

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW535 - SCHOOL SOCIAL WORK

Course Outline

Fall 2005

Wednesdays, 1:30-4:30

Instructor: Sarah Hamil, LCSW, LSSW, RPT, ATR-BC

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Academic Calendar for Fall Semester 2005

Classes Begin, Wednesday, August 24th

Labor Day (No classes), Monday, September 5th

Fall Break (No classes), Thursday-Friday, October 13-14

Thanksgiving Break (No classes), Thursday-Friday, November 24-25

Classes End, Tuesday, December 6th

Required Text:

Dupper, David; School Social Work: Skills and Interventions for Effective Practice; Wiley Pub.; 2002;
ISBN: 0-471-39571-4

Supplemental Readings may be assigned from: (copies of these texts should be on reserve in the library)

Alexander and Alexander; The Law of Schools, Students, and Teachers in a Nutshell, West Publishing Co.,
ISBN: 0-314-05882-6

Edith M. Freeman, et al; Multisystem Skills and Interventions in School Social Work Practice, NASW Press,
Inc., 1998. ISBN: 0-87101-295-2

Robert Constable, et al; School Social Work Practice & Research Perspectives, Lyceum Books, Inc., ISBN: 0-
925065-11-0

Course Requirements/Grading

Collaborative Journal of School Social Work	5 points
Classroom Participation in Ethical Dilemma Discussions	5 points
School Law Paper	20 points
Psychosocial and Psychoeducational Assessment	20 points
Sample Intervention	20 points
Project/Presentation	30 points

Assignment of Final Grades

A	92-100 points (indicates superior performance)
B+	87-91 points (indicates better than satisfactory performance)
B	82-86 points (indicates satisfactory performance)
C+	77-81 points (indicates less than satisfactory performance)
C	70-76 points (indicates performance well below grad. school standard)

Description of Course Requirements

Collaborative Journal of School Social Work (5 points)

Each student will maintain a Journal (preferably a binder that will accommodate weekly inserts). Your School Social Work Journal will include weekly entries related to current School Social Work topics including School Social Work Law, responses to ethical dilemmas, practice applications, interventions, and other relevant issues to be announced in class. Journals will be submitted to instructor on 11/09/05.

Classroom participation in Weekly Ethical Dilemma Discussions (5 points)

-Punctual weekly attendance is expected of all graduate students.

A portion of 10 class periods will be devoted to an Ethical Dilemma Discussion relevant to School Social Work Practice. Points (0-1) will be given each week based upon the extent that the student is present and makes meaningful contributions.

School Law Paper (20 points)

Special Education and Educational Law will be presented in the second class session. In the third class session the student will submit a written report on this topic. Specific report content will be provided in the second class session.

Psychosocial Psychoeducational Assessment (20 points)

Evaluation and assessment of student needs is an integral part of School Social Work. This requires clinical skills in assessment, evaluation, diagnostics, as well as gathering a social history. A format for this process will be provided by the instructor and the student will be responsible for submitting a comprehensive psychoeducational assessment.

Sample Intervention

Two person teams will demonstrate an intervention (activity/directive) relevant to School Social Work practice. This can be an intervention for individuals, groups, families, parents or teachers. Please consider developmental, cognitive and emotional factors when selecting the activity/directive.

Requirements for this assignment include:

- 1) A typed description of the intervention and rationale for application (format for intervention description will be provided).
- 2) Handout of intervention for each student in the class.
- 3) Materials needed to complete activity in class.

Project/Presentation (30 points)

This project will be done individually and will include researching a current and relevant issue/problem in the field of school social work. The presentation (approximately 30 minutes) will include: basic information/definition of the issue, pros and cons of potential/existing interventions, and a proposal for addressing the problem. The presentation should also address any potential ethical dilemmas unique to the chosen topic. Students will do a brief, but comprehensive literature review and fully explore the chosen area. Students will turn in a typed outline and bibliography two weeks prior to the assigned presentation date, and will bring copies of the outline and bibliography to distribute to classmates on the day of the presentation.

