

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

SW535- School Social Work

Course Outline

Spring 2006

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Course Requirements/Evaluation Procedures:

Students are expected to attend every class session. 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.

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|--|----------------|
| Weekly on-line quizzes (12 @ 10 pts. each) | 120 pts. (30%) |
| Case Study Assessment & reaction paper | 100 pts. (25%) |
| Position paper | 100 pts. (25%) |
| School board meeting/workshop assignment | 40 pts. (10%) |
| Discussion boards (4 @ 10 points each) | 40 pts. (10%) |

Assignment of Final GradesThe 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)

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.

Other readings may be found @ on-line library reserve

Course Content Outline:

| <i>Date</i> | <i>Topics/Readings</i> |
|--------------------|--------------------------------|
| 1/17 | Course overview, introductions |

Unit I - Foundations of School Social Work Practice

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|------|---|
| 1/24 | 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 |
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Readings:

-Dupper text - chapter 1

- NASW Standards for School Social Work Services (2002)
- Glass, R.S. & Nemeth, P. (1996). *Unsung heroes: School social workers are crucial lifeline for troubled students. American Teacher, 80, 10-11.*
- Kopels, S. (1992). Confidentiality and the school social worker. *Social Work in Education, 14, 203-205.*

Before next class:

- take quiz #1
- post your response to discussion board #1

3/31 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

Readings:

- Dupper text - chapter 2
- Constable, McDonald & Flynn text - chapter 23

Before next class:

- take quiz #2

Unit II - Student-Focused Interventions

2/7 Bullying and peer sexual harassment in schools; guidelines for assessing potentially violent students; proven interventions that focus on externalizing behavior problems; alternatives to out-of-school suspension and expulsion; group work in schools; in-class demonstration of school survival group session(s)

Readings:

- Dupper text - overview of section 2 (pp. 37-39) & chapter 3
- Constable, McDonald & Flynn text - chapters 29, 30 & 31
- Dupper, D.R. (1998). An alternative to suspension for middle school youths with behavior problems. Findings from a school survival group. *Research on Social Work Practice, 8, 354-366.*
- Dupper, D.R. & Meyer-Adams, N. (2002). Low-level violence: A neglected aspect of school culture. *Urban Education, 37, 350-364.*
- Kopels, S. & Dupper, D.R. (1999). School-based peer sexual harassment. *Child Welfare, 78, 435-460.*
- Whitted, K. S. & Dupper, D.R. (2005). Best practices for preventing or reducing bullying in schools. *Children in Schools, 27, 167-175.*

Before next class:

- take quiz #3 before next class
- post your response to discussion board #2

2/14 Assessment strategies; assessing and intervening with students who are anxious and fearful, lonely/shy, grieving, and/or depressed/suicidal; crisis intervention in schools

Readings:

- Dupper text - chapter 4
- Constable, McDonald & Flynn text - chapters 13, 16 & 33

Before next class:

- take quiz #4

2/21 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; alternative schools

Readings:

- Dupper text- chapter 5
- Constable, McDonald & Flynn text- chapter 26
- Dupper, D.R. & Halter, A.P. (1994). Barriers in educating children from homeless shelters: Perspectives of school and shelter staff. *Social Work in Education, 16, 39-45.*

- Dupper, D.R. (2006). Guides for designing and establishing alternative school programs for dropout prevention (chapter 38). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.
- Davis, K.S. & Dupper, D.R. (2004). Student-teacher relationships: An overlooked factor in school dropout. *Journal of Human Behavior in the Social Environment*, 9, 179-193.

Before next class:

- take quiz #5

2/28 Overview of No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA); school social workers as advocates ; Social Developmental Study (SDS); interventions with students diagnosed with Attention Deficit Disorder with Hyperactivity (ADHD), Learning Disabilities (LD), Autism; a parent-s perspective (Janet Totorelli-guest speaker)

Readings:

- Dupper text- chapter 6
- AFrequently asked questions about NCLB@ (Wright, Wright & Heath text- ch. 4)
- ANCLB for parents@ (Wright, Wright & Heath text- ch. 5)
- ANCLB for attorneys and advocates@ (Wright, Wright & Heath text- ch.7)
- AGlossary of acronyms, abbreviations, and terms@ (Wright, Wright & Heath text- Appendix A)
- Constable, McDonald & Flynn text- chapters 17, 18, 19 & 20

Before next class:

- take quiz #6
- post your response to discussion board #3

Unit III - System-Focused Interventions

Date

Topics/Readings

3/7 Principles of exemplary school-based prevention programs; school-based programs for preventing violence, bullying, substance abuse, truancy, sexual abuse, teenage pregnancy and sexually transmitted diseases; innovative programs designed to transform schools

Readings:

- Dupper text- overview of section 3 (pp. 131-132) and chapter 7
- Frey, A.J. & Dupper, D.R. (2005). A broader conceptual approach to clinical practice for the 21st century. *Children & Schools*, 27, 33-44.

