WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY

SWK 8630/6630, Social Work Practice in Schools (online)
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Office Hours: By Appointment

COURSE DESCRIPTION: This course is intended for students who plan to work in schools or in agencies that are school-based or school-linked. While it is primarily a practice course, it is also a policy course because social work practice in schools is so strongly influenced by state and Federal education laws. It elaborates and builds upon basic skills and knowledge learned in 1st semester policy and foundation courses, to help the student take his or her first steps toward expertise in this specialization.

This course seeks to familiarize students with the roles social workers assume in schools; the culture of primary, middle, and high schools; the psychosocial and developmental needs of the students; and the pressing issues facing schools today, including violence, diversity, racism, homophobia, over-crowding, poverty, and the changing relationship between family, school and community.

COURSE RATIONALE: Public and private school systems are emerging as an increasingly important settings for social work practice due to the expanding scope and complexity of the biopsychosocial needs of the increasingly diverse population of children, youth, and their families in public schools. The school setting is one enduring focus for many students and their families. Additionally, while the needs and problems of this population are increasing in complexity, the social service resources available to them may be fragmented and/or constrained. Social workers in schools must be knowledgeable about these multiple factors and skilled in direct practice with students and their families while also being knowledgeable and skilled in collaboration with multiple non-social work professionals.

COURSE COMPETENCIES: By the completion of this course, students (through course activities, assignments, and/or exams) are expected to be able to:

1)   Identify and describe historical and current trends in U.S. public schools as well as court cases and educational policies at the local, state, and national levels and their implications for school social work practice (EBIP 4.8).

2)   Identify and describe the social, emotional, cultural, economic, and environmental factors affecting diverse and vulnerable groups of students and their families (EBIP 2.7).

3)   Identify and describe the social organization and the political environment of schools and why this knowledge is important in the developing and delivering social work services in schools (EBPAS 1.6 & 1.7).

4)   Identify, explain and apply the constructs of the Response to Intervention (RtI) framework in designing a school-wide assessment protocol and intervention plan that includes prevention and intervention strategies as well as strategies for evaluating students who are having learning and/or behavioral problems and suspected of having a disability and involving parents/guardians in this process (EBIP 1.7).

5)   Understand the importance of and learn the skills involved in serving as a liaison between home and school as well as facilitating the coordination and integration of community services to benefit students and their families. This includes assisting parents in understanding their children's needs, interpreting student assessments, and helping parents develop effective parenting skills (EBIP 2.8 & 3.9).

6)   Learn and apply the knowledge and skills required for interdisciplinary collaboration and consultation in addressing students' needs (EBIP 2.8 & 3.9).

7)   Identify several ethical dilemmas confronting social workers in school settings and describe and apply a process for resolving them (EBIP 1.5, 1.6).

PLAGIARISM: Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and/or when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is <u>not</u> plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **<u>FAIL</u>** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

HIPAA ALERT: In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be deidentified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

STUDENTS WITH DISABILITIES: Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, *917-326-4828, rkohn1@yu.edu*, Abby Kelsen, Wilf Campus, *646-685-0118, akelsen@yu.edu*, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

COURSE DELIVERY REQUIREMNETS: This is a *fully* online class that is provided via Canvas. Each session, the professor will provide a module and you will be required to complete the module prior to the release of the subsequent module. Modules typically consist of an outline, several relevant readings, a lecture or video, and an activity (e.g., a discussion, quiz, etc.). It is up to you to take note of due dates in advance and take the time to complete the assignments. Please take time to review and synthesize the material (do not wait until the last minute to complete anything!) and reach out to request assistance if/when necessary. **REQUIRED TECHNOLOGY:** This course is delivered through Canvas by Instructure (www.yu.instructure.com). You are required to be familiar with this platform. The Academic Computing Support help desk is at https://www.yu.edu/ITS/Help-Desk/. YOU MUST BE ABLE TO ACCESS AND USE CANVAS PRIOR TO THE FIRST DAY OF CLASS!

REQUIRED TEXT

Massat, C.R., Kelly, M.S., & Constable, R. (2016). *School social work: Practice, policy, and research*. (8th ed.). New York: NY. Oxford University Press.

RECOMMENDED TEXTS

Franklin, C., Harris, M. B. & Allen-Meares, P. (Eds.). (2006). *The school services sourcebook: A guide for social-based professionals*. New York, NY: Oxford University Press.

