

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

SW535 - SCHOOL SOCIAL WORK

Course Outline
Spring 2007

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Course Requirements/Evaluation Procedures:

Students are expected to attend every class session. Assigned readings and other course requirements are expected to be completed on time. It is imperative that students contact the instructor regarding any circumstances that interfere with punctual weekly attendance and participation, or the completion of course requirements.

Course Requirements and Evaluation

On-line Quizzes (10 @ 10 pts. each)	100 points
Psychosocial-Psychoeducational Assessment	100 points
Position Paper with Sample Intervention	100 points
School Law Paper	50 points
School Board Meeting/Workshop Assignment	50 points

Assignment of Final Grades

A	376-400 points (Superior performance)
B+	349-375.9 points (Better than satisfactory performance)
B	328-347.9 points (Satisfactory performance)
C+	308-327.9 points (Less than satisfactory performance)
C	280-307.9 points (performance well below graduate level standard)

Required Text:

Dupper, David (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 & research perspectives (5th edition)*, Chicago, IL: Lyceum Books, Inc.

Other readings may be obtained through the on-line library reserve

Description of Course Requirements

Attendance

-Punctual weekly attendance is expected of all graduate students. Students are required to be on time to class, and attend the entire class session. Students are required to participate in classroom ethical discussions, group forums and demonstrate critical thinking skills in responses in related classroom discourse. Each class absence results in a deduction of 2 points from your final grade. Perfect attendance results in 2 points added to your final grade.

Classroom participation in Weekly Ethical Dilemma Discussions

A portion of 10 class periods will be devoted to an Ethical Dilemma Discussion relevant to School Social Work Practice. Students are required to keep a copy of the *NASW Code of Ethics* and bring it to class each week. Furthermore students will obtain a copy of the *NASW Standards for School Social Work Services* for reference during the course.

On-line Quizzes (100 points)

There will be 10 on-line quizzes. The schedule for on-line quizzes will be provided.

School Law Paper (50 points)

Special Education and Educational Law will be presented in the second class session. Each student will be assigned a topic related to Special Education and Educational Law. The student will submit a written report to the instructor and provide a report to the class on the assigned school law topic. Specific report requirements and content will be provided in the second class session.

School Board Meeting/Workshop Assignment (50 points)

Each student will attend a school board meeting or school board workshop before midterm. The student will write a brief paper that focuses on the following issues:

- 1) Identify the location and participants in the meeting: demographics, positions, status, etc.
- 2) Specify issues addressed and discussed
- 3) Report how issues were resolved or unresolved
- 4) Describe the group process. Was it effective or ineffective?
- 5) Select an issue discussed at the meeting and prepare a statement describing and addressing the issue.
This is a statement you would make to the school board emphasizing your concerns and how the issue may be resolved.

This report is not to exceed 3 pages (12 point font) and is due on or before 03/05/07.

Psychosocial-Psychoeducational Assessment (100 points)

Evaluation and assessment of student needs is an integral part of School Social Work. This requires competency in providing a written document that clearly assesses and evaluates student needs. This assessment requires skills in evaluation of student needs and strengths, as well as gathering a social/developmental/educational history. A format for this process will be provided by the instructor and the student will be responsible for acquiring a case-study and submitting a comprehensive psychoeducational assessment that includes recommendations for addressing and meeting student/client needs.

Position Paper with Sample Intervention (100 points)

Each student will select a topic relevant to School Social Work practice for an issue impacting students in grades K-12. The student will examine the topic using critical thinking skills and consider all aspects of the issue. After conducting a comprehensive literature review and considering relevant information, interviews with teachers, students and school social workers the student will defend a position on the topic. The student will create an approach model and design an intervention to address the issue.

-Topics and issues will be discussed during the first class and all students must obtain instructor approval for selected topic.

Paper must be typed and double-spaced and not to exceed 8 pages (12 point font). This does not include Bibliography or Sample Intervention hand-out.

Part I: The Position Paper will include the following:

- In-depth description of the topic and a summary defining the issue
- Description of current and relevant research related to the topic
- Description of how the issue impacts education (specify effects on individuals or groups)
- Compare and contrast previous or current approaches to the topic/issue
- Clear and informed position on how to address the issue
- Identify/create a School Social Work approach model
- Select an appropriate intervention for the issue/topic

Part II: Demonstration of Sample Intervention

Each student will demonstrate a sample of the intervention (activity/directive) as described in your Position Paper. This can be an intervention for individuals, groups, families, parents or teachers. Please consider developmental, cognitive and emotional factors when selecting the activity/directive.

