 and below) Very poor. Lack of attendance or missing assignments. Course expectations not met.
Readings and required text

Course outline
1/15/19   Introduction and course overview.

1/22/19   History and rationale of school social work
           Jarolmen Ch 1, pp 1-5, Ch 2

1/29/19   Social organization and political environments of schools

2/5/19    Ethics and school social work   POLICY ANALYSIS PAPER DUE
           Quiz # 1 in class today
           Jarolmen Ch 6


           Cutting, Eating Disorders and Confidentiality (2005). American School Counselor Magazine. Find this article at
2/12/19    Class presentation and group processing of ethical dilemma papers
ETHICAL DILEMMA PAPER DUE
Quiz #2 in class today

2/19/19    Bridging the Gap: 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. Find this
            Reading at

2/26/19    Diversity and inequalities in our schools: the need for cultural awareness
            Jarolmen Ch 7 & 8

            Strategies for Building Cultural Competency ((2014). Hanover Research District
            Administration Practice. Find this article at
            www.gssaweb.org/webnew/wpcontent/uploads/2015/04/Strategies-for-Building-Cultural-
            Competency-1.pdf

            Promoting Educator’s Cultural Competency to Better Serve (2008). An
            NEA policy brief (PB 13). Find this reading at
            www.nea.org/assets/docs/PB13_CulturalCompetency08.pdf (underscore after PB13)

3/5/19     Special Education and Response to Intervention
            Quiz #3 in class today
            Why and How Valid Is It? Reading Research Quarterly 41 (1),
            January-March 2006, pp 93-99. Find this reading at
            www.uv.uio.no/forskning/om/helga-eng-forelesning/introduction-to-responsiveness-to-
            intervention.pdf

            Jarolmen Ch 3 & 4

            Sabatino, C., Pricher, P., and Alvarez, M. (2012). A Sampler of Evidence-Based
            Behavioral Interventions. Principal Leadership. Find this reading at
            file:///C:/Users/chris/Downloads/November_12_Behavior.pdf

            Raines, J. (2010). For School Social Workers: Evidence Based Practice In School
SW 535 Spring 2019 Syllabus


3/12/19  Comps Week-no class

3/19/19  Spring Break-no class

3/26/19  Intrapersonal factors affecting school behavior and performance: mental illness, physical and developmental challenges and related issues
           Quiz #4 in class today
           Jarolmen Ch 9 & 11

4/2/19   Neurobiology of Trauma, Adverse Childhood Experiences (ACES) and the impact of brain development on school performance
           RESEARCH PAPERS DUE


4/9/19   Evidence-based interventions for school-based practice
           Quiz #5 in class today
           Jarolmen Ch 10 & 12


4/16/19  More evidence-based interventions for school-based practice

           Readings will be posted on Canvas after week of Spring Break

4/23/19  Final class-Evaluating School Social Work Efforts
           SCHOOL BOARD MEETING/SCHOOL SOCIAL WORKER INTERVIEW ASSIGNMENT DUE
Quiz #6 in class today
Jarolmen Ch 13