

SWK S-618 Social Policy and Services - 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: XXXXX

Course Description

The purpose of this course is to develop the competencies necessary to effect policy change for service delivery systems at an organizational, community, and legislative levels. Emphasis is placed on policy practice, policy analysis, and advocacy leadership with direct involvement in the political and organizational processes as an integral part of the learning process. The content of the course will focus on the role of the "social policy practitioner" examining closely the relationship of social work values and ethics to social policies and service delivery systems especially as they relate to diverse and oppressed populations.

Course Competencies

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

Primary

- 5: Engage with Policy Practice

Social workers identify, assess, analyze, and advocate for social policies at the local, state, and federal level that impact well-being, service delivery, and access to social services.

Course Objectives

- S618-01** Understand and analyze the major social issues and trends including their historical context affecting the development of social policy at all levels, locally, nationally, and globally.
- S618-02** Demonstrate a grasp of the legal frameworks along with the political, economic, and social constraints on agencies, historically and into the twenty-first century that influence and govern services.
- S618-03** Develop an awareness of the integral relation between policy and the structure, organization, and funding arrangements of service delivery systems as well as the intergovernmental relationships involved in dealing with policy issues.
- S618-04** Examine current data and research to analyze social policy issues as well as the impact of federal and state policies on related populations.
- S618-05** Analyze critically the issues of social, economic and environmental justice, and power, that lead to health inequities, discrimination and oppression (for age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) in relation to policy development, implementation, and evaluation.

- S618-06** Demonstrate cultural humility, cultural competence, and enhanced self-awareness when working with populations that have been traditionally marginalized (on the basis of age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status) recognizing the significant impact social programs and policies can have on these groups.
- S618-07** Engage in policy design using ethical frameworks to understand the policy formation process, policy research and analysis, along with the strategic planning needed for social policy initiatives.
- S618-08** Apply advocacy skills and strategies working in collaboration with community members, groups, and organizations to participate effectively in the legislative process.
- S618-09** Participate in writing a bill or a policy brief using evaluative measures and selective framework(s) that gauge the policy impact and the potential for unintended consequences.

*For this course, the general objectives apply to the *Schools Practice Area*.

Specific Description and Objectives *for the Schools Practice Area*

This course is designed to provide students with an intensive study of the relationship of social work values and ethics to social policies and school service delivery systems. Areas explored include learning about values and ethics in regards to role as "social policy practitioner", political and organizational processes used to influence policy and delivery systems, and practice of policy in school systems to address students' barriers to achieving educational success.

- S618-10** Critically analyze historical and current political perspectives of public school education and educational policies at the local, state, and national levels and their relationship to school social work practice.
- S618-11** Demonstrate knowledge of the intersection of political and economic systems as well as prevailing social/cultural norms that impact the accessibility of Free and Appropriate Public Education (FAPE) to all children and adolescents, and particularly those historically marginalized in education settings (e.g., exceptional learners, English Language Learners (ELL), students with disabilities, and minority youth).
- S618-12** Identify and apply theoretical concepts of macro social work practice in a school environment.
- S618-13** Analyze the school community climate and apply tactical self-awareness skills to meet the mental health and social-emotional needs of all students.
- S618-14** Generate collaborative school organizational policies and practices to facilitate continuity of care and transitional support for vulnerable youth who are involved with intersecting youth-serving systems.
- S618-15** Apply research-informed practice skills to evaluate the efficacy of policies and programs designed to meet the needs of demographics within the school setting.
- S618-16** Identify and evaluate the relationship of social work values and ethics relative to ethical dilemmas in an interdisciplinary school environment.
- S618-17** Identify and implement data-driven, school-wide program planning and evaluation.
- S618-18** Analyze school policies to discern how unintended effects perpetuate educational disparities for historically at-risk student groups.

S618-19 Apply knowledge of legislation relevant to school social work practice, (e.g., disability, 504, special education, and general education interventions (GEI)).

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.

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

In this course, students will develop essential policy practice skills with a focus on assessment, analysis and advocacy in relation to service delivery systems that address diverse populations and correlating social issues. These populations include, but are not limited to, age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, sexual orientation, and veteran status. Students will examine the significant political and policy contexts at organizational, community, and legislative levels and will consider multiple policy strategies for achieving social, economic, environmental justice and combating the causes and effects of institutionalized forms of oppression. This course will also utilize a variety of policy frameworks and models to advance skill building with an emphasis on social work values and ethics and a focus on cultural humility at all levels of policy intervention.

