THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
SCHOOL OF SOCIAL WORK

COURSE NUMBER: SOWO 850, Section 001. Monday 6-8:50 pm
Room TTK 101

COURSE TITLE: School Social Work: Policy and Practice, Fall 2008

INSTRUCTORS:
Gary L. Shaffer, Ph.D., MSW
School of Social Work, CB#3550
Office: 402K
Phone: 919-962-6436
Email: glshaffe@email.unc.edu
Office Hours: Mondays 11:30-1pm or by appointment

Joelle D. Powers, PhD, MSW
School of Social Work, CB#3550
Office: 563C
Phone: 919-843-8686
Email: jdpowers@email.unc.edu
Office Hours: Mondays 12-2pm or by appointment

COURSE DESCRIPTION: An examination of public school social work policy and practice. The course emphasizes an ecological approach within the context of the school-family-community context.

EXPANDED DESCRIPTION: This course is designed to help prepare you for social work practice in the public schools. It assumes that you have a foundation of knowledge in social work policy, practice, research and human behavior in the social environment. It also assumes that you have had some field practica or work experience in a human service setting. Though readings, short assignments, and papers, this course will help you examine a range of practice and policy issues related to the delivery of social work services in school settings. The course also addresses current federal and North Carolina laws as they relate to practice with school-age children and their families. School social work professional standards, program development and licensure receive attention as well. An ecological approach to practice will be emphasized throughout the course. This course meets the school social work course requirement for graduate and undergraduate licensure as a "School Social Worker" in the State of North Carolina. Students in school practica, practicing and potential school social workers, and others interested in improving student support services should find its content interesting and helpful.

COURSE OBJECTIVES: Upon completing this course, students will be able to:

• Understand the school as a social system; the roles and responsibilities of its personnel and students; its relationship to the home and general community; and the unity and complexity of its interacting personalities and functions.
• Be able to identify groups of school children for whom social work services are appropriate, including children considered at high risk, gifted children, children with disabilities, abused and
neglected children, minority children, and children of different cultures. You will also be able to identify appropriate social interventions for these groups.

- Be aware of current legal and social policy issues which impact on the pupil-school-community and school social work practices.
- Understand several models of social work practice used in the schools and develop a personal model of social work practice in the schools.
- Be aware of the multiplicity of school social worker roles and responsibilities, both within the school system and community, and understand how to use various techniques for maximizing opportunities for change and for providing leadership in school social work practice.
- Be familiar with school social work professional standards, ethics, and issues of licensure.
- Be able to identify personal and programmatic evaluative methods useful in school social work practice.

REQUIRED READINGS:

- Your school or system’s publication on student and/ or parent’s rights and responsibilities. Secure a copy and review this material. These will be used for Units 6, 7 and 9.
- Class handouts and required readings found on our Blackboard (Bbd) course web site: Access is at http://blackboard.unc.edu. A complete bibliography is available on Bbd for citations in the class syllabus.

METHODS OF INSTRUCTION: The course will use lectures, readings, small-group class discussions and threaded discussions on Bbd, student presentations, guest lecturers, and appropriate media to help integrate the knowledge and skills relevant to school social work practice.

Blackboard Student Tracking: Blackboard generates daily statistics on your interaction with the lesson site. I am able to identify the areas in the lessons that are being accessed, time in session, and the hour and day you access our site. I use this information to understand how you choose to use the content and to determine areas that might need to be modified in future lessons. I will share this information with the class periodically. Your personal identity will be masked.

COURSE REQUIREMENTS AND GRADING:

The Honor Code: It is the responsibility of every student to obey and support the enforcement of the Honor Code. Students will properly attribute sources used in preparing written work and sign a pledge on all graded coursework certifying that no unauthorized assistance has been received or given in the completion of the work. All written assignments should contain a signed pledge stating: "I have not given or received aid in preparing this written work." Credit will not
be awarded for work without the signed pledge. If reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

**Policy on Attendance:**

- **Traditional Students:** Traditional students missing more than 6 hours of course time during the semester will have to withdraw from the class.
- **Virtual Students:** Virtual Students will complete a “Participation/Attendance Activity” each week in Discussion Board as outlined in the syllabus to compensate for the learning that takes place during the in-class sessions that they are not physically present for. This is how attendance and participation are graded for this course. Virtual students missing more than two Participation/Attendance activities will be required to withdraw from the course.

**Policy on Late Assignments:** All assignments should be complete and submitted on time. Late or incomplete assignments will result in a lower grade. The grade for late papers will be reduced 10% per day including weekends. Prior approval from the instructor must be obtained if material is to be submitted late. More than two late assignments may require the student to withdraw from the class.

**Policy on Accommodations for Students with Disabilities:** The instructor will make any necessary and appropriate accommodations for students with disabilities. To obtain disability-related academic accommodations, students with disabilities must contact the instructor and the Department of Disability Services as soon as possible. The Department of Disability Services can be reached at 919-962-8300 (Voice/TDD) or [http://disabilityservices.unc.edu](http://disabilityservices.unc.edu).

**Assignments:** Please see the Assignments section in Blackboard for additional details and a grading rubric for each assignment. Additionally, please check Blackboard regularly in case additional readings are assigned.

1. **Home Page** (Unit Two). This assignment is due September 8 and is worth 5% of your course grade.

2. **Principal Expectations** (Unit Two). This assignment is due September 8 and is worth 5% of your course grade.

