

COURSE: SW 642 School Social Worker Policy and Services
SEMESTER: Spring/Summer 2019
DAY/TIME: Tuesdays 1:00-5pm
FACULTY: Beth Sherman, Associate Clinical Professor
Office: Room 3784, School of Social Work Building
Phone: (734) 330-8703 9am-9pm
Email: shermanb@umich.edu
Office Hours: Tuesday noon-1pm and by appointment

1. COURSE DESCRIPTION

This course will present knowledge and critical skills for analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices. The five topical areas will include: 1) an overview of educational programs and policies in the United States for individuals of all ages and their families; 2) the structure and policies for educational institutions at the elementary, secondary, technical, and vocational levels; 3) issues and needs arising from economic and social discrimination that can be addressed in educational settings; 4) issues about the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, economic and geographic disadvantages, and diverse ethnic and linguistic backgrounds); and 5) the roles of social work and social workers in enhancing educational opportunity and performance. Noteworthy social work programs in various educational institutions and settings will be analyzed, and proposals for change will be formulated to enhance educational achievement and well-being.

2. COURSE GOALS AND OBJECTIVES

Upon completion of this course, students should have a comprehensive understanding and knowledge in five broad areas. Those five translate in the following goals: (a) knowledge of the history and role of social work in schools, (b) critical policy issues currently impacting education, (c) special education law and procedures, (d) theoretical frameworks for school social work practice, (e) prevention, assessment,

and intervention approaches in schools. These five areas are defined in more detail in the following course objectives.

1. Describe and analyze the social, economic, and demographic changes that influence the development and educational performance and needs of infants, children, youth, and young adults at various learning levels.
2. Describe the processes of educational policy formulation, especially those related to needs and problems experienced by populations at risk.
3. Analyze theoretical foundations and history of the school social work profession and service delivery.
4. Apply legal and ethical standards necessary for social work practice in school settings.
5. Describe federal and state special education laws and other legal aspects of the role of school social worker.
6. Analyze organization components and structural dynamic of public school agencies at local, state, and national levels, as well as methods that are useful to analyze and influence these in order to maximize student success.
7. Demonstrate knowledge of various professional educational roles that promote successful collaboration in school settings.
8. Demonstrate knowledge of a broad range of experiences, personal characteristics, and background variables that influence student learning and development, including reciprocal and diverse influences of home, school, and community.
9. Describe and practice skills for identifying factors that enhance strengths, resilience, and protection from adversity, and that diminish education and developmental risks.
10. Describe and practice skills in comprehensive and systemic assessment and evaluation.

11. Describe and practice effective written communication of the assessment and evaluation results that include educationally relevant recommendations and measurable goals and anticipated outcomes from service delivery.

12. Describe normative expectations for infant, child, adolescent, and young adult emotional, behavioral, social, cultural, communicative, cognitive, learning, and physical development.

13. Analyze the similarities and differences between clinically-based definitions of psychiatric disorders and educational disabilities.

14. Practice written and verbal skills that enhance communication with students, parents, school staff, and agencies

15. Develop awareness of curriculum, teaching theories, and methodologies.

3. RELATIONSHIP OF THE COURSE TO FOUR CURRICULAR THEMES

- *Multiculturalism and Diversity.* This course will review the recent national, regional, and local demographic shifts that have increased the ethnic and cultural diversity of children and families in educational institutions. A culturally sensitive, developmental perspective will be presented ranging from infancy through secondary education and culminating in the transition from school to the world of work. In addition, the particular policies and services regarding children and youth with illnesses and disabilities, and gay, lesbian, bisexual, and transgender persons will be reviewed.
- *Social Justice and Social Change.* Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and regions, and promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of private and public schools.

