Course Information

Semester Year:  
Section Number:  
Location:  
Day:  
Time:  

Instructor:  
Office:  
Email:  
Phone:  
Office Hours:  

Course Description

This course is designed to build individual and family practice skills for school social work with children, adolescents, and families, with an emphasis on the impact of traumatic life events, including poverty, homelessness, child physical abuse, sexual abuse, neglect and/or family violence. Students will learn how to engage with community partners and various child-serving systems to meet the needs of children, adolescents, and families. A primary focus of the course will be acquiring knowledge and skills for culturally responsive practice, including assessment, interviewing, and engagement with children, adolescents and families in a school-based context.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 6: Engage with Individuals, Families, Groups, Organizations, and Communities
- 7: Assess Individuals, Families, Groups, Organizations, and Communities
- 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Secondary

- 1: Demonstrate Ethical and Professional Behavior

Course Objectives

614-01 Conduct multi-system level assessments sensitive to developmental status, trauma history, family context, culture-ethnicity, and larger system factors.

614-02 Apply effective interviewing and engagement techniques with children, adolescents, and families in a school setting.

614-03 Plan research-informed interventions with children, adolescents, and families to address trauma.

614-04 Evaluate and apply practice models that are most suitable for a school setting.

614-05 Apply evidenced-based practice to promote safe and supportive and trauma-sensitive school environments.
614-06  Coordinate with interdisciplinary school and community partners to meet the social and emotional needs of children, adolescents, and families.

614-07  Advocate for the service needs of children, adolescents, and families from diverse backgrounds with consideration to family structure, race and ethnicity, social class, gender, and sexual orientation.

**Required Texts**


**Recommended Resources**


- Center for School Mental Health - [University of Maryland Center for School Mental Health](http://example.com)

- Edutopia - [George Lucas Educational Foundation - Edutopia.org](http://example.com)

**Course Content**

This course examines the specialized practice knowledge and skills that provide the foundation for practice with children, youth, and families in an educational setting. As part of this course, students will learn the unique facets of social work practice delivered in a school setting, including interdisciplinary and community partnerships, in meeting the needs of children, adolescents, and families. Applying a trauma-informed lens, this course will attend to developmental stages/tasks, sexual development and orientation, gender issues, family context, culture, larger environmental systems, discrimination/oppression, and legal rights and responsibilities. In this course, the student will learn how to incorporate into practice the child and adolescent’s perspective as well as the role the child and adolescent serves in the family system. This course will prepare students to serve as student services professionals that support the social-emotional and mental health needs of children and adolescents through partnership and support of the family.

Self-reflection on practice is infused throughout the content promoting the student’s engagement with conscious-raising around culturally responsive practice, implicit biases, and ethical issues in school social work practice with children, adolescents, and families. A variety of teaching and learning activities will be used during class sessions. These include but are not limited to the following: lectures, class discussions and exercises, homework, and small group work.

The major evaluation of students’ progress in accomplishing the learning objectives of this course is an Integrative Case Study that students incrementally generate throughout the course.

**Trauma Statement**

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need
to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

Resources
- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings may be assigned throughout the semester and be posted on Canvas.

Course Outline

**Module 1: Introduction**
Dates:

**Overview**
- Introductions
- Course Overview
- Class Rules and Expectations
- Review Group Sign Ups

**Module 2: Functional Behavioral Assessments and Behavior Plans**
Dates:

**Overview**
- Functional Perspective
- What is FBA?
- FBA Methods
- FBA and Problem Solving

**Assignments**
- Required Readings

**Module 3: Culturally Responsive Practice in Schools**
Dates:

**Overview**
- Serving Youth of Color
- Serving Immigrant Youth
- Serving LGBTQ+ Youth

**Assignments**
- Readings
of Ethnic & Cultural Diversity in Social Work.
https://doi.org/10.1080/15313204.2018.1555502

Recommended Readings

**Module 4: Perspectives in School Social Work Services with Children and Youth**

**Dates:**

**Overview**
- A. Developmental Contexts of Children and Youth
- B. Ecological/Systems framework for Understanding children and youth in school context
- C. Identifying the roles of the social worker within children and youth’s learning ecology
- D. Meet in Groups