3. **Legal Brief or Policy Summary**. This assignment is due October 6 and is worth 15% of your course grade.

4. **Mini Essays Discussion board Postings.** There are 5 mini essays due over the course of the semester. Each is worth 10% of your course grade.
   - September 22: Discussion Board Mini Essay #1: Practice Standards/Models
   - October 13: Discussion Board Mini Essay #2: Population Fact Sheet
   - October 20: Discussion Board Mini Essay #3: Suspension/Expulsion & Confidentiality
   - October 27: Discussion Board Mini Essay #4: Work Plan
   - December 1: Discussion Board Mini Essay #5: Action Plan
5. **Final Research Paper Assignment.** This assignment is due December 8 and is worth 25% of your course grade.

**Semester Grades:** H = 94 – 100; P = 80 – 93; L = 70 – 79; F = 69 and below. This is the Graduate School grading system at UNC-CH. “H” is honors work. “P” is pass and an acceptable grade for graduate students. “L” is low pass and reflects a low standard of performance. “F” is a failing grade for the course.

**Writing and APA Assistance:** The School of Social Work faculty has adopted the APA Style as the preferred format for papers and publications. The best reference is the *Publication Manual of the American Psychological Association* (APA, 2001).

Web assisted courses using Blackboard require strong writing skills. You writing ability is transparent to all of your classmates. Students that find writing difficult may wish to enroll in a course using a more traditional classroom format. The following resources may help strengthen your essays and discussions. Use of APA style and format will be required for the final paper. APA formatting is not required for the Mini Essays, but references to sources other than your own work should be cited and should be well organized, written, and checked for spelling and grammar. The following Web sites will provide you with online assistance. Those attending class on campus can receive assistance from the Writing Center. Off campus students experiencing writing difficulties should contact the instructor.

- [http://www.bartleby.com/141](http://www.bartleby.com/141) (e-version of Strunk's *The Elements of Style*, a valuable writing resource)
- [http://www.fas.harvard.edu/~wricntr/resources.html](http://www.fas.harvard.edu/~wricntr/resources.html) The Writing Center (Links to online reference material and many other useful sites for authors)

**READINGS & COURSE OUTLINE**

**Notes about the class sessions:**
- Some classes cover more than one unit
- The "Announcement Section" on Blackboard (Bbd) is the primary way for us to communicate with you throughout the class. Announcements should be checked regularly.
- Notes for Reflection & Discussion - Be sure to read these on Bbd in preparation for the class and each week’s readings.
- A “Class Prep” section is found in most units on the syllabus. Review this section several days before class and before you complete the other readings as it often helps prepares you for class and discussion.
- Identification of Class Teams: Class teams will be assigned early in the class and posted on Bbd. These teams will be used for assignments/activities throughout the course.
Orientation Readings

- Orientation Info in Course Documents on Bbd

August 25 – Overview of SSW

- An orientation to the course, readings, and Blackboard (Bbd) is scheduled during our first class

Readings:

- Unit 1 in Course Documents on Bbd

Recommended Readings:

- Huxtable, M. & Blyth. E. (2002). Conclusion Chapter from *School social work worldwide*.

September 1 - HOLIDAY (No Class)

September 8- Unit 2: Serving Poor and Minority Children in Public Schools

Readings:

- Unit 2 in Course Documents in Bbd

Class Prep:
• **Examining the Achievement Gap & Your School.** Examine the available performance gap information for your schools and district. Consult your school district’s Web site, the complete ABC’s report from DPI online at [http://abcs.ncpublicschools.org/abcs/](http://abcs.ncpublicschools.org/abcs/), sites like [www.greatschools.net](http://www.greatschools.net) and any other resources available to you. Note the DPI site is in a “searchable format.” You can identify your school and examine a range of accountability variables there. The Action for Children NC formerly the NC Child Advocacy Institute Web-site also provides county data, go to [http://www.ncchild.org/](http://www.ncchild.org/) then click on “Data.” Please note how does the performance of ethnic/minority students and students of color compare with the performance of “White” students? What factors contribute to these differences? What steps are being taken by your school system and local communities to address the performance gap? How effective do you think they are?

**Assignments:**

- **Bbd Homepage:** Enter our Bbd site. Select "Course Tools." Edit your "Home Page" by providing some interesting information about yourself and your school(s). Then select "Communication." Select Roster. Select List all. You can then click on the names of your classmates and view their Home Page information. Use the back arrow (top left) as you review your classmates’ entries. This assignment is worth 5% of your grade.

- **Discussion Board Practice: Principal’s Expectations:** To practice using Discussion Board, please discuss your Principal’s Expectations of you as the SSW (or SSW Intern) at your school. Go to "Communication" then choose the "Discussion Board." Click on the Test Forum, select “Add “New Thread” (top left of page) and enter your comment. Then click on another student's entry and respond to a point they made. Don't forget to "submit" your response or it will be "lost." You can respond immediately on line but remember you can also write your response in another file, do spell & grammar check, then copy your write-up from the saved file and "paste" it on to the discussion window or attach the file. This assignment is worth 5% of your grade.

- **Virtual Students Only - Attendance/Participation Activity:** Prepare a 1-2 page summary – using bullets to highlight findings from the Class Prep and post this in the Discussion Board by class time under “Performance Gap.” Identify your new submission by your name and the name of your school district.

