University of Pennsylvania
School of Social Policy and Practice
Spring, 2017 Semester
SWRK 798- School Social Work

Class Day and Time:
Class Location:
Telephone:
E-mail:
Office hours:

Introduction:

School Social Work 798 qualifies as both a Macro and Clinical course. This course examines the various roles that a school social worker may have in a school setting. Knowing educational law, delivering mental health services, and advocating on behalf of students are just some of the many expectations of a social worker within the school environment. School social workers have unique training, which enables them to assist students, parents, and the school with connections to community services and resources, and to support the students' social and emotional needs within the school. This course utilizes the Pennsylvania Department of Education's (PDE) outlined requirements for the Home and School Visitor (HSV) certification. The class has three objectives; developing school social workers' clinical skills, expanding knowledge of work within schools, and widening the understanding of educational policies for children in the US.

This course is also one of the courses which can be used towards credits to the Home-School Visitor Program. To see more about this program:
http://www.sp2.upenn.edu/programs/certificate/hsv.html

Educational Objectives

1. Demonstrate awareness of a professional self.
2. Identify myriad of roles school social workers fill in a school setting.
3. Display a firm understanding of the literature on school social work and how to find needed literature.
4. Describe multiple theoretical explanations for why students might qualify for social work services in schools.
5. Articulate how race, gender, social class, culture, sexual orientation, and other factors shape direct and macro policies and programs for students.
6. Understand underlying assumptions of evidence based practice and its impact on macro and direct practice.
7. Articulate advocacy strategies for the social work profession within schools based on strengths-based perspectives.
8. Understand clinical presentations of youth and appropriate clinical interventions based on strength based multicultural models.

Course Requirements and Expectations:

- Be prepared for class, having read and thought about the assigned readings prior to each class.
- Offer your voice to class discussions, oral assignments, and other class activities.
- Listen to and be respectful of the voices of others especially when talking about issues of race, power, privilege, and sexual identification.

Basis for evaluation of your performance:

Quality of written assignments: all papers are to be of graduate school level, well documented, using APA format, and submitted on time. Criteria for assessing the quality of papers include: clarity, organization, content, thoroughness of literature searched, and critical analysis.

Class participation: attendance, quality and quantity of oral participation, including discussion of readings, participation in class exercises, and oral presentations of papers. Demonstration of your having done assigned readings and having understood course concepts. This is evident in class participation and in the incorporation of concepts and references from the readings in written assignments.

Assignment Percentages

Initial writing assignment, (Due Wednesday, February 22, 2017)	30%
Final writing assignment, (Due Wednesday, April 19, 2017)	30%
Class attendance, group and individual participation	25%
PowerPoint presentations on continuous case study.	15%

Assignments

Assignment #1 First Writing Assignment   *****Due February 22, 2017*****

Choose an issue that students would be referred to the school social worker, such as death or loss, substance abuse, adolescent pregnancy, school failure, homelessness, lack of self-esteem, mental health, concussion, learning differences, etc. You will be expected to discuss in this paper your development as a social worker as well as the research in the risk domain you choose, within the paradigm of awareness of self and others. Take note that most journal articles on students in need of interventions will feature the prevalence of the problem, the most effective interventions available, and the population researched using the interventions.

Your assignment will be completed using the following steps:

1. Write a reflexivity statement indicating why you chose this issue which might present in the school setting. Indicate what strengths, skills, understanding, experience, and bias you feel you bring to your work with this particular issue (1 page.)

2. Find three research articles that discuss students in need of school interventions for this issue. (The article can be educationally related or describe an intervention.)

3. Write summaries of the articles, discussing the nature of each study, the population, and the findings, in as much detail as possible. This should show your understanding of the research articles in your own words. (5-6 pages.)

4. Assess and compare the interventions for this issue and describe how you would use this research to inform your work with a student. (3-4 pages)

The paper should be no longer than 10 pages double spaced, not including the title page and any references you use. The paper should be in APA format. The paper should be submitted via email as an attachment in Word. There may be a grade point deduction if papers are received after that date and time. The total paper is worth 30% of your total grade.

If you have any questions please feel free to contact me at 610-529-4810, or by email and we will be discussing the assignment further in class.