Students will accomplish the learning objectives in this course through a variety of classroom tools including lectures, videos, small and large group discussions, group projects, written assignments and/or student presentations. The primary evaluation of student learning will be completed through a policy analysis assignment that provides students the opportunity to research and evaluate a specific policy then develop a policy statement based on the outcomes of the overall policy analysis.

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 messaging will also be used as 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:

Overview

- A. Introductions
- B. Syllabus review
- C. Relevant Resources
- D. Field Experiences and Dates

Module 2: Policy Practice in School Social Work: An Overview

Dates:

Overview

- A. Guest Speaker: Kimberly Klee, School Social Worker
- B. Indiana Code - Article 4
- C. Social Policy Analysis Framework

Readings

1. Massat et al., Chapters 19 & 22-23
2. Indiana Code – Article 4 (pdf in Canvas)
3. Kelly et al (2010). School social work practice: Future directions based upon present conditions (PDF in Canvas)
4. Phillippo & Stone (2011). Toward a Broader View: A Call to Integrate Knowledge about Schools into School Social Work Research (PDF in Canvas)*

Assignments

1. Article Review

Module 3: Schools as Organizations: Implications for Policy Practice

Dates:

Overview

- A. Organizational Culture
- B. Identifying Needs and Data-Driven Decision-Making
- C. Attachment Theory & Ecological Perspective for School Organizations

Readings

1. Massat et al., Chapters 17 & 21
2. Cozolino, Introduction and Chapter 15
3. Poirier & Osher – Understanding the Current Environment of Public School Funding in The Student Services Sourcebook, Chapter 72, p. 935 (available online at IUPUI library)
4. Hopson & Lawson (2011). Social Workers' Leadership for Positive School Climates via Data-informed Planning and Decision Making (PDF in Canvas)*

Assignments

1. Chalkbeat briefing

2. Article Review
3. Online Quiz over Modules 2 & 3 due by Friday, January 26, 11:59 pm

Module 4: Interdisciplinary Collaboration for Safe and Supportive Schools: Policy Implications

Dates:

Overview

- A. School-based consultation in a multi-tiered system of support
- B. Crisis Intervention
- C. Bullying Prevention
- D. Trauma-Sensitive Schools

Readings

1. Massat et al., Chapters 13 & 33
2. Cozolino, Ch. 7-8
3. Cole et al., Creating and Advocating for Trauma-Sensitive Schools, Ch. 1-2 (PDF in Canvas)*

Assignments

1. Chalkbeat Briefing
2. Article Review
3. School Social Work Role Communication – Share with Classroom Colleagues

Module 5: Policy Practice in School Social Work: Federal and State Perspectives

Dates:

Overview

- A. Guest Speaker: Mark Fairchild, Covering Kids Indiana
- B. Federal Education Policy
- C. State Level Education Policy

Readings

1. Massat et al., Chapter 22

Assignment

1. Chalkbeat Briefing
2. Online Quiz over Modules 4, & 5 due by Friday, February 9, 11:59 pm

Module 6: Human Rights and Education Policy

Dates:

Overview

- A. Historical context of civil rights in education policy
- B. Advocating for social justice in school settings

Readings

1. Massat et al., Chapter 11-12 & 20

2. Owens, A. et al. (2016). Income segregation between schools and school districts (PDF in Canvas)
3. Theoharis, G. (2007). Social justice educational leaders and resistance: Toward a theory of social justice leadership (PDF in Canvas)*
4. Green III, D. C. et al., (2016). Are we heading toward a charter school “bubble?” Lessons from the subprime mortgage crisis (PDF in Canvas)*

Assignment

1. Chalkbeat Briefing
2. Article Reflection

Module 7: Legislative Day of Action – Indiana Statehouse

Dates:

Overview

- A. Collaborate with Indiana School of Social Work Association and Indiana State Teachers Associations
- B. Learn about current education-related education
- C. Meet with legislators

Readings

1. No readings for this class session

Assignments

1. Attend Legislative Day of Action at the Statehouse

Module 8: School Social Work Policy Initiatives with Families

Dates:

