**LOYOLA UNIVERSITY CHICAGO**  
**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**School Social Work Policy and Practice 1: Systems, policies and practices**

**SOWK 609 (Current course number on books at LUC), Section XXX**

**Fall (Year)**

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**Instructor:** Name, pronouns

**Email:**

**Telephone:** 312

**Office Hours:**

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**Class Day and Time:**

**Class Location:**

**Credits/Length of Cours**e: 3 credits; one semester

**Method of Delivery: Face to face or** Online (synchronous or asynchronous)

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**COURSE DESCRIPTION**

This is the first of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, an appreciation of school social workers’ current and historical contributions to K-12 education, societal values underlying their role and an understanding of intervention in the school using a variety of modalities. Both semesters incorporate antiracist and anti-oppressive principles of practice. This course focuses on situating social work practice in the school setting, the policies that intersect with social work in the school context, and the steps involved in creating a system of care that includes direct service, consultation, advocacy, program development, evaluation, and the social worker's role in the special education process.  This course also addresses the relationship of social workers with stakeholders in the school, family and community systems.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) and Practice Behaviors (PB)

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| **EPAS 1** | Demonstrate Ethical and Professional Behavior | |
|  | **Assignment 1: Self recon assignment** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 4: Evidence-informed intervention analysis** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 5: Supervisor practice analysis** | Knowledge, Values, Skills |

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| **EPAS 2** | Engage Diversity and Difference in Practice | |
|  | **Assignment 1: Self recon assignment** | Knowledge, Values and Cognitive & Affective Processes |
|  | **Assignment 2: School recon assignment** | Knowledge, Values and Cognitive & Affective Processes |
|  | **Assignment 3: Policy problem identification and landscape analysis** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 6: School-level intervention plan** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **EPAS 3** | Advance Human Rights and Social, Economic, and Environmental Justice | |
|  | **Assignment 3: Policy problem identification and landscape analysis** | Knowledge, Values, Skills |
|  | **Assignment 6: School-level intervention plan** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **EPAS 4** | Engage in Practice-Informed Research and Research-Informed Practice | |
|  | **Assignment 4: Evidence-informed intervention analysis** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 6: School-level intervention plan** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **EPAS 5** | Engage in Policy Practice | |
|  | **Assignment 3: Policy problem identification and landscape analysis** | Knowledge, Values, Skills |
|  | **Assignment 6: School-level intervention plan** | Knowledge, Values, Skills |

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| **EPAS 6** | Engage with Individuals, Families, Groups, Organizations, and Communities | |
|  | **Assignment 2: School recon assignment** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 5: Supervisor practice analysis** | Knowledge, Values |

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| **EPAS 7** | Assess Individuals, Families, Groups, Organizations, and Communities | |
|  | **Assignment 4: Evidence-informed intervention analysis** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **EPAS 8** | Intervene with Individuals, Families, Groups, Organizations, and Communities | |
|  | **Assignment 4: Evidence-informed intervention analysis** | Knowledge, Values, Skills and Cognitive & Affective Processes |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [face-to-face or online (synchronously/asynchronously)] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback and track student’s grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered online. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browser such as Firefox. Tools such as Voice Thread work better with Firefox.
* Regular internet access for a minimum of 10 hrs./week (per course)
* Daily reliable high speed internet access
* Headphones with a working microphone
* Zoom (which can be accessed through our course Sakai site)
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Multimedia player such as Adobe Flash Player or Windows Media Player
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements.

**POLICIES & RESOURCES**

**LUC SSW MSW Student Handbook**

Please familiarize yourself with all content in the [LUC SSW MSW Student Handbook.](https://www.luc.edu/socialwork/student-support/forms/) Additional key information is noted below.

**Student Accommodations and Accessibility**

Students with special needs or difficulties in learning and/or completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided. A student who does not have documentation for their disability should contact the Student Accessibility Center at 773-508-3700 and SSWD@luc.edu as soon as possible or visit the [Student Accessibility Center](https://www.luc.edu/sac/registerwithsac/commonaccommodations/) website. Accommodations beyond those documented, may be provided at the discretion of the instructor. Students should refer to the [LUC SSW MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/) or contact the Student Accessibility Center regarding their rights and available resources pertaining to assistance with special needs or disabilities.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your Zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main log in on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing difference and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway for addressing your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).  It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions.  The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action.  Please visit the [Title IX at Loyola University Chicago Page](http://www.luc.edu/hr/titlenine.shtml) for more information regarding the University’s response to notifications of gender-based misconduct.  The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by: Allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to [Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Act and Privacy Rights) is a federal law that protects the privacy of students and educational records. To learn more about student’s privacy rights visit the [FERPA Act](https://www.luc.edu/regrec/ferpa.shtml) at Loyola University website or the [U.S Dept. of Education](https://ed.gov/policy/gen/reg/ferpa/index.html) website. Loyola University, e-mail and Learning Management System meet FERPA requirements.

