

*The University of Texas at Austin*  
*School of Social Work*

Course Number:	SW 387R22	Instructor:	Rebecca Kunkel, LMSW
Unique Number:	62805	Phone:	512-656-0820
Semester:	Spring 2012	Office Number:	3.104a
Meeting Time/Place:	Wed. 5:30-8:30 p.m. SSW 2.140	E-mail:	rkunkel@prodigy.net
		Office Hours:	Wed. 4:30-5:30 p.m. and by appointment

*Social Work in the School Setting*

### I. Course Description

This course will focus on the provision of school-based social services to children and adolescents and their families and the roles social workers play in delivering such services. Content discussed will include the historical context of school-based social services and school social work; relevant national and state legislation and policies; a comparison of models used in the provision of school-based services; specific techniques used by school social workers in delivering culturally competent social services and in promoting social and economic justice. Emphasis will be on the effective delivery of intervention strategies to at-risk populations and on the development of quality prevention programs in a school setting.

### II. Course Objectives

Upon completion of this course the students will be able to:

1. Explain the historical context of school-based social services and school social work from the perspectives of the history of public school education, social welfare, and the profession of social work;
2. Demonstrate an understanding of the unique aspects of providing social services in the contexts of school and educational settings;
3. Identify and analyze relevant national and state legislation and policies that have an impact on the delivery of school-based social services to children and families;
4. Identify and analyze personal and professional social work ethical and value dilemmas that may occur while providing social services in school settings;
5. Compare and analyze different organizational and practice models used in the provision of school-based services;
6. Demonstrate familiarity with relevant techniques and strategies for intervention with individuals, groups, families, and communities within the school practice setting;
7. Discuss relevant research and program evaluation data relevant to the provision of school-based social services and be able to develop and implement methods for evaluating school-based social services;
8. Understand and apply information about the needs of diverse populations, including ethnicity, gender, sexual orientation, religion, class, gender and physical emotional abilities, the impacts of such diversity on individuals and their families in the school setting, and the roles that social workers can play in helping such settings meet diverse needs and promote social and economic justice to actual case situations involving children and their families in school settings.

### III. Teaching Methods

This class will be taught using a variety of methods. Learning activities will include reading, writing, class discussions, small group exercises, guest speakers/panels, lectures, videos, and student presentations. For success in this class, you must be willing to participate, risk yourself, use creativity, and attend class. Students are encouraged to ask questions, give feedback, and set up times to see the Instructor individually as needed. The format for this class will provide ample opportunity for student participation, input, and sharing.

### IV. Required Texts and Materials

Openshaw, L. (2008). *Social Work in Schools: Principles and Practice*. New York, NY: The Guilford Press.

Payne, R. (1996). *A Framework for Understanding Poverty*. Highlands, TX: aha! Process Inc.

Additional required readings will be supplied to students as a packet available at Speedway Copies in Dobie Mall.

Issues related to education and school-based social services appear frequently in the newspaper, monthly magazines, and journals. Students are expected to seek out information related to the course content. Knowledge of current events will be a useful aspect of classroom discussions. Students are expected to bring in two articles during the semester to share and discuss with the class as part of their participation grade. One additional article can be brought to contribute to class discussion and will count as 5 points of extra credit.

### V. Course Requirements

**Reflection Paper on School Experience = 12% (60 pts.)**

**Group Presentation on Key Policy = 10% (50 pts.)**

**School Social Work Conference Reflection Paper = 15% (75 pts.)**

**Needs Assessment Paper = 13% (65 pts.)**

**Movie Review Paper and Presentation = 25% (125 pts.)**

**Speech Assignment = 10% (50 pts.)**

**Participation = 15% (75 pts.)**

**Total of 500 pts.**

#### **1. Reflection Paper about School Experience: Due February 1 (12% of final grade)**

This assignment requires you to reflect upon your experience as a K - 12 student. Please cover the following questions/topics in your paper. Content, clarity, creativity, and professionalism in writing will be considered when grading the assignment. The paper should be 5 to 6 pages.

- Briefly describe the school(s) that you attended in terms of neighborhood, size, academic rigor, and general demographics of the student population including socioeconomic status, race/ethnicity, grade levels, etc.
- What was your family's influence on your educational experience? What was your family's attitude toward education? How did you know this?
- Describe your experience as a student in reference to teachers and other school staff, and peers. Note any involvement in after school activities like extra-curricular activities, employment, family responsibilities, or school supported interests.
- What were some of the best things about your school? What would you wish you could have changed?
- Present one or two examples of a positive experience that you had related to school and what it meant to you as a student (i.e. an influential teacher, significant accomplishment)
- Present one or two examples of a challenging experience you had related to school and how it shaped you as a student (i.e. changing schools, bullying)
- What effect did your K-12 experience have on your higher education experience? Why did you decide to go to college and/or graduate school? How well prepared did you feel for high education? How did your experience in K-12 shape your perspective on schooling, academics, and learning?

