

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

**SW535 - School Social Work**

Course Outline  
Summer 2008

**Instructor:** Leonora E. Foels, PhD, LCSW, LICSW  
**Class Time:** Monday 5:30 to 9:15 pm  
**Office Hours:** Monday 4:00 to 5:00pm and by appointment

**Phone:** 256-1885 ext. 136  
**Email:** [lfoels@utk.edu](mailto:lfoels@utk.edu)  
**Office:** Room 280

**Required Texts:**

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

**Course Requirements**

Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. Even if you use a word processing program with spell check, proof read your work. All work must be cited. The **Publication Manual of the American Psychological Association (5<sup>th</sup> ed.)** is expected to be used as a guide for format, title page, headings/subheadings, in-text citations, and list of references at the end of the paper. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization;
- Comprehensiveness;
- The extent to which course concepts,, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.

**1. Assigned Readings, Activities, and Attendance**

Students are expected to complete all readings assigned by the instructor before attending class; participate in all in class and online discussions; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow classmates. Students are also encouraged as they read and as they work in the field to bring their reactions and questions to class for discussion. The format for activities will include exercises related to the course readings and discussions in small group exercises performed in class.

Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the completion of the 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. Students will only be excused for documented emergencies. For those absences that are not due to documented emergencies there will be no make-ups available for graded in class activities. Unexcused absences from the course and chronic lateness will result in reduction of the final grade by one grade level.

All class assignments are expected to be submitted on their specific due date. 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.**

## 2. Assignments

### **In Class Exercises (15 points)**

There will be a number of activities conducted throughout the semester. The format for activities will include in class exercises related to the content from the week's readings. Details of each graded activity will be discussed in class and available on the course website. Make up exercises will not be given unless due to documented emergencies.

### **Quizzes (30 points)**

There will be a number of on-line quizzes given throughout the semester. The format for quizzes will include questions covering the content of the required readings and lecture notes. Make up quizzes will not be given unless due to documented emergencies.

### **School Experience Personal Reflection Responses (05 points) Due Week 2 (6/9/2008)**

The purpose of this assignment is to help you gain awareness of your personal school experiences. A central part of this paper should be candid, open examination of how these school experiences may affect your work in schools. Guidelines for completing this assignment will be discussed in class and available on the course website.

### **Social History (15points), Due Week 6 (7/7/2008)**

School social workers must be able to write succinct and salient assessment reports. In this assignment, students will contact and conduct an in-depth interview with parent(s) of a school aged child. Based on the information obtained from this interview, students will write a case study assessment. Guidelines for completing this assignment will be discussed in class and available on the course website.

### **Position Paper (20 points), Due Week 7 (7/14/2008)**

In this assignment, students will select a controversial topic relevant to grades K-12 education. Students are expected to examine the topic (pros and cons) from various view points using professional literature, newspaper articles, articles from magazines, interviews with school personnel, parents, and/or students. After conducting a comprehensive review of the literature and considering relevant information, students will write a paper on this topic. Guidelines for completing this assignment will be discussed in class and available on the course website.

### **School Board Meeting/Workshop (15 points), Due Week 9 (7/28/2008)**

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

## **Grade Distribution**

In Class Exercises	15 points
Quizzes	30 points
Personal Reflection	05 points
Social History	15 points
Position Paper	20 points
School Board Meeting/Workshop	<u>15 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 syllabus, course outline, assignments,  
June 2 Blackboard (course website), and library reserve information.

#### ***Unit I - Foundations of School Social Work Practice***

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.

**Week 2** The organizational structure and processes of the school; culture and climate of the

June 9 school; political environment of the school; 20-60-20 theory of school change; incorporating best practices and technology in social work practice.

### **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.

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

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

### **Week 3 Unit II - Student-Focused Interventions**

June 16 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.

### **Required Readings**

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

### **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.

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.

**Week 4**  
June 23 Assessment strategies; assessing and intervening with students who are anxious and fearful, lonely/shy, grieving, and/or depressed/suicidal.

### **Required Readings**

Dupper, Chapter 4, Internalizing behavior problems

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**

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.

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.

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

**Week 5**  
June 30 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. Overview of special education laws: disability categories, eligibility criteria and definitions.

### **Required Readings**

Dupper, Chapter 5, Social problems  
Chapter 6, Students with disabilities

### **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.

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

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.

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*).

**Week 6**  
July 7 **Unit III - System-Focused Interventions**  
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>

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.

**\*\*Social History DUE Today\*\***

**Week 7** Interventions on behalf of vulnerable groups of students - victimization based on  
July 14 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.

**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>

**\*\*Position Paper DUE Today\*\***

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

**Week 8** The school social worker as consultant and team member; New perspectives on the  
July 21 role of the school social worker; increasing parental connectedness with schools.

**Required Readings**

Dupper, Chapter 9, The school social worker as consultant and team member  
Chapter 10, Involving parents and the community in restructuring schools

**Supplemental Readings**

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.

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 9** *Unit IV - Evaluating school social work practice*

July 28 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\*\***

**Week 10** Evaluating system-focused interventions; guidelines for successfully planning, implementing, and evaluating new programs and Comprehensive Quality Programming (CQP) steps.  
Aug 4

**Required Readings**

Dupper, Chapter 12, Evaluating system-focused interventions

Quiz posted on-line (*Note: Take the quiz before Aug. 7, 2008*).