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**September 15: Unit 3 - The School as a Social Institution and the Development of School Social Work Practice**

**Readings:**

- Unit 3 in Bbd
Class Prep:
- Read the Allen-Meares article and the Shaffer summary of the national survey of school social workers. Use the areas identified in the Shaffer summary for comparison with policy and practice in your school district. Whenever possible compare and contrast the findings in the national study with the status of social workers in your own system. Caution: It may take some digging to find this information. Don’t wait too long to begin your search.
- Comparison of Your District with the National Survey: Be prepared to discuss how your school district compares with the findings of the National Study.
- Lead Social Worker: Does your system have a designated Lead School Social Worker? A. If so, briefly interview her or him and determine which of the tasks and responsibilities they carry. If areas on the survey are not part of her/his position description, try to determine whom, if anyone, carries out the identified responsibility. IMPORTANT NOTE: If more than one of you is from the same school district, collaborate with each other so that you don’t all ask your lead social worker the same questions over and over.

Assignments:
- Virtual Students Only - Attendance/Participation Activity: Please provide your reactions to the Oberhofer-Dane, B. & Simon B. L. (1991) article.

September 22- Unit 4: NASW Standards
- Unit 5: Practice Models for SSW

Readings:
- Unit 4 and 5 in Bbd.
Class Prep:
- After reading and thinking about the *NASW Standards for School Social Work Services* (2002), compare these standards to the practice conditions in your school district. Be prepared to highlight and explain the similarities and differences that you find. If differences exist, why do you think this is so?
- Alderson (in Allen-Meares) outlines several different models of school social work practice. Costin's model approach takes group and macro approach. Frey & Dupper present an option that emphasizes comprehensive programming. Review these models and approaches and then identify the differences/similarities to the models used by school social work in your district.

Assignments:
- **Group A Members, Discussion Board Mini Essay #1- NASW Practice Standards:** Please select six of the NASW Social Work Practice standards and write a mini essay (2 pp. max) about how they reflect or fail to reflect practice in your school. Post your Mini Essay onto the course discussion board by Sunday at noon. Please be sure to read and comment on the observations of at least two of the mini essays of the Group B members to complete your assignment (the topic addressed in Unit 5). This assignment is worth 10% of your course grade.

- **Group B Members, Discussion Board Mini Essay #1- Practice Models:** Please write a mini essay (2 pp. max) and address the following issues: Identify the practice model(s) used in your school. Why do you think they are used? How is their effectiveness measured? What alternatives would you suggest? Post your Mini Essay onto the course discussion board by Sunday at noon. Please be sure to read and comment on the observations of at least two of the mini essays of the Group A members to complete your assignment (the topic addressed in Unit 4). This assignment is worth 10% of your course grade.

- **Virtual Students Only - Attendance/Participation Activity:** Please describe and discuss areas in the new DPI School Social Work job description would be difficult for you to carry and why. A copy is on Bbd.

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**September 29- Unit 6: Significant Educational Legislation and Policies: Implications for Social Work Practice in Public Schools**

Readings:
- Unit 6 in Bbd
- Section 504 of the Rehabilitation Act of 1973. See the law at (Bbd). See Overview of ADA, IDEA and Section 504 at [http://www.dredf.org/advocacy/comparison.html](http://www.dredf.org/advocacy/comparison.html)
- Section 504 and IDEA: Basic similarities and differences at [www.ldonline.org/ld_indepth/legal_legislative/edlaw504.html](http://www.ldonline.org/ld_indepth/legal_legislative/edlaw504.html)
- "What makes a good IEP for your child" at [www.pacer.org/parent/iep.asp](http://www.pacer.org/parent/iep.asp)
• Brief overview -Guidelines for Functional Behavioral Assessment from the Colorado Dept. of Education [http://www.cde.state.co.us/cdesped/fbaguidelines.asp]
• Exceptional Children Handbook on Parents' Rights, NC DPI, [http://www.ncpublicschools.org/ec/policy/resources/rights]

Recommended Readings/Resources:
• The Complete IEP Guide: How to advocate for your special ed child, Lawrence M. Siegel Director, National Deaf Education, 5th ed. [http://books.google.com/books?id=64SUpgB_15AC&pg=PA19&lpg=PA19&dq=Video+on+IEPs&source=web&ots=R52F3xyEZc&sig=1OxXaEOok0WwTNmCat588egyH8s&hl=en&sa=X&oi=book_result&resnum=5&ct=result#PPA31,M1], 36 pp. abbreviated.
• In depth information on functional behavioral assessment from the Center for Effective Collaboration and Practice [http://cecp.air.org/fba/]

Class Prep:
• Determine how Section 504 or IDEA is implemented in your school district. What roles do SSWs play? How might they be better used? Are there any problems in its implementation? Can you suggest ways to address these barriers?
• Review your school district's attendance policies and procedures, then think about how you would answer the questions on School Attendance & SSWers in Bbd.
• Secure a copy of your school or system’s publication on student and/or parent’s rights and responsibilities. Review this material. On Campus Students bring these to class for Units 6, 7, and 9.

