



GRACE ABBOTT SCHOOL OF SOCIAL WORK

SCHOOL SOCIAL WORK

SOWK 4530/8536 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

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Office Hours: TBD

Department: Grace Abbott School of Social Work

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COURSE INFORMATION

Description

This course explores the field of social work practice in school settings. Major topics include: history of social work practice in schools; the school environment; roles of school social workers; mandated foundations for school social work services; eligibility for special education and 504 plans; theories of practice that include school and community based models; and interventions for target populations in schools.

Prerequisites of the course

Admission to MSW program OR permission of the school

Rationale/Overview:

This course informs students about issues, policy, and service delivery in the schools. Students interested in knowing more about services that can be offered to children through the schools would benefit from this course, as well as those students who have a specific interest in school social work, child welfare, or work with students who have exceptional needs.

Course Objectives/Student Learning Outcomes

1. Consider the historical background of social work practice in the school environment to current issues and problem-solving efforts in schools.
2. Analyze key legislation that affects governance structures and the provision of services for children in schools, including IDEA, Section 504, FERPA, and state school codes, with a special focus on anti-racism, diversity, equity, and inclusion (ADEI).
3. Critique the most common psychosocial, behavioral, and learning issues (including specific physical disabilities and/or mental health issues) found in schools.
4. Examine the ethics and values of social workers in diverse school settings.
5. Critique evidence-based practices regarding engagement, assessment and intervention within the school setting. (Graduate students only)

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required text(s)

TBD

COURSE STRUCTURE/FORMAT

Lecture, discussion, experiential learning experiences, video and Internet resources, and guest presentations.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	<ul style="list-style-type: none"> • Class Introduction and Syllabus Review Chapter 1: An Overview of the Theoretical Information Necessary in the Field of School Social Work • NASW Standards for SSW • The Whole Child: Health and Wellness – video: https://iloveps.org/films/the-whole-child-health-and-wellness 	None
Session 2 [date]	<ul style="list-style-type: none"> • Chapter 2: A Typical Day? • Chapter 3: Introduction and Definitions: Discussion of the Skills, Techniques, and Essential Practices • School Social Worker Panel 	Educational Experience Reflection Paper submitted on Canvas July 11 th by 5:30 p.m.
Session 3 [date]	<ul style="list-style-type: none"> • Chapter 4: Special Education Component and School Social Work • Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff, and Administration • Special Ed/School Psych Presentation 	Quiz 1 due July 17 th by midnight
Session 4 [date]	<ul style="list-style-type: none"> • Chapter 6: Ethical Dilemmas • Compassion Fatigue and Self Care • Intro to Trauma/Companionate Classrooms 	None

Session/Date	Topic	Assignment
	<ul style="list-style-type: none"> Resilience: The biology of stress and the science of hope - Video 	
Session 5 [date]	<ul style="list-style-type: none"> Chapter 7: Proficiency in Working with Cultural Competence Cultural Presentations Seeds of Hope – video: https://iloveps.org/films/seeds-of-hope 	Quiz 2 due July 24 th by midnight
Session 6 [date]	<ul style="list-style-type: none"> Community agencies in-class presentations and development of recourse list Suicide Intervention/Prevention and Self Injury presentation Chapter 8: Current Societal Issues Affecting Children in Schools Pushout: the criminalization of Black girls in schools - video 	Community Agency Summary submitted to Canvas July 25 th by 5:30 p.m. and in-class presentation
Session 7 [date]	<ul style="list-style-type: none"> Chapter 9: Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods Chapter 10: Engagement, Assessment, and Intervention Skills in the School for Groups Using a Variety of Practice Methods Evidenced Based Practices presentation 	Community Agency in-class presentations continued as needed Quiz 3 due August 1 st by midnight
Session 8 [date]	<ul style="list-style-type: none"> Chapter 12: School Policy, Program Development, and Evaluation School Program and Policy Paper In-Class Discussion School Social Worker Panel The Mind Inside: Episode 1- video: https://iloveps.org/films/the-mind-inside-episode-one 	School Program or Policy Paper submitted to Canvas August 1 st by 5:30 p.m.
Session 9 [date]	<ul style="list-style-type: none"> Chapter 11: Studies, Analysis, and Discussion from an Authentic School Practice Perspective Chapter 13: Practice Evaluation Social Emotional Learning presentation The Mind Inside: Episode 2 – video: https://iloveps.org/films/the-mind-inside-episode-two 	Quiz 4 due Aug 7 th by midnight
Session 10 [date]	<ul style="list-style-type: none"> Providing education and training to multidisciplinary school staff Group In-Service Presentations 	Group In-Service Presentations Due August 8 th by 5:30