Assignment #2 PowerPoint Presentation Assignment:

<u>Due in classes February 1st, 2017-April 12th, 2017</u> (date assigned as per sign-up sheet)

The purpose of this assignment is for you to think critically, identify, and present an argument for an intervention for the current event occurring in the continuous fictitious case study. This will be done as an in class presentation using a PowerPoint presentation to propose an intervention, program, or policy you want to use with our student. You are also free to use any other medium to make your point but the whole presentation will be limited to 15 minutes. The steps of the presentation are below:

- Present the student's case/ situation to date, including the latest event which has spurred your planned intervention.
- Create a PowerPoint presentation to present your intervention/program/policy.
- Allow time for a brief question answer session from the class.

You can also use any other media, handouts, etc., to make your case.

The presentation should utilize any articles or reference materials to support your position. All citations should be listed in a reference section at the end of your PowerPoint slides in proper APA format. At all times please refer to University of Pennsylvania's Code of Academic Integrity in the completion of your assignments.

The PowerPoint presentation should be emailed to me along with any supporting documents (handout's, brochures etc.) on the date your presentation is scheduled.

Assignment #3 Final Writing Assignment   ***Due Wednesday, April 19, 2017***

In the second writing assignment you are to research schools as organizations, especially as they impact students in need of additional interventions and services. The paper should focus on schools as macro systems. Discuss interventions currently mandated on the Federal or State level. Finally, research other interventions not currently mandated by law and analyze whether other policies or interventions may better serve students in need. Eight citations are required in total, with at least three representing the recommended policy or intervention. The paper should be 10 pages (double spaced), not including the cover page and reference pages. APA format should be observed. We will discuss this assignment in class. The paper should be submitted via email as a Word attachment. The paper is worth 30% of your total grade. At all times please refer to University of Pennsylvania's Code of Academic Integrity in the completion of your assignments.

 Grading policy
Students will be assigned letter grades. Please refer to the MSW handbook for the School's grading policy.

Statement on Academic Integrity
Students are expected to conduct themselves consistent with The University of Pennsylvania's Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions, and other actions. Students are expected to be familiar with the Code, which can be found at: http://www.upenn.edu/academicintegrity/.

Absenteeism:
Students are expected to attend all class sessions. In the event of a serious health problem or emergency that precludes attendance, you should contact the instructor by telephone or e-mail.

Required Texts:
All texts are available from Amazon and some of them can be either bought or rented on that site. The texts are also available at the Penn Bookstore.

Creed, T. A., Reisweber, J., & Beck, A. T. (2011). Cognitive therapy for adolescents in school
        Settings. NY: The Guilford Press.

Raines, J. (2008). Evidence-based practice in school mental health : A primer for school social
        Workers, psychologists, and counselors. NY : Oxford University Press.

****All Additional readings are in the syllabus and posted on Canvas.****

<u>**Introduction of the Course/ Overview**</u>.

(1) **January 18, 2017**   **Introduction**

1. Welcome, introductions, course orientation**.**
2. Setting ground rules.
3. Discussion of class assignments.
4. Discussion- What does a school social worker do

(2) **January 25, 2017**   **What is the role of the School Social Worker?**

1. Pennsylvania's requirements
2. Scholarly articles from other states

Ayasse, R. H., & Stone, S. I. (2015). The evolution of
   school social work services in an urban school district.
   Children and Schools, 37(4), 215-222.

Capp, G. (2015). Our community, our schools: A case
   study of program design for school-based mental
   health services. *Children and Schools*, 37(4), 241-248.

Kelly, M. S., Berzin, S. C., Frey, A., Alvarez, M.,
   Shaffer, G. & O'Brien, K. (2010). The state of school
   social work: Findings from the national school social
   work survey. *School Mental Health, 2,* 132-141.

Leyba, E. G. (2009). Tools to reduce overload in the
   school social worker role. *Children & Schools*, *31*(4),
   219-228.

Pennsylvania Department of Education. Accommodations
   and adaptations for students with disabilities in an
   inclusive setting and meeting the needs of English
   language learners program guidelines. Retrieved from
   web. Google title.

Sweifach, J. S., (2015). Social workers and
   interprofessional practice: Perceptions from within.
   Journal of interprofessional education and practice,
   1(1), 21-27.

Teasley, M. L. (2015). Related services personnel and
   evidence-based practice : Past and present challenges.
   Children & Schools, cdv039.

(3) February 1, 2017   **School Social Work Interventions**

Allena, K. (2015). "We don't have bullying, but we have Drama": Understandings of bully and related constructs within the social milieu of a US high school. *Journal of Human behavior in the social environment,* 25(3), 159-181.