Assignments:
• Virtual Students Only - Attendance/Participation Activity: Review the readings for this Unit and then review the NC Department of Public Instruction’s, Exceptional Children Division's "Procedures governing programs and services for children with disabilities" (2004). It is long so skim BUT pay special attention to the school social work sections. Briefly explain how school social workers might be used more effectively. See [http://www.ncpublicschools.org/ec/policy/policies/procedures].
Readings:

- Unit 7 in Course Documents on Bbd.
- McKinney Homeless Assistance Act. See references above for information. Read “People Need Education” at Facts about Homelessness at: [http://www.bringingamericahome.org/education.html](http://www.bringingamericahome.org/education.html). Note, this is an example of a fact sheet. You will prepare one of these in Unit 8.
- Scan - NC Juvenile Code Pertaining to Child Protective Services, NC General Statutes, Select “General Statutes” Enter Chapter number (115C) then clause (400) Chapter 115C-400 and Chapter 7B Article 3. (http://www.ncga.state.nc.us/)
- Review your school district's protocol for reporting CA/N to DSS and the protocol between SDPI and DSS.
- State Dept. of Public Instruction/State Board of Education Home Page, [http://abcs.ncpublicschools.org/abcs/](http://abcs.ncpublicschools.org/abcs/) Skim the Evolution of the ABCs under 2006-2007 (look to the left) THEN enter the name of your school system at [http://abcs.ncpublicschools.org/abcs/](http://abcs.ncpublicschools.org/abcs/) and check the results for your school

Class Prep:

- All states have mandated child abuse and neglect reporting laws and it is incumbent upon school districts to have a written policy regarding reporting procedures. Review your system's written policy regarding child abuse and neglect reporting and then briefly describe the requirements for reporting. What role, if any, is designated for the school social worker? If your system does not have a written policy, briefly describe the key areas you would include in such a policy. What problems occur in implementation?
- Complete the brief survey which compares your local CA/N identification & reporting procedures with those outlined by the DSS-Department of Public Instruction Memorandum of Agreement (Bbd). Survey is posted on Bbd.

Assignments:

**Legal Brief/Policy Summary.** Complete a legal brief or policy summary on one of the statutes, policies, or programs identified in Unit 7. The paper should be comprised of 3 typed/double spaced pages and should cite a minimum of 4 outside references or websites. Please address how this brief/policy may impact your practice as a school social worker. This assignment is worth 15% of your overall grade.

**Virtual Students Only - Attendance/Participation Activity:** Identify and briefly explain some of the Dropout prevention programs in your school system. What measures are used to monitor program effectiveness?
October 13 – Unit 8: Selected Target Groups of Children & Challenges

Readings:
- Unit 8 in Bbd.
- Read two (2) of the following and be prepared to discuss in class.
  - Center for Effective Collaboration and Practice - [http://cecp.air.org/center.asp](http://cecp.air.org/center.asp)
  - Paula – A Case Study – [http://www.isbe.state.il.us/homeless/pdf/immigrant_student.pdf#search=%22Immigrant%20Student%20Rights%22](http://www.isbe.state.il.us/homeless/pdf/immigrant_student.pdf#search=%22Immigrant%20Student%20Rights%22)
  - See *Early Warning and Timely Response* items: "Characteristics of a School that is Safe…” and "Early Warning Signs" at the Center for Effective Collaborative and Practice [http://cecp.air.org/guide/](http://cecp.air.org/guide/)

Class Prep:
- Select one of the populations identified in this unit. What services or programs exist in your system to support this population? Are they research based? What roles do social workers in particular and student support services in general (school or community based) play in addressing the needs of this group? What barriers exist to serving this population? What new services or programs are needed? What actions are being taken to obtain these? Be prepared to discuss these issues in class.
Assignments:

- **Discussion Board Mini Essay #2- Population Fact Sheet:** Please prepare a 1 page fact sheet on one of the topics below and write a mini essay (2 pp. max) about these children are supported (or not) in your school. Please include 3 annotated web-sites on your selected population as a resource for your colleagues in your essay. Post your Mini Essay onto the course discussion board by Sunday at noon. This assignment is worth 10% of your course grade.

  - "Pupil Life Tasks" and the range of school/social adjustment /relationship issues
  - Child Abuse, Dependency and Neglect
  - Children in Foster Care
  - Children from low-income families
  - Migrant & Immigrant Children
  - Homeless Children
  - Children of Divorce/Separation
  - Attendance/School Phobia/Truancy/Dropouts
  - Anxiety Disorders (separation anxiety, general, social phobia, obsessive compulsive disorder)
  - Children served under IDEA's categories
  - Autism
  - Substance Abuse/Alcoholism
  - HIV/AIDS
  - Obesity and Eating Disorders (anorexia, bulimia, binge eating)
  - Adolescent Pregnancy and Teen Parenting
  - Adolescent Suicide & Depression
  - Lesbian & Gay Adolescents
  - Conduct Disorders (Disruptive Disorders/Oppositional Defiant Disorder)
  - Attention Deficit/ Hyperactivity Disorder
  - Pre-delinquent and Delinquent Children
  - Gifted children

- **Virtual Students Only - Attendance/Participation Activity:** Please describe your response to the two readings that you chose for this week (from the list above). What are the implications of these readings on your practice?

