

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 535- SCHOOL SOCIAL WORK

Course Outline

Spring 2004

Instructor: David R. Dupper, M.S.W., Ph.D.

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Office Hours: By appointment only

Blackboard website address: <http://online.utk.edu>

Required Texts:

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

Constable, R., McDonald, S. & Flynn, J.P. (2002). *School social work: Practice, policy, and research perspectives (5th edition)*. Chicago, IL: Lyceum Books, Inc.

Course Requirements/Evaluation Procedures:

Students are expected to attend every class session. *Given the importance of class attendance and participation, missing more than one class will likely place an "A" grade out of reach.* Students are expected to read all required assignments prior to each class session. Students are also expected to complete all other class assignments on time. It is essential that students notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course requirements.

Final grades will be based on the following:

1) Weekly on-line quizzes (12)	120 points
2) Case Study Assessment	100 points
3) On-line discussion board assignments (6)	60 points
4) In-class Power Point presentation & annotated bibliographies	80 points
5) School board meeting/workshop assignment	40 points

Assignment of Final Grades

The final course grade will be based on the following point totals:

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

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

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

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

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

Course Outline and Required Readings:

January 13, 2004

Course overview

Unit I - Foundations of School Social Work Practice

January 20, 2004

The ecological perspective as an organizing framework for school social work practice; roles and tasks of school social workers; NASW Code of Ethics and ethical dilemmas in school social work practice; brief history of school social work; major educational legislation (e.g., No Child Left Behind Act) and court cases

Assignments:

- ▶ read Dupper - chapter 1
- ▶ read NASW Standards for School Social Work Services. (revised 5-02).
- ▶ take quiz #1
- ▶ respond to on-line discussion board #1 (“Ethical dimensions of SSW practice”)

January 27, 2004

The organizational structure and processes of the school; culture and climate of the school; political environment of the school; 20-60-20 theory of school change

Assignments:

- ▶ read Dupper- chapter 2
- ▶ read Constable, McDonald & Flynn - Chapter 24
- ▶ take quiz #2
- ▶ respond to on-line discussion board #2 (“Jerry Hodges video”)

Unit II - Student-Focused Interventions

February 3, 2004

Assessment strategies; nature and extent of classroom behavior problems, bullying, and peer sexual harassment in schools; guidelines for assessing potentially violent students

Assignments:

- ▶ read Dupper - Overview of section 2 (pp. 37-39), Chapter 3 (pp. 41-47)
- ▶ read Constable, McDonald & Flynn - Chapters 16 & 32
- ▶ respond to on-line discussion board #3 (“Corporal punishment”)

February 10, 2004

Proven interventions that focus on externalizing behavior problems; alternatives to out-of-school suspension and expulsion; group work in schools; school survival group; in-class demonstration of school survival group session(s)

Assignments:

- ▶ read Dupper - Chapter 3 (pp. 47-65) and Appendix (pp. 241-265)
- ▶ read Constable, McDonald & Flynn - chapters 29, 30, 31 & 34
- ▶ take quiz #3

February 17, 2004

IN-CLASS GROUP PRESENTATIONS; Assessing and intervening with students who are anxious and fearful, lonely/shy, grieving, and/or depressed/suicidal; crisis intervention in schools

Assignments:

- ▶ read Dupper - Chapter 4
- ▶ read Constable, McDonald & Flynn - Chapter 33
- ▶ take quiz #4

February 24, 2004

IN-CLASS GROUP PRESENTATIONS; Interventions with truant students, dropouts/pushouts, homeless students, foster children, abused and neglected students, students from divorced homes or separated from parents, substance abusers, sexually active/pregnant/parenting teens

Assignments:

- ▶ read Dupper - Chapter 5
- ▶ take quiz #5

March 2, 2004

Overview of Individuals with Disabilities Education Act (IDEA) and IDEA Amendments of 1997; the Individualized Educational Program (IEP); Functional Behavior Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS); Social Developmental Study (SDS)

Assignments:

- ▶ read Dupper - Chapter 6 (pp. 109-118)
- ▶ read Constable, McDonald & Flynn - Chapters 13 & 20

March 9, 2004

NO CLASS--SPRING BREAK!

March 16, 2004

IN-CLASS GROUP PRESENTATIONS; Interventions with students diagnosed with Attention Deficit Disorder with Hyperactivity (ADHD), Learning Disabilities (LD), Autism

Assignments:

- ▶ read Dupper - Chapter 6 (pp. 118-129)
- ▶ take quiz #6
- ▶ respond to on-line discussion board #4 ("The judged not the judges")

March 23, 2004

Unit III - System-Focused Interventions

CASE STUDY ASSESSMENT IS DUE; Principles of exemplary school-based prevention programs; school-based programs for preventing violence, bullying, substance abuse; conducting a comprehensive needs assessment in school settings

Assignments:

- ▶ read Dupper - Overview of Section 3 (pp. 131-132) and Chapter 7 (pp. 133-144)
- ▶ read Constable, McDonald & Flynn - Chapter 14