Before next class:

- take quiz #7

3/14 *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

Readings:

- Dupper text- chapter 8
- Constable, McDonald & Flynn text- chapter 12
- Spencer, M.S. (1998). Reducing racism in schools: Moving beyond rhetoric. *Social Work in Education*, 20, 25-36.
- van Wormer, K., Wells, J. & Boes, M (2000). Gays, lesbians, and bisexuals in the workplace (pp. 91-101). In K. Van Wormer, J. Wells & M. Boes, *Social work with lesbians, gays and bisexuals: A strengths perspective*. Needham Heights, MA: Allyn & Bacon.

Before next class:

- take quiz #8
- post your response to discussion board #4

3/21 **NO CLASS Spring Break!**

- 3/28 **CASE STUDY ASSESSMENT IS DUE**
 The school social worker as consultant and team member; MSAP video
Readings:
 -Dupper text- chapter 9
 -Constable, McDonald & Flynn text- chapter 28
 -Dupper, D.R. (1993). School-community collaboration: A description of a model program designed to prevent school dropouts. *School Social Work Journal*, 18, 32-39.
- Before next class:**
 -take quiz # 9
- 4/4 **POSITION PAPER 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
Readings:
 -Dupper text- chapter 10
 -Anderson-Butcher, D. & Ashton, D. (2004). Innovative models of collaboration to serve children, youths, families, and communities. *Children & Schools*, 26, 39-53.
 -Dupper, D.R. & Poertner, J. (1997). Public schools and the revitalization center of impoverished communities: School-linked, family resource centers. *Social Work*, 42, 415-422.
 -Constable, McDonald & Flynn - Chapter 27
- Before next class:**
 -take quiz # 10
- Unit IV - Evaluating school social work practice**
- 4/11 Evaluating student-focused interventions; process versus outcome evaluations; categories of measures and research designs; time and stress management strategies for school social workers
Readings:
 -Dupper text - chapter 11
 -Huebner, E.S., Gilligan, T.D. & Cobb, H. (2002). *Best practices in preventing and managing stress and burnout* (pp. 173-182). In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV (Volume 1)*. Bethesda, MD: The National Association of School Psychologists.
- Before next class:**
 -take quiz 11 before next class
- 4/18 **SCHOOL BOARD MEETING/WORKSHOP ASSIGNMENT IS DUE**
 Evaluating system-focused interventions; guidelines for successfully planning, implementing, and evaluating new programs and Comprehensive Quality Programming (CQP) steps
Readings:
 -Dupper text - chapter 12
 -Constable, McDonald & Flynn text- chapters 21 & 22
- Before next class:**
 -take quiz 12 before next week
- 4/25 Class discussion of position papers and school board workshop assignments

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

A standardized protocol for gathering data in each of these areas will be given to students in class.

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:

- \$ to what extent did the writer concisely summarize the content from the protocol in each section of the social developmental study?
- \$ 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)?
- \$ is the summary a presentation of the major points from each section of the report? (the summary should not contain any new information)
- \$ 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 28, 2006.**

Position paper

In this assignment, each student will select a controversial topic related to K-12 education and examine the topic from various points of view. Each student will be expected to find out as much as he/she can about the pros and cons of your topic from journal articles, book chapters, newspaper articles and articles from news magazines, interviews with school personnel and/or students, etc...

Make sure that your paper presents an in-depth description of your topic, a thorough discussion of the arguments in favor and arguments against, and conclude your paper with a discussion of *your position* on this topic based on these pros and cons. *Each student is strongly encouraged to meet with the instructor to obtain his approval before writing this paper.*

Possible topics:

- \$ grade retention
- \$ zero tolerance discipline
- \$ all-female schools
- \$ ability grouping

- \$ school social workers= membership in teacher=s unions
- \$ inclusion of special education students
- \$ school vouchers
- \$ corporal punishment in schools
- \$ the need for labeling in order to receive services (see ARights Without Labels@ literature)
- \$ separate schools for gay and lesbian youth
- \$ separate schools for homeless youth
- \$ allowing religious activities in public schools (e.g., Tennessee School Crusade)
- \$ allowing the teaching of sex education in public schools
- \$ home schooling
- \$ the use of Ritalin with students labeled ADHD

This paper must be typed and double-spaced and should not exceed 8 pages (12 point font size). This paper must include a minimum of five references (i.e., refereed journal articles, book chapters). **This assignment is due on or before April 4, 2006.**

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. Was this decision-making process what you expected it to be?
- 4) Based on your observations, how would you go about preparing to make a presentation to this school board in the future? What would you emphasize or de-emphasize in your presentation?

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 18, 2006.**