**Assignments**

**Required Readings**

**Recommended Readings**

**Individual Assignment**
1. Case Study Part 1

**Module 5: Self-Care for the School Social Worker**

**Dates:**

**Overview**
- A. Experiencing secondary trauma
- A. Vicarious Trauma and Burnout
- B. Practices for practitioner’s mental health
- C. Professional Quality of Life Scale (PROQOL)
- D. Statistics and data

**Assignments**

**Readings**
Module 6: ADHD, Oppositional Defiance, and Conduct Disorder

Dates:

Overview
A. Attention Deficit Hyperactivity Disorder
B. Oppositional Defiant and Conduct Disorder
C. Effective Intervention Strategies

Assignments

Required Readings
1. Franklin et al., Ch. 14 (“Effective Interventions for Students with ADHD”)
2. Franklin, et al., Chapter 7 (“Effective Interventions for Youth with Oppositional Defiant Disorder”)

Recommended Readings
3. Franklin, et al., Chapter 6 (“Effective Interventions for Students with Conduct Disorder”)

Individual Assignment
1. Group Presentation

Module 7: Depression, Substance Abuse, and Eating Disorders

Dates:

Overview
D. Depression and Anxiety
E. Substance Abuse and Addiction
F. Eating Disorders and Obsessive Compulsive
G. Review Columbia Screening Tool

Assignments

Required Readings
1. Franklin et al., Ch. 10 (“Effective Interventions for Adolescents with Depression”)

Recommended Readings
2. Franklin et al., Ch. 11 (“Collaborative Strengths-Based Brief Therapy with Self-Harming Students”)
3. Franklin et al., Ch. 20 (“Substance Abuse at Elementary Age: Effective Interventions”)
4. Franklin et al., Ch. 21 (“Screening Substance Use/Abuse of Middle and High School Students”)
5. Franklin et al., Ch. 13 (“Effective Interventions for Students with Eating Disorders”)

Individual Assignment
2. Group Presentation

Module 8: Promoting School-Based Mental Health Services

Dates:
Overview

A. Interconnected Systems of Care Framework
B. The Biology of Toxic Stress and Implications for Cross-Systems Collaboration to Support Vulnerable Youth
C. Family Engagement
D. Support and Consultation – Families and School Staff

Assignments

Required Readings

Recommended Readings
2. Franklin et al., Ch. 5 (“Psychopharmacological Treatment for Child and Adolescent Mental Disorders”)

Individual Assignment
1. Case Study Part 2 and 3
2. Group Presentation

Module 9: Promoting Family Engagement
Dates:

Overview

A. Cultural Humility with Family Engagement Approaches
B. Enhancing Parental Involvement and Family Resources
C. Connecting with Students Experiencing Homelessness

Assignments

Required Readings
2. Franklin et al., Ch. 49 (“Effective Strategies for Involving Parents in Schools”)

Recommended Readings
3. Franklin et al., Ch. 51 (“Effective Intervening with Students from Single-Parent Families and Their Families“)
4. Franklin et al., Ch. 52 (“Working with Families from Religious Fundamentalist Backgrounds”)

Individual Assignment
1. Group Presentation

Module 10: Serving Children with Special Needs
Dates:
Overview
A. Key Legislations
B. Assessment and Interventions
C. Categories of Needs
D. Interprofessional collaboration

Assignments
Required Readings

Recommended Readings
2. Franklin et al., Ch. 16 (“Working with Students with Intellectual Disabilities Who Exhibit Severe Challenging Behavior”)

Module 11: Child Maltreatment and Family Violence
Dates:
Overview
A. Students in Foster Care
B. Assessment and treatment for neglect, physical, and sexual abuse
C. Collaborating with Youth-Serving Systems
D. Family Engagement

Assignments
Required Readings
1. Franklin et al., Ch. 26 (“Helping Children in Foster Care and Other Residential Placements Succeed in School”)

