

THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
SW 535- SCHOOL SOCIAL WORK (3 credit hours)
Spring 2009
Tuesdays 12:40-3:25 PM
206 Henson Hall

Prerequisite(s): 510, 512, 513, 517, 519, 520, 522, 537, 538, 539.

NOTE: This course is required for the State of Tennessee School Social Work Licensure Program.

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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 College of Social Work MSSW Handbook (www.utk.csw.edu).

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*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2227 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Course Description

This course is a concentration elective. Place of school as community institution and resource. Methods, processes, and techniques employed in school social work.

The purpose of this course is to develop the knowledge and skills necessary for successful and competent social work in public schools. The course covers the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and diverse communities. It emphasizes best practices in assessing, intervening, and evaluating social work practice across all system levels (i.e., students, families, teachers, classrooms, schools, neighborhoods, communities), and the importance of the political environment of the school and its

impact on social work practice. It also covers best practices in school-based prevention programs as well as best practices in consultation and collaboration.

Course Rationale

Public schools are emerging as an increasingly important setting for social work practice due to the expanding scope and complexity of the biopsychosocial needs of the increasingly diverse population of children, youth, and their families in public schools. The public school setting is one enduring focus for many students and their families. Additionally, while the needs and problems of this population are increasing in complexity, the social service resources available to them may be fragmented and/or constrained. Social workers in schools must be knowledgeable about these multiple factors and skilled in direct practice with students and their families while also being knowledgeable and skilled in collaboration with multiple non-social work professionals.

Course Competencies: By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

1) Describe historical and current perspectives of public school education and educational policies at the local, state, and national levels and how these developments have impacted and continue to impact school social work practice. (*Policy*) (*Content: Elementary and Secondary Education Act of 1965, Vocational Rehabilitation Act of 1973, Family Education Rights and Privacy Act of 1974, Elementary and Secondary Education Act, Education for All Handicapped Children Act of 1975, IDEA, Gun Free Schools Act of 1994, GOALS 2000: Educate America Act, Safe and Drug-Free Schools and Communities, No Child Left Behind, McKinney-Vento Homeless Assistance Act, and Supreme Court cases including Brown v. Board of Education, Tinker v. Des Moines, Ingraham v. Wright, New Jersey v. TLO*).

2) Describe how the social organization and the political environment of schools impact the ethical delivery of social work services in schools, including the financial base of local education agencies, the nature and scope of local authority(ies), and analyzing current and proposed policies in terms of social and economic justice issues and their impact on students, especially those at-risk of school failure. (*Pop at-risk/SJ; Diversity*) (*Content: organizational structure and processes of the school, school culture and school climate, school risk and school protective factors, political environment of the school, developing political “savvy”, 20-60-20 theory of implementing school change.*)

3) Identify and describe the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and communities. (*Diversity*) (*Content: school social workers as system change agents, advocates, prevention specialists, mediators, leaders and members of interdisciplinary teams, consultants, collaborators, as well as providers of direct services to students and families; strategies for involving the parents of at-risk students*).

4) Identify and describe the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers in order to enhance the educational success of these diverse and vulnerable groups of students. (*Pop at-risk/SJ; Diversity*) (*Content: issues in working with: students of color, students from low-income families, students*

with disabilities and their parents, gay, lesbian, bi-sexual, transgender, questioning (GLBTQ) students and their families, truant students, potential dropouts, homeless students, children in foster care, abused and neglected students, students whose parents have divorced or separated, students with substance abuse problems, sexually active or pregnant teens.)

5) Utilizing an ecological perspective, describe how one would use evidence-based practice and critical thinking to assess problems at multiple system levels and develop an intervention strategy to address these problems. (CT/EBP) (Content: *best practices in assessing and intervening with individual students, families, schools and school personnel, neighborhoods, and communities; Response to Intervention (RTI); development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health such as full-service schools, family resource centers, and school-based health clinics*).

6) Describe activities and strategies for working with diverse students who are having learning and/or behavioral problems and their parents/guardians. (Diversity) (Content: *Individuals with Disabilities Education Act (IDEA); Individualized Educational Program (IEP); Functional Behavioral Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS); Manifestation hearing; Social Developmental Study (SDS); federal categories and definitions of disabilities under IDEA; empirically-supported interventions targeting students with disabilities including students identified as emotionally disturbed, learning disabled, autistic*).

