

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

**SW 535- School Social Work
(3 Credit Hours)
Spring 2009**

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.

Instructor: Leonora E. Foels, PhD, LCSW, LICSW

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Class Time: Thursday 5:30 to 8:30 pm

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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 course. 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 at the local, state, and national levels of policies, and how these developments have impacted and continue to impact school social work practice. Policy Conc. #1; CT/EBP Conc. #1. (*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 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 and their impact on students, especially those at-risk of school failure. Policy Conc. #1; Practice Conc. #1, 2; CT/EBP-Conc. #. 1, 3; Diversity Conc. #4. (*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. Practice Conc. #1; Diversity Conc. #1, 4. (*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 Conc. #2; Diversity Conc. #1, 4. (*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 assess problems at multiple system levels and develop an intervention strategy to address these problems. HBSE Conc. #1; Practice Conc. #1; CT/EBP Conc. #1; Policy Conc. #2. *(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 students who are having learning and/or behavioral problems and their parents/guardians. Practice Conc. #1, 3; Pop at-risk/SJ Conc. #2; CT/EBP Conc. #3. *(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 students suspected of having a disability. Practice Conc. #1; HBSE Conc. #1. *(Content: guidelines for writing succinct and salient social assessments (see Tiefenthal & Charak 1999) including information on family background, cultural issues, medical history, school history, and personal and family strengths.)*

8) Identify and describe exemplary school-based prevention programs and describe strategies for implementing these prevention programs. Practice Conc. #1; Pop at-risk/SJ Conc. #1, 3. *(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. Research Conc. #3; CT/EBP Conc. #1, 2. *(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/Ethics Conc. #2; CT/EBT Conc. #1, 3. (*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*).

Required Texts:

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

There are also other **required** readings that are listed in the syllabus and made available at the UTK on-line Library Course Reserves site.

Course Requirements

1. Assigned Readings, Activities, and Attendance

Students are expected to complete all readings assigned by the instructor before attending class. Students are also expected to participate in all in class and on-line discussions, exercises and small group activities as well as demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow classmates. Additionally, students are encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion.

Regular attendance is essential given the purpose and design of this course. Students are expected to be on time, attend all class sessions and stay until the end of class. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail.

2. Assignments

All written assignments are to be turned in APA style (latest edition) and on their specific due date. Read and proof read your work. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.**

Quizzes (30 points)

Quizzes will be given on Blackboard throughout the semester. Every student is expected to complete ALL quizzes prior to the specific due date. Once the date has past, the blackboard will be locked and you will receive a ZERO for any quiz not completed. The format for

quizzes will include objective and short answer questions. Topics include, but limited to the following content:

- Quiz 1 – The ecological perspective for school SW practice; ethics in school SW practice; history of school SW; educational legislation; roles and tasks of school social worker.
- Quiz 2 – Social organization and political environment of schools
- Quiz 3 – Student focused interventions that focus on externalizing behavior problems
- Quiz 4 – Student focused interventions that focus on internalizing behavior problems
- Quiz 5 – Interventions with vulnerable groups of student populations
- Quiz 6 – Special education (SPED) laws and strategies for working with students in SPED
- Quiz 7 – School-based intervention prevention programs
- Quiz 8 – Intervention on behalf of vulnerable groups of students
- Quiz 9 – School social worker as consultant and collaborator
- Quiz 10 – Role and functions of school social worker
- Quiz 11 – Students focused interventions
- Quiz 12 – System focused Interventions

Make up for quizzes will not be given, unless due to a **documented emergency**.

Discussion Board (10 points)

There will be 4 discussion board postings given on Blackboard this semester. These discussions will require every student to identify a number of ethical dilemmas confronting school social workers in school settings and describe a process for resolving these ethical dilemmas.

Social Assessment and Reaction Paper (20 points), Due Week 7 (02/19/09)

School social workers must be able to write succinct and salient assessment reports. In this assignment, students will conduct interviews using a structured protocol. Based on the information obtained from this interview, students will write a social assessment and describe how the social assessment is used in the process of evaluating students suspected of having a disability. Guidelines for completing this assignment will be discussed in class and available on the course website.

Ecological Assessment and Intervention Paper (20 points), Due Week 10 (03/12/09)

In this assignment, students will use an ecological perspective, describe how one would assess a problem that impacts the educational success of children/youth in multiple systems levels and develop an intervention strategy to address this problem. Guidelines for completing this assignment will be discussed in class and available on the course website.

School Board Meeting/Workshop (20 points), Due Week 13 (04/02/09)

Each student will be expected to attend and observe at least one local school board meeting or school board workshop during the semester and write a brief paper describing 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. Guidelines for completing this assignment will be discussed in class and available on the course website.