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**October 20 – Unit 9: Pupil/Parent Rights & Issues of Confidentiality and Privilege**

**Readings:**

- Unit 9 in Bbd.
- Your school’s student/parent handbook - sections on student/parent rights. What information can you find about confidentiality, school counselor-student privilege communication and related areas?
- NC Youth Advocacy and Involvement Office. (Spring 1999). Youth rights and responsibilities. See [http://www.doa.state.nc.us/yaio/documents/rights.pdf](http://www.doa.state.nc.us/yaio/documents/rights.pdf) Read the section on Education and any other areas of interest.
- Corporal punishment - discipline - (See NC General Statutes, Chapter 115C- 391; Article 27.) Look the statute up on the NC General Assembly web-site we used previously [http://www.ncga.state.nc.us/](http://www.ncga.state.nc.us/). Also scan materials at the Center for Effective Discipline
http://www.stophitting.com/ and read Ban Corporal Punishment in NC
http://www.nospank.net/bancp-nc.htm (Careful this is graphic). Sign the petition if you
are so inclined. See Action for Children’s recent report, Fact or Fiction: Corporal
Punishment in NC Schools, (April 2008). UNC-CH students and faculty contributed to
this report, http://www.ncchild.org/action/


- Suspension and expulsion (See NC General Statutes, Chapter 115C - 391; Article 27.)
Look the current statute up on the NC General Assembly web-site we have used
previously http://www.ncga.state.nc.us/ or see Bbd.

- Family Education Rights and Privacy Act - See Sharing Information & FERPA.
  - U.S. Code Title 20, Sec. 1232 g. see
  http://www4.law.cornell.edu/uscode/20/1232g.html

- Berman-Rossi & Rossi. (1990). Confidentiality and informed consent in school social

- NASW Commission on Education. The school social worker and confidentiality. Bbd.

- NC Department of Public Instruction. *Code of Professional Practice and Conduct for
NC Educators*, especially penalty for code violation and confidential information. G.S.
115C-295.3 Effective April 1, 1998. See http://sbepolicy.dpi.state.nc.us/policies/QP-C-
014.asp?pri=02&cat=C&pol=014&acr=QP or Bbd.


- Action for Children NC (2007). Short-term suspensions; Long-term consequences; Real
life solutions. http://www.ncchild.org/images/stories/Short-Term_Suspensions;_Long-
Term_Consequences;_Real_Life_Solutions.pdf (21pp.)

**Suggested Reading:**

**Class Prep:**
- None.

**Assignments:**
- **Group A Members. Discussion Board Mini Essay #3- Suspension & Expulsion:**
  Review the NC General Statutes regarding suspension and expulsion, your system's
policies on these area's and, if possible, your system's most recent report on suspension
and expulsion of students. Please address the issues/questions listed below. Post your
Mini Essay onto the course discussion board by Sunday at noon. Please be sure to read
and comment on the observations of at least two of the mini essays of the Group B
members to complete your assignment. This assignment is worth 10% of your course
grade.
  - Under what circumstances can students be suspended? What action(s) typically
lead(s) to suspension in your system?
  - Do variances exist among your schools among males and females, age groups or
white and minority students? What may account for these variances?
What alternatives to suspension exist in your system? Do they exist in all schools? Why or why not? How effective are these alternatives?

What recommendations, if any, would you make to your school Board that would improve your current suspension policies or procedures?

- **Group B Members, Discussion Board Mini Essay #3- Confidentiality:** First review NASW's position statement on "The School Social Worker and Confidentiality," the SSWAA Position Statement, and the Berman-Rossi & Rossi article. Please address the issues/questions listed below. Post your Mini Essay onto the course discussion board by Sunday at noon. Please be sure to read and comment on the observations of at least two of the mini essays of the Group A members to complete your assignment. This assignment is worth 10% of your course grade.

  - Identify the guidelines that exist in your school system regarding confidentiality and privileged communication. Bring a copy of your system's written policies regarding confidentiality. Do not bring FERPA rules & regulations.
  - If no policy exists, is such a policy currently being formulated? If yes, are social work personnel advising or participating in the working group?
  - What guidelines exist for informing students (your clients) about the limits of confidentiality? (Bring a copy of your system's written policy, if one exists.)
  - If no guidelines exist, what guidelines would you establish?
  - What guidelines exist for releasing information to an outside agencies?
    - N.B. the Buckley Amendment (Family Educational Rights & Privacy Act, FERPA) of 1974) applies here.
  - Social workers often work within a service team in order to address the needs of students and their families. What guidelines exist in your system that govern sharing confidential information within this group. If no such guidelines exist, what would you recommend?

- Please prepare a brief statement of your topic for the final paper to submit at the beginning of class (Virtual Students, please submit your statement via electronic Drop Box in Blackboard).

- **Virtual Students Only - Attendance/Participation Activity:** Please describe how teachers and other staff are helped to understand the role of the school social worker in your district. Additionally, please identify strategies to improve this process.

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**October 27-Unit 10: Designing School Social Work Services**

- **Unit 11: Teams, Consultation, Collaboration, & Case Management**

**Readings:**
- Unit 10 in Bbd.
• Brown, P. (2000). Bbd. *Guidelines for strengthening school social work in schools*. This example is used in the Guilford County Schools. It was prepared by Pauline Brown, MSW, former Lead Social Worker.

• Unit 11 in Bbd.


• NC Job Functions for School Psychologists and School Counselors.


• NC. Duties of Teachers. Bbd. Quiz – Which is Dr. Shaffer’s favorite?