Bye, L. & Alvarez, M. (2007). *School social work: Theory to practice.* Belmont, CA: Thomson Higher Education.

Clark, J.P. & Alvarez, M.E. (2010). *Response to intervention: A guide for school social workers.* New York, NY: Oxford University Press.

The legal rights of students (2011). *NASW General Counsel Law Note*. Washington: DC: NASW Press.

Dupper, D.R. (2010). *A New Model of School Discipline: Engaging Students and Preventing Behavior Problems.* New York: Oxford University Press.

Dupper, D.R. (in press). *School Bullying: New Perspectives on a Growing Problem*. New York: Oxford University Press.

Sidell, N.L. (2011). *Social Work Documentation: A Guide to Strengthening Your Case Recording*. Washington, DC: NASW Press.

COURSE REQUIREMENTS AND EVALUATION

Module Completion (Quizzes, Discussions, etc.)	20 pts
School Law PowerPoint	20 pts
Psychosocial-Psychoeducational Assessment	20 pts
Response to Intervention Assignment	40 pts
Total	100 pts

The final course grade will be cumulative based on the following scale:

A (95-100) Outstanding/Superior. Student consistently exceeds expectations.
B+ (90-94) Above Average. Student consistently meets, and occasionally exceeds, expectations for the course.
B (85-89) Average. Student consistently meets expectations for the course.
C+ (80-84) Below Average. There is unevenness in grasping course content. Student is inconsistent in meeting expectations for the course.
C (70-79) Poor. There is lack of understanding of course content. Student does not meet course expectations.
F (69-Below) Very Poor. Course expectations are not met (e.g., incomplete assignments).

DESCRIPTION OF COURSE REQUIREMENTS

Module Completion (Attendance and Participation): Each session, students will be assigned a module which will include an activity to account for participation. Completion of all modules is expected of all students. Students are required to participate and complete ALL class requirements,

and to be timely in the delivery of the course assignments for each session. Students are required to complete assignments, participate in classroom discussions and group forums, and demonstrate critical thinking skills in responses in related on-line discussions. Failure to complete a module will result in a loss of points for that session and a reduction in your attendance grade. It is _very_ important that you keep due dates in mind and make every effort to complete each session module and its activity in advance of the due date. Late modules will NOT be accepted.

School Law PowerPoint: Special Education and Education Law will be reviewed in the second week of the class. Students will work individually and will pick a topic related to Special Education and Educational Law. The student will submit a comprehensive PowerPoint to Canvas discussing the main points of the Law. Students will critique each other's PowerPoints for a session module. Specific assignment requirements will be provided on Canvas.

Psychosocial-Psychoeducational Assessment: Evaluation and assessment of student needs is an integral part of School Social Work. This requires competency in providing a written document that clearly assesses and evaluates student needs. This assessment requires skills in evaluation of student needs and strengths, as well as gathering a social/developmental/educational history. A format for this process will be provided by the instructor (on Canvas) and the students will be responsible for completing a fictional case-study and submitting a comprehensive psycho-educational assessment that includes recommendations for addressing and meeting student needs. This assessment will be in a treatment plan format (sample will be given on Canvas) that should include the following: tests administered (hypothetically what would you use as an assessment tool), strengths, needs, educational needs, psychosocial needs, and recommendations.

Response to Intervention (RtI) Assignment: Each student will select a topic relevant to School Social Work practice for an issue impacting students in grades PreK-12 (behavior excesses: talking out, bullying, aggression, etc, behavior deficits: lack of social skills, academic deficits, etc, academic needs) . The student will examine the topic using critical thinking skills and consider all aspects of the issue. After conducting a comprehensive literature review the student will defend, through their writing, an effective evidence-based intervention for the identified problem. After completing the rational for using the identified intervention for the identified area of need, the student will complete a fictitious graphic display of data showing how the intervention would be monitored through an RtI model. The student will also attempt to identify from the data collected what tier the student would fall in prior to and after the intervention. An RtI model is a system of monitoring student academic success through the use of single subject assessment (collect student information in baseline (without intervention), identify an intervention to use, implement the intervention and continue data collection-graphing data while in the intervention, if success is not noted in the intervention then the intervention is changed/modified, and data collection is continued until success is noted). The RtI model is now being utilized for behavioral needs of student's not just academic needs. The new School Social Work standards include RtI for social-behavioral needs of students. This paper must be typed and doublespaced. APA formatting is required. _Not to exceed 8 pages_ (12-point font). This does not include reference page and/or sample intervention hand-outs.

