THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF SOCIAL WORK

SW 535- SCHOOL SOCIAL WORK (3 credit hours)
Section 301 & 302
Summer 2018
On-line Education Classes

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.

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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. 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.

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 rational 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) 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

Computer requirements for Mac computers may be found at:
http://liveonline.utk.edu/techsupport/mac_requirements.shtml

Recommended Texts:
Franklin, C., Harris, M. B. & Allen-Meares, 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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Outline of weekly class topics, assignments, and reading

June 6, 2018   **Interactive On-Line Session (5:30pm-8:30pm) #1**

Week 1   Introduction and Discussion of Expectations
School Social Work in Tennessee (Certification and Licensure
Process)
Historical Overview, Models, Current Issues
The development of a National School Social Work Practice
Model (editorial)
School social work: National Practice Model (draft)
What Do Tennessee School Social Workers Do?
Results from a State-Wide Survey
Ecological Perspective as Organizing Framework for School
Social Work practice
Special Education and Educational Law
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 Powerpoint Assignment (on Blackboard)

- 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 select School Social Work Practice
- Assigned Reading: Dupper Text- Chapters 1, 2 &9
- View "A day in the Life of a school social worker" (You Tube
  video)
- Assignment: Quiz #1
- Assigned Reading: Dupper Text- Chapters 5 & 6
- Start Preparing School Law Power point
- Do on-line Discussion Board #1 and #2

**Week 2
6/13/2018**   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

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: Quiz #2
- Assignment: School Law Powerpoint due next week
- Assigned Reading: Dupper Text- review 5& 6
- Assignment: Review samples of Psychosocial- Psychoeducational Assessment and prepare for assignment
- Assignment: Quiz #3
- Assigned Reading: Dupper Text- Chapters 3,7, &10
- Do on-line Discussion Board #3 and #4

Week 3   **Interactive On-Line Session (5:30pm-8:30pm) #2**
                    School Law Power Point Due

                    Assessments and Psycho-educational Evaluations
6/20/2018   Application to School Social Work Practice
                    Ethical Dilemma
                    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, Ethic 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 #4
- Assignment: Psycho-education Assignment (Due next week)
- Assigned Reading: Dupper Text- Chapters 4, 8, & 11
- Assignment: Quiz #5
- Assigned Reading: Dupper Text- Chapters 4, 8, &11
- Do on-line Discussion Board #5 and #6

Week 4   **Interactive On-Line Session (5:30pm-8:30pm) #3**
                    Psychosocial/Psycho-educational Assessment Due

                    Interventions for Vulnerable Students
6/27/2018   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
RTI and Scientifically-Based Research
View You Tube videos on RtI / IRIS modules about RtI
Measuring Outcomes to evaluate both micro- and macro- level interventions
Data Collection procedures and practice
Ethical Dilemma

- Assignment: Quiz #6
- Assignment: Work on RtI paper/graph and Board Meeting/Parent Interview
- Assigned Reading: Dupper Text- Chapter 12
- Bonus Assignment Due next week (practice skills)
- Do on-line Discussion Board #7 and #8

Week 5
7/4/2018   **Bonus Assignment Due**
RtI Paper and Graphs due
School Board Meeting/ Parent Meeting 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
Functional Behavior Assessments and Behavior Intervention Plans
Ethical Dilemma
Applied Behavior Analysis in the Field of Social Work

- Assignment: Prepare RtI papers/ graph
- Assignment: Quiz #7
- Assignment: Quiz #8
- Assignment: Quiz #9
- All RtI Papers and graphs and School Board Meeting Assignments (Due next week)
- Do on-line Discussion Board #8 and #9

Week 5 Continued

Review FBA/BIP, ABA in Schools, Evaluating practice,
PBIS, RtI, and data collection in Centra Session
PBIS and RtI in Schools
Social Workers Role in RtI and PBIS
New Evaluation Standards for School Social Workers in
Tennessee

- Assignment: Quiz #10
- All Intervention/ Position Papers due Today
- School Board Meeting/ Parent Interview Assignment (Due today)
- Complete on-line Discussion Board #10

Complete Class Evaluation
Final Questions/ Answers
 Handouts of resources, sample interventions, and class
 conclusion