



SWK-S 614 School Social Work Practice with Children, Adolescents, and Families (3 cr.)

Course Information

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

Instructor: XXXXX XXXXXXXXXXXX
Office: XXXX
Email: XXXX
Phone: XXXXX
Office Hours: XXXXXXXXXXXX

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

- Chavkin, N. F. (2017). *Family Engagement with Schools: Strategies for school social workers and educators*. Oxford University Press.
- Fisher, E. S. & Kennedy, K. S. (2017). *Counseling special populations in schools*. Oxford University Press.
- Franklin, C., Harris, M. B., & Allen-Meares, P. (2013). *The School Services Sourcebook (2nd ed.)*. New York: NY: Oxford University Press. (Available online at the IUPUI library)

Recommended Resources

- Center for School Mental Health - [University of Maryland Center for School Mental Health](#)
- Edutopia - [George Lucas Educational Foundation - Edutopia.org](#)

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.

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 will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Module 1: Introduction

Dates:

Overview

- A. Introductions and Course Overview
- B. School Social Work in a Multidisciplinary Context
- C. Individual and Family Engagement in School Settings
- D. Culturally Responsive Practice

Assignments

Readings

1. O'Brien, K. H., Berzin, S. C., Kelly, M. S., Frey, A. J., Alvarez, M. E., & Shaffer, G. L. School Social Work with students with mental health problems: Examining different practice approaches. *Children & Schools*, 33(2), 97-105.

Module 2: Process of Helping and Assessment in School Settings

Dates:

Overview

- A. Clinical Engagement, Assessment and Intervention within a Multi-Tiered Systems of Support Framework in School Settings
- B. School-Based Assessments
- C. Functional Behavioral Assessment and Behavioral Intervention Plans
- D. Family and Community Engagement

Assignments

Readings

1. Filler, K. J., & Alvarez, M. E. (2012). *Functional behavioral assessment: A three-tiered prevention model*. Oxford University Press. Chapter 7, pg. 91-111

Individual Assignment

1. Quiz #1
2. Case Study Part 1:

Identify the school-based case study for the Functional Behavioral Assessment and Brief Intervention. 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



adverse experiences the student (and family) encountered 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.

Module 3: Introduction to Clinical Populations in Schools: Attention Deficit Disorder and Anxiety

Dates:

Overview

- A. Attention Deficit Disorder
- B. Executive Functioning
- C. Trauma Responsive Care

Assignments

Readings

- 1. Franklin et al., Ch. 14 (“Effective Interventions for Students with ADHD”)
- 2. Franklin et al., Ch. 16 (“Working with Students with Intellectual Disabilities Who Exhibit Severe Challenging Behavior”)

Individual Assignment

- 1. Quiz #2

Module 4: Oppositional Defiant and Conduct Disorder

Dates:

Overview

- A. Risk and Safety Factors
- B. Emotional Self-Regulation
- C. Assessment & Interventions in School Settings
- D. Trauma Responsive Care
- E. Family Engagement

Assignments

Readings

- 1. Franklin, et al., Chapter 6 (“Effective Interventions for Students with Conduct Disorder”)
- 2. Franklin, et al., Chapter 7 (“Effective Interventions for Youth with Oppositional Defiant Disorder”)

Individual Assignment

- 1. Quiz #3

Module 5: Students Presenting with Depression and Anxiety

Dates:

Overview

- A. Mood Disorders
- B. Suicide Prevention and Intervention



- C. Social Anxiety Disorder
- D. Family Engagement

Assignments

Readings

1. Franklin et al., Ch. 10 (“Effective Interventions for Adolescents with Depression”)
2. Franklin et al., Ch. 11 (“Collaborative Strengths-Based Brief Therapy with Self-Harming Students”)

Individual Assignment:

1. Quiz #4
2. Case Study Part 2: Client Assessment Narrative Using an FBA Approach

Must include the following: (1) Biopsychosocial, developmental and school history, genogram, culturagram and ecomap; (2) Client and family strengths; (3) Consultation and collaboration with school staff, family, and/or community partners

Module 6: Substance Abuse and Addictions

Dates:

Overview

- A. Science of Addiction
- B. Family Engagement
- C. Interconnected Systems of Care

Assignments

Readings

1. Franklin et al., Ch. 20 (“Substance Abuse at Elementary Age: Effective Interventions”)
2. Franklin et al., Ch. 21 (“Screening Substance Use/Abuse of Middle and High School Students”)

Individual Assignments

1. Quiz #5
2. Case Study Part 3:

Identify the **specific** Challenging/Problems School Behaviors, brief definition/description of the behavior and antecedent

Function of the Behavior: What are your early thoughts about the function of 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?