**Third Party and FERPA**

Some assignments may require the use of public online websites, applications, social media and/or blogs among others. If a course requires students to participate in these types of activities the students can chose not to participate. In this case the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure.  Students are encouraged to visit the Writing Center website at <http://www.luc.edu/writing/home/> for additional information.  Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

## **Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk [ITSServiceDesk@luc.edu](mailto:ITSServiceDesk@luc.edu). Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

## **Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)  
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)  
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)  
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)  
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)  
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING, & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. For additional information on plagiarism, read <http://www.plagiarism.org/>

Plagiarism is a serious ethical violation, the consequences of which can be failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance in general is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance in general is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work is not satisfactory or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

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| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**DESCRIPTION OF ASSIGNMENTS**

Assignments for our course are made up of a series of mostly short papers intended to support your day to day work in the school setting. Our grading criteria reflect an intentional emphasis on connection to K-12 schools, engagement with evidence, and professional reflection.

Assignments, contribution to final course grade and due dates

1 Self recon assignment 10% First day of class

2 School recon assignment 10% End of M2 week 2

3 Policy problem identification and landscape 20% End of M4 week 1

analysis

4 Evidence-informed intervention analysis 20% End of M6 week 1

5 Supervisor practice analysis 15% End of M7 week 2

6 School-level intervention plan 15% Finals week

Class attendance and participation 10%

**Assignment 1: Self Recon assignment. Please submit and be ready to discuss by the time our first class session begins.**

In keeping with the assigned reading for module 1 (Kelly et al., Chapter 2: “Moving through a land of wonders wild and new”), and as you begin your field placements in school settings, please complete a self-assessment focused on your positionality as a school social worker. In this assignment, you will address issues such as your experiences in school, your motivation to work in schools, and your comfort with parts of the SSW role. Drawing from page 31 of the Kelly et al. chapter, please write a three to five page (double-spaced) paper that answers at least four of the questions posed on that specific page. Please note that there are no “right” or “wrong” answers to those questions. Rather, I expect authentic, detailed responses and not superficial, “nice” answers.

Grading criteria:

Responds thoughtfully and with sufficient detail to at least four 4 points

of the questions posed on page 31 of Kelly et al. chapter 2

Responses reflect author’s willingness to reflect honestly 4 points

and critically upon their positionality

Writing is clear, effectively organized, and well-edited 2 points

**Assignment 2: School recon paper, Due at the end of Module 2, week 2**

Like assignment 1, this paper draws from Kelly et al., chapter 2 in that it encourages you to engage in “recon” about your school placement setting and its environs. For this assignment, please explore your school physically and virtually, with the goal of identifying potential resources and areas for potential systemic and/or environmental intervention. Your paper should be 4-6 pages (double-spaced) in length, and should include a reference list (not included in page count) if you use any references.

First, please explore your school placement’s neighboring community. ​​Please conduct a driving or walking tour of your school’s immediate neighborhood as well as your school community’s nearest business district. Please note the community’s general physical condition and immediate surroundings of the school building, as well as the presence/absence of learning and wellness supports such as parks and recreation facilities, libraries, medical care providers, community organizations, YMCAs, grocery stores or public transportation stops. Please write up what you see, focusing on both strengths and areas of concern.

Second, please locate your individual school’s [Illinois Report Card](https://www.illinoisreportcard.com/). Please review and then summarize the information it contains, attending to any issues that stand out, but including the school’s demographic makeup, academic achievement rates, available supports for students. In your writeup, please address what you see as the school’s strengths and areas for improvement.

Finally, please write 1-2 paragraphs reflecting on these experiences: what you learned that you did not previously know about your school and its surrounding community, what resources might be present to support students and educators, and areas for possible systemic intervention that you saw.

Grading criteria:

Writeup addresses both the school community description and 4 points

the school report card review requirements of this assignment

Uses descriptive language rather than conclusive language 2 points

(For example, “empty playground at 3 pm” vs. “abandoned.”).

Demonstrates reflectiveness about connections between 2 points

information collected and author’s work with school.

Writing is clear, effectively organized, and well-edited 2 points

**Assignment 3: Policy problem identification and landscape analysis, Due at the end of module 4, week 1.**

This assignment is the first step of your development of a tier 1 intervention and/or school or district policy recommendation that will address issues of racial equity at your school site. Please identify a problem related to racial equity at your field site in one of the designated areas (discipline, school uniform rules, special education, attendance, teacher racial equity awareness and/or practice, services for ELL students, parent engagement, academic tracking, or staff and faculty diversity). Drawing from Kelly et al., chapter 19,  please 1) specify the “policy problem” or problematic current practice using a problem statement (p. 377-378), including evidence that has led you to determine that it is indeed a problem, 2) describe the policy’s or practice’s purpose and underlying values and beliefs ( p. 378-79), and 3) an analysis of the “policy landscape”  (p. 380-381).

