I. COURSE PURPOSE

School social work services play a crucial role in linking students to resources necessary to maximize their educational potential and in connecting the home, school and community to bring about school success. This course provides an introduction to the roles and tasks of professional social workers in a school setting as it pertains to current policy, practice, and research. It examines the school as a social system, the historic role of school social work services, and the process of integrating social work values and ethics into a school setting. Special emphasis is placed on supporting the mission of education while maintaining one’s professional identity in a host setting as well as giving voice to the professional social work viewpoint on multidisciplinary pupil service teams.

II. EDUCATIONAL OBJECTIVE

At the completion of the course, the student will be able to:

1. Demonstrate an understanding of the mission of education, the organization of the school system, the role of the school social worker in this host setting, and the functions of the specialized instruction support personnel team members.

2. Demonstrate an understanding of public laws that guide and influence school social work services, especially those laws supporting students with exceptionailities.
3. Demonstrate an understanding of a range of school social work practice activities that provide prevention, remediation, and intervention services consistent with the Response to Intervention (RTI) federal mandate.

4. Demonstrate an understanding of evidence informed school social work program and practice research.

III. COURSE REQUIREMENTS

A. Required Texts

B. Recommended Publications


C. Other Recommended Resources

Journals and Periodicals:
Academic Therapy
Adolescence
American Journal of Orthopsychiatry
Behavioral Disorders
Child & Adolescent Social Work Journal
Child Welfare
Childhood Education
Children & Schools
Clearing House
CQ Researcher
Crime & Delinquency
Education and Treatment of Children
Educational Leadership
Elementary School Guidance &counseling
Elementary School Journal
Exceptional Children
Families in Society
Harvard Educational Review
Hispanic Journal of Behavioral Sciences
Intervention in School and Clinic
Journal of Child & Adolescent Group Therapy
Journal of Counseling and Development
Journal of Educational Psychology
Journal of Learning Disabilities
Journal of the American Academy of Child & Adolescent Psychiatry
Professional School Counseling
Review of Educational Research
School Social Work Journal
Social Work with Groups
Youth & Society

Publications:
NASW Standards for School Social Work Services
NASW Commission on Education Position Statement: The School Social Worker and Confidentiality
NASW Confidentiality and School Social Work: A Practice Perspective

Web sites:
Council for Exceptional Children
http://www.cec.sped.org//AM?Templaate.cfm?Section=Home
Eric Clearinghouse on disabilities and Gifted Education
http://ericec.org
National Association of Social Workers, School Social Work Specialty Section
http://www.socialworkers.org/sections
NASW Code of Ethics
http://www.socialworkers.org/pubs/code/default.asp
NASW Standards for Cultural Competence in Social Work Practice
http://www.socialworkers.org/sections/credentials/cultural_comp.asp
School Mental Health Program
http://csmh.umaryland.edu/smhp.html
School Mental Health Project
D. Course Assignments

On the first day of class, students will choose a special education topic to study for completion of the course assignments.

Assignment 1: Legal definition  
Due Date: Class 3

Assignment 2: Best Practices  
Due Date: Class 4

Assignment 1: Research  
Due Date: One week after the last class

E. Grading Policy

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Assignment 1</td>
<td>30%</td>
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<tr>
<td>Assignment 2</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3</td>
<td>30%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

F. Course and Instructor Evaluation

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

G. Attendance and Participation

Students are required to attend classes, read assignments prior to class, and participate actively and meaningfully in class discussions. The grade for attendance and participation will be lowered by one letter grade unless the student notifies the instructor and requests an excused absence prior to the class.

IV. CLASS EXPECTATIONS

A. Scholastic Expectations

Please refer to NCSSS Announcements or MSW Program Handbook for Academic Requirements, including scholastic and behavioral requirements. It is
expected that students will demonstrate behavior and communication skills consistent with the NCSSS graduate education standards. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

**Additional Behavioral Requirements:**
Students are expected to maintain accepted standards of professional conduct and personal integrity in the classroom. Students should:

- Attend all classes and contribute constructively to the classroom culture
- Recognize and avoid behavior that jeopardizes the learning/teaching environment of other students or the instructor
- Demonstrate competence in planning academic activities and in following through on those plans
- Reasonably respond to and respect others’ reactions to one’s comments or actions in the classroom
- Use an appropriate level of class time and instructor’s time and attention in and out of class
- Behave in a manner that is consistent with the ethical principles of the social work profession.

B. **Academic Honesty**
Joining the community of scholars at CUA entails accepting the standards, living those standards, and upholding them. Please refer to University Policy and the MSW Handbook.