Canfield, J. P., Nolan, J., Harley, D., & Elliott, W. (2015) Using a person-centered approach to examine the impact of homelessness on school absences. *Child Adolescent Social Work Journal,* 1-7.

Iachini, A. L., Brown, E. L., Ball, A., Gibson, J. E., & Lize, S. (2015) School mental health interventions and academic outcomes for at-risk high school students: A meta-analysis. *Advances in School Mental Health Promotion,* 8(3), 156-175.

Moses, T. (2015). Coping strategies and self-stigma among adolescents discharged from psychiatric hospitalization: A 6-month follow-up study. *International Journal of Social Psychiatry,* 61(2), 188-197.

Murphy, J. F., & Tobin, K. J. (2011) Homelessness comes to school. *Phi Delta Kappan,* 93(3), 32- 37.

Wegmann, K. M. (2015) Measuring social support and school belonging in black/African American and white children. *Research on Social Work Practice,* 1049731515584065.

(4) February 8, 2017   **Using Evidence-based Practice (EBP) to Inform Interventions.**

Raines, J. C. (2008), p. 3- 101

(5) February 15, 2017   **EBP- Cont.**

Raines, J. C. (2008), p. 103- 254

(6) February 22, 2017   **Cognitive Therapy**
1ˢᵗ Writing Assignment Due   Creed, T. C., Reisweber, J., & Beck, A. T. (2011), p. 1- 142.

Mandated Policy and "Best Practice" Interventions in Schools

(7) March 1, 2017   **Response to Intervention**

Hughes, C. A. & Dexter, D. D. (2011) Response to intervention: A research-based summary. *Theory into Practice,* 50, 4-11.

Kelly, M. S., Frey, A. J., Alvarez, M., Berzin, S. C., Shaffer, G. & O'Brien, K. (2010) School social work practice and response to intervention. *Children & Schools,* 32(4), 201-209.

Myers, D. M., Simonsen, B. & /Sugai, G. (2011) Increasing teachers' use of praise with a response-to-intervention approach. *Education and Treatment of Children,* 34(1), 35-59.

Stephan, S. H., Sugai, G., Lever, N., & Connors, E. (2015) Strategies for integrating mental health into schools via a multitiered system of support. *Child and Psychiatric Clinics of North America,* 24(2), 211-231.

(2) **Guest Speakers**

March 8, 2017- SPRING BREAK

(8) March 15, 2017   **Reading Literacy as an Indicator of Future Health**

Fiester, L. (2010). Early Warning! Why Reading by the End of Third Grade Matters. KIDS COUNT Special Report. *Annie E. Casey Foundation*.

Forsman, H. (2015). Foster carers' experiences of a paired reading literacy intervention with looked-after children. *Child & Family Social Work*. 1-10.

Schubert, F., & Becker, R. (2010). Social inequality of reading literacy: A longitudinal analysis with cross-sectional data of PIRLS 2001 and PISA 2000 utilizing the pair wise matching procedure. *Research in social stratification and mobility*, *28*(1), 109-133.

(2) **Guest Speakers**

(9) March 22, 2017   **Psychoeducational Evaluation**

Miller, J. A., & Watkins, M. W. (2010). The use of graphs to communicate psychoeducational test results to parents. *Journal of Applied School Psychology*, *26*(1), 1-16.

Ofiesh, N. (2006). Response to intervention and the identification of specific learning disabilities: Why we need comprehensive evaluations as part of the process. *Psychology in the Schools*, *43*(8), 883-888.

Rimrodt, S. L., & Lipkin, P. H. (2011). Learning disabilities and school failure. *Pediatrics in Review-Elk Grove*, *32*(8), 315-324.

Shaw, S. (2006). Legal and policy perspectives on transition assessment and documentation. *Career Development for Exceptional Individuals*,*29*(2), 108-113.

Silver, C. H., Blacburn, L. B., Arffa, S., Barth, J. T., Bush, S. S., Koffer, S. P., ... & Moser, R. S. (2006). The importance of neuropsychological assessment for the evaluation of childhood learning disorders: NAN Policy and Planning Committee. *Archives of Clinical Neuropsychology*,*21*(7), 41-744.

Wodrich, D. L., pencer, M. L., & Daley, K. B. (2006). Combining RTI and psychoeducational assessment: What we must assume to do otherwise. *Psychology in the Schools*, *43*(7), 797-80.

(10) March 29, 2017   **The IEP Team and the Role of the Social Worker**

Harrison, K., & Harrison, R. (2009). The School Social Worker's Role in the Tertiary Support of Functional Assessment. *Children & Schools*, *31*(2), 119-127.