Part 1: The Position Paper
- In-depth description of the topic and a summary defining the issue (literature review)
- Description of current and relevant research on the topic
- Description of how the issue impacts education (specify effects on individuals, groups, and/or communities)
- Identify what tier the student falls in before and after the intervention

- Select an evidence-based intervention for the issue or topic (citations)
- Describe how you would determine the effectiveness of the intervention (measure) and how you would gather needed data on targeted issue (evaluation)

Part II: RtI Graph/Evidence-Based Intervention (graphic display of data)
Each student will provide a graph that shows how the identified evidence-based intervention would be monitored and evaluated to ensure successful outcomes for the student. The graph can display fictitious data about the target client showing how the RtI process would be utilized in monitoring academic/behavioral success of that student. Also remember that you want to see if your intervention is working by viewing the graphic display. Your graph should include a baseline, an intervention, a second intervention if the first intervention was unsuccessful, all axis should be labeled appropriately, and there should be a title on your graph. An article that explains how to use excel to format a graph and appropriately label all parts of the graph can be found on Canvas.

Course Requirements/Evaluation Procedures: Students are expected to complete every class module/assignment. Assigned readings and other course requirements are expected to be completed on time. It is imperative that students contact the Instructor regarding any circumstances that interfere with punctual discussion board participation and/or the completion of course requirements.

Late Assignments Policy: Late assignments will not be accepted. Failure to complete session/module requirements on time will result in a reduction in your attendance points for the class.

MODULE OUTLINE

Unit 1	
Module 1 **Introduction and Discussion of Expectations**	School Social Work in New York and New Jersey (Certification and Licensure Process) Historical Overview, Models, and Current Issues in School Social Work Ecological Perspective as Organizing Framework for School Social Work practice Readings: Assigned in Canvas; Text: Chapter(s) 1 & 2
Module 2 **Special Education and Educational Law**	Multi-Disciplinary Roles and Responsibilities: The Social Organization and Political Environment of the School Setting Readings: Assigned in Canvas; Text: Chapter(s) 9 & 15

Module 3 **Special Education and Educational Law (cont.)**	Major Legislation and Court Cases Impact of Educational Law on School Social Work Practice Review: Disability Categories, definitions, and eligibility criteria Ethical Dilemmas in Education Law Readings: Assigned in Canvas; Text: Chapter 14
Module 4 **Assessment of Individuals and Families**	Look at assessment tools/instruments Demonstration of Social History Interviews Sample Psychoeducational Assessment (available on Canvas) Readings: Assigned in Canvas; Text: Chapter 17
Module 5	Measurement in school context

Assessments and Psycho-Educational Evaluations	Application for school social work practice Dilemmas in assessment and measurement in school context Readings: Assigned in Canvas; Text: Chapter(s) 6 & 7
Unit 2	
Module 6 **Interventions in School Social Work Practice**	Interventions related to externalizing Behaviors (Truancy, Substance Abuse, Aggression, Sexual Activity) Discussion about vulnerable groups of students in school (Gay and Lesbian students, Ethic and Cultural Minorities) Evidence-Based Interventions (resources) Readings: Assigned in Canvas; Text: Chapter 23

Module 7 **Interventions for Vulnerable Students**	In-class activities on parent education, sample interventions, and managing a group Individualized Education Plans Coordinating care for abused and/or neglected children, children of divorce, homeless students, substance abuse, grief groups, conflict resolution, ADHD, anger management, bullying, empathy, and social skills Introduction to RISE, RtI, and Inclusion Readings: Assigned in Canvas; Text: Chapter(s) 12 & 24
Module 8 **Measuring Outcomes to Evaluate both Micro- and Macro-Level Interventions**	Practice and program evaluation in schools Data Collection procedures and practice Readings: Assigned in Canvas Text: Chapter(s) 19 & 26
Module 9 **Therapy in Schools**	Discuss Therapy Techniques (art therapy, music, play therapy, materials, books, etc) Review of sample interventions Discussion of social work portfolios, "lesson plans," licensure/ certification questions, resources, and sample interventions Readings: Assigned in Canvas; Text: Chapter(s) 31 & 33
Unit 3	
Module 10	FBAs in general and in specific contexts (e.g., special education)
Functional Behavior Assessments and Behavior Intervention Plans	Policy and requirements behind FBAs Ethical dilemmas in FBAs and establishing intervention plans Readings: Assigned in Canvas

