THE UNIVERSITY OF TEXAS AT ARLINGTON

School of Social Work

Semester/Year: Fall 2017

Course Title: Social Work in Schools

Course Prefix/Number/Section: SOCW 4370/SOCW 5370 (formerly SOCW 6359)-001

Instructor Name: Pamela Johnson, MSSW, LCSW

Faculty Position: Assistant Professor in Practice

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Office Hours: Before and after class and by appointment

Day and Time of Class (if applicable): Wednesdays 4:00 - 6:50

Location: Social Work Building A #219

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes. Blackboard: https://elearn.uta.edu

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A. Description of Course Content

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. 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.
2. Advanced Practitioners in Children and Families use multidimensional bio-psycho-social-spiritual assessment tools.
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 Textbooks and Other Course Materials

Allen-Meares, P., R., & Welsh, B. (2014). Social work services in schools (7th edition). Needham heights, MA: Allyn and Bacon.

D. Additional Recommended Textbooks and Other Course Materials

Constable, R.,Massat,C & McDonold, S. Flynn, J. (2009). School social work practice, policy, and research perspectives (7th edition). Chicago, Ill: Lyceum.

E. Descriptions of Major Assignments and 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

Introduction	10 points
Identify/describe policy	20 points

Intended and unintended consequences of policy	20 points
Effectiveness of Policy	10 points
Opinion of Policy	10 points
Ideas for change in policy (your ideas)	10 points
Conclusion	10 points
Spelling, grammar, punctuation	10 points
Total	***100 points***

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:

Introduction	5 points
Description of challenge	5 points
Current research findings	10 points
Current practice modalities/interventions (3) (Evidenced based or informed)	15 points

Design your own Intervention steps	20 points
Assessment for effectiveness	10 points
Conclusion	5 points
References	10 points
Grammar/Spelling/Puntuation	*10 points*
APA	*10 points*
Total	***100***

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

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

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

Policy Reaction Paper	100 points
School Social Work Challenge/Intervention Paper	100 points
Intervention Fair	100 points
Final Exam	100 points
(Class Activities (5 @ 2 points each)	Extra: (10 points)
Total	***400 points***

Grading scale for course:

360 - 400	A
320 - 359	B
280 – 319	C

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 Exams

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

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. 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. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. 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

Week/Date	Topic	Reading	Due
Module 1	Introduction/Course expectations/ Definition/Need for school social work	Relevant Web: www.nasw.org www.sswaa.org	
Module 2	***Historical Development; Current Provisions of; Future concerns and challenges of school social work***	Allen – Meares Ch. 1,2	
Module 3	Application of the Ecological Perspective; Assessment	Allen-Meares Ch. 3,4 Constable Ch. 8 - 12	

Module 4	Policy/Student rights	Allen- Meares Ch. 5,9 Constable Ch.13-16	
Module 5	Round Table Discussion		**Policy Reaction Paper due Topic for Challenge Paper due**
Module 6	Role of the School social worker; Confidentiality/ethics/legal Issues; Case studies of risk/resilience/ coping mechanisms/ protective factors	Allen-Meares Ch. 11 Constable Ch. 1-5	
Module 7	Target Populations; School SW with Children with disabilities, homeless/ Barriers to working with various populations	Allen-Meares Ch. 7,8 Constable Ch. 5-7	
Module 8	Issues in schools/Prevention programs/Gangs, alcohol, drug use	Allen-Meares Ch. 6	
Module 9	Midterm - Challenge/Intervention paper/due – brief presentation		**Challenge/ Intervention Paper due**
Module 10	Speaker – Gang interventionist	Constable Ch. 17-21	
Module 11	Design and delivery of school assessment/interventions/evaluations/RTI barriers to services	Allen-Meares Ch. 10,11 Constable Ch 22	
Module 12	Case management/Family counseling, Peer mediation, Conflict resolution	Constable Ch. 28-30	
Module 13	Groups/Classroom guidance/SFT	Constable Ch. 31 – 34	
Module 14	Intervention Fair	None	**Intervention Fair Project Due**
Module 15	Final Exam	None	**Final Exam**

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 Grievances

See BSW Program Manual at: https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf
Or MSW Program Manual at: http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf

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, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center **(**2nd Floor of Central Library) offers **free** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817) 272-6593.

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 oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). 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 Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 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.uta.edu/library/help/subject-librarians.php
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Tutorials .... http://www.uta.edu/library/help/tutorials.php
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/aao/fao/).

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). Only those students who have officially documented a need for an accommodation will have their request honored. 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 or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability.

Counseling and Psychological Services, (CAPS)   www.uta.edu/caps/ or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

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.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit* www.uta.edu/titleIX or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.

S. 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 in their courses by 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. Additional information is available at https://www.uta.edu/conduct/.

T. 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.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as "lecture," "seminar," or "laboratory" are 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses**,** 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.