March 30, 2004

IN-CLASS GROUP PRESENTATIONS; School-based programs for preventing truancy, sexual abuse, teenage pregnancy and sexually transmitted diseases; innovative programs designed to transform schools

Assignments:

- ▶ read Dupper - Chapter 7 (pp. 144-152)
- ▶ take quiz #7

April 6, 2004

“It’s Elementary” video; Interventions on behalf of vulnerable groups of students - victimization based on known or presumed gay or lesbian sexual orientation, working with children of color, working with students being reintegrated into school from residential and juvenile justice settings

Assignments:

- ▶ read Dupper - Chapter 8
- ▶ read Constable, McDonald & Flynn - Chapter 12
- ▶ take quiz #8
- ▶ respond to on-line discussion board #5 (“It’s Elementary” video)

April 13, 2004

The school social worker as consultant and team member; MSAP video

Assignments:

- ▶ read Dupper - Chapter 9
- ▶ read Constable, McDonald & Flynn - Chapter 28
- ▶ take quiz # 9
- ▶ respond to on-line discussion board # 6 (“John”)

April 20, 2004

SCHOOL BOARD MEETING/WORKSHOP ASSIGNMENT IS DUE; New perspectives on the role of the school social worker; challenges in building school-community collaborations; increasing parental connectedness with schools; proven and promising school-community collaborations and initiatives

Assignments:

- ▶ read Dupper - Chapter 10
- ▶ read Constable, McDonald & Flynn - Chapter 27
- ▶ take quiz # 10

Unit IV - Evaluating school social work practice

April 27, 2004

Evaluating student-focused and system-focused interventions; process versus outcome evaluations; categories of measures and research designs; guidelines for successfully planning, implementing, and evaluating new programs and Comprehensive Quality Programming (CQP) steps

Assignments:

- ▶ read Dupper - Chapters 11 & 12
- ▶ read Constable, McDonald & Flynn - Chapter 22
- ▶ take quizzes 11 & 12

Case Study Assessment/Social Developmental Study

School social workers must be able to write succinct and salient case study assessments/social developmental studies. In this assignment, students will contact and conduct an in-depth interview with parent(s) of a school-aged child. Additional information about this assignment can be found on pages 183-188 of the Constable text. Based on the information obtained in this interview, each student will write up a case study assessment. ***Each paper MUST follow the format listed below with the following subheadings clearly labeled.***

I. Identifying Information & reason for referral

II. Developmental History (incl. health)

III. School History

IV. Cultural Background, Family History, and Current Issues

V. Current functioning

VI. Summary & Recommendations

On a separate page, each student must also answer the following questions:

- 1) What did you learn from this experience?
- 2) What would you do differently next time?
- 3) How would you evaluate your strengths & weaknesses in conducting interviews and writing up the results of your interview?

Grading Criteria:

- 1) to what extent did the writer concisely summarize the content from the protocol in each section of the social developmental study?
- 2) to what extent were findings in the social developmental study supported by direct quotes and/or observations rather than personal bias (e.g., personal hunches, gut feelings, practice wisdom)?
- 3) is the summary a presentation of the major points from each section of the report? (the summary should not contain any new information)
- 4) did the writer use discretion and good judgement in making their recommendations?

The written report must be typed and double-spaced and should not exceed 5-7 pages (12 point font size) (excluding the separate sheet). **This assignment is due on or before March 23, 2004.**

In-class PowerPoint Presentation and Annotated Bibliographies

Students, in groups of 3-4, will be responsible for preparing and delivering a group PowerPoint presentation on a topic related to school social work. As part of their presentation, students will also be expected to develop and pose a number of thoughtful, probing questions related to their topic. Each presentation should be no longer than 20 minutes, including questions. ***In addition to their oral presentation, each group must complete and turn in annotated bibliographies of at least five recent references (e.g., journal articles, book chapters, reports, monographs) used in preparing their presentations.*** It is highly recommended that group members schedule a time to meet with the instructor in selecting a topic and date for their presentation.

All annotated bibliographies must conform to the format described in the class handout.

Possible topics:

- Full service school movement
- Magnet schools
- School vouchers
- Tennessee's Family Resource Centers
- Impact of high-stakes statewide testing on student/teacher stress
- What is the school psychologist really saying in that report? What do those test scores mean anyway?
- "Selling" your school social work program to the school and surrounding community
- Time and stress management strategies for school social workers
- Record keeping in school social work practice
- What is the BEP and what does it mean for school social work in Tennessee?
- Medicating young minds

School board meeting/workshop assignment

Each student will be expected to attend at least one local school board meeting or school board workshop during the semester and write a brief paper that focuses on the following questions:

- 1) State the name of the county, number of school board members, demographic characteristics of members (e.g., gender, race/ethnicity, age, occupations, etc...)
- 2) What specific issues were discussed at the school board meeting/workshop?
- 3) What decisions, if any, were made? Describe the group process that resulted in these decisions.
- 4) What did you learn from this experience? Was it what you expected? Did anything surprise you?

*The written report must be typed and double-spaced and should not exceed 2-3 pages (12 point font size). **This assignment is due on or before April 20, 2004.***