

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW 535 SCHOOL SOCIAL WORK

Course Outline
Spring 2004

**Spring Semester
Mondays, 5:30 - 8:30**

2003-2004 Academic Year

Instructor: Annice Overall, LCSW

Ms. Overall, a School Social Worker with Memphis City Schools, may be contacted at Memphis City Schools Mental Health Center: 416-1323, or mobile #: 634-6522.

COURSE REQUIREMENTS/GRADING

Grading for this course will fall into five categories:

- I. Classroom Participation in 10 Ethical Dilemma Discussions ----- 10 points**
- II. Quiz on Special Education and Educational Law Issues----- 20 points**
- III. Social History/Psychoeducational Assessment-----20 points**
- IV. Sample Activity for a Hypothetical Group Session-----20 points**
- V. Project/Presentation-----30 points**

Total Maximum = 100 points

Assignment of Final Grades - The final course grade will be based on the following point totals:

- 92 – 100 points = A (Superior Performance)**
- 87 – 91 points = B+ (Better than Satisfactory Performance)**
- 82 – 86 points = B (Satisfactory Performance)**
- 77 – 81 points = C+ (Less than Satisfactory Performance)**
- 70 – 76 points = C (Performance well below standard expected of grad. students)**

I. Classroom Participation in Weekly Ethical Dilemma Discussions (10 points):

The final 30 minutes of 10 class periods will consist of group discussions of ethical dilemmas that school social workers may encounter. At the beginning of the semester the class will be randomly divided into small discussion groups. Each group will decide upon a way to rotate selection of “group leaders.” Each week the groups will be given a vignette to discuss for about 15 minutes. That week’s group leaders are responsible for initiating and facilitating the discussion and giving a brief verbal summary of the group’s position to the rest of the class during the final 15 minutes. “Grades” of 0 or 1 point will be given each week based upon the extent that the student is present and makes meaningful contributions.

II. Quiz (20 points):

This will be a brief multiple choice and/or short answer quiz assessing knowledge of Special Education Issues and Educational Law

III. Social History/Psychoeducational Assessment (20 points):

This will be a written assignment based upon: a) observing a classroom demonstration of a social history interview with a parent and the administration of a psychoeducational assessment instrument; or, b) using information obtained from an actual assessment you have done in your field placement. (Additional information will be provided in class.)

IV. Sample Activity for a Hypothetical Group Session (20 points):

Each student will “create” a hypothetical school-based group, summarizing pertinent information (number of students, ages, gender, type of problem or issue, etc.) in a typed description (1/2 to 1 page in length). On the back of the same page, the student will describe/detail a sample activity for the group, explaining exactly how to conduct the activity and the goal/reason for doing such an activity. Additionally, on the designated due date, each student will bring to class 20 copies of the assignment to provide to the other students, and will be prepared to demonstrate the activity. (Additional information will be provided in class.)

V. Project (30 points):

The project will be done individually, (though requests for 2-person-team projects will be considered) and will include researching a currently relevant issue/problem in the field of school social work and making a classroom presentation (approximately 30-40 minutes), which includes 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?

**SW 535 - SCHOOL SOCIAL WORK
COURSE OUTLINE, SCHEDULE, TOPICS and ASSIGNED READING**

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

Outline of Weekly Class Topics and Assigned Reading:

January 12 Introductions (In class introduction activity) and Discussion of Expectations
(Class #1) School Social Work in Tennessee and the Certification Process
Historical Overview, Models, Current Directions
Ecological Perspective as Organizing Framework for School Social Work Practice
Barriers to Learning and the “Enabling Component Model” by H. Adelman and L. Taylor

Assigned Reading (for next class): Dupper Text - Chap. 1, 2 & 9.

January 19 Multi-Disciplinary Roles and Responsibilities: The Social Organization and (Class #2)
Political Environment of the School Setting
(In class activity on school social work in various environments.)
Ethical Dilemma #1

Assigned Reading: Dupper Text - Chap. 6.