7) Conduct interviews using a structured protocol and, based on this information, write a social assessment and describe how the social assessment is used in the process of evaluating diverse students suspected of having a disability. (Diversity) (Content: *guidelines for writing succinct and salient social assessments including information on family background, cultural issues, medical history, school history, and personal and family strengths*.)

8) Identify and describe evidence-based, exemplary school-based prevention programs and describe strategies for implementing these prevention programs. (CT/EBP). (Content: *proven and promising school-based programs designed to prevent violence, bullying, substance abuse, truancy, physical abuse, sexual abuse, teenage pregnancy and sexually transmitted diseases, innovative programs designed to transform schools, Comprehensive Quality Programming (CQP)*).

9) Describe how one would evaluate the outcomes of interventions at multiple system levels (utilizing an EBP process) and identify means for contributing to the on-going development of the school social work knowledge base. (CT/EBP) (Content: *process v. outcome evaluations; categories of measures to evaluate student-focused interventions—standardized questionnaires, school archival measures, individualized rating scales, and behavioral measures; single-system designs; standardized questionnaires used to evaluate family, school, classroom, and neighborhood/community interventions; archival data to assess the impact of programs/interventions at the school and/or community level; professional outlets for increasing the school social work knowledge base (i.e., Children in Schools, NASW School Social Work Section, SSWAA newsletter)*).

10) Identify a number of ethical dilemmas confronting social workers in school settings and describe a process for resolving these ethical dilemmas. (*Values & Ethic; CT/EBT*)
(*Content: the unique and complex legal and ethical challenges of working with minors in educational settings; who is my client?; balancing children's rights with the rights and responsibilities of parents; challenges of dealing with confidentiality in schools and guidelines for sharing confidential information; FERPA and school social work records; decision-making models for resolving ethical conflicts*).

Course Requirements/Evaluation Procedures:

Students are expected to attend every class session. Students are expected to read all required assignments prior to each class session. Students are also expected to complete all other class assignments on time. *It is essential that students notify the instructor in a timely manner if circumstances interfere with class attendance or the completion of course requirements.*

Weekly on-line quizzes (12 @ 10 pts. each)

120 pts. (30%)

Each quiz covers topics from each book chapter. These topics include, but are not limited to: historical and current perspectives of public school education and educational policies at the local, state, and national levels and how these developments have impacted and continue to impact school social work practice; how the social organization and the political environment of schools impact the delivery of social work services and policies in schools; the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and communities; the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers to social and economic justice in order to enhance the educational success of these diverse and vulnerable groups of students; activities and strategies for working with students who are having learning and/or behavioral problems and their parents/guardians; exemplary school-based prevention programs and strategies for implementing these prevention programs; how to evaluate the outcomes of interventions at multiple system levels and identify means for contributing to the on-going development of the school social work knowledge base.

Discussion boards (4 @ 10 points each)

40 pts. (10%)

Identify a number of ethical dilemmas confronting social workers in school settings and describe a process for resolving these ethical dilemmas.

Social Assessment & reaction paper

100 pts. (25%)

Conduct interviews using a structured protocol and, based on this information, write a social assessment and describe how the social assessment is used in the process of evaluating diverse students suspected of having a disability.

Ecological Assessment and Intervention Paper

100 pts. (25%)

Utilizing an ecological perspective, describe how one would assess a problem that impacts the educational success of children/youth at multiple system levels and develop an evidence-based intervention strategy to address this problem.

School board meeting/workshop assignment

40 pts. (10%)

Describe the nature and scope of local educational authority(ies), the financial base of local education agencies, and current and proposed policies and their impact on students, especially those at-risk of school failure.

Assignment of Final Grades

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

376-400 points = A (Superior performance, exceeds expectations)

348-375 points = B+ (Better than satisfactory performance)

328-347 points = B (Satisfactory performance, meets expectations)

308-327 points = C+ (Less than satisfactory performance)

280-307 points = C (Performance well below the standard expected of graduate students)

Required Texts:

Dupper, D.R. (2003). *School social work: Skills and interventions for effective practice*. Hoboken, NJ: John Wiley and Sons, Inc.

Other readings may be found @ on-line library reserve

Course Content Outline:

| <i>Date</i> | <i>Topics/Readings</i> |
|--------------------|--------------------------------|
| 1/13/09 | Course overview, introductions |

Unit I - Foundations of School Social Work Practice

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|---------|---|
| 1/22/09 | The ecological perspective as an organizing framework for school social work practice; NASW Code of Ethics and ethical dilemmas in school social work practice; brief history of school social work; major educational legislation and court cases; roles and tasks of school social workers. |
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Readings:

Dupper text - chapter 1

Sipple, J.W. & Banach, L. (2006). Helping schools meet the mandates of federal policies: No Child Left Behind and other cutting-edge federal policies (chapter 84). In C. Franklin, M.B. Harris & P. Allen-Mears (Eds.) *The School Services Sourcebook*. Oxford University Press.

