

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

SW535 - SCHOOL SOCIAL WORK

Course Outline
Spring 2008

INSTRUCTOR: Karen E. Dotson, C.M.S.W., L.S.S.W., M.B.A.

CLASS: Tuesdays, 5:30 – 8:30 P.M.

PHONE: 901/416-0431 (Office), 901/628-4223 (Other)

EMAIL: kedotson@bellsouth.net

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 (6 @ 10 pts. each) / Discussion Boards (4 @ 10 pts each)	100 points
Position Paper with Sample Intervention	100 points
Psychosocial Psycho-educational Assessment	60 points
School Board Meeting/Town Hall Meeting	50 points
School Law Paper Assignment	50 points
School Experience Personal Reflection Responses	40 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.

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

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.

Assignments and Grading

All assignments must be submitted to the instructor at the beginning of the class period on the date due. **Late assignments will be penalized two points for each day that they are late.** If there is an emergency situation that prevents you from completing an assignment on time, please contact the instructor, at a minimum 24 hours

prior to the due date, to discuss the terms of an extension. If an extension is granted, the maximum grade possible will be “B” (Satisfactory performance).

Outline of Weekly Class Topics, Assignments, and Readings

- 01/14/08** **No Class: Martin Luther King Holiday**
- 01/15/08** 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:** 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 - Chapter 1
 - School Experience Personal Reflection Responses (**Due 1/22/08**)
 - Post response to discussion board #1
- 01/22/08** **School Experience Personal Reflection Responses Due**
The organizational structure and processes of the school
Culture and climate of the school
Political environment of the school
20-60-20 theory of school change
- Assigned Reading: Dupper Text - Chapter 2
 - Take quiz #1
- 01/29/08** Special Education and Educational Law
Multi-Disciplinary Roles and Responsibilities: The Social Organization and the Political Environment of the School Setting
- Assigned Reading: Dupper Text - Chapters 5 & 6
 - Assignment: School Law Paper
 - Take quiz #2
- 02/05/08** **Group 1: School Law Paper Due and Presentation**
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
- Assignment: School Law Paper
 - Assigned Reading: Dupper Text – review 5 & 6
 - Take quiz #3
- 02/12/08** **Group 2: School Law Paper Due and Presentation**
Assessment of Individuals and Families -exploration of various assessment instruments

Demonstrations of Social History Interviews
Instructions for Psycho-educational Assessment Assignment

- Assigned Reading: Dupper Text 3 & 7
- Post response to discussion board #2
- Take quiz #4

02/19/08 Assessments and Psychoeducational Evaluations
Application to School Social Work Practice

- Assigned Reading: Dupper Text – Chapters 4, 8, & 11
- Take quiz #5

02/26/08 **School Board Meeting/Town Hall Meeting Assignment Due**
Interventions in School Social Work Practice
Discussion of Interventions Related to Externalizing Behaviors, (Truancy, Substance Abuse, Aggression, Sexual Activity)
Discussion about Vulnerable Groups of Students in Schools (i.e. Gay and Lesbian students, Ethnic and Cultural Minorities)

- Assigned Reading: Dupper Text – Review Chapters 4 , 8 & 11
- Take quiz #6

03/04/08 School Social Worker as Consultant and Team Member
Challenges in Building School-Community Collaborations
Increasing Parental Involvement

- Assigned Reading: Dupper Text – Chapters 9 & 10
- Take quiz #7

03/11/08 **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
- Post response to discussion board #3

03/18/08 No Class: Spring Break

03/25/08 **Psycho-social/Psycho-educational Assessment Due**
Measuring Outcomes to Evaluate Both Micro- and Macro- Level Interventions, Programs, and Policies

04/01/08 **Position Paper Due**
Begin Position Paper Reports and Sample Interventions

	Current Issues: Presentation/Activity/Discussion
04/08/08	Position Paper Reports and Sample Interventions Current Issues: Presentation/Activity/Discussion
04/15/08	Position Paper Reports and Sample Interventions Current Issues: Presentation/Activity/Discussion
04/22/08	Position Paper Reports and Sample Interventions Current Issues: Presentation/Activity/Discussion

Assignment #1: School Experience Personal Reflection Responses Due: January 22, 2008

Length: 3 Pages, double spaced, 12 point font, 1” margins

Description of paper: Choose 3 of the 8 following questions and respond to each of the questions within **one** page:

- 1) What type of school did you attend (public, private, boarding, home school, etc.)? How did that influence your current feelings about school placements? How will your experience of public/private/boarding/home schooling influence your work with teachers, children, and families in a public school setting?
- 2) Describe either a difficult school experience or a positive school experience, and explain how that experience impacted you. How will those experiences influence your work with teachers, children, and families within a school setting?
- 3) Describe how being part of either the “in-group” or the “out-group” effected your school experience. How will those experiences influence your work with children and families within a school setting?
- 4) Who were the key individuals in school who made a significant impact on you? Describe the person’s role within the school (teacher/principal/classmate/etc.). What was the impact (positive or negative)? How will your experiences with those individuals affect you in your current work in or with schools?
- 5) How did your gender impact your experience of school? How will those experiences affect you in your current work in or with schools?
- 6) How did your sexual orientation impact your experience of school? How will those experiences affect you in your current work in or with schools?
- 7) Describe any experiences of inclusion or exclusion that you experienced in school related to your socioeconomic, cultural or ethnic background, your physical appearance, physical or learning disability, sexual orientation, or other factors. How did that influence your experience of school? How will those experiences influence your work with teachers, children, and families within a school setting?
- 8) Did you participate in before or after school activities? If yes, what were the activities, why did you participate, and what was your experience? If you did not participate, why not? How will those experiences affect you in your current work in or with schools?