**Suggested Readings:**

• UCLA School Mental Health Project. (2002). Mapping Activities and Funding Sources. See [http://smhp.psych.ucla.edu/qf/funding_qt/mapping.pdf](http://smhp.psych.ucla.edu/qf/funding_qt/mapping.pdf)


**Class Prep:**

• After reading Harris, Franklin & Hopson’s material in Allen-Meares et al. (handout), review the “My County” case example on Bbd, Unit 10. This worker had no work plan when she was hired and only developed one in response to this class. It has not been reviewed by her supervisor. If you were a program consultant, what questions come to mind after reading the case? What suggestions would you make to strengthen her role in the schools and help clarify the expectations that she and her supervisor have for her position? Be prepared to discuss in class.

• After reading the articles in Unit 11, reflect on how school social workers, psychologists and counselors are employed in your school. In what ways does your school district and principal promote student support/services joint interventions, collaboration, and consultation? Do your student support/services staff work together as interdisciplinary teams, carry out their tasks and responsibilities independently or engage in some combination of independent and group intervention? Identify the ways in which your support staff members best work together. What barriers deter these staff from working together more cooperatively? Be prepared to discuss in class.

**Assignments:**
Discussion Board Mini Essay #4- Work Plan. Please write a mini essay (2 pp. max) and address the issues listed below. Post your Mini Essay onto the course discussion board by Sunday at noon. Please be sure to read and comment on the observations of at least two of the mini essays of your colleagues to complete your assignment. This assignment is worth 10% of your course grade.

- Harris, Franklin & Hopson’s material in Allen-Meares (handout) notes the importance of developing and negotiating a work plan in partnership with school administrators. In most systems the identified social service needs exceed the social workers' time and resources. But in too many instances the social workers "work plan" is only vaguely stated. For example, they sometimes merely reflect the social work job functions defined by the SDPI. This leads to misunderstandings among teachers, supervisors and administrative staff and makes it difficult for workers to establish priorities and use their time effectively.

- Identify some of the primary duties listed in your current work plan, if you are employed as a school social worker. If you are an MSW student identify primary duties included in your field instructor’s work plan or that of another social worker in your school system. With who was the plan negotiated? Does the work plan establish realistic boundaries on administrative assignments and expectations? Does the plan explain what criteria will be used to evaluate your performance? Who evaluates the social worker’s performance?

Virtual Students Only - Attendance/Participation Activity: How do the roles and responsibilities of the counselors and social workers in your school vary-- similarities and differences? What would you like to do more of in your position?

November 3 – Unit 12: School-wide Reform and Service Intervention

Readings:

- Unit 12 in Bbd.
- Comer. See Yale Child Study Center, School Development program, Program Overview at [www.med.yale.edu/comer/about/overview.html](http://www.med.yale.edu/comer/about/overview.html) and the article “Essential Understandings of the Yale School Development Program” (the Comer Program). FYI for more detailed info see the links to School Planning & Management, Staff Support & Parent Team. Note: The Parent Team section will be helpful in a later unit.
- Comprehensive School Reform on Bbd.
- Positive Behavior Support – on Bbd. Resources are below.
  - FYI, Training Power Point on PBS developed by the Wake County Schools. Athens Drive Example
    [http://athensdrivehs.wcpss.net/PBS/PBS%20Presentation.ppt#331,29,Slide 29](http://athensdrivehs.wcpss.net/PBS/PBS%20Presentation.ppt#331,29,Slide 29)
- Professional Learning Communities – brief intro – on Bbd.
o DuFour, R. What is a professional learning community? Many school districts are adopting this program for professional support and development. See http://schools.fsusd.k12.ca.us/education/PLC/Prof_Lrng_Community.pdf/.
o The High Five Regional Partnership for High School Excellence has trained over 1800 teachers in the Johnston, Wake, Durham, Orange and Chapel Hill-Carrboro School Districts. See www.trianglhighfive.org/.

Class Prep:
- Choose one of the reforms identified in the Notes for Reflection and Discussion section and be prepared to discuss its key concepts in class. If it is one used in your district, identify how long this program has been in operation and whether it has been judged as successful or not. How was it evaluated? What role, if any, have school social workers played in the development and on-going operation of this program? If social workers have not been identified, how could they contribute to the success of this program?

Assignments:
- Virtual Students Only - Attendance/Participation Activity: Prepare a 1-2 page summary of the innovation you selected to highlight in class and post it on the Discussion Board by class time. If you identified other related websites, include them in your summary.

November 10 - Unit 13: Social Work Processes and Social Interventions: Practice with Individuals, Families and Groups

Readings:
- Unit 13 in Bbd.
- Proven or Promising Intervention Programs, Overview.
  - This is a UNC-CH program that demonstrates how teachers and student support staff can collaborate on a preventative intervention.
- Read the overview of the Elementary School Success Profile and some of the questionnaires: http://schoolsuccessprofile.org/about_essp.asp (for Elementary Students)
  - OR
- Read “About the SSP (School Success Profile) and the questionnaire at http://www.schoolsuccessprofile.org/about_ssp.asp (for Middle- and High-School Students)
  - The SSP and ESSP were developed by faculty at the School of SW and have been introduced nationally.