- *Promotion, Prevention, Treatment, and Rehabilitation.* These approaches are incorporated at all levels of practice in educational settings. This includes programs for the student and family, the organization and positive organizational culture in schools, and educational climates overall that promote children's development to their maximum potential. Additionally, characteristics of at-risk children and youth and their particular vulnerabilities will be highlighted. These risks will include school failure, suspension, and expulsion, “dropping out,” unplanned pregnancy, insufficient preparation for the work force, family roles, and group and individual violence. Related concerns will include prevention of substance abuse, prevention of the transmission of disease (especially sexually transmitted diseases), and promotion of healthy lifestyles and development. Characteristics that buffer children from these stressors and research on resilience will also be examined.
- *Behavioral and Social Science Research.* The role of the social worker as a consumer of research will be emphasized. Relevant sources will include not only those in social work, but also the theories and empirical studies in interdisciplinary fields, such as human development and education. In addition, relevant theories and findings regarding accountability for service, empirical validation of interventions, and overall evaluation of practice in educational settings will be covered.

4. RELATIONSHIP OF THE COURSE TO SOCIAL WORK ETHICS AND VALUES

Professional social work ethics will be reviewed focusing on their application to educational settings. Particular issues may include confidentiality of and access to records and services provided, especially to minors, access to independent services by children and youth without parental consent, appropriateness of service delivery with regard to the age and developmental stage of the target group, parental permission and knowledge regarding sex education, mandated reporting of child abuse, neglect, and truancy, and policies regarding expulsion and suspension from school.

5. 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, practice, 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 justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

6. COURSE DESIGN AND TEACHING METHODS

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays videos, guest presenters, and seminar techniques. 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.

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. We will appreciate your contributions to making this a safe and respectful learning experience.

7. REQUIRED TEXTS AND COURSE READINGS

There is one required text book for this course. The text is available at local bookstores and online and placed on reserve at Shapiro Undergraduate library. All other course readings will be posted on the canvas site for this course. Canvas readings can be downloaded, read electronically, or printed.

Allen-Meaers, P. (2010). *Social Work Services in Schools* (7th ed.). Boston, MA: Allyn and Bacon. ISBN: 978-0-205-91727-3 and 0-205-91727-5

8. APA FORMAT AND ACADEMIC HONESTY

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>

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 exception to this is for our take home final at the end of the term. The short answer and essay portions of the exam are based on our text, lectures, and required readings; there is no need to cite sources on the exam.

9. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

I invite any class member who has a disability that may affect his or her participation in this course to let me know. We can discuss possible modifications or accommodations in instructional format, assignments, etc. If you are in need of any accommodations, please let me know at your earliest convenience. Any information you provide is private and confidential and will be treated as such. [Additional information about accommodations for students with disabilities, as well as a list of appropriate accommodation forms, is available here.](#) Please present the appropriate paperwork at least two weeks prior to the need for the accommodation (test, project, etc.).

For more information, contact:

Services for Students with Disabilities

G-664 Haven Hall

505 South State St.

Phone: (734) 763-3000

Email: ssdoffice@umich.edu

10. Religious/Spiritual Observances

There are also a number of religious observances that occur during the term that will be relevant for some of you. We should discuss how we can allow you to practice your faith and meet course obligations. The University of Michigan, as an institution, does not observe religious holidays, however it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. [Please click here to find out more about student expectations around conflicts between](#)

the academic and religious calendars, as well as a non-exhaustive list of religious holidays.

11.POLICY ON INCOMPLETES AND LATE ASSIGNMENTS

A grade of “Incomplete” will be given in extenuating circumstances and in accordance with SSW and University policy. Please use canvas drop box for assignments #1 and #2. The final exam is due in hard copy in class. All assignments are due by class time on the due date assigned. Late assignments, i.e., those not gotten to me on the day due, will be reduced one half letter grade for each class session they are late. Please plan your work to have things completed on time and keep me informed if any problems arise.

