



SW 629 Interventions in School Social Work

Fall 2014
Tuesday, 6:00 to 9:00 PM
Classroom: 3752 SSWB

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Office hours by appointment

1. Course Description

This course presents advanced knowledge and skills essential to providing effective school social work interventions. Students will learn to identify, select and apply evidence-based prevention and intervention methods for use with individuals, groups, families, school personnel, and communities to enhance student learning, development, and school success. Student learning will include social justice practice skills, trauma informed practice models, positive behavior supports for school wide programs and individuals, crisis prevention, planning, and intervention, behavior intervention planning; mediation, conflict resolution, and collaborative problem-solving methods. Specific interventions to support students with Autism Spectrum Disorder, Emotional Impairments; and other disabilities covered under Individuals with Disability Education Act will be covered. Ways to promote family engagement and collaboration will be explored as well as a focus on effective measures to promote youth voice. Skills to enhance collaboration and consultation between teachers, families, and other school personnel will be addressed. School social worker intervention methodologies will include ways to help schools develop climates that are inviting, supportive, and inclusive of diversity. Students will acquire the skills needed to effectively practice as a school social worker to enhance student learning and achievement.

2. Course Content

Content of this course includes intervention approaches based on sound clinic evidence with application to school social work services in primary and secondary schools. The course will include clinical knowledge of common mental health disorders of children and youth and the application of that knowledge to designing and executing school based interventions. Content will include individual, classroom based, and family based interventions that are designed to contribute to a student’s mental and social health as it pertains to their success in a school setting. Special emphasis will be placed on interventions related to areas of special education certification that are often the focus of social work interventions, i.e., emotional impairment, autism spectrum disorder, and attention disorders. The course will also cover special topics related to school social work services such as facilitating a school’s responses to a death in the

school, responding to threats of suicide, conducting family meetings with dysfunctional families and/or dysfunctional school staff, and addressing bullying. The course will discuss the impact of race, ethnicity, and GLBT issues as they related to school climate and individual adjustment of students.

SW 629 is a new offering at the UMSSW and therefore I consider that it is in a period of experimenting with new content. Therefore I will seek feedback and input from both the students of this class, professionals currently in the field of school social work, and colleagues throughout the course in a continuing effort to further shape this course now and in the semesters to come. My over all goal is to make SW 629 primarily a course that answers the fundamental question in school social work, “How can I best help students?”

3. Course Objectives

Upon completion of the course students will be able to:

1. Demonstrate knowledge of common mental health disorders of children and youth as it relates to their school adjustment.
2. Demonstrate the ability to “formulate a case” and use that formulation to develop intervention plans based on a Response to Intervention (RtI) model.
3. Demonstrate understanding of the impact of race, ethnicity, gender, and GLBT on individual student performance and adjustment, and use this knowledge in the development of intervention plans.
4. Demonstrate knowledge of the impact of dysfunctional school climate on race, ethnicity, and GLBT and how to develop strategies to change school climate.
5. Understand the elements of a good parent/school meeting, and be able to facilitate adversarial meetings in a manner that maximizes a successful outcome.
6. Demonstrate the ability to assess and respond to a suspected suicidal threat from a student.
7. Demonstrate the knowledge to design a school wide intervention for the event of a death of a student in the school community.
8. Develop a strategic plan for including all resources of a student’s life, i.e., classroom, family, school staff, peers, and outside agencies, in enacting an intervention with a student.
9. Demonstrate an understanding of the differences between “problem focused” and “program focused” school social work services, and how to maximize the former.

4. Course Design

The course will include lectures, demonstrations, readings, and discussions regarding a broad range of issues related to “formulating a case” and setting up strategies and plans for intervention. Case examples will be presented and discussed and students are encouraged to contribute examples of behavioral and emotional issues of children adolescents, and families for discussion.

5. Relationship of the Course to the Four Curricular Themes

-Multiculturalism and Diversity. This course will review the ways in which cultural, ethnic, and racial diversity effect how school aged children's problems are conceptualized and mental health interventions are designed with a particular emphasis on the ways in which bias inhibits fair treatment of minority students. The course will also look at the unique problems encountered by students who have illness or disabilities, or gay, lesbian, bisexual, and transgender students in the school environment and review strategies and services that would foster a healthy school experience.