Be sure to describe how each of these personal school experiences may affect your work in schools!!

Evaluation:

The grade will be based on the quality of the following elements:

- ▶ Presentation of educational experiences
- ▶ Self-Awareness & application to school social practice
- ▶ Scholarly writing and organization

Assignment #2: School Law Paper

Due: 02/5&12/08

Special Education and Education Law will be presented in the second class session. Each student will pick 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 will be provided in the second class session.

Assignment # 3: School Board / Town Hall meeting

Due: 02/26/08

Length: 2 Pages, double spaced, 12 point font, 1” margins

Each student will be expected to attend at least one local school board meeting or town hall meeting during the semester and write a brief paper that focuses on the following questions:

- 1) State the name of the county, number of school board members / attendees, demographic characteristics of members (e.g., gender, race/ethnicity, age, occupations, etc...)
- 2) What specific issues were discussed at the school board meeting/ town hall meeting?
- 3) What decisions, if any, were made? Describe the group process that resulted in these decisions. Was this decision-making process what you expected it to be?
- 4) Based on your observations, how would you go about preparing to make a presentation to this school board in the future? What would you emphasize or de-emphasize in your presentation?

Assignment # 4 Psychosocial-Psychoeducational Assessment

Due: 03/25/08

Length: 4-6 Pages, double spaced, 12 point font, 1” margins

In this assignment, students will contact and conduct an in-depth interview with parent(s) of a school-aged child. Based on the information obtained in this interview, each student will write up a case study assessment.

Each paper MUST follow the format listed below with the following subheadings clearly labeled.

- I. Background
- II. Family background/cultural strengths
- III. Medical/developmental history
- IV. School information
- V. Test administered
- VI. Summary / Recommendations

On a separate page, each student must also answer the following questions:

- 1) What did you learn from this experience?
- 2) What would you do differently next time?
- 3) How would you evaluate your strengths & weaknesses in conducting interviews and writing up the results of your interview?

Grading Criteria:

- To what extent did the writer concisely summarize the content from the protocol in each section of the social developmental study?
- To what extent were findings in the social developmental study supported by direct quotes and/or observations rather than personal bias (e.g., personal hunches, gut feelings, practice wisdom)?
- Is the summary a presentation of the major points from each section of the report? (The summary should not contain any new information.) Did the student make relevant and practical recommendations for treatment?

Assignment #5 Position Paper and Sample Intervention **Due: 04/01/08**

Length: maximum 8 Pages, double spaced, 12 point font, 1" margins

Outline, Bibliography and Summary for Position Paper

Due: 03/11/08

Each student will select a topic relevant to a group or population of children or youth in grades Pre-K – 12. The student will examine the topic using critical thinking skills and consider all aspects of the issue and how it impacts their educational experience. After conducting a comprehensive literature review and considering relevant information, interviews with school administration, teachers and students, the student will defend a position on the topic. The student will write a proposal for a school-based intervention to address this problem. **This paper must include a minimum of five references.**

The Position Paper will include the following:

- Provide a summary of the characteristics of the group (socioeconomic status, age, gender, etc) and the social problem or challenge they face (describe why it's a problem, who it is a problem for, who it is NOT a problem for, etc.). Compare and contrast previous or current approaches to the topic/ issue. Define a clear and informed position on how to address the issue. Identify/ create a School Social work approach model
- **Describe a school-based intervention strategy** to address the particular problem and population. Use the current literature on the problem to describe why you chose this intervention strategy. Be CERTAIN to cite all references to outside resources!
 - **Problem & Population:** Provide information about a group or population of children or youth that experience a specific problem or challenge that impacts their education experience.
 - **Describe an intervention strategy** & provide support for why this is the most effective intervention to address this problem for this population Explain which theory of human behavior guides this intervention
 - **Resources:** Describe the resources / materials needed to implement the intervention
 - **Activities:** Describes the processes, techniques, tools, events and actions of the planned program. *Each student will demonstrate a sample of the intervention (activity/ directive) as described in your position paper.*
 - **Short and long term outcomes:** Describe the intended short-term and long-term outcomes of the intervention include a way to monitor progress (data collection practices and tools).
 - **Conclusion:** Briefly summarize your proposal. Discuss the strengths and weaknesses of the proposal.

Each student is strongly encouraged to meet with the instructor to obtain approval before writing this paper.