12.COURSE ASSIGNMENTS AND GRADING

Several methods will be utilized to assess your learning and progress toward the class objectives. You will have some choice as to what combination of assignments you complete. These methods will include 2 papers, a group presentation, and a final exam. The relative weight of each assignment will be as follows:

Paper 1	20% (Due June 4)
Paper 2	30% (Due June 25)
Group Presentation	20% (Sign up 2 nd week of class)
<u>Final Exam</u>	<u>30% (Due July 23)</u>
Total	100%

13. CLASS ATTENDANCE, READING, AND PARTICIPATION

All are expected. Required readings are to be completed prior to class session. Required readings for each session are listed in the course outline. Any readings that are not in our required text are posted on our class canvas site in the weekly session module. Because school and special education policy is constantly evolving and I try to tailor readings to individual class interests as they evolve, occasionally I will swap out a reading. I will do my best to do this at least one week in advance.

In the unlikely event that you must miss class, please call or email to inform me about your absence. Missing more than two classes will result in

your grade being lowered one half letter grade. Missing additional classes may result in not being able to pass the course.

During class time, electronics use is permitted for note taking, accessing powerpoints and other course materials only. During the past few years, our classes have struggled with the use of electronics for non-class related activities such as browsing the web, social media, emailing, etc. While teaching I have found these activities very distracting and also disrespectful to peers. I expect that each student be fully present during class time. As social workers, teachers, and learners, we need to find ways to remain engaged even during times that may seem challenging, boring, or difficult. If you are not experiencing class as engaging, please take steps to take responsibility for your learning, by finding ways to engage and give feedback. I greatly value class dialogue, so feel free to step forward in a respectful manner if your learning needs are not being met. On this basis, if a student is using media for non-class related activities during class time, their final course grade will be lowered by ½ grade.

14. Additional Standard School and University Policies, Information and Resources

Safety and emergency preparedness:

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)764-7793 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 two emergency exits nearest the classroom.

Each SSW classroom is equipped with door locks. Pressing the Lock button (the only button located on inside of the door handle) to lock the door from within the room.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services (Room 1748) at (734) 936-0961 or via email at ssw-adacompliance@umich.edu.

[Click here to read more about the School of Social Work's emergency policies and procedures.](#)

Additional resources:

- [Report a hate crime or bias-related incident](#)
- [Register for UM Emergency Alerts](#)
- [View the annual Campus Safety Statement](#)

Mental health and well being:

The University of Michigan is committed to advancing the mental health and well being of all students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact:

- [Counseling and Psychological Services](#) (CAPS) at (734) 764-8312
- The SSW embedded CAPS Counselor is Meghan Shaughnessy-Mogill, LLMSW. She is dedicated to supporting the wellbeing of social work students and the SSW community and offers short-term, solution-focused individual therapy. All services are free and confidential. Contact her at (734) 763-7894 or via email at mshaughm@umich.edu.
- [University Health Service](#) (UHS) at (734) 764-8320
- [Additional campus health and wellness resources](#)

The Office of Student Services' Health and Wellness Program provides supportive services to MSW students which promote wellness, self care and maintenance of a healthy academic and mental health balance, as well as to increase disability awareness.

- [SSW Health and Wellness Guide](#)
- Contact the Health and Wellness Program at ssw.wellness@umich.edu

Teaching evaluations:

Students are strongly encouraged to complete teaching evaluations at the end of each term. Teaching evaluations are administered via Canvas and will be emailed to students during the last week of classes. Student identity is completely anonymous, and instructors cannot view evaluation reports until after grades are submitted.

Proper use of names and pronouns:

All students will be referred to by the names and pronouns they use (e.g. she, they, ze, he). If you have a name that differs from the one that appears on the roster, please inform the instructor before the second class period so that they use your correct name and pronouns. [Students can designate their personal pronouns on the class roster via Wolverine Access](#): Student Business > Campus Personal Information > Gender Identity.

There are two inclusive restrooms in the SSW building: room 1784 (1st floor, near Registrar's Office) and B833T (Lower Level). [Click here for the Spectrum Center's map of gender inclusive restrooms on campus.](#)

Military deployment:

[Please click here for more information and resources for students called to Active Duty status while enrolled at the University of Michigan.](#)

Writing skills and expectations:

Strong writing and communication skills are essential to students' academic success and professional career. The Writing Coordinator for the School of Social Work is open to meeting with students during any phase of the writing process. The Writing Coordinator's office is housed within the Career Services Office. The Career Services Office also offers workshops, resources and individual assistance to help improve skills and confidence in written communication.

