

WAYNE STATE
UNIVERSITY

SCHOOL OF SOCIAL WORK

SW 8180
Social Services in the Schools

MASTER SYLLABUS

I. COURSE DOMAIN AND BOUNDARIES

This course introduces students to the practice of social work in the schools. Students will learn about the educational systems, policies, and programs designed to help children, youth, and adults succeed. Students will become familiar with the history and organization of education, schools, and school social work practice with an emphasis on the legislative basis of school social work services and social workers' roles and functions in educational settings.

Students will explore the bio-psycho-social and environmental factors that enhance or impede the learning process within an ecological framework. The social and emotional needs of children, youth, and young adults, as well as educational practices that support these needs will be discussed. A range of emotional and behavioral difficulties that interfere with learning and should be the focus of prevention and intervention efforts will also be explored.

Special education policies, practices, and categories will be reviewed, and social workers' roles in the assessment and support of students' with special needs will be highlighted. The structure and function of multi-disciplinary educational teams will be discussed with an emphasis on the knowledge, skills, and values social workers contribute to these teams.

Students will become familiar with legal and ethical issues encountered by social workers in host settings. They will gain increased awareness of the impact of children's educational challenges on families and of the unique needs and concerns of parents as they interface with the schools. The social worker's role in the identification of community resources both inside and outside educational settings will be addressed, as well as the importance of consulting with families in a collaborative and sensitive manner. Social justice concerns and practices that promote sensitivity to diversity will be presented. Finally, emerging trends in educational settings and in school social practice will also be discussed.

II. SPECIFIC KNOWLEDGE AND SKILL OBJECTIVES

This course is designed to familiarize the student with the knowledge and skill base of social work practice in school settings. By the end of the semester, students will demonstrate *knowledge* of the following:

- The organization of education, schools, and contexts in which they operate.
- An ecological perspective on the biological, psychological, social and environmental

factors that can undermine educational experiences and impact students and families.

- The impact of federal and state laws (IDEA, ESEA, etc.) on education and on the roles and functions performed by social workers.
- The structure and history of education with an overview of the development of social work services in the schools.
- Special education categories and their connection to other diagnostic systems (e.g., DSM-IV).
- Policies and practices related to educational settings that contribute to the social and emotional development of children, youth and adults, particularly those with special needs.
- Trends that influence the practice of school social work and the educational experience of children.

By the end of the semester, students will demonstrate *skills* in the following:

- The identification of learning patterns and impediments to learning.
- Ability to complete an appropriate assessment and intervention plan that identifies strategies to further a child's educational experience.
- Beginning facility in the development and analysis of Behavioral Intervention Plans, Functional Behavioral Assessment, and Individual Education Plans.
- Communication of assessment data to educational teams (e. g., MET's, IEP).
- The identification and development of needed resources for children and families within the educational setting and in the community.
- The delineation of issues of social justice, ethics, and practices that promote sensitivity to diversity in educational settings.
- Comparing and contrasting the unique value perspectives of social workers, educators, parents, and other allied groups.

III. PERFORMANCE CRITERIA

Students will be expected to demonstrate their progress in basic comprehension and integration of the course material through class attendance, class participation, and assignments.

IV. COURSE TEXTS AND MATERIALS

The required texts for this course are:

Allen-Meares, P. (4th Ed.) (2004). *Social Work Services in Schools*. Boston: Allyn & Bacon.

Turnbull, R., Turnbull, A., Shank, M., & Smith, S. (4th Ed.) (2004). *Exceptional Lives: Special Education in Today's Schools*. New Jersey: Prentice-Hall.

VI. ROLE OF THE STUDENT AND THE INSTRUCTOR

The instructor will come to class weekly with prepared lecture materials. The instructor will invite speakers, show videos, and offer hands-on exercises in order to provide a variety of perspectives and learning experiences. The instructor will provide relevant references and resources. The instructor will assist students in preparing and presenting their own materials on a selected topic, and will facilitate small group discussions. The instructor will be readily available to students both within and outside of class in order to address issues relating to course content and professional development. Finally, the instructor will provide prompt feedback and grades for all written assignments.