Overview

- A. Student and Parent Rights and Confidentiality

Readings

1. Massat et al., Chapter 7 & 30
2. Day, A. (2013). When does Confidentiality become an impediment rather than a pathway to meeting the educational needs of students in the foster care system? (PDF in Canvas)*
3. Day, A. et al. (2014). Using Cross-system Communication to Promote Educational Well-being of Foster Children: Recommendations for a National Research, Practice, and Policy Agenda (PDF in Canvas)*

Individual Assignment

1. Chalkbeat Briefing
2. Article Reflection
3. Online Quiz over Modules 6, 7, & 8 due by Friday, March 2, 2018

Module 9: Special Education Federal and State Law and Rule

Dates:

Overview

- A. Intervention policy and protocols for school social work practice
- B. Over-representation of student groups in Special Education

Readings

1. Article 7
2. Massat et al., Chapter 9
3. Bean K. F. (2011). Social workers' role in the disproportionality of African American students in special education (PDF in Canvas)*
4. Tan, P. et al. (2011). Emotional and behavioral disorders: Promoting prevention and positive interventions in school settings, CEEP (PDF in Canvas)*

Individual Assignment

1. Chalkbeat Briefing
2. Article Reflection

Module 10: Social Policy in Education and Vulnerable Populations

Dates:

Overview

McKinney-Vento Policy and Every Student Succeeds Act (ESSA) Training at MSD of Warren Township, Sponsored by Indiana Dept of Education

Readings

No Reading

Assignments

1. Attend day-long training and be prepared to discuss new knowledge acquired

Module 11: Social-Emotional Learning and Trauma-Sensitive Policies for School Settings

Dates:

Overview

- A. Guest Speaker, Christy Gauss, Indiana Mental Health Initiative
- B. Policies that promote the behavioral health of all students

Readings

1. Massat et al., Chapters 32
2. Cozolino, Chapter 5-6 & 9
3. Lewallen (2015). The Whole School, Whole Community, Whole Child Model: A New Approach for Improving Educational Attainment and Healthy Development for Students (PDF in Canvas)*
4. Walkey & Cox (2014). Building Trauma-Informed Schools and Communities (PDF in Canvas)*

Assignments

1. Education Policy Brief within a Multi-Tiered Framework due
2. Article Reflection

Module 12: Discipline Policy and Evidence-Informed Practice

Dates:

Overview

- A. Occurrence and historical context of exclusionary discipline practices in US
- B. Culturally Responsive Alternatives to Exclusionary Discipline

Readings

1. Darensburg & Perez (2010). Overrepresentation of African American Males in Exclusionary Discipline: The Role of School-Based Mental Health Professionals in Dismantling the School to Prison Pipeline (PDF in Canvas)*
2. Your Life Matters Report Pgs. 25-39 (PDF in Canvas)*
3. Cameron (2006). Managing School Discipline and Implications for School Social Workers: A Review of the Literature*

Assignments

1. Chalkbeat Briefing
2. Article Reflection
3. Online Quiz over Modules 9, 10, 11, & 12 due by Friday, April 6th, 11:59 pm

Module 13: Professional Collaboration

Dates:

Overview

- A. Professional collaboration Presentations

Assignments

1. Chalkbeat Briefing
2. Trauma-Sensitive Policy Proposal Presentations

Module 14: Professional Collaboration

Dates: April 26, 2018

Overview

- A. Professional collaboration
- B. IDOE Student Services License Overview
- C. School Social Work Professional Association Membership

Assignments

1. Trauma-Sensitive Policy Proposal Presentations
2. Indiana School Social Work Association – Guest Speaker

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.

Assignments - Overview

1. Article Reflection
 - a. DUE:As Assigned
 - b. Total Points:10 points
2. Online Quizzes (3 at 10 points each)
 - a. DUE:
 - b. Total Points: 30 points
3. School Social Work Role Communication
 - a. DUE:
 - b. Total Points:10 points
4. ChalkBeat Weekly Briefing
 - a. DUE:As assigned
 - b. Total Points:10 points
5. Education Policy Brief within a Multi-Tiered Framework
 - a. DUE:
 - b. Total Points:40 points
6. Trauma Sensitive Policy Proposal
 - a. DUE:
 - b. Total Points:40 points
7. Course Engagement
 - a. DUE:
 - b. Total Points:10 points

Assignment Details

Article Reflection

Total Points: 10 pts

Students will sign-up for a scholarly articles required as reading for the class. Articles that pertain to this assignment are denoted with an (*) throughout the syllabus. Write a critical reflection of the article using the guiding questions posted in the Assignments folder on Canvas. You will also lead the discussion and share your written reflection online with the class on the days when an article you have selected is part of the required reading. Grading for this assignment is based upon three components: (1) a summary of the article that is accurate and comprehensive; (2) translation of the main points to

school social work practice; (3) the ability to share the article's main points with classroom colleagues in an engaging manner.