For more information or to schedule an appointment, contact:

SSW Writing Assistance
Career Services (Room 1696)
1080 S University Ave.

Phone: (734) 763-6259

Email: ssw-cso@umich.edu

APA formatting:

Any social work assignments presented as professional papers or presentations should utilize APA formatting. Review the [MLibrary APA Citation Guide](#) as needed. [The Purdue Owl website is another helpful resource for assistance with APA formatting.](#)

Academic integrity and plagiarism

Plagiarism is prohibited in any academic writing at the University of Michigan. [More information on academic integrity policies can be found in the MSW Student Guide.](#)

15. ASSIGNMENTS

FINAL EXAM

The final exam will be used to assess your learning in the areas of the history of school social work, school law, special education processes and procedures, and current policy issues. The exam will be given out in class on July 9 and due in class on July 23. It will constitute 30% of your final grade.

PAPERS

Two papers will account for 50% of your grade in this course. These papers are described below. Use 12 foot, double spaced, with one inch margins. Use APA style for references; please see the section on APA style above and citations above. The Office of Career Services has excellent writing assistance. I encourage you to use their services as the need arises. Grading will be based on mastery of assignment content, organization, and scholarly presentation.

Paper #1: Due June 4, 3-5 pages, 20% of course grade

My School Experience - This paper is a personal exploration of your experience as a student K-12. Divide that experience into three categories: Peers, Teachers, and Other Activities. Then describe the best and worst of your experience with respect to each category. For Other Activities, think of clubs, sports, specialists (such as: school social workers, art or music teachers, band, sports, principals, school resource officers, school

psychologists, counselors, etc.). You may also include information related to work, faith based, or volunteer experiences. Finally, reflect on how your school experience may inform your school social work practice. This should include thoughts about your future practice behaviors, critical reflections related to Privilege, Oppression, Diversity, and Social Justice and social work ethics. Please remember to include introductory and concluding paragraphs. Since this is a personal exploration, you may write in the first person and do not need to include citations.

Paper #2: Due June 25, 7-8 pages, 30% of course grade, three options

Option 1: Assessment and School Social Work Service Plan Assignment

Choose a student and family you are working with in your field placement if you are in a school. If you are not placed in a school setting, but would like to write about one of the youth you are serving in your field placement, you may do so. However, please keep the focus of this assessment and planning paper on the student's school performance. First, write a brief assessment describing the student, the student's circumstances, social environment, and the presenting school related problem. Include a discussion of a broad range of experiences, personal characteristics, and background variable that influence the student's learning and development including reciprocal and diverse influences of home, school, and community.

Using assessment and intervention planning skills, including practice skills for identifying factors that enhance strengths, resilience, and protection from adversity, and that diminish education and developmental risks, present a plan/strategy for providing services to that student(s) with respect to the presenting situation. Research and describe evidence based practices relevant to intervening with the student and/or presenting problem. Articulate at least two goals with objectives for that student, which might be included in the student's IEP. Discuss specifically how these goals and objectives are individualized to the specific needs of the student. Describe how parents/caregivers will be included. Demonstrate knowledge of various professional educational roles that promote successful collaboration in school setting by discussing individuals, agencies, and referrals you would consult or collaborate with in the development and implementation of the plan. In order to document your research of evidence

based practices, reference at minimum two relevant, peer reviewed journal articles or book chapters.

Please remember to include introductory and concluding sections to your paper. To protect confidentiality, change or omit, identifying information such as name of student, school, specific community etc.

