

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

**SW535 – School Social Work**

Course Outline

Spring 2006

**Instructor: Annice Overall, LCSW**

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

Ms. Overall, a School Social Worker with Memphis City Schools, may be contacted at Memphis City Schools Mental Health Center: 416-0424, or mobile #: 634-6522.

**COURSE REQUIREMENTS/GRADING**

**Grading for this course will fall into five categories:**

<b>I.</b>	<b>Journal of Classroom Discussions-----</b>	<b>15 points</b>
<b>II.</b>	<b>Quiz on Special Education and Educational Law Issues-----</b>	<b>15 points</b>
<b>III.</b>	<b>Social History/Psychoeducational Assessment-----</b>	<b>20 points</b>
<b>IV.</b>	<b>Sample Activity for a Hypothetical Group Session-----</b>	<b>20 points</b>
<b>V.</b>	<b>Project/Presentation-----</b>	<b>30 points</b>
	<b>Total Maximum =</b>	<b>100 points</b>

**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. Journal of Classroom Discussions (15 points):**

Approximately 45 minutes at the end of each class will be dedicated to small group discussions of ethical dilemmas or current topics in the field of School Social Work, and to journaling related to these topics. Each student will maintain a Journal (preferably a 3-prong folder that will accommodate inserts) separate from their classnotes. Your Journal will include weekly entries, completed at the end of each class session related to current School Social Work topics including School Social Work law, responses to ethical dilemmas, practice applications, interventions, and reactions or questions related to other relevant issues discussed in class.

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 topic 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 thoughts to the rest of the class. The remainder of the class will be spent completing the journal entry about the night’s topic. The journal may also be used to convey thoughts, questions or reactions to the evenings’ material that was presented.

Journals will be turned into the instructor at the end of each class for review. “Grades” of 0 or 1 point will be given each week based upon the extent to which the student is present and makes meaningful comments.

**II. Quiz (15 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 observing a classroom demonstration of a social history interview with a parent and the administration of a psychoeducational assessment instrument. (Additional information will be provided in class.)

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

Each student will demonstrate and discuss 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 and discuss those considerations in the rationale. The demonstration should be 10-15 minutes & experiential for the audience, utilizing full class participation if possible.

Requirements for this assignment include:

- 1) A typed (1-2 pages) description of the intervention and rationale for application.
- 2) Handout of the typed description & rationale for each student in the class.
- 3) Materials needed to complete activity 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 30-35 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) Section 504 of the Rehabilitation Act...It's Application in Schools
- 6) Diagnostic Labels...Pros and Cons: Is There A Better Way? (Criteria, Differences between states, etc.)
- 7) Bilingual Education/ESL programs...Pros and Cons: Is There A Better Way?
- 8) What Can School Social Workers Do To Improve Student Attendance?
- 9) What Can School Social Workers Do To Improve Student Conduct?
- 10) What Can School Social Workers Do To Improve Student Achievement?
- 11) What Can School Social Workers Do To Reduce Teen Pregnancy?
- 12) What Can School Social Workers Do To Reduce the Drop Out Rate?
- 13) How Can School Social Workers Impact Upon School Violence?
- 14) How Can a School Social Worker Achieve and Demonstrate Cultural Competence with Diverse student Populations?
- 15) Inclusion/Mainstreaming of Special Education Students...Pros and Cons
- 16) What Can School Social Workers Do to Address the Growing Numbers of Students with Post-Traumatic Stress Syndrome?
- 17) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Disruptive Behavior Disorders?
- 18) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Mood Disorders?
- 19) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Mental Retardation?
- 20) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Learning Disabilities?
- 21) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Chronic Medical Problems?

- 22) How Can School Social Workers Help Students, Schools, and Parents in Dealing with Severely Emotionally Disturbed Students?
- 23) What Can School Social Workers Do to Facilitate Greater Parent Involvement in the Schools?
- 24) What Can School Social Workers Do to Ameliorate the Impact of Poverty on Students and Schools?
- 25) What Can School Social Workers Do to Ameliorate the Impact of Divorce upon Students?
- 26) What Can School Social Workers Do to Ameliorate the Impact of Substance Abuse upon Students and Schools?
- 27) What Can School Social Workers Do to Promote Alternatives to Corporal Punishment?
- 28) 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: (Students are strongly encouraged to purchase the text through the UT bookstore, as other sources have previously had delays in getting the book).**

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 16** No class, Martin Luther King, Jr. Holiday

**January 23** 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 30** 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.)

Assigned Reading: Dupper Text - Chap. 6.

**February 6** 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”

Assigned Reading: Dupper Text - Chap. 5

**February 13** Assessment of Individuals and Families  
(Class #4) Demonstrations of Social History Interviews and Administrations of Various  
Instruments Used to Assess Adaptive Behavior and Autism

(Information from one of these interviews may be used to complete Social History/Psychoeducational Assessment Assignment)

Assigned Reading: Dupper Text – Reread/Review Chap. 6.

**February 20 Quiz**

(Class #5) Assessments, continued  
Demonstrations of Administrations of Various Instruments Used to Assess for Attention-Deficit/Hyperactivity Disorder and to Assess for Emotional Disturbance  
(May be used for Social History/Psychoeducational Assessment Assignment)  
(In class demonstrations relating to learning disabilities and Video: “Understanding Learning Disabilities: How Difficult Can This Be?”)

Assigned Reading: Dupper Text - Chap. 3, 7 & 10.

**February 27** Resiliency, Prevention, Parental Involvement and Education  
(Class #6) Video segments from “Parent to Parent,” and “Can We Talk”  
Interventions Related to Externalizing Behaviors, (Truancy, Substance Abuse, Aggression, Sexual Activity)  
Functional Behavior Assessments & Behavior Intervention Plans  
Video segment from “Asset: Social Skills Curriculum”  
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)

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

**March 6 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

Assigned Reading: Dupper Text - Chap. 12 and Appendix

**? No Class March 13 (Tentatively) (Week of Comprehensive Exam?)**

**No Class March 20 (Spring Break)**

**March 27 Sample Activity for a Hypothetical Group Session Assignment Due**

(Class #8) (Outline/Bibliography Due from those presenting on 4/10)  
(In-class discussions about Activities)

**April 3** Finish in-class discussions about Sample activities

(Class #9) (Outline/Bibliography Due from those presenting on 4/17)

**April 10** Current Issues: Presentation/Activity/Discussion

(Class #10) (Outline/Bibliography Due from those presenting on 4/24)

**April 17** Current Issues: Presentation/Activity/Discussion

(Class #11)

**April 24** Current Issues: Presentation/Activity/Discussion  
(Class #12)