

THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK

**SW 535 SCHOOL SOCIAL WORK**  
**Summer Session II (July 7-August 8, 2003)**  
**Monday & Wednesday, 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-Meaures, 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

1. Attendance and Participation (10 points, weekly)  
Regular attendance is essential given the purpose and design of this course. Students are expected to read the assigned readings before attending the class in which they are assigned. Each student is expected to attend every class, except in cases of emergency. Please notify the instructor if you will be absent for any reason.
2. Ethical Dilemma Discussion Groups (10 points, weekly)  
For the duration of the five week course, students will spend the last 30 minutes of class working in small discussion groups on an ethical dilemma in a school setting. Students will be assigned to discussion groups during the first class session and groups will remain the same for the five weeks of the course. Group leadership will be rotated among members each session, and it is the leader's responsibility to facilitate the discussion process and present a summary to the class.
3. Case Study (15 points, due: 7/21/03)  
Each student will be given a sample referral for school social work services. This assignment is designed to help students anticipate what types of services school social workers can offer in their practice setting, and it is also designed to challenge students to develop a reasonable plan for intervention. Additionally, students are expected to consider possible community resources for their case and discuss these resources in the assignment and summarize them in a short class presentation. More detail will be distributed with the case studies on July 14.
4. Quiz (25 points, in class: 7/28/03)  
Students will take a short quiz on special education issues and legislation. The quiz will be structured with multiple choice, true/false, fill-in the blank and matching items.
5. Group Project and Presentation (40 points, due: 8/4/03)  
For this assignment, students may work individually or in pairs to develop a group curriculum that could be implemented in a school setting. Students may select their group topics from the list provided by the instructor or students may develop their own topic and have it approved by the instructor. Additional information will be provided in class.

### 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

Class 1: July 7, 2003

Introductions & course overview

The history of school social work

Ethical dilemmas in school social work

\*Ethical Dilemma #1

Readings:

Allen-Meaures, Chapter 1: Major Issues In American Schools, Chapter 2: School

Social Work: Historical Development, Influences, and Practices,

NASW Code Of Ethics

Class 2: July 9, 2003

The school environment

The ecological perspective and school social work practice

Presentation of social work services in the school environment

\*Distribution and discussion of case study assignments

\*Ethical Dilemma #2

Readings:

Allen-Meaures, Chapter 3: The Social Organization of Schools,

Chapter 4: An Ecological Perspective of Social Work Services in Schools,

Constable, Chapter 3: An Ecological Perspective on Social Work in the Schools

Class 3: July 14, 2003

The design of social work services in the school setting

Roles and tasks of the school social worker

\*Ethical Dilemma #3

Readings:

Allen-Meaures, Chapter 11: The Design of Social Work Services,

Chapter 12: The Delivery of School Social Work Services

Class 4: July 16, 2003

Standards for school social work services

Social development study

Video—Understanding learning disabilities: How difficult can this be

\*Ethical dilemma #4

Readings:

Constable, Chapter 17: The Social Developmental Study

NASW Standards for School Social Work Services

Class 5: July 21, 2003

Educational legislation and important court cases

Special education issues

\*Case study assignment due

\*Ethical dilemma #5

Readings:

Allen-Meaures, Chapter 8: Children with Disabilities

Constable, Chapter 10: Educational Mandates for Children with Disabilities: School Policies, Case Law and the School Social Worker

Chapter 18: The Individualized Education Program and the IFSP:

Content, Process and the Social Worker's Role, Chapter 20: The Least Restrictive Environment and the Trend Toward Inclusion

Class 6: July 23, 2003

The basic principles of group work

Groups in a school setting

\*Ethical dilemma #6

Readings:

Constable, Chapter 22: Perspectives on Groups for School Social Workers,

Chapter 23: Social Skills for the Twenty-First Century, Chapter 28: The No-Fault School: Understanding Groups-Understanding Schools

Class 7: July 28, 2003

Involving parents and the community in schools

Evaluation of school social work practice

\*Quiz—special education and legislation

\*Ethical Dilemma #7

Readings:

Allen-Meaures, Chapter 13: The Evaluation of Programs and Practice

Constable, Chapter 31: Research and Evaluation of Practice and Services in the Schools, & Chapter 34: Research in School Social Work: Catching Up and Moving On

Class 8: July 30, 2003

Working with 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, etc.)

Needs assessments in a school setting

Video—Pieces of the puzzle: Education students in homeless situations

\*Ethical Dilemma #8

Readings:

Allen-Meaures, Chapter 6: Pupil Rights and Control of Behavior,

Chapter 7: Coping with Violence in School

Appendices I: An Example of Rural Practice;  
Appendice II: An Example of Urban Practice  
Constable, Chapter 32: Needs Assessment in a School Setting

Class 9: August 4, 2003

Working with 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, etc.)

\*Group project due

\*Group presentations (1 of 2)

\*Ethical Dilemma #9

Readings:

Allen-Meaures, Chapter 9: Some Target Groups of Children, Chapter 10: Securing Equal Educational Opportunity: Language, Race and Sex

Class 10: August 6, 2003

Crisis intervention in the school environment

School Social Work Consultation and Collaboration

School social work certification in Tennessee

\*Group presentations (2 of 2)

\*Ethical Dilemma #10

Readings:

Constable, Chapter 14: Working with Families, Chapter 21: School Social Work Consultation and Collaboration, Chapter 25: School-Based Crisis Intervention for Traumatic Events