-Social Justice and Social Change. The implications of clinical as well as placement decisions will be reviewed as they pertain to developing interventions in the school setting. Particular attention will be paid to issues related to disproportionality in placements, bullying, and school disciplinary policies and practices as they related to intervention strategies. The course will also review structural problems that inhibit the quality of students school experiences such as how a school's schedule, transportation, subsidized services, communication with parents and the scheduling of school conferences with families effect the ability of particular students and families to have a successful school experience.

-Promotion, Prevention, Treatment, and Rehabilitation. These approaches will be incorporated into the course as they relate to establishment of programs of intervention for categories of difficulties such as divorce and grief and lose groups, developing programs of Positive Behavior Supports in the school, psych-educational programs for parents and families, and coordination with outside agencies as they relate to treatment plans and establishing a continuum of services.

-Behavioral and Social Science Research. This will be fundamental to the content of the course in terms of presenting and discussing evidence based procedures for setting of treatment plans, and developing therapeutic resources and/or services for the individual students and their families. The evidence based material will be selected based on how it relates to clinical disorders, social dysfunctions, family dysfunction, and optimum school and classroom climate.

6. Relationship of the Course to Social Work Ethics and Values

Social work ethics and values will be addressed within the course as they pertain to issues related to working with clients and their parents, and colleagues. The NASW Code of Ethics will be used as a framework for decisions regarding engagement with students and families, protection of confidential material, designing appropriate interventions, and monitoring unintended consequences related to intervention decisions and taking corrective action. In addition, relevant federal guidelines as put forth in the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act, and the Family Educational Rights and Privacy Act will be reviewed in light of their interface with ethical issues related to gathering and using information, and designing and executing interventions.

7. Intensive Focus on Privilege, Oppression, Diversity, and Social Justice (PODS)

This course integrates PODS content and skills with a special emphasis on the identification of theories, and/or policies that promote social justice, illuminate social injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

8. Students with Unique Circumstances or Learning Challenges

Students who have circumstances that could possibly put them at a disadvantage in their participation in the course should bring this to my attention as early in the course as possible, hopefully by the second class meeting. Whether or not you have documentation of a learning disability or other condition that may affect your ability to participate, please initiate a discussion with me about this. My goal is to maximize your learning the material in the course, and this can be done through various accommodations unique to your circumstances. If you feel it would be helpful, we could also draw up, in writing, a set of understandings about what accommodations would be appropriate and helpful for you.

9. Textbooks

The required textbook is:

Evidenced-Based Psychotherapies for Children and Adolescents, 2nd Ed. Edited by John Weisz and Alan Kazdin. (2010) Guilford Press.

This text is available via area bookstores that participate with the UM ordering service, as well as online book sellers such as Amazon.com. A request has also been made to have a copy available on closed reserve in the University Library.

Additional readings may be assigned as the course progresses.

10. Requirements:

1.	Three Quizzes (20 points per quiz)	60 pts.
2.	Rating Scale workup	10 pts.
3.	Two case studies *	10 pts.
4.	Leading a topical class discussion**	10 pts.
5.	Attendance***	5 pts.
6.	Class participation	5 pts.
	Total	<u>100 pts.</u>

*Two case studies: each student will be given opportunity during the course to study a set of data on two cases and on each will be required to, in written form, *formulate* the case and then develop an action plan for intervention.

**Leading a topical class discussion: Each student will be assigned during the course to begin the class conversation on a particular topic by presenting an overview of the topic and generate questions for class consideration related to the topic.

***It should be understood that the major benefit of the class is assumed to come from attending, hearing the lectures and participating in the classroom discussions. If you are going to be absent you do not need an excuse but I request that you call or email me so that I know you will not be in attendance.

Grading Scale:	100 - 92	A
	91 - 90	A-
	89 - 87	B+
	86 - 83	B
	82 - 80	B-
	79 - 77	C+
	76 - 73	C
	72 - 70	C-
	69 - 60	D range
	59 - →	Failing

Extra credit opportunities will be available for those students who are at risk for receiving a grade below a B.

11. Schedule of Classes:

- #1 Sept. 2 Quest speaker: Jason Osstifin MSW
 Topic: The delivery of "push-in" services through whole classroom Interventions, and the use of peers as role models.