Requirements for this portion of the assignment include:

- 1) A typed description of the intervention and rationale for application (format for intervention description will be provided).
- 2) Handout of intervention for each student in the class.
- 3) Materials needed to complete activity in class.

Outline of Weekly Class Topics, Assignments, and Reading

01/15/07 **No Class: Martin Luther King Holiday**

01/22/07 Introductions and Discussion of Expectations
School Social Work in Tennessee and the Certification Process,
Historical Overview, Models, Current Issues
Ecological Perspective as Organizing Framework for School
Social Work Practice

- Assignment: Each student will e-mail the instructor an ethical dilemma.
This may be hypothetical or from a case (*protect confidentiality*)
- Assignment: Read and familiarize yourself with the following documents;
NASW Code of Ethics
<http://www.socialworkers.org/pubs/code/default.asp>
NASW Standards for School Social Work Services
www.naswdc.org/practice select School Social Work Practice
- Assigned Reading: Dupper Text - Chap. 1, 2 & 9

01/29/07 Special Education and Educational Law
Multi-Disciplinary Roles and Responsibilities: The Social
Organization and the Political Environment of the School Setting
Ethical Dilemma Format Outlined for Class Discussions

- Assigned Reading: Dupper Text - Chapters 5 & 6
- Assignment: School Law Paper

02/05/07

Group 1: School Law Paper Due

Special Education and Educational Law Continued
Major Legislation and Precedent Setting Court Cases
Impact of Educational Law on School Social Work Practice
Review: Disability Categories, Definitions, and Eligibility Criteria
Ethical Dilemma Discussion

- Assignment: School Law Paper
- Assigned Reading: Dupper Text – review 5 & 6

02/12/07

To Be Announced

02/19/07

Group 2: School Law Paper Due

Assessment of Individuals and Families
-exploration of various assessment instruments
Demonstrations of Social History Interviews
Instructions for Psychoeducational Assessment Assignment
Ethical Dilemma Discussion

- Assignment: Review samples of School Social Work Assessments and establish a format appropriate for Psychosocial-Psychoeducational assessment
- Assigned Reading: Dupper Text 3,7, & 10

02/26/07

Assessments and Psychoeducational Evaluations
-Application to School Social Work Practice
Ethical Dilemma Discussion

- Assigned Reading: Dupper Text – Chapters 4, 8, & 11

03/05/07

School Board Meeting/Workshop Assignment Due

Interventions in School Social Work Practice
-Discussion of Interventions Related to Externalizing Behaviors, (Truancy, Substance Abuse, Aggression, Sexual Activity)
-Emphasis on Vulnerable Groups of Students in Schools
(i.e. Gay and Lesbian Students, Ethnic and Cultural Minorities)
Ethical Dilemma Discussion

- Assigned Reading: Dupper Text – Review Chapters 4, 8 & 11

03/12/07

No Class: Spring Break

03/19/07

Outline, Bibliography and Summary for Position Paper Due

Interventions for Vulnerable Students
-In class activities on parent education, crisis prevention, and de-escalation techniques.
-Students who are Abused and/or Neglected; Children of Divorce; Substance Abusing Caretakers; Homeless Students; Children in Foster Care

- Assigned Reading: Dupper Text - Chapter 12 & Appendix

03/26/07	Psychosocial/Psychoeducational Assessment Due Measuring Outcomes to Evaluate Both Micro- and Macro- Level Interventions, Programs, and Policies Ethical Dilemma Discussion
04/02/07	Begin Position Paper Reports and Sample Interventions Current Issues: Presentation/Activity/Discussion Ethical Dilemma Discussion
04/09/07	Position Paper Reports and Sample Interventions Current Issues: Presentation/Activity/Discussion Ethical Dilemma Discussion
04/16/07	Position Paper Reports and Sample Interventions Current Issues: Presentation/Activity/Discussion Ethical Dilemma Discussion
04/23/07	Position Paper Reports and Sample Interventions Current Issues: Presentation/Activity/Discussion