

SWK-S 616 Social Work Practice in Schools (3 cr.)

Course Information

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

Instructor: XXXX
Office: XXXX
Email: XXXX
Phone: XXXX
Office Hours: XXXX

Course Description

This advanced level practice course is designed to provide students with an overview of contemporary social work practice in school settings. Specific topical areas include the historical and contemporary contexts of social work service in school settings, legal mandates for social work practice in schools, social policies and trends in education affecting school settings and social work practice in schools, preventive and intervention methods and roles applicable to diverse populations in school settings, research issues and practice effectiveness, and multiculturalism and diversity issues in social work practice in schools.

Course Competencies

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

Primary

- Competency 1 - Demonstrate Ethical and Professional Behavior
- Competency 7 - Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 - Intervene with Individuals, Families, Groups, Organizations, and Communities

Secondary

- Competency 9 - Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Course Objectives

Through active participation in the learning experiences and completion of the readings, assignments, and learning projects offered throughout this course, students are expected to demonstrate the ability to:

- S616-01** Synthesize knowledge of legal mandates and relevant historical, current, and local contexts of school communities that guide and/or influence school social work practice.
- S616-02** Identify, analyze and apply a range of multi-tiered prevention and intervention strategies that integrate human behavior theory with individuals, small groups, families, schools, and communities in contemporary school social work practice
- S616-03** Apply a range of culturally responsive assessment, intervention, and evaluation strategies with at-risk student groups, including exceptional learners and marginalized student groups in school settings.
- S616-04** Identify, evaluate, and apply critical thinking skills to practice confidentiality and ethical decision-making among multiple stakeholders in a multidisciplinary school context.

- S616-05** Develop strategies to conduct strengths-based and data-driven assessments to determine students' mental health and social-emotional challenges that may be interfering with learning.
- S616-06** Develop multi-tiered intervention plans to prevent and remove barriers to learning, applying trauma-informed and neuro-educational approaches to supporting behavior.
- S616-07** Integrate consultation and collaboration skills to engage key stakeholders, including students, families, school personnel, and community partners in designing and participating in plans to implement multi-tiered support systems.

Required Texts

Cozolino, L. (2013). *The social neuroscience of education: Optimizing attachment & learning in the classroom*. New York, NY: W. W. Norton & Company.

Massat, C. R., Kelley, M. S., & Constable, R. (2016). *School social work: Practice, policy and research* (8th ed.). New York, NY: Oxford University Press.

Siegel, D. J., & Bryson, T. P. (2012). *The whole brain child: Twelve revolutionary strategies to nurture your child's developing mind*. New York, NY: Bantam.

Additional readings as assigned within the course outline above. Note that the course instructor may choose to add readings throughout the course.

Recommended Text

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)

Course Content

The purpose of this course is to acquire advanced school social work practice skills to promote P – 12 student well-being and learning within a school organization context. Applying evidenced-based, trauma-informed, and culturally responsive practices, students will learn how to utilize clinical skills when providing services to diverse student populations within a Multi-Tiered Systems of Support (MTSS) framework. Interventions will be aimed at addressing barriers to academic achievement within and across the home, school, and community. Students will demonstrate skills related to consultation process, progress monitoring, program assessment and evaluation, and interdisciplinary collaboration. Students will become familiarized with conducting school-based assessments, including Functional Behavioral Assessments, and designing school-based intervention plans, including Behavior Intervention Plans.

Resources

- Canvas messaging will also be used a way to communicate between instructor and students. All online communication pertaining to the course should occur through Canvas messaging. You are expected to check the course announcements on Canvas before each class. All assignments must be submitted through Canvas.

Course Outline

Module 1: Introduction to the Course

Dates: August 24, 2017

Overview

- A. Introductions
- B. Syllabus review

Module 2: History and Contemporary Context of School Social Work

Dates: August 31, 2017

Overview

- A. School social work associations
- B. Role of the school social worker
- C. Indiana Code - Article 4
- D. Introduction to social neuroscience and application to learning

Learning Tasks

Readings

1. Massat et al., Chapters 1-3
2. Indiana Code – Article 4 (pdf in Canvas)
3. Cozolino, Chapter 1-2

Module 3: Theoretical Frameworks for School Social Work Practice

Dates: September 7, 2017

Overview

- A. Guest Speaker: Patrice Uminski, President, Indiana School Social Work Association
- B. Ecological Perspective
- C. Attachment Theory