Module 7: Child Maltreatment and Family Violence

Dates:

Overview

- A. Assessment and Treatment for neglect, physical, and sexual abuse



- B. B. Collaborating with Youth-Serving Systems
- C. C. Family Engagement

Assignments

Readings

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

Individual Assignment

1. Quiz #6

Module 8: Eating Disorders and Obsessive-Compulsive Disorder

Dates:

Overview

- A. Assessment and Intervention Strategies
- B. Family Engagement

Assignments

Readings

1. Franklin et al., Ch. 13 (“Effective Interventions for Students with Eating Disorders”)

Individual:

2. Quiz #7
3. Case Study Part 4: Behavior Intervention Plan

Provide an analysis based upon your assessment and data. State a hypothesis for the function of the behavior. From your hypothesis, develop research driven interventions and a plan for replacement behaviors and for monitoring progress. Include who is involved in implementing the plan and providing supports.

Module 9: Poverty and Diversity: Cultural Responsive Practice in School Settings

Dates:

Overview

- A. LGBTQ Youth
- B. Immigrant Youth
- C. Impact of Poverty on Learning and Development
- D. Youth of Color
- E. Homeless Youth

Assignments

Readings

1. Franklin et al. Ch. 62 (“Working Collaboratively with African American Students, Their Families, Cultural Networks, and School Environments”)
2. Cultural Networks, and School Environments”)



3. Franklin et al., Ch. 61 (“Multiple Hispanic Cultures; Considerations for Working with Students and Families”)
4. Franklin et al., Ch. 63 (“Working with Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students”)
5. Franklin et al., Ch. 55 (“Effectively working with Latino Immigrant Families in the Schools”)

Individual Assignments

1. Quiz #8

Module 10: Promoting Family Engagement

Dates:

Overview

- A. Cultural Humility with Family Engagement Approaches
- B. Enhancing Parental Involvement and Family Resources

Assignments

Readings

1. Franklin et al., Ch. 49 (“Effective Strategies for Involving Parents in Schools”)
2. Franklin et al., Ch. 51 (“Effective Intervening with Students from Single-Parent Families and Their Families”)
3. Franklin et al., Ch. 52 (“Working with Families from Religious Fundamentalist Backgrounds”)
4. Franklin et al., Ch. 54 (“Children and Youth Impacted by Military Service: A School-Based Resilience and Behavioral Health Perspective”)

Individual Assignment

1. Quiz #9
2. Case Study Part 5: Evaluation Plan

Evaluation of Behavior Intervention Plan- Strategies for evaluation of interventions

Module 11: 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

Readings

1. Franklin et al., Ch. 27 (“Connecting School-Based Practices and Juvenile Justice”)
2. Franklin et al., Ch. 26 (“Helping Children in Foster Care and Other Residential Placements Succeed in School”)



Individual Assignment

1. Quiz # 10

Module 12: Professional Collaboration

Dates:

Overview

- A. Group Presentation of a Children’s Mental Health or Neurodevelopmental Disorder

Assignments

1. Group Presentations

Assignments and Grading

Assignments – Overview

1. Quizzes
 - a. DUE:weekly
 - b. Final Grade Percentage:.....
2. Integrative Case Plan Parts 1-5
 - c. DUE:
 - d. Final Grade Percentage:.....
3. Integrative Case Plan Final FBA and BIP
 - a. DUE:
 - b. Final Grade Percentage:.....
4. Group Presentation on a Children’s Mental Health or Neurodevelopmental Disorder
 - a. DUE:
 - b. Final Grade Percentage:.....

Assignment Details

1. Integrative Case Presentation: Final Functional Behavior Assessment and Behavior Intervention Plan

Students will be assigned 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 for feedback. 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.

- Parts 1 – 5: 10 points each (Total 50 points)
- Final Submission: 30 points

2. Group Presentation on a Children’s Mental Health or Neurodevelopmental Disorder



- Students will work in groups and select a specific children’s mental health or neurodevelopmental disorder. The presentation will include the following components:
- A detailed description of the disorder
- How the disorder could impact student success
- Description and analysis of the describe the research-informed interventions that a school social worker might employ to address this issue from a strength-based perspective.
- Implications for family engagement
- Along with the presentation, groups will create a one-page hand-out for colleagues that includes scholarly references and other resources that the audience may review for more insight.
- Groups are required to cite at least six scholarly resources and include an APA formatted reference page.

Each group member is expected to present a section of the training. Group members will have the opportunity to assess intra-group engagement of each member, and this feedback will be used to determine individual group member’s grades.

- Final Submission: 30 points

3. Quizzes

Students will take 10 quizzes that correspond with the module topics. Quizzes will occur weekly and cover assigned reading for each respective module.

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

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. 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 five or more classes you will fail the course.