It is expected that students will attend all course meetings. This course covers a content domain that is extensive and given the timeframe for the course, it is necessary that students attend all course meetings for the entire duration. Students who miss 3 classes, or portions of class that add up to 3 entire classes, will receive an “X” for the course. Students will be graded down participation points for each class missed except in extreme circumstances and as discussed with the instructor. Students are expected to be prepared to discuss course readings. Students will also take responsibility for presenting materials on a topic. Finally, students are expected to turn assignments in on time, and failure to do so will result in a lowering of their grades.

See the University Statement of Obligation of Students and Faculty Members of the learning-teaching process. **(Revised July 14, 1997)**

VII. COURSE ORGANIZATION AND CONTENT

This is a tentative schedule of instruction to aid the student in planning for readings and assignments in this course. The instructor reserves the right to make alterations as dictated by the combined needs of the instructor and students.

Session 1 Introductions and Orientation to the Course

Course overview, requirements, and schedule of assignments.

Readings: Allen-Meares, Ch. 1, 3

Session 2 Overview of Education and Schools. Ecological Model of School Achievement.

Readings: Allen-Meares, Ch. 5, 6, 10

Session 3 No Child Left Behind; Title I; Michigan Revised School Code; Safe and Drug Free Schools. Current Issues in Education and the Schools.

Readings: Allen-Meares, Ch. 4, 9

Session 4 Special Education and Special Education Processes. IDEA; Michigan Special Education Rules; Special Education Categories.

Readings: Allen-Meares, Ch. 8
Turnbull, et al., Ch. 1.

Session 5 **Special Education Process (Referral; Assessment; IFSP, IEP). Functional Behavioral Analysis (FBA); Behavioral Intervention Plans (BIP's).**

Readings: Turnbull, et al., Ch. 2, 3.

Assignment #1 Due

Session 6 **School Social Work Practice and Social Worker Roles.**

Readings: Allen-Meares, Ch. 2, 11, 12

Session 7 **Emotional and Behavioral Disorders.**

Readings: Allen-Meares, Ch. 7.
Turnbull, et al., Ch. 5.

Session 8 **ADHD.**

Readings: Turnbull, et al, Ch. 6.

Session 9 **Autism Spectrum Disorders.**

Readings: Turnbull, et al., Ch. 10.

Session 10 **Learning Disabilities and Mental Impairments. Communication Disorders.**

Readings: Turnbull, et al., Ch. 4, 8, 14

Session 11 **Hearing and Visual Impairments. Other Health Impairments. Physical Disabilities. Severe and Multiple Disabilities.**

Readings: Turnbull, et al., Ch. 9, 11, 12, 13, 15, 16

Assignment #2 Due

Session 12 **Regular Education and Other School Issues. Ethical issues. Consultation. Collaboration with Families. Linking with Community Resources.**

Special student populations. At-risk students and educational services/issues. ESL/Bilingual students. Dynamics of culture, race and ethnicity and the educational experience.

Readings: Allen-Meares, Ch. 13, Appendices I. & II.
Turnbull, et al., Ch. 7

Session 13 Wrap-up and Student Presentations

Session 14 Wrap-up and Student Presentations

Final Assignment Due

VIII ASSIGNMENTS AND GRADES

Class Participation/Discussion Questions/Attendance	10 points
Assignment #1	20 points
Assignment #2	20 points
<u>Final Assignment</u>	<u>50 points</u>
Total	100 points

Grading Scale

95-100	A	83-86	B	73-76	C	63-66	D
90-94	A-	80-82	B-	70-72	C-	60-62	D-
87-89	B+	77-79	C+	67-69	D+		

Late assignments will be graded down 1 point for each day late. There will be no make-up quizzes. Final papers will not be accepted after the last day of the course.