Session/Date	Topic	Assignment
	<ul style="list-style-type: none"> The Mind Inside: Episode 3 – video: The Mind Inside: Episode Three I Love Public Schools (iloveps.org) 	
Session 11 [date]	<ul style="list-style-type: none"> Group In-Service Presentations 	Group in-Service Presentations Continued
Session 12 [date]		
Session 13 [date]		

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund TBD

Last day to withdraw from a course (via MavLink) with a grade of “W” TBD

NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Summary of Assignment	Total Points Possible	Percent of Final Grade
Assignment #1: Quizzes	80	20%
Assignment #2: Educational Experience Reflection Paper	40	10%
Assignment #3: Community Agency Summary and Presentation	80	20%
Assignment #4: School Program or Policy Paper	100	25%
Assignment #5: Group In-Service Topic Presentation	100	25%
TOTAL POINTS POSSIBLE:	400	100%

Assignment #1: Quizzes (20% of Course Grade)

There will be four short answer/multiple choice quizzes over the material presented during class, on recorded videos and that you read in the book. These quizzes will be online, time limited and are open book/open note. These quizzes are meant to test your comprehension and application of the material presented in the text and in class. Please remember that these are to be your ideas

and thoughts based on what you read and what was discussed in class. Copying and pasting from the book, the internet or another source is not allowed and you will receive 0 points on the quiz.

Assignment #2: Educational Experience Reflection Paper (10% of Course Grade)

This assignment requires you to reflect on your own personal experience as a K-12 student. Please cover the questions below in your paper:

1. Briefly describe the school(s) that you attended (i.e. rural/urban, public/private, etc.)
2. What was your family's influence on your educational experience? What was your family's attitude towards education/school? How did you know this?
3. Describe your experience and relationships as a student in relation to teachers, other school staff and peers.
4. What were some of the best things about your school? What do you wish you could have changed?
5. Were there any particular groups that you felt had an advantage or disadvantage in being successful at your school? Describe what made you feel this way?
6. Present one example of a positive experience that you had related to school and what it meant to you as a student (i.e. an influential teacher/counselor, significant accomplishment).
7. Present one example of a challenging experience that you had related to school and how it shaped you as a student (i.e. changing schools, peer conflict, violence).
8. Describe what effect your K-12 schooling experience has had on your college experience thus far. Why did you decide to attend college or graduate school? How well prepared did you feel for college? How have your experiences shaped your perspective on schooling, academics and learning?
9. How do you think that your school experience could inform the work you may do as an adult working in a school?

Students are encouraged to consider: relationships with teachers/staff, parent/caretaker attitudes about education/school, meaningful and/or discouraging relationships or experiences, peer influences, community/social environment impact, educational access/resources, and/or sense of self as a learner.

Undergraduate Students: The paper should be 2-3 pages in length to address the 9 questions.

Graduate Students: The paper should total 4 pages in length, this includes 3 pages to address the 9 questions and an additional page devoted to the 10th question listed below:

Question 10. Write one additional page about your personal philosophy of education to include major beliefs about how children learn and what elements of programming are essential for academic success for students.

Assignment #3: Community Agency Summary and Presentation (20% of Course Grade)

A key component of this class is to understand the different resources and community agencies that would be helpful to have knowledge about as a school social worker. For this assignment, think like a school social worker, what agencies may be helpful to students and families? Consider the needs of the population; agencies that offer energy assistance, food, shelter, clothing, housing, drug and alcohol support services, play therapy, respite services, mental health, tutoring or academic supports and community based recreation.

The agencies can be local, state or federal. Contact information as well as description of the program(s), referral information and criteria must be included. This assignment should be typed in a brochure style or one-page bulleted directory format for each agency. A list of community agencies will be provided, and agency selection will occur in class to avoid duplication.

In addition to the one-page per agency, students will prepare and present a short PowerPoint (1 to 3 slides per agency) summary of their findings and why this resource is important for school social work. The 1-page agency/ resource summaries will be shared with the class via Canvas.

Undergraduate Students: Complete a summary and presentation on 1 agency. PowerPoint and summary presentation (3 to 5 minutes total). **Points will be deducted for presentations over 5 minutes.

Graduate Students: Complete a summary and presentation on 2 agencies (7 to 10 minutes total). **Points will be deducted for presentations over 10 minutes.

Assignment #4: School Program or Policy Paper (25% of Course Grade)

Issues related to education policy and programming are at the heart of school social work services. In this assignment, students will explore a current policy and/or program within a school system addressing a relevant topic (example list to be provided in class).

Students are to research the topic, write a paper succinctly summarizing the policy or program and then discuss the implementation of the program/policy and its' impact on students, teachers, school staff and/or families. Include any relevant research or program evaluation data that supports the program/policy.

In addition to the paper, students will come prepared to present a summary of their findings in class and then facilitate a short class discussion on the topic. Paper is to be written in a clear summary format with complete sentences/thoughts (no bullet points).

