SCHOOL OF SOCIAL WORK
UNIVERSITY OF MICHIGAN

**SW 629 Interventions in School Social Work**


**Fall 2016**
**Tuesday, 6:00 to 9:00 PM**
**Classroom: 3752 SSWB**

**Instructor: Jason Osstifin LMSW**
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**Office: 2740 SSWB**

**Office hours by appointment**


## 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.

## 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 GBLT 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 overall goal is to make SW 629 primarily a course that answers the fundamental question in school social work, "How can I best help students?"

**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.

**Course Design**

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group activities, case studies and videos. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives.

I want this to be a practice class; I want practitioners in the room. I have practiced as school social worker and am excited to share my experience with the class along with the experience of guest lecturers who have also worked in the schools; I also expect your expertise to be shared

with the rest of us in the class. I invite you to share thoughtful reflection on the course material, inspiration, creative ideas, opinions, and connections between the subjects discussed in class and your work being done in the field.

The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking your experiences to the readings and assignments. I will appreciate your contributions to making this a safe and respectful learning experience.

**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.

**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.

**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.

**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.

**Course Readings and Resources**

All available course readings (or links to the readings) will be posted on the Canvas site for this course. If copyright restrictions prevent the readings from being uploaded onto Canvas, they will be available for download through the University library's electronic holdings (and will be marked "Library" in the syllabus). Please see the instructor if you need assistance in accessing these readings. Required readings are marked with an (*); other readings are supplementary and optional.

**Additional Resources:**

- UCLA's School Mental Health Project- http://smhp.psych.ucla.edu (Links to an external site.)
- School Social Work Association of America- http://www.sswaa.org (Links to an external site.)

- American Council for School Social Work- http://www.acssw.org/ (Links to an external site.)
- School Mental Health.org- http://www.schoolmentalhealth.org/index.html 5 (Links to an external site.)
- Social Work Helper- http://www.socialworkhelper.com/ (Links to an external site.)
- Self Help Warehouse- http://www.selfhelpwarehouse.com/ (Links to an external site.)
- US Department of Education- http://www.ed.gov/ (Links to an external site.)
- UC Berkley's Greater Good Science Center- http://greatergood.berkeley.edu/education (Links to an external site.)
- Training Wheels- http://www.trainingwheelsgear.com/ (Links to an external site.)
- PBIS World- http://www.pbisworld.com/ (Links to an external site.)
- Collaborative for Academic, Social, and Emotional Learning- http://www.casel.org/ (Links to an external site.)
- Intervention Central- http://www.interventioncentral.org/ (Links to an external site.)
- Evidence-Based Intervention Network- http://ebi.missouri.edu/?page_id=227 (Links to an external site.)
- Education Resources Information Center (ERIC)- http://eric.ed.gov/

**APA Format, Academic Honesty, Writing Assistance**

Please refer to the ***American Psychological Association Publication Manual*** (often called the APA Style Manual) in the preparation of your writing assignments. There is some helpful information related to APA citation guidelines on the Main UM Library website at: http://guides.lib.umich.edu/citationhelp (Links to an external site.).

It is critical to reference all sources of information or ideas you use in your writing, to do otherwise is academic dishonesty. Direct quotes in particular must be identified as such. Situations of apparent plagiarism or academic dishonesty will be reported and handled according to University policy.

The School of Social Work now has a full time Writing Skills/Study Skills Coordinator to assist students with writing. Contact Betsy Williams (betsywil@umich.edu) Room 1696 SSW (in the Career Services Office) 734-763-6259) to ask a quick question or to make an appointment for help with a paper draft or with other writing tasks.

**Safety & Emergency Preparedness**

In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of

possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcompliance@umich.edu.
Office of Student Services
School of Social Work | Room 1748
734-936-0961

For more information view the annual Campus Safety Statement at http://www.dpss.umich.edu/.

Register for UM Emergency Alerts at http://www.dpss.umich.edu/emergency-management/alert/.