Module 11 **Review FBA/BIP, ABA in Schools; Evaluating Practice, PBIS, RtI, and Data Collection**	Frameworks for providing behavioral interventions PBIS and RtI in Schools Social Workers Role in RtI and PBIS New evaluation standards for school social workers in New York Readings: Assigned in Canvas
Module 12 **Future of School Social Work, School Safety, and Course Wrap-Up**	Complete Class Evaluation Final Questions/Answers Handouts of resources, sample interventions, and class conclusion Readings: Assigned in Canvas

Course Competencies for Unit 1:

1)   Describe historical and current perspectives of public school education at the local, state, and national levels of policies, and how these developments have impacted and continue to impact school social work practice. Policy Conc. #1; CT/EBP Conc. #1. (Content: Elementary and Secondary Education Act of 1965, Vocational Rehabilitation Act of 1973, Family Education Rights and Privacy Act of 1974, Elementary and Secondary Education Act, Education for All Handicapped Children Act of 1975, IDEA, Gun Free Schools Act of 1994, GOALS 2000: Educate America Act, Safe and Drug-Free Schools and Communities, No Child Left Behind, McKinney-Vento Homeless Assistance Act, and Supreme Court cases including Brown v. Board of Education, Tinker v. Des Moines, Ingraham v. Wright, New Jersey v. TLO).

2)   Describe how the social organization and the political environment of schools impact the delivery of social work services in schools, including the financial base of local education agencies, the nature and scope of local authority(ies), and analyzing current and proposed policies and their impact on students, especially those at-risk of school failure. Policy Conc. #1; Practice Conc. #1, 2; CT/EBPConc. #. 1, 3; Diversity Conc. #4. (Content: organizational structure and processes of the school, school culture and school climate, school risk and school protective factors, political environment of the school, developing political "savvy", 20-60-20 theory of implementing school change.)

3)   Identify and describe the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and communities. Practice Conc. #1; Diversity Conc. #1, 4. (Content: school social workers as system change agents, advocates, prevention specialists, mediators, leaders and members of interdisciplinary teams, consultants, collaborators, as well as providers of direct services to students and families; strategies for involving the parents of atrisk students). 4) Identify and describe the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers in order to enhance the educational success of these diverse and vulnerable groups of students. Pop at-risk/SJ Conc. #2; Diversity Conc. #1, 4. (Content: issues in working with: students of color, students from low-income families, students with disabilities and their

parents, gay, lesbian, bi-sexual, transgender, questioning (GLBTQ) students and their families, truant students, potential dropouts, homeless students, children in foster care, abused and neglected students, students whose parents have divorced or separated, students with substance abuse problems, sexually active or pregnant teens.)

10) Identify a number of ethical dilemmas confronting social workers in school settings and describe a process for resolving these ethical dilemmas. Values/Ethics Conc. #2; CT/EBT Conc. #1, 3. (Content: the unique and complex legal and ethical challenges of working with minors in educational settings; Who is my client?; balancing children's rights with the rights and responsibilities of parents; challenges of dealing with confidentiality in schools and guidelines for sharing confidential information; FERPA

Course Competencies for Unit 2:
4)   Identify and describe the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers in order to enhance the educational success of these diverse and vulnerable groups of students. Pop at-risk/SJ Conc. #2; Diversity Conc. #1, 4. (Content: issues in working with: students of color, students from low-income families, students with disabilities and their parents, gay, lesbian, bisexual, transgender, questioning (GLBTQ) students and their families, truant students, potential dropouts, homeless students, children in foster care, abused and neglected students, students whose parents have divorced or separated, students with substance abuse problems, sexually active or pregnant teens.)

5)   Utilizing an ecological perspective, describe how one would assess problems at multiple system levels and develop an intervention strategy to address these problems. HBSE Conc. #1; Practice Conc. #1; CT/EBP Conc. #1; Policy Conc. #.2. (Content: best practices in assessing and intervening with individual students, families, schools and school personnel, neighborhoods, and communities; Response to Intervention (RTI); development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health such as full-service schools, family resource centers, and school-based health clinics).

6)   Describe activities and strategies for working with students who are having learning and/or behavioral problems and their parents/guardians. Practice Conc. #1, 3; Pop at-risk/SJ Conc. #2; CT/EBP Conc. #.3. (Content: Individuals with Disabilities Education Act (IDEA); Individualized Educational Program (IEP); Functional Behavioral Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS); Manifestation hearing; Social Developmental Study (SDS); federal categories and definitions of disabilities under IDEA; empirically-supported interventions targeting students with disabilities including students identified as emotionally disturbed, learning disabled, autistic).