Nettles, G.J. (2007). Legal issues in school social work In L. Bye & M. Alvarez (Eds.). *School social work: Theory to practice* (pp. 248-260). Belmont, CA: Thomson Brooks/Cole.

Early, T.J. & Vonk, M.E. (2001). Effectiveness of school social work from a risk and resilience perspective. *Children & Schools*, 23, 9-31.

Before next class:

-take quiz #1

-post your response to discussion board #1

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| 1/27/09 | 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; incorporating best practices and technology in social work practice. |
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Readings:

Dupper text - chapter 2

Dupper, D.R. (2007). Incorporating best practices (pp. 212-224). In L. Bye & M. Alvarez (Eds.). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.

Lindsey, B.C. & White, M.K. (2007). Technology and school social work (pp. 288-297). In L. Bye & M. Alvarez (Eds.). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.

Before next class:

-take quiz #2

Unit II - Student-Focused Interventions

2/3/09

Bullying and peer sexual harassment in schools; guidelines for assessing potentially violent students; proven interventions that focus on externalizing behavior problems; alternatives to out-of-school suspension and expulsion; group work in schools; in-class demonstration of school survival group session(s)

Readings:

Dupper text - overview of section 2 (pp. 37-39) & chapter 3

Dupper, D.R. (1998). An alternative to suspension for middle school youths with Behavior problems. Findings from a "school survival" group. *Research on Social Work Practice*, 8, 354-366.

Dupper, D.R. (2006). Design and utility of life skills groups in schools (chapter 58). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Whitted, K. S. & Dupper, D.R. (2005). Best practices for preventing or reducing bullying in schools. *Children in Schools*, 27, 167-175.

Before next class:

-take quiz #3 before next class

-post your response to discussion board #2

2/10/09

Assessment strategies; assessing and intervening with students who are anxious and fearful, lonely/shy, grieving, and/or depressed/suicidal; crisis intervention in schools

Readings:

Dupper text - chapter 4

Knox, K.S. & Roberts, A.R. (2006). Developing school-wide and district-wide crisis intervention/intervention protocols for natural disasters (chapter 52). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Goldman, L. (2006). Best practice grief work with students in schools (chapter 54). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Cuevas, M.C. (2006). Guidelines for confidentiality: Writing progress notes and storing confidential information (chapter 88). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Before next class:

-take quiz #4

2/17/09

Interventions with truant students, dropouts/pushouts, homeless students, foster children, abused and neglected students, students from divorced homes or separated from parents, substance abusers, sexually active/pregnant/parenting teens; alternative schools

Readings:

Dupper text- chapter 5

Dupper, D.R. (2006). Guides for designing and establishing alternative school programs for dropout prevention (chapter 38). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Thompson, S.J. & Kim, J. (2006). Intervening with students and families who frequently relocate or are homeless (chapter 70). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Before next class:

-take quiz #5

2/24/09

Overview of No Child Left Behind (NCLB) and Individuals with Disabilities Education Act (IDEA); school social workers as advocates; Social Developmental Study (SDS); response to intervention; interventions with students diagnosed with Attention Deficit Disorder with Hyperactivity (ADHD), Learning Disabilities (LD), Autism; a parent's perspective.

Readings:

Dupper text- chapter 6

Timberlake, E.M. & Sabatino, C.A. (2006). Individuals with Disabilities Education Act: Translating and implementing (chapter 86). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Clark, J.P. & Thiede, C. (2007). School social work practice with students with disabilities (pp. 261-285). In L. Bye & M. Alvarez (Eds.). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.

Before next class:

-take quiz #6

-post your response to discussion board #3

Unit III - System-Focused Interventions

Date

Topics/Readings

3/3/09

Principles of exemplary school-based prevention programs; school-based programs for preventing violence, bullying (including cyberbullying),

substance abuse, truancy, sexual abuse, teenage pregnancy and sexually transmitted diseases; innovative programs designed to transform schools

Readings:

Dupper text- overview of section 3 (pp. 131-132) & chapter 7

Whitted, K.S. & Dupper, D.R. (2008). Do teachers bully students? Findings from a survey of students in an alternative school setting. *Education and Urban Society, 40*, 329-341.