Undergraduate Students: 3-page paper and 2 sources, which highlights strengths-focus, evidence-promising and/or best practice elements of the program or policy.

Graduate Students: 5-page paper and 4 sources, which highlight strengths-focus, evidence promising and/or best practice elements of the program or policy.

Assignment #5: Group In-Service Topic Presentation (25% of Course Grade)

An important aspect of the school social worker’s role is to provide education and professional development to multidisciplinary school staff. For this assignment, students will work in groups of 3, select a topic and develop a 30-minute training designed to increase school staff understanding about an issue related to students, families, the community or a school need.

The group will collaborate, prepare and present the 30-minute in-service training, using PowerPoint, at least 1 small group or interactive activity, and a 1-page handout. Students are encouraged to be creative, utilizing effective presentation skills and taking different learning styles into consideration as they prepare this in-service. If a video is used, it should not be more than 5 minutes of the presentation.

The presentation information should be aimed at an audience of teachers, administrators, counselors, psychologists and/or school support staff (not parents/guardians). The presentation should address the following points:

- Overview of the topic; including definitions of terms, incidence rates (when relevant), effects on student behavior, etc.
- Are there any legal /policy implications, long term positive or negative effects, associations with well-being, outcomes, etc.
- How does the issue affect academic success and/or learning? Why is it important for school staff to be aware of this issue?
- How will the information in the presentation help school staff to better meet the needs of students and/or the school community, and enhance learning?
- What are the specific take-aways from the training? What are you hoping school staff will “do”, or what do you want to discourage them from doing?
- A small group or interactive activity and a 1-page resource or informational handout for school staff.

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33

77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).

PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.

TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: H&K 104, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.

PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
1 = Demonstrate Ethical and Professional Behavior	1. Consider the historical background of social work practice in the school environment to current issues and problem-solving efforts in schools.		

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension*
	4.Examine the ethics and values of social workers in diverse school settings.		
3 = Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	2. Analyze key legislation that affects governance structures and the provision of services for children in schools, including IDEA, Section 504, FERPA, and state school codes, with a special focus on anti-racism, diversity, equity, and inclusion (ADEI).		
4 = Engage in Practice-Informed Research and Research-Informed Practice	1.Consider the historical background of social work practice in the school environment to current issues and problem-solving efforts in schools. 5.Critique evidence-based practices regarding engagement, assessment and intervention within the school setting. (Graduate students only)		
5 = Engage in Policy Practice	2. Analyze key legislation that affects governance structures and the provision of services for children in schools, including IDEA, Section 504, FERPA, and state school codes, with a special focus on anti-racism, diversity, equity, and inclusion (ADEI).		
7 = Assess Individuals, Families, Groups, Organizations, and Communities	3.Critique the most common psychosocial, behavioral, and learning issues (including specific physical disabilities and/or mental health issues) found in schools.		

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

Adams Rueda, H., Linton, K. F., & Williams, L. R. (2014). School social workers' needs in supporting adolescents with disabilities toward dating and sexual health: A qualitative study. *Children & Schools, 36*(2), 79-90.

Avant, D. W. (2014). The role of school social workers in implementation of response to intervention. *School Social Work Journal, 38*(2), 11-31.

Chavkin, N. F. (2017). Family Engagement with Schools: Strategies for School Social Workers and Educators Congress, E. P. (2017). What social workers should know about ethics: Understanding and resolving practice dilemmas. *Social Work Ethics, 19*09.

Finigan-Carr, N. M., & Shaia, W. E. (2018). School social workers as partners in the school mission. *Phi Delta Kappan, 99*(7), 26-30.

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Wagaman, M. A., Geiger, J. M., Shockley, C., & Segal, E. A. (2015). The role of empathy in burnout, compassion satisfaction, and secondary traumatic stress among social workers. *Social Work, 60*(3), 201-209.

Historic/Classic/Foundational sources:

Aisenberg, E., & Ell, K. (2005). Contextualizing community violence and its effects: An ecological model of parent-child interdependent coping. *Journal of Interpersonal Violence 20* (7), 855-887.

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Gitterman, A., & Shulman, L. (Eds.) (2005). *Mutual aid groups, vulnerable & resilient populations, and the life cycle*. New York.

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Massat, C., Kelly, M., & Constable, R. (2016). *School Social Work Practice, Policy, and Research* (8th ed.), Chicago, IL: Lyceum Press.

Section 504 of the Rehabilitation Act of 1973. See the law at (Sakai). See Overview of ADA, IDEA and Section 504 at <http://www.dredef.org/advocacy/comparison.html>

Section 504 and IDEA: Basic similarities and differences at <http://www.ldonline.org/article/6086>

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