A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):

The purpose of this course is to provide an overview of the various social work related theoretical perspectives, models, and programs for intervention with children and their families in the school setting. This includes skills in assessment, prevention, and intervention in providing services to "high risk" students, such as students in poverty and students with disabilities, and addressing issues such as teen parenting, drug and alcohol abuse, and conflict management in the school setting. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment.

B. Measurable Student Learning Outcomes:

Direct Practice with Children and Families:

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

1. Advanced social workers in children & families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.

Educational Policy 2.1.4—Engage diversity and difference in practice.
1. Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
2. Advanced social workers in children and families understand the relevant organizational world-views and culture that influence how families function, and can relate social work perspectives, the evidence base, and related theories to practice with the multiple and complex issues that face families.

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

1. Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families

Educational Policy 2.1.10(a)-(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.
3. Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions treatments for a variety of problems that effect children and families.

C. Required Text(s) and Other Course Materials:


D. Additional Recommended Text(s) and Other Course Materials:


E. Major Course Assignments & Examinations:

1. Policy Reaction Paper

The reaction paper should be approximately 1000 words. Students will identify and document a policy used in a school setting; describe the policy and how the policy affects students. The intended and unintended consequences of the policy should also be discussed. This not a research paper. Please discuss your own original thoughts, ideas, and reactions to the policy that you have chosen. The reaction paper should take the form of a coherent, well-organized essay, with a logical structure that is apparent to the reader. You will be graded in part on how effectively you're able to communicate your ideas in written form, so be sure to pay close attention to such details as spelling, grammar, and punctuation. Please note, the McKinney Vento Act will be discussed at length in class. Please choose an alternative policy to discuss.
Grading Guidelines for Policy Paper

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Identify/describe policy</td>
<td>20</td>
</tr>
<tr>
<td>Intended and unintended consequences of policy</td>
<td>20</td>
</tr>
<tr>
<td>Effectiveness of Policy</td>
<td>10</td>
</tr>
<tr>
<td>Opinion of Policy</td>
<td>10</td>
</tr>
<tr>
<td>Ideas for change in policy (your ideas)</td>
<td>10</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
</tr>
<tr>
<td>Spelling, grammar, punctuation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

2. School Social Work Challenge/Intervention Paper

Students will choose a school “challenge”, describe the challenge, and research current trends and interventions used to help alleviate the challenge. Students will develop an intervention for the school challenge researched. Please include evidenced based or evidenced informed research and interventions. Students will provide the steps for the intervention and describe how the intervention will be assessed for effectiveness.

Please clear your proposed topic with the instructor before starting this assignment. The paper will be 8-10 pages and will include at least 8 references using APA documentation. Please follow guidelines for writing a professional paper. Use scholarly literature, double space, and use 12 point font (Times New Roman), as well as 1-inch margins.

Possible topics for this assignment include:

- **“High Risk” behaviors that can lead to drop out or school failure**
  Topics may include:
  - Drug and alcohol abuse prevention/intervention
  - Pregnancy prevention/intervention and /or HIV
- **School Violence and Conflict**
  Topics may include:
  - Bullying
  - Conflict mediation resolution programs
  - Gang and violence prevention
- **Diversity issues/Special Needs**
  Topics may include:
  - Confronting racism and bigotry in school
  - Sexual harassment
  - School SW with children with disabilities
- **Safety**
  Topics may include:
  - Child abuse assessment and reporting
  - Suicide risk assessment and intervention

Organizational Structure and Grading of the School Social Work Challenge Paper:
### 3. Intervention Fair / Reflection Paper

Students will bring an intervention to present and share with class. Additional information about this assignment will be provided by the instructor in class.

### 4. Final Exam

The final exam will test the student’s knowledge of the various issues related to the practice of social work in a school setting. Additional information about the scope of this exam will be provided by the instructor in class.

### 5. Class Activities

Points will be received for activities performed during class meetings (2 points for each activity). If student is not in attendance, points will not be given. Points may NOT be made up. Please be aware that this may affect a student’s final grade.

### F. Grading Policy

All papers must be grammatically correct using APA style. Papers with many grammatical errors and misspellings will not receive a satisfactory grade.

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**Course grades will be determined by performance in the following areas:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy Reaction Paper</td>
<td>100</td>
</tr>
<tr>
<td>School Social Work Challenge/Intervention Paper</td>
<td>100</td>
</tr>
<tr>
<td>Intervention Fair</td>
<td>100</td>
</tr>
</tbody>
</table>
Final Exam | 100 points
---|---
(Class Activities (5 @ 2 points each) | Extra: (10 points)
Total | 400 points

**Grading scale for course:**

<table>
<thead>
<tr>
<th>Grade Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>360 - 400</td>
<td>A</td>
</tr>
<tr>
<td>320 - 359</td>
<td>B</td>
</tr>
<tr>
<td>280 - 319</td>
<td>C</td>
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</tbody>
</table>

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

**G. Make-Up Exam or Assignment Policy:**

All assignments MUST be turned in on the scheduled due date, prior to the BEGINNING of class. Late assignments will be assigned a five (5) point penalty (including weekends) if not turned in at the beginning of class. An additional five (5) point penalty will be assessed for each day late. No make-up exams (before or after the scheduled date) will be given without a validated (doctor’s note) medical emergency.

