S.W. 642 - Social Work in Educational Settings
Winter Term 2003

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Course Outline
This class offers an overview to social work practice in the school setting. Students will be introduced to the educational system from the national, state and local levels. The complexities of working in a host setting will be discussed. Special emphasis will be placed on understanding the laws, the rules and the procedures that pertain to special education. The course will address methods for prevention and intervention with children of all ages and ability levels. The course will also pay special attention to looking at the tools that social workers have available to them as school social workers. Emerging trends in the field,(including inclusion, experiential learning, violence prevention, charter schools,) and current policies (including zero tolerance, privatization, voucher system, State takeover of school districts, weapons legislation) will also be included in our discussions.
An experiential approach to teaching will be a primary teaching tool in this class; come prepared to actively engage in class discussions, activities and presentations in small groups.

Course Objectives
Upon completion of the course, students will be able to:

- Describe 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.
- Describe the processes of educational policy formulation, especially those related to needs and problems experienced by populations at risk.
- Analyze at least one major issue or policy in contemporary education in the U.S. and develop implications for social work intervention.
- Explain the various roles and functions of social workers working in educational settings; these may include: conflict mediation, advocacy on behalf of students and their families, treatment and interdisciplinary treatment planning, referral, outreach, cultural adjustment, and leadership in the enhancement of educational policies and programs.
- Describe federal and state programs that offer possibilities for enhancement of local school programs.
- Work effectively with professionals and lay persons in other social agencies, such as juvenile courts, health and mental health, child welfare, and public social services.
- Discuss typical ethical concerns related to social work in educational settings.
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. The role of the worker as a change agent will be reviewed and discussed in the course.

- **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.

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.

Course Resources
1. **Course Pack,** Social Work in School Settings, 2003, will be our class workbook. You will be expected to bring it to every class session. It is available at the Michigan Union Bookstore. A copy of the coursepack as well as some of the other written resources will be made available in the Social Work Library. The "Alvarez" library also will have personal copies available for perusal.

2. **Readings** from the following texts, will be required and/or recommended throughout the semester. (Depending on your interests and resources, you may want to purchase some of the following relevant books):
Savage Inequalities and Ordinary Resurrection by Jonathan Kozol, 1991  
Exceptional Lives: Special Education in Today’s Schools by Turnbull, Turnbull, Shank and Leal,  

3. **Course Tools site** available for students registered in this class. The site access is https://coursetools.ummu.umich.edu/2003/winter/swps/642/001.nsf. You will be expected to check the site on a regular basis. Many resources will be made available on this site.

4. The **NASW Journal, Children and Schools**, available in our library.

**Course Expectations**

This three credit class will meet for thirteen sessions. Every session will offer an abundance of information. **Out of class reading and preparation is essential.** These are my expectations:

1. **Attendance and participation** (This will account for 30% of your final grade)  
Due to the experiential nature of the class format, many learning opportunities will be offered in the classroom. Therefore, your attendance is as mandatory as I can make it. I define participation as one's ability to involve oneself in all aspects of the class, in lectures and discussions, in small group activities, in experiential challenges, in the readings and in the assignments. Your presence and how you interact in the class will strongly influence how much you learn.

   **Note:** Missing more than one class session will likely make an A grade out of reach.

2. **Reflections and exam** (30% of your final grade)  
4 Reflection/Journal Entries. I find great value in reflection papers. Having you reflect allows me to take a peek at how you learn from experiences you partake in and how you are able to write about them. The goal here is to have the writer analyze her/his feelings and thoughts about an issue of significance in our profession. More in class.

   Completing and correcting the Exam. This take home exam will cover legislation, rules and processes affecting the education of the child with disabilities as discussed in the text, in supplementary readings as well as in lectures and discussions. More on the process in class.