Positive Behavior Intervention and Support (see <http://www.pbis.org/main.htm>)

Mickelson, R.A. & Smith, S.S. (2007). Can education eliminate race, class, and gender inequality? In M.L. Andersen & P.H. Collins (Eds.), *Race, class & gender: An anthology (6th Ed.)*, (pp. 404-413). Belmont, CA: Thomson Wadsworth.

Noam, G.G. & Hermann, C.A. (2002). Where education and mental health meet: Developmental prevention and early intervention in schools. *Development and Psychopathology, 14*, 861-875.

Wilson, J. (2007). School social work at the policy and community level (pp. 66-81). In L. Bye & M. Alvarez (Eds.). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.

Frey, A.J. & Dupper, D.R. (2005). A broader conceptual approach to clinical practice for the 21st century. *Children & Schools, 27*, 33-44.

Before next class:

-take quiz #7

3/10/09

ECOLOGICAL ASSESSMENT AND INTERVENTION PAPER IS DUE

Interventions on behalf of vulnerable groups of students - victimization based on known or presumed gay or lesbian sexual orientation, working with children of color, working with students being reintegrated into school from residential and juvenile justice settings.

Readings:

Dupper text- chapter 8

Dupper, D.R. & Dingus, A.M. (2008). Corporal punishment in U.S. public schools: A continuing challenge for school social workers. *Children & Schools, 30*, 243-250.

Spencer, M.S. (1998). Reducing racism in schools: Moving beyond rhetoric. *Social Work in Education, 20*, 25-36.

Jeltova, I. & Fish, M.C. (2005). Creating school environments responsive to gay, lesbian, bisexual, and transgender families: Traditional and systemic approaches for consultation. *Journal of Educational and*

Psychological Consultation, 16, 17-33.

Teaching Tolerance website (Southern Poverty Law Center) (located at <http://www.tolerance.org/teach/index.jsp>)

Before next class:

-take quiz #8

-post your response to discussion board #4

3/17/09

NO CLASS–Spring Break!

3/24/09

The school social worker as consultant and team member; MSAP video

Readings:

Dupper text- chapter 9

Dupper, D.R. (1993). School-community collaboration: A description of a model program designed to prevent school dropouts. *School Social Work Journal, 18, 32-39.*

Before next class:

-take quiz # 9

3/31/09

SOCIAL ASSESSMENT REPORT IS DUE

New perspectives on the role of the school social worker; challenges in building school-community collaborations; increasing parental connectedness with schools; school social work in rural areas; proven and promising school-community collaborations and initiatives; home visiting.

Readings:

Dupper text- chapter 10

Gianesin, J.R. (2007). School social work and educational reform (pp. 21-40). In L. Bye & M. Alvarez (Eds.). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.

Wasik, B.H. & Shaffer, G.L. (2006). Essential guidelines for home visits and engaging with families (chapter 72). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Swick, D.C., Head-Reeves, D.M. & Barbarin, O.A. (2006). Building relationships between diverse families and school personnel (chapter 77). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Quinn, J. (2007). Community schools: New roles for social work practitioners (pp. 105-119). In L. Bye & M. Alvarez (Eds.). *School social work: Theory to practice*. Belmont, CA: Thomson Brooks/Cole.

Raines, J.C. (2006). SWOT! A strategic plan for school social work in the twenty-first century. *School Social Work Journal*, 30, 132-150.

Before next class:

-take quiz # 10

Unit IV - Evaluating school social work practice

4/7/09

Evaluating student-focused interventions; process versus outcome evaluations; categories of measures and research designs; time and stress management strategies for school social workers

Readings:

Dupper text - chapter 11

Powers, J.D. & Bowen, G.L. (2006). Coping with isolation: Guidelines for developing a professional network (chapter 110). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Jayaratne, S. (2006). Best practices for avoiding burnout (chapter 112). In C. Franklin, M.B. Harris & P. Allen-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

Before next class:

-take quiz 11 before next class

4/14/09

SCHOOL BOARD MEETING/WORKSHOP ASSIGNMENT IS DUE

Evaluating system-focused interventions; guidelines for successfully planning, implementing, and evaluating new programs and Comprehensive Quality Programming (CQP) steps

Readings:

Dupper text - chapter 12

Before next class:

-take quiz 12 before next week

4/21/09

Class discussion of position papers and school board workshop assignments