

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

**SW 535 SCHOOL SOCIAL WORK**

Summer Session II (July 5-August 7, 2002)  
M,W 5:30 p.m.-9:15 p.m.

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The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics, 2000).

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the CSW MSSW handbook. ([www.csw.utk.edu](http://www.csw.utk.edu))

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the Office of Disability Services at 191 Hoskins Library at (865) 974-6087. This will ensure that you are properly registered for services.

Course Description

The purpose of this course is to develop the knowledge and skills necessary for successful and competent social work practice in public schools, with an emphasis on assessment skills and skills in collaboration, crisis intervention, and prevention. Current social problems influencing the practice of social work in schools (e.g. homelessness, HIV/AIDS, violence, substance abuse, racism) will be examined. Both traditional school social work practice as well as emerging practice paradigms, such as full service schools, will be discussed.

## Course Objectives

Upon successful completion of this course, students should be able:

1. To understand the social, emotional, cultural and economic issues affecting diverse groups of students (e.g. students of color, gay & lesbian students) and schools and be able to assist diverse groups of students and families in overcoming barriers to learning.
2. To understand the needs of students at risk due to disability, economic condition, family disruption or other environmental factors and be able to work with teachers, school counselors, school psychologists and family resource center staff in addressing student needs.
3. To serve as a liaison between home and school, assist parents in understanding their children's needs, interpret student assessments to parents, and work with the parents in developing parenting skills.
4. To perform case management functions, facilitating the coordination and integration of community services to benefit students and their families.
5. To support students with special needs by preparing social histories, contributing to the development and implementation of individualized education programs (IEPs) and helping ensure the participation of parents.
6. To understand federal, state, and local laws and policies affecting students, including issues such as services for disadvantaged students, services required by students with disabilities, due process rights of students and families, child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension and expulsion.
7. To describe and analyze the roles and functions of school social workers (e.g. advocate, teacher, broker, etc.) in their practice with diverse groups of students, families, school personnel, and diverse communities.
8. To understand how the social organization and political environment of the school influences the practice of school social work.
9. To develop skills in a) differential assessment of the problem; b) developing interventions based on empirically supported research (i.e. "what works") with diverse populations; and (c) evaluating the outcomes of these interventions.
- 10) To address a number of ethical dilemmas facing the social work practitioner in the school setting including an exploration of one's personal values

and potential conflicts between one's personal and professional values.

### Required Texts

Allen-Meares, P. Washington, R. O., & Welsh, B. L. (2000). Social work services in schools (3rd edition). Boston, MS: Allyn & Bacon.

Constable, R. McDonald, S. & Flynn, J. P. (1999). School social work: Practice, policy and research perspectives (4th edition). Chicago, IL: Lyceum Books, Inc.

### Course Requirements

Students are expected to:

attend all class sessions

read all assignments and be ready to discuss these readings in class

complete all assignments on time

notify the instructor in a timely manner if circumstances interfere with class

attendance or the completion of course requirements

### Class Assignments

Ethical Dilemmas Discussion in Class (4 total)	20 points
Case Study	20 points
Article Summary	20 points
Group Project and Presentation	40 points

### Assignment of Final Grades

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

92-100 A (Superior performance)

87-91 B+ (Better than satisfactory performance)

82-86 B (Satisfactory performance)

77-81 C+ (Less than satisfactory performance)

70-76 C (Performance well below the standard expected of graduate student)

### Course Outline and Readings

July 8, 2002

Introductions & course overview

The history of school social work

The ecological perspective and school social work practice

Readings:

Allen-Meares, Chapters 1, 2 & 4

July 10, 2002

The school environment

Roles & tasks of school social workers

Ethical dilemmas in school social work  
\*Ethical Delimma #1

Readings:  
Allen-Meares, Chapters 3, 11 & 12

July 15, 2002

School social work certification in Tennessee  
Social development study  
Effective comprehensive school-based prevention programs  
\*Select groups for final course assignment  
\*Distribute cae study assignments

Readings:  
Allen-Meares, Chapter 10  
Constable, Chapter 17

July 17, 2002

Educational legislation & important court cases  
Special education issues  
\*Ethical dilemma #2

Readings:  
Allen-Meares, Chapters 8  
Constable, Chapters 10 & 18

July 22, 2002

Group work in schools  
\*Case study assignment is due  
\*Case study presentations (1 of 2)  
\*Distribute article summary assignment

Readings:  
Constable, Chapters 22 & 23

July 24, 2002

Promising and proven school-based interventions for special populations  
(e.g. gay and lesbian students, ethnic and cultural minorities, homeless  
students, students living in foster homes, abused and neglected children,  
children of divorce, substance abusers, pregnant teens)  
\*Case study presentations (2 of 2)  
\*Ethical dilemma #3

Readings:  
Allen-Meares, Chapters 5 & 9  
Constable, Chapter 24

July 29, 2002

Promising and proven school-based interventions for students with internalizing and externalizing behaviors

Crisis intervention in the school environment

\*Article summary assignment is due

\*Article summary presentations (1 of 2)

Readings:

Allen-Meares, Chapters 6 & 7

Constable, Chapters 25, 26 & 27

July 31, 2002

School Social Work Consultation and Collaboration

Involving parents and the community in schools

\*Article summary presentations (2 of 2)

Readings:

Constable, Chapters 14 & 21

August 5, 2002

Evaluation of school social work practice

\*Final group project due

\*Final group project presentations (1 of 2)

Readings:

Allen-Meares, Chapter 13

Constable, Chapters 31 & 34

August 7, 2002

Needs assessments in a school setting

\*Final group project presentations (2 of 2)

Readings:

Constable, Chapter 32