Option 2: Write a Draft School Social Work Policy

Choose a potential school crisis or problem. Research approaches and strategies for responding to such a crisis or problem in a school. For example, search the literature, inquire with schools about policies that may exist, review local, state, or federal related policy, and/or identify a situation/crisis reported in the media and use that for as an example of what to do and what not to do. In order to document your research, reference at minimum two relevant, peer reviewed journal articles or book chapters. Describe the important aspects and concerns in such a situation. Finish with a draft of a comprehensive policy focused on the school social work aspect of an effective response in such a situation that outlines a step-by-step response at the school and/or individual student level. School problems/crises that would be appropriate include: student suicide or suicide risk, suspected abuse or neglect, increasing academic achievement for at-risk students, decreasing school dropout rates, school policy related to GSA's (gay-straight alliances), pervasive teasing/bullying, school disciplinary policies, school refusal/phobia, drug use/dealing, aggressive/violent student behavior, etc. In order to document your research, please reference at minimum two relevant peer reviewed journal articles or book chapters. Please remember to include introductory and concluding sections to your paper.

Option 3:

Attend a school board meeting. In preparation for your attendance, research current "hot topics" on the school board's agenda. You may use local and community sources such as newspaper articles, conversations with parents, students, school board members etc. After attending the meeting, choose one of the agenda items as a foundation for a policy brief. The policy brief should include a title page, executive summary (1-2 paragraphs), context and relevance of the problem, critique of policy option (s), policy recommendations, sources consulted or recommended. Policy briefs often include appendices but for the purpose of this assignment, appendices are not required. (Source: Young and Quinn, LGI training). For additional details see: <http://www.policy.hu/ipf/fel-pubs/samples/PolicyBrief->

described.pdf. Please specify what school board meeting you attended including the date. In order to document your research, reference at minimum two relevant, peer reviewed journal articles or book chapters. Please remember to include introductory and concluding sections to your paper.

Small Group Project: 20% of Course Grade, Two Options (Sign up in class)

Option 1: *Presentation - Vulnerable Student Population*

Prepare and present to the class on a population of school students that are vulnerable to poor school outcomes, and are therefore the focus of social work services in schools. For example, such student populations include: immigrant, refugee, or ESL students, LGBTQ students, students from low income families, students who are members of discriminated race/ethnicity groups, or students with learning, cognitive, physical or psychological/emotional/behavioral struggles. This list is by no means exhaustive, if you have a vulnerable population of students in mind please get with me to discuss whether it is an appropriate group topic. Groups include 2 students. You may be given class time to work on this project during the semester, but will be expected to meet outside of class to prepare. Below is a list of the group project expectations, which will also serve as the grading criteria:

1. Class presentation – The presentation should be approximately 20 minutes in length, followed by 10-15 minutes of class questions/discussion. The presentation may take on varied formats, PowerPoint, Role Play, Talk Show, School Meeting, etc. The presentation should define and describe the central concepts and issues related to the specific population of vulnerable students (25%), and then present either a more in-depth analysis of the issues or intervention/prevention strategies or practice principals for school social workers (25%). Provide the class with an original handout related to your presentation (25%). Please provide me with materials from the preparation of your presentation such as: presentation outline, slides, speaker notes, handouts, etc.
2. Two journal articles or chapters per group member – The content of the presentation should draw from a minimum of two references per group member (25%). Please provide me with a reference list.

Option 2 - Policy Presentation

Choose and research an important policy issue impacting education in America today. Within your small group, discuss possible positions related to the policy. From your research and small group discussions, present information about the policy in class. Prepare a brief- one page or so - handout to include basic information about the issue and making a case for the group's position on the issue. If group members arrive at different positions, include, in an organized fashion, the various positions in your presentation and handout. Lead a class discussion related to the policy issue and possible positions related to the topic.

Here are three suggested topics and positions:

Identification of students who experience trauma under IDEA:

Being exposed to trauma creates education risk that can be disabling so they should be identified and served under IDEA

Labeling children who have been impacted by trauma as disabled under IDEA further victimizes and marginalizes them.