- How do you think that your school experience could inform the work you may do as an adult working in a school?

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## **2. Group Presentation on Key Policy: Due February 15 (10% of final grade)**

Students will work in a pair to prepare and present a 10-15 minute “lesson” to the class on a key policy that effects delivery of social services in schools. Each pair will receive their policy via a lottery (random drawing).

Presentations should include:

- the title of the policy/law/rule;
- a discussion of the population(s) it addresses;
- highlights of the main points of the law/policy/rule;
- a discussion of the possible “speed bumps” a social worker might encounter in meeting the laws/policies/rules described.

On the day of the presentation, each pair should turn in 1.) a bibliography of references used (at least two) to research the key policy, and 2.) a one-page summary of the presentation content. Presentations will be graded based on content (thoroughness and accuracy) and presentation style (clarity, organization, creativity, and professionalism). Students may use a variety of methods for their presentations, such as lectures, handouts, or group activities. Peers will evaluate the presentations and provide constructive feedback. The Instructor will consider peers’ feedback when assigning the presentation grade.

## **3. School Social Work Conference Reflection Paper: Due March 7 (15% of final grade)**

Students will need to attend one session of the Texas School Social Work Conference being held in Austin at the Doubletree Hotel February 22-24 and write a brief reflection paper about the session. Typical conference sessions are 1 ½ hours long and cover a variety of topics related to school social work services. Students will be provided with full conference information the first night of class. Students who volunteer for a 4 hour shift at the conference can attend for free. Students who volunteer may attend as many sessions as they like, but attendance at only one session is necessary to complete the required class assignment. Class will not be held on February 22<sup>nd</sup> due to the conference.

Please cover the following topics/questions in your paper. Content, clarity, creativity, and professionalism in writing will be considered when grading the assignment. The paper should be 3-4 pages.

- Clearly state the name of the presentation and presenter(s) and the date of the presentation.
- Describe the issue or topic that was the focus of the presentation.
- How does this issue affect children/youth? How is this issue relevant in a school?
- What efforts/solutions have been developed to address this issue? Did the presenter(s) emphasize a particular solution?
- What information from the presentation was most important or interesting for you?
- Describe any questions that the presentation raised for you.

You may give your opinions on the strengths and weaknesses of the presentation and your opinions on the issue that was the focus of the presentation. However, be sure to cover the above thoroughly. If something about the presentation makes it impossible for you to answer one of the above topics/questions, please explain that in your paper.

## **4. Needs Assessment Paper: Due March 21 (13 % of final grade)**

This assignment requires the student to interview a School Social Worker or school administrator to determine campus needs. Students will then address the top 2 or 3 issues mentioned by the school personnel. Using methods and tools from course readings and class discussions, students will design a plan to address the campus needs. This assignment focuses on mezzo and/or macro practice. The paper should be 4 to 5 pages with at least 3 sources used in designing a program plan. Content, clarity, creativity, and professionalism in writing will be considered when grading the assignment. Please cover the following questions/topics in your paper:

- Clearly state the name of the school personnel interviewed, the school, and the date of the interview.
- Describe the school’s demographics and population served.
- What were the top 2 or 3 problems/issues mentioned that create challenges for service delivery?
- What are some effective practices/strengths/assets of the school that could be used?
- Design a plan outlining options a SSW could implement in meeting the campus needs including a

bibliography of sources used.

Students will be asked to share the final paper with the school professional that was interviewed.

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### **5. Movie Review Paper & Presentation: Due April 25 (25% of final grade)**

Through a popular movie, students will be assigned a “case study” of a school-aged child. The movie will be selected through a lottery (random drawing). This assignment requires you to gather and analyze case study data, identify the presenting problem(s), and create goals and a treatment plan for a case from a popular movie. Content, clarity, creativity, and professionalism in writing will be considered when grading the assignment. The paper should be 8-10 pages and should cover the following questions/topics:

- Identify the student “client” including case history information available;
- Identify members of the client system;
- What are the client strengths? What are the system strengths?
- What is the presenting problem(s)?
- As the school social worker, how would you intervene with the client and his/her systems? What roles would you play?
- Prioritize the top 2-3 issues to create goals. What would be your treatment plan?
- What are some barriers that exist, hindering the client’s success/progress?
- How does the client problem/issue relate to a social issue/macro issue?
- What does the research say is “best practice” for this issue? What are some evidence-based practice methods recommended for this issue/problem? \*Include 4 or more references on EBP
- Include an annotated bibliography of 8-10 sources used (text allowed); 4 sources must be related to EBP.