Learning Tasks

Readings

1. Massat et al., Chapters 2-3
2. Cozolino, Chapters 3, 4 & 6
3. Crosby (2015) An Ecological Perspective on Emerging Trauma-Informed Teaching Practices (PDF located in Canvas)

Assignments

1. Online Quiz over Modules 2 & 3 due by Friday, Sept. 8th, 11:59 pm

Module 4: Ethical Decision-Making in School Social Work Practice

Dates: September 14, 2017

Overview

- A. Values and ethics in school social work

- B. Indiana School Social Work Standards
- C. Confidentiality in a school setting

Learning Tasks

Readings

1. Massat et al., Chapters 6-7
2. Raines & Dibble (2013), Chapter 4 *The School Services Source book* (PDF in Canvas)

Assignments

1. Whole Brain Child – Group 1 (Chapter 2: Integrating the Left and the Right)

Module 5: Intervention Frameworks for School Settings

Dates: September 21, 2017

Overview

- A. Guest Speaker: Helena Drumm, Community in Schools
- B. Multi-Tiered Systems of Support (MTSS)
- C. Positive Behavior Intervention and Supports
- D. Systems of Care
- E. Data-Driven decision-making

Learning Tasks

Readings

1. Massat et al., Chapters 4 & 14
2. Kelly, M. S. (2013) Chapter 1 from *The School Services Sourcebook* - PDF in Canvas

Assignment

1. Online Quiz over Modules 4 & 5 due by Friday, September 22, 2017, 11:59 pm

Module 6: Suicide Prevention Training

Dates: September 28, 2017

Overview

- A. Guest Speaker and Training – Susan Slagel, Community Hospital, Zero Suicide
- B. Criterion for the Indiana Department of Education Student Services Personnel License

Learning Tasks

Readings

1. Massat et al., Chapter 25

Assignment

1. Submit scanned copy of certificate of completion to Canvas by Friday, October 6, 2017

Module 7: Neuroscience of Learning and Trauma-Sensitive Schools

Dates: October 5, 2017

Overview

- A. Helping traumatized children learn
- B. Adverse Childhood Experiences

C. *Paper Tigers* documentary

Learning Tasks:

Readings

1. Cozolino, Chapter 6 & 9; 13-15

Assignments

1. Suicide Prevention Certificate – Scanned Copy Due
2. Whole Brain Child – Group 2 Presentation (Chapter 3: Integrating the Upstairs and Downstairs Brain)

Module 8: Tier 1 Assessment & Intervention: Universal Supports

Dates: October 12, 2017

Overview

- A. Prevention
- B. School Culture & Climate

Learning Tasks

Readings

1. Massat et al., Chapter 24
2. Cozolino, Chapters 14-16

Assignments

1. Whole Brain Child – Group 3 Presentation (Chapter 4: Integrating Memory for Growth and Healing)

Module 9: No-Class; Meet in Professional Development Presentation Groups

Dates: October 19, 2017

Overview

- A. No class scheduled

Learning Tasks:

Assignments

1. Online Quiz over Modules 6, 7, & 8 due by Friday, October 20, 2017, 11:59 pm

Module 10: Tier 2 Assessment & Intervention: Targeted

Dates: October 26, 2017

Overview

- A. Small group interventions

Learning Tasks

Readings

1. Massat et al., Chapters 26-29

Assignments

1. Whole Brain Child – Group 4 Presentation (Chapter 5: Integrating the Many Parts of the Self)

Module 11: Tier 3 Assessment & Intervention: Intensive

Dates: November 2, 2017

Overview

- A. Assessment, data, and progress monitoring
- B. Functional Behavioral Assessments (FBA) and Behavioral Intervention Plans (BIP)

Learning Tasks

Readings

1. Massat et al., Chapters 14; 32-33

Assignments

1. Whole Brain Child – Group 5 Presentation (Chapter 6: Integrating Self and Other)

Module 12: Culturally Responsive Practice in School Settings

Dates: November 9, 2017

Overview

- A. Implicit biases
- B. Working with diverse student populations
- C. Culturally responsive parent engagement

Learning Tasks

Readings

1. Staats (Winter 2015-2016). Understanding implicit bias: What educators should know. (PDF in Canvas)
2. Lambros & Barrio (2013). Mental health interventions with Latino students in multicultural school environments (PDF in Canvas)
3. Clark, Kim, & Spencer, (2013) Engaging with culturally and racially diverse families (PDF in Canvas)