- **The project grade will be separated into two components:**

Outline/Bibliography - 25%
Classroom Presentation - 75%

- *Topics must be approved and each person must have a different topic.*

Suggested project topics include (but are not limited to):

- 1) Desegregation/Integration/Affirmative Action: Has It Worked? Where Do We Go From Here?
- 2) Public Education: Is It Still Viable? Alternatives? Charter Schools, Vouchers, etc.
- 3) No Child Left Behind Legislation
- 4) Individuals with Disabilities in Education Act (IDEA), including issues addressed in past reauthorizations and those anticipated in pending reauthorization
- 5) Diagnostic Labels...Pros and Cons: Is There A Better Way? (Criteria, Differences between states, etc.)
- 6) Bilingual Education/ESL programs...Pros and Cons: Is There A Better Way?
- 7) What Can School Social Workers Do To Improve Student Attendance?
- 8) What Can School Social Workers Do To Improve Student Conduct?
- 9) What Can School Social Workers Do To Improve Student Achievement?
- 10) What Can School Social Workers Do To Reduce Teen Pregnancy?
- 11) What Can School Social Workers Do To Reduce the Drop Out Rate?
- 12) How Can School Social Workers Impact Upon School Violence?
- 13) How Can a School Social Worker Achieve and Demonstrate Cultural Competence with Diverse Student Populations?
- 14) Inclusion/Mainstreaming of Special Education Students...Pros and Cons
- 15) What Can School Social Workers Do to Address the Growing Numbers of Students with Post-Traumatic Stress Syndrome?
- 16) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Disruptive Behavior Disorders?
- 17) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Mood Disorders?
- 18) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Mental Retardation?
- 19) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Learning Disabilities?
- 20) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Chronic Medical Problems?
- 21) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Severely

Emotionally Disturbed Students?

- 22) What Can School Social Workers Do to Facilitate Greater Parent Involvement in the Schools?
- 23) What Can School Social Workers Do to Ameliorate the Impact of Poverty on Students and Schools?
- 24) What Can School Social Workers Do to Ameliorate the Impact of Divorce upon Students?
- 25) What Can School Social Workers Do to Ameliorate the Impact of Substance Abuse upon Students and Schools?
- 26) What Can School Social Workers Do to Promote Alternatives to Corporal Punishment?
- 27) How Can School Social Workers Demonstrate the Effectiveness of Their Services?

Outline of Weekly Class Topics, Assignments, and Reading

August 24
(Class #1)

Introductions and Discussion of Expectations
School Social Work in Tennessee and the Certification 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.
This may be hypothetical or from a case (*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 select School Social Work Practice
- Assigned Reading: Dupper Text - Chap. 1, 2 & 9

August 31
(Class #2)

Special Education and Educational Law
Multi-Disciplinary Roles and Responsibilities: The Social
Organization and the Political Environment of the School Setting
Ethical Dilemma #1

- Assigned Reading: Dupper Text - Chapters 5 & 6

September 7
(Class #3)

School Law Paper Due
Special Education and Educational Law Continued
Major Legislation and Precedent Setting Court Cases
Impact of Educational Law on School Social Work Practice
Review: Disability Categories, Definitions, and Eligibility Criteria
Ethical Dilemma #2

Ethical Dilemma #7

October 19
(Class #9)

Finish in-class discussions about Sample activities
Outline/Bibliography Due from those presenting on 11/2
Ethical Dilemma #8

October 26
(Class #10)

Current Issues: Presentation/Activity/Discussion
Outline/Bibliography Due from those presenting on 11/9
Ethical Dilemma #9

November 2
(Class #11)

Current Issues: Presentation/Activity/Discussion
Outline/Bibliography Due from those presenting on 11/16
Ethical Dilemma #10

November 9
(Class #12)

School Social Work Journal due
Current Issues: Presentation/Activity/Discussion
Outline/Bibliography Due from those presenting on 11/30

November 16
(Class #13)

Current Issues: Presentation/Activity/Discussion

November 23
(Class #14)

Current Issues: Presentation/Activity/Discussion

November 30
(Class #15)

Current Issues: Presentation/Activity/Discussion