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:

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:

N/A

E. Major Course Assignments & Examinations:

1. PLAN for 8 week Service Learning Project Due: 2/11/2016

Students will have a designated service learning location (options will be given)

Students will research an evidence based intervention to be provided in the school setting

Students will complete and submit the plan for their 8 contact hours

This will include completing a form designating location, population, contact person, hours, procedures for gaining access to location, relevant policies and procedures, and the
Evidenced Based Practice to be utilized.

2. **Starting week 5, students are required to:**
   - attend their Service Learning Community partner location for 1 hour per week for 8 weeks
   - submit a journal article focusing on the weekly topic

3. **Submit a time log** Due: 4/14/2016

4. **The final project will be a an 8-10 page APA style paper and powerpoint presentation**
   - The paper will utilize your reflective journals and submitted journals to create a comprehensive paper regarding your experience.
   - APA: 12 point Times New Roman font, double spaced, running head, numbered pages. Please be grammatically correct. Use spell check and writing resources.
   - The social work processes of engage, assess, intervene and evaluate will be included in both paper and presentation.
   - The presentation will consist of 10-12 powerpoint slides and be presented to the class
   - Community partners will be invited to the presentations

5. **Peer feedback**
   - Feedback to peer presentations will be provided by students on scheduled presentation dates

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**F. Grading Policy**

All course work must be grammatically correct using APA style. Reflective journals will follow the rubric.

**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>Project Plan Due</td>
<td>35</td>
</tr>
<tr>
<td>Reflective Journal x 8 weeks</td>
<td>40</td>
</tr>
<tr>
<td>Submitted journal article x 8 weeks</td>
<td>40</td>
</tr>
<tr>
<td>Time Log</td>
<td>35</td>
</tr>
</tbody>
</table>
### Grading scale for course:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>270 - 300</td>
<td>A</td>
</tr>
<tr>
<td>240 - 269</td>
<td>B</td>
</tr>
<tr>
<td>210 - 239</td>
<td>C</td>
</tr>
</tbody>
</table>

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

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

All assignments MUST be submitted to Black Board on the scheduled due date unless otherwise noted or discussed.

Late assignments will be assigned a five (5) point penalty.

### 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 course and at your Service Learning location is imperative. You will have a timelog that needs to be signed each visit to your service learning location. More details will be discussed in class.

### I. Course Schedule:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1/21/2016</td>
<td>Introduction</td>
<td>Relevant Web: <a href="http://www.nasw.org">www.nasw.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course expectations/</td>
<td><a href="http://www.sswaa.org">www.sswaa.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>History of School Social Work</td>
<td>Allen &amp; Meares Ch. 1,2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Definition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Need for school social work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2 1/28/2016</td>
<td>Discuss Service Learning Project,</td>
<td>What is Service Learning?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>determine location, forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3 2/4/2016</td>
<td>Groups/guidance/SFT</td>
<td>Constable Ch. 31-34</td>
<td></td>
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<tr>
<td></td>
<td>Engage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4 2/11/2016</td>
<td>Ecological Perspectives</td>
<td>Allen &amp; Meares Ch. 3,4</td>
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<tr>
<td>Week 5 2/18/2016</td>
<td>Policy</td>
<td>Allen &amp; Meares Ch. 5</td>
<td></td>
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<td></td>
<td></td>
<td>Constable Ch. 8-12</td>
<td></td>
</tr>
<tr>
<td>Week 6 2/25/2016</td>
<td>Ethics, Confidentiality, legal issues</td>
<td>Constable Ch. 4,5,6, Appendix A</td>
<td></td>
</tr>
<tr>
<td>Week 7 3/3/2016</td>
<td>Issues/Challenges</td>
<td>Allen &amp; Meares Ch. 6</td>
<td></td>
</tr>
<tr>
<td>Week 8 3/10/2016</td>
<td>Target Populations</td>
<td>Allen &amp; Meares Ch. 7,8</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Constable Ch. 13,14,15,16</td>
<td></td>
</tr>
<tr>
<td>Week 9 3/17/2016</td>
<td><strong>SPRING BREAK!</strong></td>
<td><strong>Enjoy your Break!</strong></td>
<td></td>
</tr>
<tr>
<td>Week 10 3/24/2016</td>
<td>Design and Delivery of School Social Work Services Barriers to School Social Work Services Intervene</td>
<td>Allen &amp; Meares Ch. 9, 10,11</td>
<td></td>
</tr>
<tr>
<td>Week 11 3/31/2016</td>
<td>Role of the School Social Worker</td>
<td>Constable Ch. 1,2,3</td>
<td></td>
</tr>
<tr>
<td>Week 12 4/7/2016</td>
<td>Evaluating School Social Work Services Evaluate</td>
<td>Allen &amp; Meares Ch 12</td>
<td></td>
</tr>
<tr>
<td>Week 13 4/14/2016</td>
<td>Round table discussion of Service Learning Project</td>
<td>Reflective Journal and journal article due</td>
<td></td>
</tr>
<tr>
<td>Week 14 4/21/2016</td>
<td>Service Learning Project Presentations Peer Feedback</td>
<td>Reflective Journal and journal article due</td>
<td></td>
</tr>
<tr>
<td>Week 15 4/28/2016</td>
<td>Service Learning Presentations Peer Feedback</td>
<td>Reflective Journal and journal article due</td>
<td></td>
</tr>
<tr>
<td>Week 16 5/05/2016</td>
<td>Service Learning Presentations Peer Feedback Course Wrap up</td>
<td>Reflective Journal and journal article due</td>
<td></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.

**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 individuals with disabilities.

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/ao/faq/).

P. Disability Accommodations:

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability)** or calling 817-272-3364.

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps](http://www.uta.edu/caps/)** or calling 817-272-3671.

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](http://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 does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos). For information regarding Title IX, visit [www.uta.edu/titleIX](http://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, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

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:

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.

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.