

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

**SW 535 SCHOOL SOCIAL WORK
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.

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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 (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:

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- 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*).

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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

Ethical Dilemma Panel Report	20 points
On-line Quizzes (10 @ 10 points each)	100 points
School Law Report	40 points
Social Assessment & Reaction Paper	100 points
Ecological Assessment & Intervention Paper	100 points
School Board Meeting/Workshop Assignment	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

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.

Ethical Dilemma and Current Issue Discussions: Group Panel Reports (20 points)

Students will be assigned to a group and participate in panel discussions of ethical dilemmas related to the unique ethical issues associated with School Social Work. The group will submit a written report indicating the ethical dilemma as well as the specific steps taken to establish an appropriate decision/position on the ethical issue. Students are required to keep a copy of the *NASW Code of Ethics* for this assignment and for reference in other class discussions and coursework. Furthermore students will obtain a copy of the *NASW Standards for School Social Work Services* for reference during the course and this assignment.

Course Competency for Ethical Dilemma and Current Issue Discussions:

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*).

On-line quizzes (10 @ 10 pts. each/ 100 points)

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 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 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.

School Law Report (40 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 first class session.

Course competencies for this assignment include:

- 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*).
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- 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.*)

School Board Meeting/Workshop Assignment (40 points)

Each student will attend a school board meeting or school board workshop. Before attending the meeting, carefully review the content found on the school systems official website for an overview of the information provided for the community on that site. 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. Describe the nature and scope of the local educational authority(ies).
- 2) Specify current and proposed policies and the impact on the schools & students.
- 3) Describe the financial base of the local education agencies, and funding issues discussed in the meeting.
- 4) Select an issue discussed at the meeting and prepare a statement describing and addressing the issue. Discuss how issues were resolved or unresolved.
- 5) Conclude with an assessment of the school system’s website.

This report is not to exceed 3 pages (12 point font).

Course competencies addressed include

- 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*).

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Social Assessment & Reaction Paper (100 points)

Evaluation of student needs by completing a Social Assessment is an integral part of School Social Work. This requires competency in providing a written document that clearly assesses and evaluates student needs including a social/developmental/educational history. A format for this process will be provided by the instructor and the student will conduct necessary interviews and write a social assessment. The student will describe how the social assessment is used in the process of evaluating students suspected of having a disability.

Course competencies addressed in this assignment include:

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*).

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Ecological Assessment and Intervention Paper (100 points)

Each student will utilize the ecological perspective and describe the assessment of a problem that impacts the educational success of children/youth at multiple system levels. The student will examine the problem using critical thinking skills and consider all

aspects of the issue. After conducting a comprehensive literature review and considering relevant information, ethical considerations, interviews with teachers, students, and school social workers the student will develop an intervention strategy to address the problem.

Part I: Ecological Assessment

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)
-including ethical considerations

Clear and informed delineation of Evidence-base for approach

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 identified to address a problem that impacts the educational success of children/youth at multiple system levels.

A typed description of the method and rationale for application is required.

Course Competencies for this assignment include:

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*).

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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*).

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)*).

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**SW 535 SCHOOL SOCIAL WORK
Outline of Weekly Class Topics, Assignments, and Reading**

Unit I: Foundations of School Social Work Practice

Unit I includes Sessions 1, 2, & 3

- Assigned Reading for Unit I: Dupper Text – Chapters 1,2, 6

Read the chapter 1, in preparation for Session 1, in the course text entitled *School Social Workers: History, Roles, and Functions* for details regarding the history of school social work and a description of the ecological perspective as an organizing framework for school social work practice. Also read chapter 2, in preparation for Session 2, in the course text entitled *The Social Organization and Political Environment of the School* for an overview of the dynamic features intrinsic to the organizational structure and processes of the school setting. Continue related reading in the course text in chapter 6, in preparation for Session 3, entitled *Students with Disabilities* for an overview of the disability categories and the important legislation related to providing appropriate educational services/accommodations to students and the impact for school social workers.

- 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

This reading is imperative to school social work practice. The student will become knowledgeable in how to apply the NASW ethical principles and standards to the school social work setting.

NOTE: It is recommended that readings for each unit be completed at the unit beginning. Additional and supportive readings may be found in the course reserves.