The paper will be turned in at the beginning of class on April 25. A brief presentation (10 minutes), covering the main points of the paper will be presented to the class for their learning benefit. Students may use a variety of methods for their presentation, such as lecture, handouts, video clips (no more than 4 minutes of the total presentation), or Power Point.

### **6. Persuasive Speech Assignment: Due May 2 (10% of final grade)**

This assignment requires you to synthesize what you have learned this semester about social work services in schools and develop and present a convincing speech about the importance of and need for social workers in schools. The student will present this oral speech to the class, pretending that the audience is a principal, a school board, or the state legislature. The student will persuasively market the School Social Worker role, not themselves as an individual. Students are encouraged to use creativity in developing and presenting this speech. Please prepare a 4-5 minute speech and provide a written copy of your speech to the Instructor.

### **7. Participation: (15% of final grade)**

A student’s participation grade will include consideration of his/her regular and punctual attendance, active listening and thoughtful contributions to class discussions, completion of in class assignments and journaling, and active participation in class learning activities. The current events assignment is part of the participation grade.

#### Current Events Assignment

Students are expected to bring in two current event articles from a journal, newspaper, or a monthly magazine related to school-based social services. Students will sign up for a date on which to present his/her articles. Students will need to provide copies of the article for their classmates and be prepared to lead a brief discussion of the article.

## **VI. Class Policies**

### **Policies on Attendance, Assignments, and Participation**

Students are expected to practice professionalism regarding attendance, assignments, and interactions with others in class. Students are expected to have punctual and regular attendance, to be active participants, and to be prepared for class and discussions by completing assigned readings prior to class.

It is important for social workers to be punctual in meeting deadlines, as well. Therefore, students are expected to turn in all required assignments on the agreed upon due date at the beginning of class. Assignments turned in

after the due date will be considered late and will be assessed point penalties at the rate 5 points each calendar day that the assignment is late. *Any adjustments in assignment due dates must be discussed with the instructor at least 24 hours prior to the scheduled due date.*

All written assignments should be typed, double-spaced. The Instructor will need a hard copy of the assignment. Students are not to email electronic copies to the Instructor. Written assignments will be graded and returned to the student within two weeks.

### **The University of Texas Honor Code**

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

### **Professional Conduct in Class**

The Instructor expects students to act like professionals in class. This means students should arrive on time for class, be prepared to participate in class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. However, the Instructor does require that students engage one another with respect and professionalism.

### **Policy on Absence for Religious Holidays**

By UT Austin policy, students must notify the Instructor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

### **Documented Disability Statement**

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471-6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the Instructor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the Instructor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

### **Policy on Scholastic Dishonesty**

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the students may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://www.utexas.edu/depts/dos/sjs/>).

### **Use of E-Mail for Official Correspondence to Students**

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently – daily, but at minimum twice a week – to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their Email address at <http://www.utexas.edu/its/policies/emailnotify.php>.

## **Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the Instructor regarding any safety concerns.

### **Behavior Concern Advice Line (BCAL)**

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another student's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and the University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

### **Emergency Evacuation Policy**

Occupants of building on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors of the classroom and building. Remember that the nearest exit door may not be the one you used to enter the building.
- If you require assistance to evacuate, inform the Instructor in writing during the first week of class.
- In the event of an evacuation, follow the Instructor's directions.
- Do not re-enter the building unless you have been given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

## **APA Style**

The School of Social Work uniformly requires the APA citation style as the standard format for all written assignments. When using information from other sources, text, references, and the bibliography should conform to current APA style as described in the Publication Manual of the American Psychological Association, 5<sup>th</sup> Edition.

## **Grading Scale**

100 - 94 = A  
93-90 = A-  
89 -87 = B+  
86-84 = B  
83-80 = B-  
79 -77 = C+  
76-74 = C  
73-70 = C- (class failed/no credit: 73 and below)  
69 - 67 = D+  
66-64 = D  
63-60 = D-  
59 and below = F

## **VII. Course Schedule**

See chart on the following pages.

