

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

SW535 – School Social Work

Course Outline
Summer 2006

Credits: 3
Telephone: 615-351-0588

Instructor: Shan Sanders-Wooley
Office Hours: By Appointment

Course Requirements/Grading

Grading for this course will fall into five categories

I.	Classroom Participation in 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:

- 95-100 = A (Superior Performance)
- 90-94 = B+ (Better than Satisfactory Performance)
- 80-89 = B (Satisfactory Performance)
- 77-79 = C+ (Less than Satisfactory Performance)
- 70-76 = C (Performance well below standard expected of grad. Students)

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

The final 40 minutes of each class period 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 week the groups will be given a vignette to discuss for about 20 minutes and then give a brief verbal summary of the group's position to the rest of the class during the final 20 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. (Additional 2 points given for attending all classes).

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 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 "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 of 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 copies of the assignment to

provide to the other students and will bring the materials needed to do a brief (5 min.) demonstration of the activity with the class. (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 10-15 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, 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, Changes needed to length of school day or the school-year calendar? Etc.
- 3) No Child Left Behind Legislation
- 4) Teacher's Unions: Pros and Cons
- 5) Individuals with Disabilities in Education Act(IDEA), including issues addressed in past reauthorizations and those anticipated in pending reauthorization
- 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 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 or 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) 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?

Required Text:

Dupper, David; School Social Work; Skills and Interventions for Effective Practice; Wiley Pub.; 2002; ISBN.

June 5 : Introductions (In class introduction activities) and Discussion of Expectations
 (Class #1) School Social Work in Tennessee and the Certification Process
 Historical Overview, Models, Current Directions
 Multi-Disciplinary Roles and Responsibilities: The Social Organization and Political Environment of the School Setting
 Ecological Perspective as Organizing Framework for School Social Work Practice
 Barriers to Learning and the “Enabling Component Model”
 By H. Adelman and L. Taylor
 (In class activity on school social work in various environments.)
 Assignments to Ethics Groups and Ethical Dilemma #1

Assigned Reading (for next class): Dupper Text – Chap. 1,2,6 & 9 and NASW Code of Ethics (Download from <http://www.socialworkers.org/pubs/code/default.asp>)

June 12 Special Education and Educational Law Issues: Major Legislation and Precedent (Class #2)
 Setting Court Cases
 Disability Categories, Definitions, and Eligibility Criteria (Tennessee Department in Nashville of Education)
 Video segment; “Including Students with Special Needs in the Regular Classroom”

Ethical Dilemma #2
(Decide on Articles, Project Topics and Presentation Dates)

Assigned Reading: Dupper Text – Chap. 5 (suggest review Chap 6 for Quiz)

June 19 **No class – Instructor out of town**

June 26 **Quiz**

Assessment of Individuals and Families

(In class demonstrations relating to learning disabilities and Video:

“Understanding Learning Disabilities: How Difficult Can This Be?”)

(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); to Assess Autism

(CARS); 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)

Ethical Dilemma #3

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

July 3 **No Class**

July 10 **Social History/Psychoeducational Assessment Due**

Resiliency, Prevention, Parental Involvement and Education

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 “ASSET: Social Skills Training”

Emphasis on Vulnerable Groups of Students in Schools (i.e Gay and Lesbian Students, Ethnic and Cultural Minorities)

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.)

Ethical Dilemma #4

Assigned Reading: Dupper Text – Chap. 3, 7 &10, 12 and Appendix
(Outline/Bibliography Due from those presenting on 7/19)

July 17 **Sample Activity for a Hypothetical Group Session Assignment Due**
(In-class discussions about Activities)

Begin Current Issues: Presentation/Activity/Discussion

July 24 Current Issues: Presentation/Activity/Discussion

July 31 Current Issues: Presentation/Activity/Discussion

August 7 Current Issues: Presentation/Activity/Discussion