**H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

Your attendance in this class is your choice. I will not take attendance, nor can I decide if you want to come to class. My experience over the years has consistently been that the more classes you miss, the more it affects your final grade because of the material missed and the final exams that are given.

**I. Course Schedule:**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 9/2/15</td>
<td>Introduction/Course expectations/Definition/Need for school social work</td>
<td>Relevant Web: <a href="http://www.nasw.org">www.nasw.org</a> <a href="http://www.sswaa.org">www.sswaa.org</a></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
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<tr>
<td>2</td>
<td>9/9/15</td>
<td>Historical Development; Current Provisions of; Future concerns and challenges of school social work</td>
</tr>
<tr>
<td>3</td>
<td>9/16/15</td>
<td>Application of the Ecological Perspective; Assessment</td>
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<tr>
<td>4</td>
<td>9/23/15</td>
<td>Policy/Student rights</td>
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</tr>
<tr>
<td>5</td>
<td>9/30/15</td>
<td>Round Table Discussion</td>
</tr>
<tr>
<td>6</td>
<td>10/7/15</td>
<td>Role of the School social worker; Confidentiality/ethics/legal Issues; Case studies of risk/resilience/ coping mechanisms/ protective factors</td>
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<td>7</td>
<td>10/14/15</td>
<td>Target Populations; School SW with Children with disabilities, homeless/ Barriers to working with various populations</td>
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<tr>
<td>8</td>
<td>10/21/15</td>
<td>Issues in schools/Prevention programs/Gangs, alcohol, drug use</td>
</tr>
<tr>
<td>9</td>
<td>10/28/15</td>
<td>Midterm - Challenge/Intervention paper/due – brief presentation</td>
</tr>
<tr>
<td>10</td>
<td>11/4/15</td>
<td>Speaker – Gang interventionian</td>
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<tr>
<td>11</td>
<td>11/11/15</td>
<td>Design and delivery of school assessment/interventions/evaluations/RTI barriers to services</td>
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<td></td>
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<tr>
<td>12</td>
<td>11/18/15</td>
<td>Case management/Family counseling, Peer mediation, Conflict resolution</td>
</tr>
<tr>
<td>13</td>
<td>11/25/15</td>
<td>Groups/Classroom guidance/SFT</td>
</tr>
<tr>
<td>14</td>
<td>12/2/15</td>
<td>Intervention Fair</td>
</tr>
<tr>
<td>15</td>
<td>12/9/15</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning
objectives, general time frame and grading structure for the course are sustained.

J. Expectations for Out-of-Class Study:

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

K. Grade Grievance Policy:


L. Student Support Services:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit http://www.suicidepreventionlifeline.org/ for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit https://www.uta.edu/caps/services/psychiatric.php) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

M. Librarian to Contact:

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: dillard@uta.edu or by Cell phone: (817) 675-8962. Below are some commonly used resources needed by students in online or technology supported courses: http://www.uta.edu/library/services/distance.php

The following is a list, with links, of commonly used library resources:
Library Home Page....................... http://www.uta.edu/library
Subject Guides......................... http://libguides.uta.edu
Subject Librarians..................... http://www-test.uta.edu/library/help/subject-librarians.php
Database List.......................... http://www-test.uta.edu/library/databases/index.php
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog......................... http://discover.uta.edu/
E-Journals.............................. http://utalink.uta.edu:9003/UTAlink/az
Connecting from Off-Campus: http://libguides.uta.edu/offcampus
Ask a Librarian: http://ask.uta.edu

N. Emergency Exit Procedures:

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

O. Drop Policy:

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

P. Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the **Americans with Disabilities Act (ADA).** All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Q. Title IX:

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

R. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold...*
the spirit of the Honor Code.
UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including
(but not limited to) having students acknowledge the honor code as part of an examination or
requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101,

S. Electronic Communication:
UT Arlington has adopted MavMail as its official means to communicate with students about
important deadlines and events, as well as to transact university-related business regarding financial
aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are
responsible for checking the inbox regularly. There is no additional charge to students for using this
account, which remains active even after graduation. Information about activating and using
MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

T. Student Feedback Survey:
At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or
"laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on
how to access the SFS for this course will be sent directly to each student through MavMail
approximately 10 days before the end of the term. Each student's feedback enters the SFS database
anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's
effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are
strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

U. Final Review Week:
This ONLY applies to courses administering a major or final examination scheduled in the week and
locations designated for final examinations following last classes. A period of five class days prior to
the first day of final examinations in the long sessions shall be designated as Final Review Week. The
purpose of this week is to allow students sufficient time to prepare for final examinations. During
this week, there shall be no scheduled activities such as required field trips or performances; and no
instructor shall assign any themes, research problems or exercises of similar scope that have a
completion date during or following this week unless specified in the class syllabus. During Final
Review Week, an instructor shall not give any examinations constituting 10% or more of the final
grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any
portion of the final examination during Final Review Week. During this week, classes are held as
scheduled. In addition, instructors are not required to limit content to topics that have been
previously covered; they may introduce new concepts as appropriate.