School Choice Policies:

School Choice is Good for Students, Should be Expanded, Here's Why
School Choice is Bad for Students, Should be Ended, Here's Why

An Inclusion Discussion:

Inclusion Should be Implemented for all Students

Inclusion Should be Limited and Special Classrooms and Programs Expanded

Grading for this assignment will include the following areas. Preparation will account for 30%, which should include drawing from a minimum of two references per group member. Please provide me with a reference list. The coherence and presentation of the policy issue will be 20%. How your group engages and leads the class discussion will be 20%. Finally, your original handout will account for 30% of your group's grade.

Small Group Project: 20% of Course Grade, Two Options (Sign up in class)

Option 1: *Presentation - Vulnerable Student Population*

Prepare and present to the class on a population of school students that are vulnerable to poor school outcomes, and are therefore the focus of social work services in schools. For example, such student populations include: immigrant, refugee, or ESL students, LGBTQ students, students from low income families, students who are members of discriminated race/ethnicity groups, or students with learning, cognitive, physical or psychological/emotional/behavioral struggles. This list is by no means exhaustive, if you have a vulnerable population of students in mind please get with me to discuss whether it is an appropriate group topic. Groups include 2 students. You may be given class time to work on this project during the semester, but will be expected to meet outside of class to prepare. Below is a list of the group project expectations, which will also serve as the grading criteria:

3. Class presentation – The presentation should be approximately 20 minutes in length, followed by 10-15 minutes of class questions/discussion. The presentation may take on varied formats, PowerPoint, Role Play, Talk Show, School Meeting, etc. The presentation should define and describe the central concepts and issues related to the specific population of vulnerable students (25%), and then present either a more in-depth analysis of the issues or intervention/prevention strategies or practice principals for school social workers (25%). Provide the class with an original handout related to your presentation (25%). Please provide me with materials from the preparation of your presentation such as: presentation outline, slides, speaker notes, handouts, etc.
4. Two journal articles or chapters per group member – The content of the presentation should draw from a minimum of two references per group member (25%). Please provide me with a reference list.

Option 2 - *Policy Presentation*

Choose and research an important policy issue impacting education in America today. Within your small group, discuss possible positions related to the policy. From your research and small group discussions, present information about the policy in class. Prepare a brief- one page or so - handout to include basic information about the issue and making a case for the group's position on the issue. If group members arrive at different positions, include, in an organized fashion, the various positions in your presentation and handout. Lead a class discussion related to the policy issue and possible positions related to the topic.

Here are three suggested topics and positions:

Zero Tolerance Policies:

Zero Tolerance Policies in schools can be Good for Students, They Should Be Improved, and Here's Why and How

Zero Tolerance Policies are Bad for Students, They Should Be Ended, Here's Why

School Choice Policies:

School Choice is Good for Students, Should be Expanded, Here's Why
School Choice is Bad for Students, Should be Ended, Here's Why

An Inclusion Discussion:

Inclusion Should be Implemented for all Students

Inclusion Should be Limited and Special Classrooms and Programs Expanded

Grading for this assignment will include the following areas. Preparation will account for 40%, which should include drawing from a minimum of two references per group member. Please provide me with a reference list. The coherence and presentation of the policy issue will be 20%. How your group engages and leads the class discussion will be 20%. Finally, your original handout will account for 20% of your group's grade.

TENTATIVE COURSE OUTLINE

Class 1 - May 14 Course Introduction (No Assigned Readings)

Topic A - The plan – syllabus and assignments

Topic B - Overviews of course and school social work

Topic C - Social Work in Educational Settings (ppt slides)

Class 2 - May 21 Current Educational Context/ Social Work Roles

Topic A - History and Roles of School Social Workers

Topic B - School context including building collaborative relationships with teachers

Topic C- Cultural Self-Assessment

Reading 1 - Chapters 1 & 2 – Allen-Meares

Reading 2 - NASW (2002). *Standards for social work services in the schools*. Washington, DC: NASW