3. **The Final Project** (40% of your final grade)

   Options:
   a) An I-Search paper. More in class.
   b) A Point-Counterpoint presentation. More in class  
c) The Analysis of a Public School. More in class
# Schedule of Sessions and Requirements

**SW 642**  
**Winter 2003**  
**alvarez**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
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| Jan.  8| 1       | Creating our learning environment  
Overview  
Rules, Expectations, Assignments,  
Primary Partners  
State Designation |
| Jan. 15| 2       | History & Future of School Social Work  
Lozano School Video  
Paper 1 due  
Join a group…choose a topic for Final Project |
| Jan. 22| 3       | Our Educational System  
Organization of Schools  
Current Issues in Education  
Proposal & presentation date due |
| Jan. 29| 4       | Models of School Social Work Practice  
Social Work Role  
The Wave |
| Feb.  5 | 5       | The Laws in Education  
Special Education  
Tom Koepke |
| Feb. 12| 6       | Inclusion  
Educating Peter  
Paper 2 due |
| Feb. 19| 7       | Special Education Procedures  
FBA's and PBIP's  
Manifestation Determinations  
EI/AI Evaluations  
Gary Stauffer  
Hand out exam |
| Mar.  5 | 8       | Best Practice: Assessments…Point A…Environment  
Adventure-Based Practice |
| Mar. 12| 9       | Best Practice: Assessments/ Interventions  
Classroom Interventions  
Correct exam |
| Mar. 19| 10      | Best Practice: Interventions  
Paper 3 due  
2 Presentation slots |
| Mar. 26| 11      | Fiesta!!!! |
| Apr. 2 | 12      | Best Practice: Interventions |
2 Presentation slot

13 Apr. 9  Best Practice: Evaluations
          1 Presentation slot

14 Apr. 16 Final Pointers
       Evaluation of Class Experience
       Paper 4 due

Summary of due dates of assignments:
First paper        Jan. 15
Second paper       Feb. 12
Third paper        March 19
Fourth paper       April 16
Exam…handed out    Feb. 19
                  Collected/corrected    Mar. 12

Final Project:
Group/Topic Selected        Jan. 15
Proposal submitted          Jan. 22
Presentation                TBD
Written report due           at time of presentation
Note: The journal Children and Schools, formerly called Social Work in Education, is available at the library, and contains current articles about the practice of school social work around the country. It is important to read as many of these as feasible, during the term, to keep abreast of the current issues facing school social workers. Also the following web sites offer connection to other school social workers in the country:

http://www.sswaa.org/
http://www.socialworkers.org/sections/SSW/default.htm
http://www.doe.state.in.us/sservices/midwest.htm

Finally, I regularly add to the Coursertools site readings, discussion topics and web sites that will prove useful to us during our conversations. Stay on top of the site.

**Session 1 Creating our Learning Environment**
Developing an environment conducive to optimal learning is a critical step for us, as a class, to take. Opportunities will be offered for all of us to become aware of our environment and the resources present in it. An overview of the course will also be presented and the expectations for all of us delineated.

**Course pack: Section C.4: Adventure/experiential-Based SW Practice**

**Session 2 The History and Future of School Social Work**
A discussion on the history of school social work, and the implication of that history on school social work practice today. A discussion and an exercise around current trends will follow. Paper 1 due

**Course pack: Section C.2: History of SW in Education**
**Meares Part I**
**Franklin, C. (Jan 2000). Predicting the Future of SSW Practice in the New Millennium. SW in Ed., 22, No.1**
**Franklin, C (Oct. 1998). One Hundred Years of Innovative Ideas about Practice. SW in Ed, 20, No.4**
**Franklin, C (April 2000). Ready for Change? SW in Ed., 22, No. 2**
Freeman Chapters 43-44
Constable Section I (pp.1-72)

**Session 3 Our Educational System**
A presentation on the big educational picture to understand the impact of International, National and State laws and goals on the local school district and on school social work.

**Course pack: Section C.1; Section A: all of A.1, skim all of A.3**
**Kozol, J (1992) Savage Inequalities or Ordinary Resurrections**
**Criticisms of Public Education. Presented to the Prismatic Club March '96, Ed 649 Jan '99. On reserve**
Session 4  Models of Social Work Practice
There is not one clear model nationwide for the practice of school social work. Simplistically stated, every school social worker I know provides a unique approach to school social work. We will discuss a few of the models offered. Attention will be placed on a macro approach currently being attempted in Detroit.