January 26 Special Education and Educational Law Issues: Major Legislation and Precedent (Class #3)
Setting Court Cases
Disability Categories, Definitions, and Eligibility Criteria (Tennessee Department of Education)

Video segment: “Including Students with Special Needs in the Regular Classroom”
Ethical Dilemma #2
Assigned Reading: Dupper Text - Chap. 5

February 2 Assessment of Individuals and Families
(Class #4) (In class exploration of various assessment instruments.)
Demonstrations of Social History Interviews and Administrations of Various
Instruments Used to Assess Adaptive Behavior (VABS, ABS, ABES, ABI,
SIB-R) and to Assess Autism (CARS)
(Information from one of these interviews may be used to complete Social
History/Psychoeducational Assessment Assignment)
Ethical Dilemma #3
Assigned Reading: Dupper Text – Reread/Review Chap. 6.

February 9 **Quiz**
(Class #5) Assessments, continued
Demonstrations of Social History Interviews and Administrations of Various Instruments
Used to Assess for Attention-Deficit/Hyperactivity Disorder (Conner’s Scales) and to
Assess for Emotional Disturbance (Achenbach, BASC, Depression Scales, Anxiety
Scales)
(Information from one of these interviews may be used to complete Social
History/Psychoeducational Assessment Assignment)
(In class demonstrations relating to learning disabilities and Video: “Understanding
Learning Disabilities: How Difficult Can This Be?”)
Ethical Dilemma #4
Assigned Reading: Dupper Text - Chap. 3, 7 & 10.

February 16 Resiliency, Prevention, Parental Involvement and Education
(Class #6) (In class activities on parenting education and crisis prevention using de-escalation
techniques.)
Video segments from “Parent to Parent,” “SOS! Help for Parents, “ and “Can We
Talk”
Interventions Related to Externalizing Behaviors, (Truancy, Substance Abuse,
Aggression, Sexual Activity)
Video segment from “Dealing with Anger: Giving It, Taking It, Working It Out”
Emphasis on Vulnerable Groups of Students in Schools (i.e. Gay and Lesbian Students,
Ethnic and Cultural Minorities)
(In Class Experiential Activity/Simulation Exploring Discrimination)
(Decide on Articles, Project Topics and Presentation Dates)
Ethical Dilemma #5

Assigned Reading: Dupper Text - Chap. 4 , 8 and 11.

February 23 Social History/Psychoeducational Assessment Due

(Class #7) Interventions, continued
Interventions Related to Internalizing Behaviors, with Emphasis on Other Vulnerable Students (Those Abused and/or Neglected; Children of Divorced and/or Substance Abusing Caretakers; Homeless Students and Those in Foster Care)
(In class activities related to play therapy.)
Measuring Outcomes to Evaluate Both Micro- and Macro- Level Interventions, Programs, and Policies
Ethical Dilemma #6

Assigned Reading: Dupper Text - Chap. 12 and Appendix

No Class March 1 (Week of Comprehensive Exam)

No Class March 8 (Spring Break)

March 15 Sample Activity for a Hypothetical Group Session Assignment Due

(Class #8) (Outline/Bibliography Due from those presenting on 3/29
(In-class discussions about Activities)
Ethical Dilemma #7

March 22 Finish in-class discussions about Sample activities
(Class #9) (Outline/Bibliography Due from those presenting on 4/5)
Ethical Dilemma #8

March 29 Current Issues: Presentation/Activity/Discussion
(Class #10) (Outline/Bibliography Due from those presenting on 4/12)
Ethical Dilemma #9

April 5 Current Issues: Presentation/Activity/Discussion
(Class #11) (Outline/Bibliography Due from those presenting on 4/19)
Ethical Dilemma #10

April 12 Current Issues: Presentation/Activity/Discussion
(Class #12) (Outline/Bibliography Due from those presenting on 4/26)

April 19 Current Issues: Presentation/Activity/Discussion
(Class #13)

April 26 Current Issues: Presentation/Activity/Discussion
(Class #14)