C. **Accommodations**
Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

**Class Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>The History of School Social Work and the Role of the School Social Worker</td>
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</tbody>
</table>

*Scan the websites listed below and read the Openshaw article prior to the first class*
Educational Testing Series, *School Social Worker: Content Knowledge*

National Association of Social Workers, *School Social Work*

National Association of Social Workers, *Standards for School Social Work Services*
Retrieved from: www.socialworkers.org/practice/standards/NASW_SSWS

National Association of Social Workers. *Confidentiality and school social work: Practice update from the National Association of Social Workers.*

Openshaw; Chapter 1. History of School Social Work (On Blackboard).


**Recommended Readings**
Massat, Constable, McDonald, & Flynn;
Chapter 1. The Role of the School Social Worker.
Chapter 6. The Developing Social, Political, and Economic Context for School Social Work;

2 **PUBLIC LAW AND SCHOOL SOCIAL WORK**

**Required Reading**
Massat, Constable, McDonald, & Flynn:
Chapter 13. Educational Mandates for Children with Disabilities;
Chapter 14. Family-Centered Services to Infants and Toddlers;
Chapter 27. Response to Intervention (RTI) and the School Social Worker

**Recommended Reading**
Massat, Constable, McDonald, & Flynn;
Chapter 8. The School Social Worker as Policy Practitioner.

3 SCHOOL SOCIAL WORK PRACTICE

Required Readings
Massat, Constable, McDonald, & Flynn;
Chapter 22. Assessment of the Learning Environment, Case Study Assessment, and Functional Behavioral Analysis.
Chapter 23. The Screening & Assessment of Adaptive Behavior

Recommended Readings
Massat, Constable, McDonald, & Flynn;
Chapter 4. The Process of Ethical Decision Making in School Social Work: Confidentiality;
Chapter 5. Ethical and Legal Complexities for School Social Workers with Confidentiality in Schools;
Chapter 18. A Framework for Cross-Cultural Practice in School Settings

Anything that interests you in Sections 4: Practice Approaches in Schools, or Section 5, School Social Work Practice Approaches. Dupper and Openshaw texts are also recommended.

4 SCHOOL SOCIAL WORK PROGRAM AND PRACTICE RESEARCH

Required Readings


Recommended Readings
Massat, Constable, McDonald, & Flynn;
Chapter 3. Evidence for the Effectiveness of School Social Work Practice
Chapter 7. Evidence-based Practice: Implications for School Social Work

SSS 551
Introduction to School Social Work: Policy, Practice, and Research
Spring 2012

The school system does not provide the school social worker with a handbook describing the various handicapping conditions served by the special education department. Nor does the Pupil Services Department offer a resource manual to assist the school social worker in assessment, intervention, and resource services for children and families with special needs.

The purpose of these assignments is to begin collecting information about a specific handicapping condition. Each assignment helps the student build a portfolio that includes information related to the policy, practice, and research for the condition as well as resources that will provide support to children and families.

These three papers are primarily descriptive in nature, with the reference list and annotated bibliographies serving as the primary analytical and critical thinking functions for each paper. Each assignment is to be a maximum of seven pages, excluding the reference list. Note the following: 1) Use of APA format is required; and 2) the number of references for a paper is to be equal or greater than the number of pages in the paper. Follow the outlines provided below.

Assignment One: Condition
Due Date: Class 3

1) Provide the federal definition of the category you have chosen to research that is found in the Code of Federal Regulation, 34 C.F.R. 300.8 Part C.

2) Discuss the level of incidence in children between birth and 21-years of age.

3) Discuss typical age of onset for this condition.

4) Describe its impact on human development. Imagine you are talking with a parent or guardian and describing the impact of this condition on the following areas of child development:

- physiological
- neurological
- cognitive
- social
- emotional
• behavioral

Assignment Two: Best Practices
Due Date: Class 4

1) Discuss the primary and/or secondary methods of diagnosis for this condition.

2) Provide an annotated bibliography of two education articles that discuss best instructional or educational practices to achieve academic success for this condition.

3) Provide an annotated bibliography of two social work articles that discuss best school social work interventions or practices to achieve academic success for this condition.

4) Provide a one paragraph description of two books for parents and for children that help them better understand the condition (four books total).

5) Provide a list of websites, resources, and organizations for parents and for children and discuss the focus of each one.

Assignment Three: Research
Due Date: One week after the last class

1) Identify the primary peer-review research journals for this condition.

2) Provide an annotated bibliography of three empirically-supported interventions or evidence-based practices that provide findings related to this condition and 1) the child, 2) the family, and 3) the school system.