## VII. Course Schedule -Social Work in the School Setting – Spring 2012

Date	Topic	Readings
Wednesday 1/18/2011	INTRODUCTION: Personal Introductions, re-introduce to school experience, and introduction to School Social Work	Course Syllabus
1/25/2011	THE HATS WE WEAR – Roles, Models, and Modes Introduction to School Social Worker roles, models of intervention, and modes of intervention (individual, group, class, family, teachers, etc.), and school language terms.	Openshaw Ch. 1 Allen-Mears Ch. 11, pgs. 331-340
2/01/2011	THE PROFESSION OF SCHOOL SOCIAL WORK: History, differences between SSW, School Psychology, and School Counseling, SW and SSW Ethics <ul style="list-style-type: none"> <li>• <b>Reflective Paper on School Experience Due (12%)</b></li> <li>• <b>Key Policy Assignment Lottery</b></li> </ul>	Allen-Mears Ch. 2 Articles and Brochures NASW Code of Ethics School Social Work Code
2/08/2011	SPECIAL ISSUES: SSW with ELEMENTARY Key activities and issues in elementary practice and review of cultural awareness <ul style="list-style-type: none"> <li>• <b>Guest Speaker</b></li> <li>• <b>Current Events Discussion</b></li> </ul>	Openshaw Ch. 4 & 5
2/15/2011	KEY POLICIES THAT AFFECT PRACTICE: FERPA, Child Abuse Reporting, McKinney-Vento, IDEA & Child Find, No Child Left Behind, Title 1 Law, At-Risk Regulations, Federal Regulations for ESOL/BIL, and Section 504 <ul style="list-style-type: none"> <li>• <b>Student Presentations (10%)</b></li> </ul>	Openshaw Ch. 3 Allen-Mears Ch. 5 Laws and Regulations
2/22/2011	<i>School Social Work Conference – No Class Attend conference</i>	Work on reflection paper from SW Conference
2/29/2011	ASSESSMENT and TREATMENT PLANNING : Campus needs assessments, program planning, student and family assessments, case assessments, goal setting and treatment planning <ul style="list-style-type: none"> <li>□ <b>Current Events Discussion</b></li> </ul>	Openshaw Ch. 2
3/07/2011	SPECIAL ISSUES: SSW with MIDDLE SCHOOL Key activities and issues in middle school practice, discussion of the “Achievement Gap” and social justice issues in schools <ul style="list-style-type: none"> <li>• <b>Guest Speaker(s)</b></li> <li>• <b>SSW Conference Reaction Paper Due (15%)</b></li> </ul>	Openshaw Ch. 6
3/14/2011	SPRING BREAK – <i>No Class</i>	
3/21/2011	AT-RISK POPULATIONS and RESILIENCY: Resiliency, building resiliency in at-risk populations and children with disabilities (504, Special Ed., Homeless, ESOL/BIL, Abuse), the culture of poverty <ul style="list-style-type: none"> <li>• <b>Current Events Discussion</b></li> <li>• <b>Needs Assessment Paper Due (13%)</b></li> </ul>	Allen-Mears Ch. 8 Articles on Resiliency Payne

3/28/2011	<p>SPECIAL ISSUES: SSW with HIGH SCHOOL Key activities and issues in high school practice and "Cruising Activity"</p> <ul style="list-style-type: none"> <li>• <b>Guest Speaker(s)</b></li> </ul>	Openshaw Ch. 7 & 8
4/04/2011	<p>MACRO ISSUES IN SCHOOLS: Alcohol and Drugs, Violence, Gangs, Bullying, Trauma, Death and Loss, Immigration/non-citizenship, Mental Illness, Bullying</p> <ul style="list-style-type: none"> <li>• <b>Movie Review Assignment Lottery</b></li> <li>• <b>Current Events Discussion</b></li> </ul>	Openshaw Ch. 10, 12, 13, 14, & 15
4/11/2011	<p>SERVICES TO STUDENTS: Referral procedures, self-referrals, individual sessions, group work, class presentations, student leadership groups, service learning groups, peer mediation, counseling techniques,</p> <ul style="list-style-type: none"> <li>• <b>Current Events Discussion</b></li> </ul>	Openshaw Ch. 9 Allen-Mears Ch. 11, pgs. 340-351
4/18/2011	<p>SERVICES TO FAMILIES, TEACHERS, AND COMMUNITY INVOLVEMENT: Consultation, parenting classes, family programming, parent support center, teacher support groups, teacher trainings, mentors, and community involvement</p> <ul style="list-style-type: none"> <li>• <b>Current Events Discussion</b></li> </ul>	Openshaw Ch. 11 & 16
4/25/2011	<p>CASE STUDIES:</p> <ul style="list-style-type: none"> <li>• <b>Movie Review Student Presentation /Paper Due (25%)</b></li> </ul>	
5/02/2011	<p>PROFESSIONALISM and PROGRAM EVALUATION: Documentation, multiple accountability, confidentiality vs. need-to-know, continuing education, reporting services, and program evaluation</p> <ul style="list-style-type: none"> <li>• <b>Speech Assignment Due (10%)</b></li> </ul>	Allen-Mears Ch. 12