Grade Distribution

Quizzes	30 points
Discussion Board	10 points
Social Assessment & Reaction Paper	20 points
Ecological Assessment & Intervention Paper	20 points
School Board Meeting/Workshop	<u>20 points</u>
Total	100 points

**Due dates are noted on each assignment as well as the attached course schedule.

Grading Scale

The following grading scale will be used for final course grade.

A	(95-100)	Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
B+	(90-94)	Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
B	(85-89)	Good – Student consistently meets normal expectations for the course.
C+	(80-84)	Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
C	(70-79)	Poor - There is a lack of understanding of course content. Student does not meet course expectations.
F	(69-Below)	Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

Course Outline:

Week 1 **Overview of course.** Review course outline, assignments, Blackboard
Jan 8 (course website), and library reserve information.

Week 2 ***Unit I - Foundations of School Social Work Practice***
Jan 15 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.

Required Readings

Dupper, Chapter 1, School social workers: History, roles and functions

NASW Code of Ethics <http://www.socialworkers.org/pubs/code/default.asp>

NASW Standards for School Social Work Services <http://www.naswdc.org/practice>
(select School Social Work Practice)

Supplemental Readings

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

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.

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-Meares (Eds.) *The School Services Sourcebook*. Oxford University Press.

****School Experience Personal Reflection Responses DUE Today****

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 3 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.
Jan 22

Required Readings

Dupper, Chapter 2, The social organization and political environment of the school

Supplemental Readings

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.

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 4 *Unit II - Student-Focused Interventions*

Jan 29 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,

Required Readings

Dupper, Overview of Section 2 (pp. 37-39)
Chapter 3, Externalizing behavior problems

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.

Openshaw, Chapter 9, Group Work in School Setting

Supplemental Readings

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

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

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 5 Assessment strategies; assessing and intervening with students who are anxious and fearful, lonely/shy, grieving, and/or depressed/suicidal; crisis intervention in schools
Feb 5

Required Readings

Dupper, Chapter 4, Internalizing behavior problems

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.

Supplemental Readings

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.

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.

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 6
Feb 12 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.

Required Readings

Dupper, Chapter 5, Social problems

Supplemental Readings

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.

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 7
Feb 19 Overview of special education laws: 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.

Required Readings

Dupper, Chapter 6, Students with disabilities

Tiefenthal, M. & Charak, R. (1999). The social developmental study (pp. 227-288). In R. Constable, S. McDonald, & J. P. Flynn *School social work: Practice, policy, and research perspectives* (4th ed.). Chicago, IL: Lyceum Books Inc.

Supplemental Readings

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.

No Child Left Behind Act <http://www.ed.gov/policy/elsec/leg/esea02/index.html>

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.

Quiz posted on-line (*Note: Take the quiz before next class*).

****Social Assessment and Reaction Paper DUE Today****

Week 8 *Unit III - System-Focused Interventions*

Feb 26 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.

Required Readings

Dupper, Overview of Section 3 (pp. 131-132)
Chapter 7, School-based prevention programs

Supplemental Readings

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

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.

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

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.

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.

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 9 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.
Mar 5

Required Readings

Dupper, Chapter 8, Interventions on behalf of vulnerable groups of students

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

Supplemental Readings

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)
<http://www.tolerance.org/teach/index.jsp>

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 10 The school social worker as consultant and team member.
Mar 12

Required Readings

Dupper, Chapter 9, The school social worker as consultant and team member

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.

****Ecological and Intervention Paper DUE Today****

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 11 NO CLASS – SPRING BREAK
Mar 19

Week 12 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.
Mar 26

Required Readings

Dupper, Chapter 10, Involving parents and the community in restructuring schools

Supplemental Readings

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.

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.

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.

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.

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 13 *Unit IV - Evaluating school social work practice*

Apr 2 Evaluating student-focused interventions; process versus outcome evaluations; categories of measures and research designs; time and stress management strategies for school social workers.

Required Readings

Dupper, Chapter 11, Evaluating student-focused interventions

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.

Supplemental Readings

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.

****School Board/Workshop Paper DUE Today****

Quiz posted on-line (*Note: Take the quiz before next class*).

Week 14 Evaluating system-focused interventions; guidelines for successfully planning, Apr 9 implementing, and evaluating new programs and Comprehensive Quality Programming (CQP) steps.

Required Readings

Dupper, Chapter 12, Evaluating system-focused interventions

Quiz posted on-line (*Note: Take the quiz before Apr 16*).

Week 15

Apr 16 Wrap-Up, Termination Exercise, and Evaluation