Jivanjee, P., Kruzich, J. M., Friesen, B. J., & Robinson, A. (2007). Family perceptions of participation in educational planning for children receiving mental health services. *School Social Work Journal*, *32*(1), 75.

Rosenkoetter, S. E., Hains, A. H., & Dogaru, C. (2007). Successful transitions for young children with disabilities and their families: Roles of school social workers. *Children & Schools*, *29*(1), 25-34.

Strock-Lynskey, D., & Keller, D. W. (2007). Integrating a family-centered approach into social work practice with families of children and adolescents with disabilities. *Journal of social work in disability & rehabilitation*, *6*(1-2), 111-134.

Zetlin, A. (2006). The experiences of foster children and youth in special education. *Journal of Intellectual and Developmental Disability*, *31*(3), 161-165.

(11) April 5, 2017   **The IEP/ Goal Writing for School Social Workers**

Review readings from Raines, J. C. (2008).

Castillo, H. L., Rivers, T., Randall, C., Gaughan, K., Ojanen, T., Masset, O., & Burton, D. Placing evidence-based interventions at the fingertips of school social worker. *The Journal of Behavioral Health services and Research,* 1-10.

Simmons, B. M. (2012). Evidence-based practice, person-in-environment, and clinical social work: Issues of practical concern. *Smith College Studies in Social Work*, *82*(1), 3-18.

(12) April 12, 2017   **The Overrepresentation of Students of Color in Special Education**

Ferri, B. A., & Connor, D. J. (2005). In the Shadow of Brown Special Education and Overrepresentation of Students of Color. *Remedial and Special Education*, *26*(2), 93-100.

Ladson Billings, G. (2011). Boyz to men? Teaching to restore Black boys' childhood. *Race Ethnicity and Education*, *14*(1), 7-15.

Moore, J. L., Henfield, M. S., & Owens, D. (2008). African American Males in Special Education Their Attitudes and Perceptions Toward High School Counselors and School Counseling Services. *American Behavioral Scientist*,*51*(7), 907-927.

O'Connor, C., & Fernandez, S. D. (2006). Race, class, and disproportionality: Reevaluating the relationship between poverty and special education placement. *Educational Researcher*, *35*(6), 6-11.

Thomas, D. E., & Stevenson, H. (2009). Gender risks and education: The particular classroom challenges for urban low-income African American boys. *Review of Research in Education*, *33*(1), 160-180.

(13) April 19, 2017
Final writing assignment due

Positive School Environments for Students

Herman, K. C., Reinke, W. M., Parkin, J., Traylor, K. B. and Agarwal, G. (2009), Childhood depression: Rethinking the role of the school. Psychol. Schs., 46: 433–446.

McCabe, K., Bray, M. A., Kehle, T. J., Theodore, L. A., & Gelbar, N. W. (2011). Promoting happiness and life satisfaction in school children. *Canadian journal of school psychology*, *26*(3), 177-192.

McMahon, S. D., Parnes, A. L., Keys, C. B. and Viola, J. J. (2008), School belonging among low-income urban youth with disabilities: Testing a theoretical model. Psychol. Schs., 45: 387–401.

Pritchard, R. J., Morrow, D., & Marshall, J. C. (2005). School and district culture as reflected in student voices and student achievement. *School Effectiveness and School Improvement*, *16*(2), 153-177.

Stiglbauer, B., Gnambs, T., Gamsjäger, M., & Batinic, B. (2013). The upward spiral of adolescents' positive school experiences and happiness: Investigating reciprocal effects over time. *Journal of school psychology*,*51*(2), 231-242.

Guest Panel of School Social Workers

(14) April 26, 2017   **Effective planning and collaboration in educational Settings**

Erickson, A. G., Noonan, P., Carter, K. S., McGurn, L., & Purifoy, E. (2015). The Team Functioning Scale: Evaluating and improving effectiveness of school teams. *International Journal of Educational Research*, *69*, 1-11.

Mellin, E. A., Anderson-Butcher, D., & Bronstein, L. (2011). Strengthening interprofessional team collaboration: Potential roles for school mental health professionals. *Advances in school mental health promotion*, *4*(2), 51-60.

Nellis, L. M. (2012). Maximizing the effectiveness of building teams in response to intervention implementation. *Psychology in the Schools*, *49*(3), 245-256.

Wrap-up and closure.