Suggested Readings:

Class Prep:
• Be prepared to discuss a case study of a school age child with whom you have worked. Identify the primary reason for your intervention, the services you provided and an analysis of the effectiveness of your intervention. In what ways did you work with the child's teacher(s)? Be sure to disguise or eliminate any identifying information. Identify research or promising practices that support your choice of intervention – this part is critical. **OR**
• Be prepared to discuss a case study of a group you have led or co-led which was composed of school age children. Identify the purpose of your group. Provide examples of the programs or strategies you used and assess the effectiveness of your intervention. In what ways did you work with the teachers of these students? Be sure to disguise or eliminate any identifying information. Identify research or promising practices that support your choice of intervention – this part is critical.

Assignments:
❖ Virtual Students Only - Attendance/Participation Activity:
  o Prepare a 1-2 page summary of an individual case or group that you have worked with in the schools. Identify the primary reason for your intervention, the services you provided and an analysis of the effectiveness of your intervention. Be sure to identify the research or promising practices that supports/supported your choice of intervention. How did you work with your client's/clients' teacher? Please post your response on the Discussion Board by class time.

November 17 – Unit 14: Parent Involvement and Collaboration
- Unit 15: School & Community Collaboration: Challenging Boundaries

Readings:
• Unit 14 in Bbd.
• Child Trend Data Base: Parental Involvement in Schools. (2003). Current research based information on parent involvement can be viewed on Bbd. Note influence of parental involvement on student performance and the definition being used for “parent involvement.”
• Parents as Teachers (PAT). See http://www.parentsasteachers.org/site/pp.asp?c=ekIRLcMZJxE&b=272091
  o Locate the programs in NC and see if there are any PAT programs in your community? Read the brief intro on “What is PAT?”

Class Prep:
• Identify some of the most creative ways parents have been involved in educational programs in your community. Use conversations with schools personnel, PTSA members, parents, teachers, local newspapers, and other resources to identify exemplary programs. Try to answer: “How does my school (or district) make itself inviting to parents. Identify how parents become involved not only as observers but also as “advocates” or “decision makers” in your schools. What are some of the barriers that inhibit their involvement? Be prepared to discuss in class.

Assignments:
❖ Virtual Students Only - Attendance/Participation Activity: Prepare a 1-2 page summary of what is done to make school inviting. What are your suggestions for improving the existing strategies? Please post your response on the Discussion Board by class time.

November 24 - Unit 15: School & Community Collaboration: Challenging Boundaries

Readings:
• Unit 15 in Bbd.
• Communities in Schools. See www.cisnet.org and click on “Where are we…” see if there are any CIS programs in your community. If your CIS has a website, review the site. Then read the sections on “philosophy,” “How CIS Works,” and the “Five Basics” and their connected links. You may have to search this site as the on line site organization changes.

Class Prep:
• From your own experience or through discussions with colleagues and human service staff in your community, identify the major barriers to collaboration between the schools and the network of human service programs (you may focus on one agency such as DSS, MH, Health, etc.). Be prepared to provide some concrete suggestions for overcoming these barriers in class.

Assignments:
Virtual Students Only - Attendance/Participation Activity: Please discuss the issues identified in the Class Prep section for this week. Please post your response on the Discussion Board by class time.

December 1 - Unit 16: School Social Work Practice Accountability and Evaluation
-Unit 17: Surviving as a Social Worker in the Public Schools

Required Readings
- Unit 16 in Bbd.
- State of Wisconsin – School Social Work Survey (2004-2005) – With about 900 school social workers in NC, the State DPI should support a survey of practitioners in our state. Look over the Wisconsin example and think about how it might apply to our state and what revisions you would like to make. [http://dpi.wi.gov/sspw/socialwork.html/](http://dpi.wi.gov/sspw/socialwork.html) Read the Wisconsin School Social Work Survey Instrument then the results from
- NC Department of Public Instruction. (1988b). Basic considerations in evaluation. In *Performance appraisal guidelines…*
- Unit 17 on Bbd.
- A listing of all known NC School SW websites is found on Bbd in this unit – check it out and let me know if your district is missing. Visit the websites of the Chicago Public Schools, Fairfax County Schools, VA, and the Wake County schools and view their information on social work services. Share your system’s website with the class on the Discussion Board and note any special references in your system to social work and social work services.
- Shaffer, G. L. Protecting your gluteus maximus.
- Guice, P. Sample School Social Work Flier. You have permission to use and modify this flier.
- Wilkins, J. Using the Newspaper. “Eye on Education – March Recognizes Social Workers”
Class Prep

- Bring copies of the forms student support personnel in your system use to document and monitor the services they provide (contact sheets, weekly & monthly summary forms, development study formats, classroom observation guides, recording formats, and related materials). (You may want to consult with your school psychologist and school counselor in order to get copies of the forms they use in order to compare your record keeping and documentation.)
- Review the syllabus and identify topics that should be added or deleted from the class. Keep in mind the target audience is social workers new to the public school setting.

Assignments:

- **Discussion Board Mini Essay #5- Action Plan.** Please write a mini essay (2 pp. max) and address the issues listed below. Post your Mini Essay onto the course discussion board by Sunday at noon. Please be sure to read and comment on the observations of at least two of the mini essays of your colleagues to complete your assignment. This assignment is worth 10% of your course grade.
  - Prepare an Action Plan for instituting some of the ideas that you have thought about in this class. Identify (1) what you would like to do, (2) strategies you plan to implement to achieve your objective(s), and (3) when you would like to achieve the outcome(s) of your Action Plan.