Recommended Readings
2. Franklin et al., Ch. 39 (“Effective Interventions with Dating Violence and Domestic Violence”)
3. Franklin et al., Ch. 25 (“Helping Students Who Have Been Physically or Sexually Abused: Strategies and Interventions”)

Individual Assignment
1. Group Presentation

Module 12: Improving School Attendance by working with Families
Dates:
Overview
A. Federal and Local Legislation
B. Cultural Components
C. How attendance impacts learning
D. Practices for improving attendance rates
Assignments

Required Readings
1. Franklin et al., Ch. 28 ("Effective Approaches to increase Student Engagement")

Individual Assignment
1. Case Study Part 4

Module 13: Creating and Sustaining a Safe School Environment

Dates:

Overview
A. Positive Teacher-Student Relationships
B. Positive Peer Relationships
C. Positive Parent-Child Relationships
D. Positive Parent-Teacher Relationships
E. Parent Engagement
F. The importance of relationships to students’ well-being and school connectedness

Assignments

Required Readings

Recommended Readings

Individual Assignment
1. Group Presentation

Module 14: Professional Collaboration

Dates:

Overview
A. Case Study Presentations

Assignments
1. Case Study Presentations
Module 15: Professional Collaboration

Dates:

Overview
A. Case Study Presentations

Assignments
1. Case Study Presentations
2. Case Study Part 5

Assignments and Grading

Assignments – Overview
1. Attendance and Professional Engagement
   a. Final Grade Percentage 10% (50 points)
2. Quizzes
   a. DUE: weekly
   b. Final Grade Percentage: 10% (50 points)
3. Professional Development Presentation (Small Group)
   a. DUE: as assigned
   b. Final Grade Percentage: 20% (100 points)
4. Integrative Case Plan Parts 1-5
   a. DUE: See below
   b. Final Grade Percentage: 40% (200 points)
5. Individual Case Presentation
   a. DUE: See below
   b. Final Grade Percentage: 20% (100 points)

Assignment Details
1. Discussions and Professional Engagement
   Total Points: 50 points
   Due Date: End of Semester

Students will earn attendance points by participating in class discussion and engaging in the activities. Professional engagement points will be assigned based upon student’s professional engagement throughout the semester. Professional engagement is defined as being prepared for class, civil engagement with classmates and the instructor, and providing attention to the course instructor, classmates, and speakers. Students who are distracted by non-course related technology, social-media, personal devices at times when they are not needed for note-taking will lose professional engagement points. The instructor may also choose to add in-class assignments, unannounced. Students must be present to submit in-class professional engagement assignments. Make-up assignments for professional engagement assignments will not be accepted. Cell phones are expected to be put away during class.
2. **Quizzes**  
   **Total Points: 50 points**  
   **Due Date: weekly**

   Students will take a total of ten online reading quizzes in Canvas throughout the semester. Quizzes will cover readings assigned for the modules corresponding to each quiz. NOTE – Quizzes will not be accepted late. If a student forgets to take a quiz or misses a quiz for any reason, that quiz cannot be re-opened after its closing date.

3. **Professional Development Presentation (Small Group)**  
   **Total Points: 100 points**  
   **Due Date: as assigned**

   Each group will be assigned a topic from the syllabus to present to the class in a 20–30-minute presentation. These presentations will simulate a professional development session for school staff and be ongoing throughout the semester. This presentation will include a restorative circle, lecture, activity, and discussion. Each component of the presentation should utilize scholarly sources and engage the audience.

4. **Integrative Case Study: Final Functional Behavior Assessment and Behavior Intervention Plan**  
   **Total Points: 200 points**  
   **Due Dates: See below**

   Students will identify a student (maintain confidentiality) for a case study upon which they will complete a functional behavior assessment and behavior intervention plan. The assessment and plan is broken down into five parts. Students will incrementally submit each part to the instructor. At the conclusion of the course, the student will submit a final assessment and behavioral plan incorporating feedback provided by the instructor throughout the semester. Each part should have a brief introduction, use headers, and be double-spaced.