- #2 Sept. 9 Introduction of class and course.
 Foundational concepts:
 - Host setting verses clinical setting, disorder vs. dysfunction, endogenous vs. environmental phenomena, direct interventions vs. consultation and building/classroom/family plans, school-based goals vs. broader clinical goals, sp.ed. interventions vs. clinical interventions.
 - Intervention Plans (IP) vs. special education plans vs. 504 plans.
 - The relationship between RtI and evidenced base treatment (EBT).
 - Foundations of interventions: Behavioral, cognitive-behavioral, attachment, family systems, and psycho-educational approaches.

-Ethical issues: school law vs. SW ethical practice, determining who is the client in host setting, minors and confidentiality, consultation with school staff and confidentiality.

Reading: Weisz & Kazdin (W & K), Chap. 2. Ethical issues...

- #3 Sept. 16 Behavior Modification
-Behavioral concepts, terms, and technics
-Functional Behavioral Assessment (FBA) and Behavioral Intervention Plans (BIP)
-Classroom interventions.
Readings: Handouts
- #4 Sept. 23 Externalizing Behaviors.
-Externalizing vs. internalizing symptoms
-Behavior as symptom of disorder vs. symptom of stress or dysfunction response
-CD, ODD.
-Bipolar disorder: differential diagnosis, IP, and medication.
-Behavior interventions
-The Patterson Oregon Model
-Parent-Child Interaction Therapy (PCIT) – Eyberg
-Multisystemic Therapy (MST)
-The Defiant Child Program – Barkley
-Problem-Solving Skills Training – Kazdin
-Applications to school setting.
Readings: W & K: Chap. 11, 12, 13, 14.
- #5 Sept. 30 Externalizing Behaviors. (cont.)
-“explosive child” Ross Green
-S.T.E.P. Program – Dinkmeyer
-Reality Therapy – Glasser
-Love and Logic – Jim Fay
-Innovative school programs.
Readings: handouts
- #6 Oct. 7 ADHD interventions.
-Classroom & environmental interventions (temporal & special structure, organization strategies, teacher strategies)
-Behavioral approaches
-Family interventions
-Psychopharmacology
-ADHD and special education/504
Readings: Handouts
W. & K.: Chap. 18
- Oct. 14 No Class

- #7 Oct. 21 Anxiety problems and intervention.
-Generalized anxiety and phobias interventions
-Coping Cat Program – Kendall
-FRIENDS model - Barrett
-Anxiety and family interventions
Readings: W. & K.: Chap. 4 & 5
- #8 Oct. 28 Anxiety problems and interventions - cont.
-School avoidance intervention
-Selective mutism intervention
-Group approaches
-Psychopharmacology
Readings: Handouts
- #9 Nov. 4 Depression intervention.
-Conceptualizing depression: learned helplessness, low reinforcement, cognitive triad, genetic and biochemical.
-CBT treatment
-Assessing environmental factors
-Adolescents Coping with Depression model
-Interpersonal therapy and depression.
Readings: W. & K. Chap. 7, 8, 9, 10.
- #10 Nov. 11 Autism Spectrum Disorder.
-Conceptualizing the “spectrum’ and it’s expressions.
-Early intervention – ABA and Early Intensive Behavioral Intervention (EIBI)
-Floor time – Greenspan
-Social Stories – Carol Grey
-Classroom structure (temporal and special)
-Coping in the school environment.
Readings: Handouts
W. & K. Chap. 20, 21.
- #11 Nov. 18 School Climate and minority issues.
-Race and ethnicity
-Majority culture and schools
-Whiteness
-Critical Race Theory
-GBLT in the schools: cultural hostility, religion, male homophobia.
-GBLT and suicide
-Gay Straight Alliance (GSA)
-Being a service provider from the majority.

- #12 Nov. 25 School services you will definitely be asked to perform as a SSW.
-Responding to a death in the school community
Reading: Handouts
- #13 Dec. 2 School services you will definitely be asked to perform as a SSW part II
-Suicide prevention and assessment, and risk assessment.
Reading: Handouts
- #14 Dec. 9 Low incidence events in the school setting:
-Tic disorders
-transgender issues
-Elimination disorders: enuresis and encopresis
Reading: Handout
W. & K.: Chap. 23

And final thoughts of being a SSW actor rather than a reactor in the school setting. And on the beauty of the job.

Dec. 16 Exam Period