Session 1

Introductions and Discussion of Expectations
Outline of Additional Readings from Course Reserves
Historical Overview, Models, Current Issues

Ecological Perspective as Organizing Framework for School
Social Work Practice

- Assignment: Select School Law Paper topic. Research topic and outline key components of selection.

Session 2

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

- Assignment: Complete School Law Paper and prepare to present topic to class.

Session 3

Multi-Disciplinary Roles and Responsibilities in SSW
The Social Organizational Structure and the Political Environment
of the School Setting
Introduce Assessment Formats for the School Setting and
Psychoeducational Evaluations

- Assignment: Research and review samples of School Social Work Assessments. Establish format appropriate for Psychosocial-Psychoeducational assessment. Identify a student/case study for assessment.

Course Competencies for Unit I:

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*).

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Unit II: Student-Focused Interventions in School Social Work Practice

Unit II includes Sessions 4, 5, & 6

- Assigned Reading for Unit II: Dupper Text – Chapters 3, 4, 5, (review 6)

Re-read and review the important content in Chapter 6 of the course text entitled *Students with Disabilities* in preparation for Session 4 which will include instruction in School Social Work Models of Assessment and Evaluation. Also read Chapter 3 from the course text, in preparation for Session 4, entitled *Externalizing Behavior Problems*.

Read Chapter 4, in preparation for session 5, entitled *Internalizing Behavior Problems*.

In preparation for Session 6, read chapter 5 entitled *Social Problems*.

Session 4

SSW Models of Assessment and Evaluation
Interventions Related to Externalizing Behaviors
Guidelines for assessing potentially violent students
-In class activities on parent education, crisis prevention, and de-escalation techniques

Session 5

Interventions Related to Internalizing Behaviors
Guidelines for assessing at-risk students
-In class activities for effective individual sessions with students and group work in schools

Session 6

Overview of Social Problems in the Schools
Understanding the Unique Problems of Children and Youth
Best Practice Perspectives in School Social Work
Integrating Assessment and Intervention

Course Competencies for Unit II:

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.*)

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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.*)

Unit III: System-Focused Interventions in School Social Work Practice

Unit III includes Sessions 7, 8, & 9

- Assigned Reading for Unit III: Dupper Text – Chapters 7,8,9,10

Read Chapter 7 in the course text entitled *School-Based Prevention Programs* as well as Chapter 8 entitled *Interventions on Behalf of Vulnerable Groups of Students* in preparation for Session 7. Read Chapter 9 in the course text, in preparation for Session 8, entitled *The School Social Worker as Consultant and Team Member*. The reading for Session 9 is found in the course text in Chapter 10 and is entitled *Involving Parents and the Community in Restructuring Schools*.

Session 7 Exemplary School Based Prevention Programs
Interventions on Behalf of Vulnerable Students
Innovative Programs to Transform Schools

Session 8 School Social Worker as Consultant and Team Member
Defining Characteristics of Consultation in Schools
School Teams and Effective Collaboration

Strategies for Classroom Behavior Problems

Session 9 Involving Parents and Community in Restructuring Schools
Challenges in Building School-Community Collaborations
Increasing Parental Connectedness with Schools
Home Visiting

Course Competencies for Unit III:

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*).

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)*).

Unit IV: Evaluating School Social Work Practice

Unit IV includes Sessions 10 -15

- Assigned Reading for Unit IV: Dupper Text – Chapters 11 & 12

Read Chapter 11 in the course text, in preparation for Session 10, entitled *Evaluating Student-Focused Interventions* to understand the increasing accountability required in School Social Work practice. This chapter emphasizes the importance of utilizing evidence based methods and interventions in SSW, and the need for effective evaluation of SSW methods. Read Chapter 12 in the course text, in preparation for Session 11, entitled *Evaluating System-Focused Interventions* for a description of the measures used to assess system-focused interventions.

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Session 10 Evaluating Student Focused Interventions
Evaluating System-Focused Interventions

Session 11 Measuring Outcomes to Evaluate SSW Practice
Interventions, Programs, and Policies

Sessions 12, 13, 14 Ecological Assessment and Sample Interventions
Current Issues: Presentation/Activity/Discussion

Session 15 Reflection and class discourse related to School Board Meeting or Workshop assignments.
Integration of Ecological Assessment & Sample Intervention into Evidenced-Based Practice in School Social Work.

Course Competencies for Unit IV:

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*).

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*).