Assignments

1. Online Quiz over Modules 10, 11, & 12 due by Friday, November 10, 2017, 11:59 pm

Module 13: Interdisciplinary Consultation & Collaboration

Dates: November 16, 2017

Overview

- A. School-based consultation in a multi-tiered system of support
- B. Crisis intervention

Learning Tasks

Readings

1. Massat et al., Chapters 8 & 33

Assignments

1. Tier III Evidence-Informed Essay due

November 23, 2017 – Thanksgiving holiday.....No Class

Module 14: Professional Collaboration

Dates: November 30, 2017 & December 7, 2017

Overview

- A. Professional collaboration and teaching

Learning Tasks

Assignments

1. Professional Development Training Presentations

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and individually through Canvas messaging or by appointment.

All assignments should conform to APA style (6th ed.). Assignments must be double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font.

Suicide Prevention Training Certificate

Total Points: 5

Due Date: October 5 – one week following training

To assist students with retaining a copy of your suicide prevention training certificate, students are required to upload a scanned copy of the certificate, evidencing your completion of the training.

Book Club Lesson

Total Points: 20

Due Date: As assigned

Students will be assigned to “book club” groups for the semester. Within these groups, students will actively review the book *The Whole Brain Child*.

Each group will prepare a brief 15-minute lesson on their assigned chapter to engage their peers with the main points of their assigned chapter. They should provide a one-page hand-out to the class. Students may choose to do a PPT or Prezi presentation, but it is not required. The focus of this exercise is to engage your peers and teach on the intervention strategies outlined in your assigned chapter. You may be creative and use interactive exercises, case examples, media, etc. Grading will be based upon ability to engage your colleagues, accuracy of content, and quality of presentation materials.

Tier III - Evidenced-Informed School Social Work Practice Essay

Total Points: 30

Due: November 16

Each student will compose an essay that is approximately 5-7 (no more than 8) pages in length and double-spaced (not including references and cover page). Apply APA formatting and reference at least four scholarly resources in your work.

- Identify a student who has been referred to you for assessment and/or services. Briefly describe the student's presenting circumstances, while maintaining confidentiality (i.e., redacting any identifying information).
- Describe the presenting behavior and how the presenting issue presents a barrier to learning.
- Describe the consultation and collaboration process that you employed to gather data and provide services
- Include adverse experiences the student (and family) and/or community may have encountered that could be contributing to the behavior.
- Outline strategies for trauma-sensitive practice.
- Include cultural features that are present and considerations for culturally responsive practice.
- Research a possible evidence informed model of practice that would apply to the student's presenting concern. Describe the strengths of the model/intervention as well as the limitations of using the model/intervention.
- Discuss how you communicated your analysis and knowledge to relevant stakeholders.

Professional Development Training

Total Points: 40

Due Date: November 30 & December 7

Students will work in groups to design and deliver a professional development training. The intended audience would be staff, faculty and/or administrators and will be approximately 25-30 minutes in length. Drawing from Franklin et al.'s (2013) *The School Services Sourcebook* (available online at the IUPUI library) students will choose a topic that is relevant to school social work practice. The training will include the following components:

- Research-informed guidance regarding an issue impacting students, families, and/or the school community members
- The role of the SSW from the perspective of prevention, assessment, intervention, and referral
- Culturally responsive practice
- Ethical considerations
- A comprehensive, professional quality one-page hand-out for colleagues that includes scholarly references and other resources that the audience may review for more insight.
- Citations for at least 6 *scholarly* sources that support your training materials

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.

Assignments

1. Suicide Prevention Certificate (Scanned Copy)
 - a. DUE:October 5, 2017

- b. Total Points:5 points
- 2. Online Quizzes (4 at 10 points each)
 - a. DUE:Sept 9, 22, Oct 20, & Nov 10, 2017
 - b. Total Points:40 points
- 3. Evidence-Informed Practice Essay
 - a. DUE:November 16, 2017
 - b. Total Points:30 points
- 4. The Whole Brain Book Club Presentation (Group Assignment)
 - a. DUE:As assigned
 - b. Total Points:20 points
- 5. Professional Development Presentation (Group Assignment)
 - a. DUE:November 30 & December 7, 2017
 - b. Total Points:40 points

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.

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. After one excused absence, I will deduct points from your final grade. 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 of points. Unless there are extenuating circumstances, missing three or more classes will yield a failing grade for the course.

See Canvas for University and School Policies