  ❖ **Virtual Students Only - Attendance/Participation Activity:** How are social workers evaluated in your schools. Who is responsible for carrying out these evaluations? (position not name) What are their academic credentials? How often are these evaluations carried out?

December 8- No class meeting

Readings:

- None

Class Prep:

- None

Assignments:

- Final Research Paper
  - See Assignments section of Bbd for additional details and grading rubric.
ADDITIONAL RESOURCES FOR SCHOOL SOCIAL WORKERS

Suggested Texts: Some of you may find it helpful to buy one or two of the following or borrow them from a university library or from inter-library loan. If you are employed in a school setting, I would recommend them as solid additions to your district’s professional library.

  - This is an outstanding new resource for school social workers. It includes many relevant direct and macro practice topics. With 1227 pages and 114 chapters it’s a steal at $55.50 or less. Be sure to add this to your library. If you don’t get a personal copy; have your school order it.

  - Constable et al.'s most recent contribution to practice, policy and research in the schools provides both a strong applied research perspective and an emphasis on the legal and organizational base of school social work practice.

  - This text identifies current evidence-based programs and promising practices for intervention in the home, school and community. Current assessment methods for evaluation also receive emphasis.

  - Allen-Meares’ provides solid background on legislation impacting on practice and pupil rights. Their chapters on planning, implementing and evaluating social work services in schools remain the strength of this text. The expanded use of contributors also makes the 5th edition their best to date.

  - For our class the chapters on history, school social work at the policy and community level and social work at the school organization level are useful.
  o The Freeman et al. reader highlights excellent school social work practice articles from NASW publications in the 1990s and emphasizes a strengths based, ecological perspective.
  o This is an excellent new book for persons interested in comparative education and school social work practice in other countries. One reviewer said, “(It) opens the windows to school-linked and school based practice in nations across the globe, from established school social work programs in the U.S. and Great Britain to emerging programs in Korea and Eastern Europe.”
  o The 2004 publications above address interventions in school-linked and school-based programs as well as programs in the home and community. Broader than school social work, the programs and practices identified in these books provide useful information for practitioners in the schools.
  o The Adelman & Taylor books are excellent resources for those who want to align student support services with the managerial, instructional, and student components in the school. Many examples are provided and it supplements well materials at the UCLA School Mental Health web-site. The student support component is often missing in school reform activities as we will see during the class.

Suggested Journals: Only two journals are now being published on school social work: *Children & Schools*, published quarterly by the National Association of Social Workers (NASW), and the *School Social Work Journal*, published twice a year by the Illinois Association of School Social Workers. The *Journal of School Social Work* was discontinued in 2004.

• *Social Work*, a more general journal published bimonthly by the NASW, addresses policy and practice issues in all social work areas and includes occasional articles on practice related to school social work and services to children, youth, and their families. All members of NASW receive this journal, and local practitioners or agencies with social work staff may be able to help you locate copies if they are not in your social work resource library. You can request information about NASW's school social work
activities and publications by writing or calling them at the national office: NASW, 705 First Street, NE, Suite 700, Washington, DC, 20002-4241; (202) 408-8600 or (800) 638-8799, or visiting their web-site at www.naswdc.org.

**Additional Resources:** Many books and articles on school social work practice have been published in the past decade. Effective practitioners need to be familiar with this literature and with related material in education, counseling, school psychology, child welfare, and family law. The bibliography under Bbd "Course Information" identifies books and articles which will enrich your social work practice and provide further reading for topics addressed in this course.

- *The Section Connection* is provided to members of NASW’s School Social Work Section three times a year. On-line updates are also provided to NASW members. For further information contact the NASW’s National office.

- *School Social Work “On and Off Line”*: Throughout the class you will be alerted about web sites and readings which may be useful in your school social work practice. For “practice” you may want to explore the following during the first week of class: United States Department of Education [www.ed.gov](http://www.ed.gov), NC Department of Public Instruction, [www.NCPublicSchools.org](http://www.NCPublicSchools.org); *Education Week* on the Web, [www.edweek.org](http://www.edweek.org) and the UCLA School Mental Health Project [http://smhp.psych.ucla.edu](http://smhp.psych.ucla.edu). The UCLA project is an excellent resource for student support staff as is the *Child Trends* data bank [http://www.childtrendsdb.org](http://www.childtrendsdb.org). Southern Poverty Law Center [www.Tolerance.org](http://www.Tolerance.org) - see Teaching Tolerance Grants section. The "External Links" section of Bbd will identify additional web sites that may be helpful to you during this course and as a school social work practitioner.

- The School Social Work Association of America (SSWAA) formed in 1993 represents school social workers nationally, lobbies for national and state legislation, promotes best practice, and sponsors or co-sponsors national and regional conferences. You can correspond with them at SSWAA@aol.com or visit their website at [www.sswaa.org](http://www.sswaa.org). The 100th anniversary of school social work was celebrated in 2006.

- *Keeping Up with Education*: Developments in education are addressed almost daily in your local paper and in nationally distributed publications such as *The Wall Street Journal*, *The New York Times* and *The Washington Post*. *Newsweek*, *Time* and *US News and World Report* spotlight highly visible trends. For current, readily available, and in-depth analysis and reports secure copies of *Phi Delta Kappan* (published monthly except for July and August – available UNC-CH online) and *Education Week* (published 40 times/year). Keeping up with school counseling and psychology is important too; their major journals are *Professional School Counseling* and *School Psychology Review*. 