7)   Conduct interviews using a structured protocol and, based on this information, write a social assessment, and describe how the social assessment is used in the process of evaluating students suspected of having a disability. Practice Conc. #.1; HBSE Conc. #1. (Content: guidelines for writing succinct and salient social assessments (see Tiefenthal & Charak 1999) including information on family background, cultural issues, medical history, school history, and personal

Course Competencies for Unit 3:
3)   Identify and describe the varied roles and functions of school social workers in their practice with diverse groups of students, families, school personnel, and communities. Practice Conc. #1; Diversity Conc. #1, 4. (Content: school social workers as system change agents, advocates,

prevention specialists, mediators, leaders and members of interdisciplinary teams, consultants, collaborators, as well as providers of direct services to students and families; strategies for involving the parents of atrisk students).

4)   Identify and describe the social, emotional, cultural, economic, and other environmental factors affecting diverse and vulnerable groups of students and their families and how to reduce these barriers in order to enhance the educational success of these diverse and vulnerable groups of students. Pop at-risk/SJ Conc. #2; Diversity Conc. #1, 4. (Content: issues in working with: students of color, students from low-income families, students with disabilities and their parents, gay, lesbian, bisexual, transgender, questioning (GLBTQ) students and their families, truant students, potential dropouts, homeless students, children in foster care, abused and neglected students, students whose parents have divorced or separated, students with substance abuse problems, sexually active or pregnant teens.)

5)   Utilizing an ecological perspective, describe how one would assess problems at multiple system levels and develop an intervention strategy to address these problems. HBSE Conc. #1; Practice Conc. #1; CT/EBP Conc. #1; Policy Conc. #.2. (Content: best practices in assessing and intervening with individual students, families, schools and school personnel, neighborhoods, and communities; Response to Intervention (RTI); development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health such as full-service schools, family resource centers, and school-based health clinics).

6)   Describe activities and strategies for working with students who are having learning and/or behavioral problems and their parents/guardians. Practice Conc. #1, 3; Pop at-risk/SJ Conc. #2; CT/EBP Conc. #.3. (Content: Individuals with Disabilities Education Act (IDEA); Individualized Educational Program (IEP); Functional Behavioral Assessment (FBA) and Positive Behavioral Interventions and Supports (PBIS); Manifestation hearing; Social Developmental Study (SDS); federal categories and definitions of disabilities under IDEA; empirically-supported interventions targeting students with disabilities including students identified as emotionally disturbed, learning disabled, autistic).

8)   Identify and describe exemplary school-based prevention programs and describe strategies for implementing these prevention programs. Practice Conc. #.1; Pop at-risk/SJ Conc. #1, 3. (Content: proven and promising school-based programs designed to prevent violence, bullying, substance abuse, truancy, physical abuse, sexual abuse, teenage pregnancy and sexually transmitted diseases, innovative programs designed to transform schools, Comprehensive Quality Programming (CQP).

9)   Describe how one would evaluate the outcomes of interventions at multiple system levels (utilizing an EBP process) and identify means for contributing to the on-going development of the school social work knowledge base. Research Conc. #3; CT/EBP Conc. #1, 2. (Content: process. outcome evaluations; categories of measures to evaluate student-focused interventions—standardized questionnaires, school archival measures, individualized rating scales, and behavioral measures; single-system designs; standardized questionnaires used to evaluate family, school, classroom, and neighborhood/community interventions; archival data to assess the impact of programs/interventions at the school and/or community level; professional outlets for increasing the school social work knowledge base (i.e., Children in Schools, NASW School Social Work Section, SSWAA newsletter).

10)   Identify a number of ethical dilemmas confronting social workers in school settings and describe a process for resolving these ethical dilemmas. Values/Ethics Conc. #2; CT/EBT Conc. #1,

3. (Content: the unique and complex legal and ethical challenges of working with minors in educational settings; Who is my client?; balancing children's rights with the rights and responsibilities of parents; challenges of dealing with confidentiality in schools and guidelines for sharing confidential information; FERPA and school social work records; decision-making models for resolving ethical conflicts).

Special note: The above outline is designed to provide a general overview of the course and the student's responsibility in the course. The information is subject to change as the semester progresses. Changes will be announced if and/or when they occur.   Have a good semester.