   - **Case Study Part 1 (40 points): Identify the school-based case study for the Functional Behavioral Assessment and Brief Intervention.**  
     **Due on:**  
     Recognize the tier at which the FBA and BIP will occur. Answer the following questions: (1) Describe the presenting behavior; (2) Include from the written referral the stress the student maybe experiencing within the social ecology (e.g. family, peer, school) that could be contributing to the behavior or be part of the root causes of the behavior. (3) Describe how the behavior impedes or could impede learning. This is a minimum of 2 pages and utilize at least 1 scholarly source.

   - **Case Study Part 2 (40 points): Client Assessment Narrative Using an FBA Approach**  
     **Due on:**  
     Must include the following: (1) Choose at least two of these and analyze: biopsychosocial history, developmental history, school history, or genogram with ecomap; (2) Client and family strengths (avoid negative statements); (3) Consultation and collaboration with school staff, family, and/or community partners. Who is on the team? What is everyone’s role and how do they interact? This is a minimum of 2 pages and utilize at least 1 scholarly source.
• **Case Study Part 3 (40 points):** Identify the specific behavioral challenges; provide a brief description of the behavior, antecedents, and function of the behavior.

  **Due on:**
  What are your early thoughts about the student’s behavior? Data Collection Plan: How will you collect data to support your assessment? Who will be your sources and what kind of data will you collect? Include completed assessments or samples of tracking sheets. This is a minimum of 2 pages and utilize at least 1 scholarly source.

• **Case Study Part 4 (40 points):** Behavior Intervention Plan Developed through Interprofessional Collaboration.

  **Due on:**
  Provide an analysis based upon your assessment and data. Identify and describe the intervention selected. Provide literature to support the intervention. Describe the target system(s) for intervention. Specify goals that will be achieved through the intervention. Identify the roles of the various systems involved in the implementation of the intervention (e.g. family, teachers, the social worker, etc). Make sure to include specific data points. This is a minimum of 2 pages and utilize at least 1 scholarly source.

• **Case Study Part 5 (40 points):** Evaluation Plan

  **Due on:**
  Overall evaluation of the Behavior Intervention Plan, your strategies for evaluation of interventions, identify what worked what did not work and how adjustments were made. Analyze the data and detail your conclusions based on the data. Include final recommendations. Give a final summary expressing your thoughts. Proofread entire paper and make sure that it flows as one collaborative piece. Submit Case study Parts 1-5 as a whole. Include cover page, subheadings (label each part 1-5 as well), and reference page.

5. **Individual Presentation on Case Study**

   **Total Points: 100 points**

   **Due Date:**

   Students will present their integrated functional behavior assessment and the intervention to the entire class. You are required to cite at least six scholarly resources and include an APA formatted reference page.

   Presentations should be between 10-15 minutes. You may choose to create a PowerPoint for your presentation. If you do create a PowerPoint, it must be submitted to the professor at least 24 hours before class.

   Create a professional one-page summary of your findings and bring a copies for the class. This summary must be submitted on Canvas for by the due date for your grade.

   Presentations will be graded on organization, preparedness, professionalism, and insight from scholarly sources.

**Grading Standards**

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.
In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

**Grading scale**
Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

- A  93%  Excellent, Exceptional Quality
- A-  90%  Superior Quality
- B+  87%  Very Good, Slightly Higher Quality
- B  83%  Good, High Quality (expected of most MSW students)
- B-  80%  Satisfactory Quality
- C+  77%  Marginal, Modestly Acceptable Quality
C  73%  Marginal, Minimally Acceptable Quality
C-  70%  Unsatisfactory Quality

Course Policies

Syllabus is subject to change as deemed necessary by instructor.

Assignment
Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. All assignments are subject to change as the instructor deems necessary. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

Attendance and participation
Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It’s up to instructor’s discretion to decide the deduction points. If you miss four or more classes you will fail the course.

In Class Technology Use
Cell phones are expected to be put away during class unless otherwise stated. Students may leave class at any time to answer or respond to an important message. Students are welcomed to check phones during breaks. Computers are welcomed but expected to be on topic during class. The professor requires the right to deduct participation points for technology use that does not align with these guidelines.