Reading 3- Chapters 1-2 Hays, P. (2001) "Addressing Cultural

Complexities in Practice". Washington, DC: American Psychological Association

Class 3 - May 28 School Law, Special Education Law

- Topic A - School Law
- Topic B- Special Education Law

Reading 1 Chapters 9 and 10 Allen-Meares

Class 4- June 4 Social Emotional Learning/Trauma Informed Practice/ Curriculum (Paper #1 Due)

- Topic A - Social Emotional Learning
- Topic B- Trauma Informed Practice
- Topic C - Curriculum

Reading 1- Chapter 4- Allen-Meares

Reading 2- Chapter 1&3 Wolpol. R., Johnson, M., Hertel, R., & Kincaid. S. (2009). The heart of learning and teaching: Compassion, resilience, and academic success. Olympia, WA: Washington Office of the Superintendent of Public Instruction.

Class 5- June 11 Students with Special Needs/Early Intervention Law, Policy, Evaluation, Service Delivery

Reading 1- Chapter 9- Allen-Meares

Reading 2 – Whitted, R., Malcolm C., Constable R., and Massat, C. (2009) “Educational Mandates for Children with Disabilities: School Policies, Case Law, and the School Social Worker”

<http://www.whittedtakiffaw.com/resources/publications/educational-mandates-children-disabilities-disabilities/>

Reading 3 (Disparate Access) Skiba, J. (2006) Disparate Access: The Disproportionality of African American Students with Disabilities Across Educational Environments. Exceptional Children Vol. 72, pp. 411-424.

Reading 4 -The Short and Sweet Guide to IEP: National Center of Child and Youth Disability <https://www.parentcenterhub.org/iep-overview/>

Class 6 - June 18 Securing Equal Educational Opportunity/RTI and Discipline Under IDEA

- Topic A - Educational Opportunity
- Topic B - Evaluating and Building Positive School Climate
- Topic C- Implementing and Evaluating Response to Intervention
- Topic D- Discipline/Codes of Conduct/Discipline Under IDEA

Reading 1 - Chapters 5 and 6- Allen-Meaers
Reading 2- Lee, S. et al., A meta-analysis of the effect of school-based anti-bullying programs.J Child Health Care. 2015 Jun;19(2):136-53
Reading 3 - (GLSEN School Climate Report Executive Summary, 2017)

Class 7- June 25 Students with Special Needs: Autism Spectrum Disorders (2nd Paper Due)

- Topic A - Definitions, Evaluation, Intervention
- Topic B - Parent Perspectives

Readings - Autism Readings on canvas (Module 7)

Class 8 - July 2 Students with Special Needs: Emotional Impairment: Mandates, Service Delivery

- Topic A - Assessment
- Topic B - Service Delivery to Emotionally Impaired Students

Reading 1 -(Michigan Rules) Revised Administrative Rules for Special Education

Reading 2 – Mckenna et al (2018) The Responsible Inclusion of Students Receiving Special Education Services for Emotional Disturbance: Unraveling the Practice to Research Gap

Reading 3- Allen-Meares, Chapter 11

Reading 4- “Compton Unified sued for allegedly failing to address trauma-affected students”

<http://www.latimes.com/local/lanow/la-me-ln-trauma-school-lawsuit-20150518-story.html>

**Class 8 - July 9 School Social Worker and Teachers Collaborate-
Joint Session with School of Education Students**

(Activities and Readings to be announced)

Class 9 - July 16 The Impact of Substances

Topic - Fetal Alcohol Spectrum Disorder

Readings - UM FASD Presentation Packet on canvas

Class 11- July 23 Writing Effective Evaluations and IEPs (Exam Due)

Topic- Writing effective evaluation reports and IEP

Reading 1- Letendre, J. (2006). “Guidelines for Writing an Effective Service Plan for Children with Disabilities” in C. Franklin, M.B. Harris, & P. Allen-Meares (Eds.), “The School Services Source Book” (pp.935-944). New York: Oxford University Press

Reading 2 -MET and IEP sample documents on canvas