**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.

**Class Requirements:**

| | | |
|---|---|---|
| 1. | Tool Box with Presentation | 40 pts. |
| 2. | Online SOS Training | 20 pts. |
| 3. | Online CBITs Training | 20 pts. |
| 4. | Attendance*** | 10 pts. |

| | | |
|---|---|---|
| 5. | Class participation | 10 pts. |
| | Total | 100 pts. |

***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 email me so that I know you will not be in attendance.

**Assignment 1 - Tool Box (Session 11, 11/22/16)**

The purpose of this final project is to develop 4 practice tools based on the topics and concepts you learned about in this course. My intent is that you use this assignment to gain and demonstrate a skill set for current and future practice. During our last three classes, students will present one tool from their tool box to enhance shared learning and portability.

Details of the assignment:

1. Select 4 tools that you can use in your current and future practice serving children, youth, and families in a school based setting.

2. For each tool, provide a two page summary of the purpose, evidence basis, implications, goals, intended outcomes, relevant populations, and possible strengths and weaknesses of the intended tool.
3. For each tool, develop a sample lesson plan, including sample activities, were you describe the intervention's implementation.
4. Choose one tool that you would like to present to the class.
5. For your presentation, develop an artifact to demonstrate the purpose, use, and implementation of the tool. This could be a brief power point presentation, video, prezi, etc.

**Assignment 2- Online SOS Training (Due Session 6, 10/11/16)**

The **SOS Signs of Suicide Training** is offered as an online module that is expected to take approximately 90 minutes to complete. The purpose of this training module is to help you:
• Understand the prevalence of depression and suicide in youth
• Recognize and respond to the risk factors and warning signs for suicide
• Identify protective factors for youth
• Learn the steps involved in rolling out an evidence-based suicide prevention program in the schools
You can register online and complete this training at:
https://mentalhealthscreening.org/Gatekeeper

**Assignment 3 – Online CBITS training (Due Session 10, 11/15/16)**

The **Cognitive Behavioral Intervention for Trauma in Schools (CBITS) Training** is offered online, and should take approximately 5.5 hours to complete. This training helps to prepare clinicians to implement an evidence-based intervention designed to reduce the symptoms of PTSD,
depression, and problematic behavior in school while increasing student functioning, school performance, peer and parent support, and helping students to build coping skills.
You can register and complete the CBITS training online at: https://cbitsprogram.org/

**Schedule of Classes:**

#1 Sept. 6 Introduction of class and course.
History
School Social Work Foundations:
What works

#2 Sept. 13 What we do
-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.
-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.

#3 Sept. 20 Documentation

Student Assistance Teams, Assessment, Eligibility Recommendation, Individual Education Plans IEPs, Goals

#4 Sept. 27 Overarching Treatment Modalities

Positive Behavior Interventions &Supports, Response To Intervention & Evidence Based Treatment

#5 Oct. 4 Externalizing Behaviors.

-Externalizing vs. internalizing symptoms
-Behavior as symptom of disorder vs. symptom of stress or dysfunction response

-Bipolar disorder: differential diagnosis, IP, and medication.
-Behavior interventions
-Parent-Child Interventions
-Multistemic Therapy (MST)
-Problem-Solving Skills Training
-Love and Logic – Jim Fay
ADHD interventions.
-Classroom & environmental interventions (temporal & special structure, organization strategies, teacher strategies)
-Behavioral approaches
-Psychopharmacology
-ADHD and special education/504

#6 Oct. 11 Internalizing Behaviors

Depression problems and interventions
Anxiety problems and interventions.
-Coping Cat Program – Kendall
Self-Injury

Oct. 18 No Class

#7 Oct. 25 Functional Behavior Assessments and Behavior Intervention Plans

• Purpose and intention behind FBAs and BIPs
• What is an FBA, and what is a BIP?
• How to write an FBA and a BIP
• Case examples and studies for small group work

#8 Nov. 1 Autism Spectrum Disorder

Universal supports
Peer groups

#9 Nov. 8 School services you will definitely be asked to perform as a SSW.

-Responding to a death in the school community
-Suicide prevention and assessment, and risk assessment.

**Online SOS Training Due**

#10 Nov. 15 Restorative Justice
Conflict & Mediation

**Online CBITS training Due**

#11 Nov. 22 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

**Tool Box Assignment Due**

#12 Nov. 29 Topic: **Students Present Toolkits**

#12 Dec. 6 Topic: **Students Present Toolkits**

#14 Dec. 13 Topic: **Students Present Toolkits**

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