** Course pack: Section C.3; Section D: D.2
**Course tools Site: Musings in Adventure Therapy
** Meares Part II; Chapters 11, 12
** Constable Section II
Lum, D. 1996. Chapter 5. From SW Practice & People of Color

Who is our client? What is our role?
There will be an attempt to define who our client is. Also a discussion on the role of the school social worker. Perspectives are plentiful and will be presented and discussed.

** Meares Part III
** CP Section B.6;
** Franklin, C (July 2000). Rethinking Our Roles with Teachers. SW in Ed., 22, No.3
Allen-Meares (Jan 1993). Pull and Push: Clinical or Macro Interventions in Schools. SW in Ed., 15, No.1, 3-4
Chapter 11: Special Populations. From Experiential Learning Kraft & Kielsmeier
** Constable Chapters 12, 13, 14

Session 5  The Laws in Education
Much of the current work of the SSWer centers around the needs of children receiving special education services. Therefore attention will be placed on the laws that mandate this service. There is also a growing number of SSWers who work with “the at-risk” population. We will also cover the legislation that has made this happen.

** Course pack: Section A: A.1, A.2, A.3; Section D: D.3 pp. 1-2, 3-4, 5-9, 10-16; Section C.5
** Either Turnbull: Chapters 1 & 2 or Salend: Part 1
** Meares Part III
The Section Connection (Dec 1999) SSW Services: A Wise Investment in …, 5, No. 3. On reserve
http://www.ideapractices.org

Session 6  Inclusion;
A video will be used to trigger a discussion about inclusion and its value. Paper 2 due
** Course pack: Section C.4 and 8
** Either Turnbull: Chapter 3 or Salend: Chapter 1
** Meares Chapter 11.
** Constable Chapters 15, 16, 17
Session 7  Special Education Procedures;
A presentation of special education procedures that are commonly used nationwide. These will include EI and AI evaluations, FBA's, PBIP's, and Manifestation Procedures. Gary Stauffer, School Social Worker with Monroe County ISD will join us. Exam will be handed out

** Course pack: Section B: B.1; B.2; B.3; B.4; B.5; Section C.6; Section D.1;
** Turnbull: Chapters 5, 10

Session 8  Assessments…Point A…Environments
John: A look at how an assessment process might proceed in a school. Scenarios. Adventure tools to help with assessments. Exam will be corrected.

** Course pack: C.7 and 8
** Salend: Part 2

Session 9  More on assessments. How do we intervene? With whom?
We will take a look at who we intervene with, at what level and how. Also may look at various school models of prevention and intervention programs

** Meares  Chapter 12
** Constable  Chapters 21-30
** CP  Section C.7

Adventure In The Classroom, Mary Henton

Bridges to Accessibility: A Primer for including persons with disabilities in Adventure Curricula, by
Mark D. Havens. Project Adventure. 1992

Adventures In Peacemaking: A Conflict Resolution Activity Guide for School-age Programs, By
William J. Kreidler and Lisa Furlong. Project Adventure. 1995

Please Talk With Me: A guide to teen-adult dialogue, Ronald J. Gaetano & Jim Grout. 1991


Session 10  Best Practice: Interventions
2 presentation slots

** SW in Ed Journal articles
** Do your own research of the web sites provided to give you a broad perspective of current interventions

Session 11  Fiesta
An opportunity to visit with a collection of practitioners, including School Social Workers, Counselors, Teachers, School Psychologists, etc.
Session 12  More on interventions
          2 presentation slots

Session 13  How do we evaluate our work? and why we need to
A discussion on school specific tools used for evaluation. Also a discussion on the need to evaluate the work that we do.

** Meares  Chapter 13
** CP      Section C.7; Section D
Woehrle, K.(January 2000). Interprofessional Practice in School-Based Programs: Lessons Learned from the Safe and Drug-free Schools Program in Ohio. SW in Ed., 22, No.1, pp.21-32
Lum, D.  Chapter 8 SW Practice & People of Color

Experiential Learning , Kraft & Kielsmeier, Ch. 14: Research & Evaluation of Experiential Learning.

Note: Many current issues of the Journal of Experiential Education contain good articles on the evaluation of adventure-based programs. Feel free to peruse those as well  1 Presentation slot

Session 14  Final Circle
Let us revisit some of our expectations and reflect on the opportunities for learning that were offered.
Final paper due