Chalkbeat Weekly Briefing

Total Points: 5 pts

Each student will work with 2-3 students to provide a weekly briefing based upon current affairs in education policy. Students will base their assigned briefing upon bi-weekly Chalkbeat reports that highlight education legislation and policy implications in Indiana. Students will consult the [Chalkbeat website](#) and sign-up for the bi-weekly newsletter. Grading will be based upon preparation and ability to engage classroom colleagues in an active discussion on the current policy issues.

School Social Work Role Communication

Total Points: 10 pts.

Create a one page hand-out or letter that you could use to communicate to a key decision-maker the function and purpose of social workers in school settings. You can use charts, graphics, statistics, etc. to convey your message and demonstrate how your social work skills are unique and promote the educational needs of children and adolescents. Cite on your hand-out any sources you may reference in your document. Your document should reflect communication that you could actually provide to a key decision-maker. Grading is based upon how compelling your message is about school social work roles and functions as well as visual appeal of your work. Be prepared to share your hand-out/letter with the class.

Education Policy Brief within a Multi-Tiered Framework (Signature Assignment)

Total Points: 40 points

Identify an existing federal or state policy that applies to a P-12 Indiana school setting. Develop a four to six page policy brief that analyzes the policy and addresses implications for delivery free and appropriate public education (FAPE). The aim of your policy brief is to educate and influence decision makers. Keep in mind that it is critical to know the anticipated readers when writing a policy brief, so particular attention must be directed to the use of language and presentation. The completed brief should be visually and professionally appealing to a broad audience. Example policy briefs may be used as a framework (e.g., Center for Education Evaluation and Policy – CEEP), but these sources should be cited and referenced. The policy brief should incorporate at least four scholarly references and include existing data to support major assertions. Due to the unique structure of the policy brief, APA will only be required for formatting references. This brief should incorporate the following components:

- Executive Summary - Introduce the policy brief by clearly describing the focus and the purpose of the brief (why it is important); include a concise overview of what you are proposing
- Identify and outline the policy to be addressed
- Describe any relevant history and background of the policy, including past and current policies that have impacted the issue
- Provide evidence that supports the policy analysis and position (Use specific data to support your stance.)
- Discuss the policy issue from a multi-tiered perspective as it relates to school settings 9e.g., system-wide and targeted levels of intervention.

- Include what is working (strengths and opportunities) as well as potential or existing challenges related to the proposed policy position
- Address implications the policy has on culturally responsive practice
- Summarize policy recommendations based on the overall policy brief

You will not do a formal presentation, but be prepared to share your policy brief with your classroom colleagues.

Trauma-Sensitive Policy Proposal

Total Points: 40

Students will work in teams to identify a social issue that creates a barrier to learning for students. Using frameworks discussed in class, students will create a multi-tiered practice and policy framework for a school setting that incorporates neuroscience and other research-based knowledge. The framework will include specific attention to how the framework is culturally responsive. Groups will present their proposed frameworks to the class and outline the evidence that supports their proposed policy framework. Written work for this proposal includes a professional-level hand-out for your classroom colleagues. Include a minimum of 5 citations for scholarly sources on your hand-out. To ensure that group members contribute equally and responsibly, a portion of the points will be based upon intra-group assessment of each member's participation and commitment level.

Online Quizzes

Total Points: 30

Students will take four quizzes throughout the semester. The lowest of the four grades will be dropped. Quizzes will cover readings and course materials for modules corresponding to each quiz.

Course Engagement

Total Points: 10

Students are expected to attend and actively participate in every class. Participation points will be assigned according to the level at which the student conducts self in a professional manner. Students may also be assigned various in-class exercises for which classroom participation points may be assigned. Students must be in class to receive points for participation in classroom exercises. These exercises cannot be made-up outside of class. This class also includes classroom experiences in the community. Students are expected to attend. If a student is not available to attend the student will be assigned an alternative assignment.

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, the course instructor will deduct 5 points (50%) from your participation 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.