Finally, please write an additional section of your paper that reviews items 1, 2 and 3 from a standpoint of antiracism, connecting your analysis specifically to readings in this or other courses on antiracism. Please note that this assignment does not seek recommendations or solutions; that will occur later in the semester. Please write a five to eight page (double-spaced) paper that includes all of these elements.

Grading criteria:

Problematic policy or practice is identified with sufficient 4 points

detail.

Policy’s purpose and underlying values and beliefs are 4 points

thoroughly described.

Landscape analysis explores key players and relevant relevant 4 points

issues and is connected to the problem definition.

Analyses are reviewed from the standpoint of antiracism. 4 points

Writing is clear, effectively organized, and well-edited. 4 points

**Assignment 4: Evidence-informed intervention analysis. Due at the end of module 6, week 1**

This paper capitalizes upon our course’s exploration of different interventions across the three tiers, and emphasizes the importance of using evidence-informed interventions (which have been used with the target population and analyzed for their effectiveness). This assignment’s goal is that you obtain and analyze a tier two or tier three intervention that is pertinent to the support needs for a student or students you work with at your field placement.

First, please identify a student and describe their support needs as you understand them. Please elaborate on the data (beyond your interactions with the student or other educators who work with them) you have reviewed to understand their current situation. Then, please locate an intervention that corresponds to this student’s needs. For this assignment, you are required to identify an intervention that researchers have tested on the target population and written about in a peer-reviewed, academic journal. Please describe and analyze this intervention using the SSWN framework (1.  What is this study about? 2. What did the researchers find? 3. Why (if at all) is this study important? 4.  What can school social workers do with this information and/or these tools?). Finally, please describe two or three takeaways from the intervention that you will  implement or have already implemented with this student.

Grading criteria:

Description of focal student includes relevant information from multiple 6 points

data sources, and identifies strengths as well as areas of need.

Description and analysis of selected, evidence-informed intervention 6 points

thoroughly uses SSWN assessment criteria.

Interventions author has used or has identified are clearly connected to 4 points

focal student’s identified needs and the intervention analyzed earlier

in this paper.

Writing is clear, effectively organized, and well-edited. 4 points

**Assignment 5: Supervisor practice analysis, Due at the end of module 7, week 2.**

Taking your own school and your supervisor as a case study, please analyze their practice with a focus on the extent of their engagement with 3-tier, MTSS work and school social work practice.  Then interview your supervisor about their perceptions of these issues as they relate to their practice, using the Behavioral Health Team (BHT) Readiness Tool that we will discuss in class earlier in the semester. This paper should be 3-5 pages (double-spaced) in length.

In your analysis, please include:

* A brief biographical description of your supervisor
* A description of how they characterize their role as a school social worker
* A summary of your work with your supervisor on the BHT tool, where you describe their work based on the school structures in this tool, including the three-tiered MTSS model.
* A discussion of your supervisor’s strengths related to the learning experiences you hope to have. What do you anticipate you’re going to learn from them? What questions or concerns do you have about learning experiences that might not be in their wheelhouse?

Grading criteria:

Description of supervisor includes biographical information and how they 4 points

see their role as an SSW.

Description of supervisor’s work in light of the BHT tool addresses school’s 8 points

strengths and weaknesses, as well as supervisor’s priorities.

Discussion of supervisor’s strengths related to your desired learning 4 points

experiences includes detail about what you anticipate for the year to come.

Writing is clear, effectively organized, and well-edited. 4 points

**Assignment 6: School-level intervention plan, Due finals week**

This assignment picks up from assignment 3, and is oriented toward identifying and assessing potential solutions that promote racial equity at your school site or district. Please review at least four interventions already used by others to respond to the problem you identified. These can come from peer-reviewed journal articles, organizational reports, or the popular press–wherever you can identify them. Then, please develop a plan that incorporates your learnings, in which you (and possibly your colleagues) could respond to the problem you identified. Please specify how you and others would respond, the setting for this intervention, the duration of the intervention, and the intended goals. Your intervention might take the form of a tier 1 intervention, programming or a policy recommendation to be made by school or district leaders. Please explicitly consider the pragmatic and political feasibility of this intervention–especially in light of the analysis of the problem you did for assignment 3. As you conclude your paper, please debrief what this experience was like given your own identities and how they may interface with the issue you addressed for this assignment.

Grading criteria:

Identifies and describes multiple interventions that address the problem 4 points

that the author identified in assignment 3.

Presents a plan that responds to the identified problem, including setting, 3 points

duration and intended goals.

Realistically addresses the proposed plan’s feasibility. 3 points

Author includes reflection on this experience given their own identities. 3 points

Writing is clear, effectively organized, and well-edited. 2 points

**Written assignment policy and practice**

Please submit your papers electronically via the Sakai assignments tab, including your name and the assignment in the file name (for example, Saldaña\_memo\_1.docx). Please do not submit google docs for written assignments.

I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. I understand that alternative arrangements may be needed, even more than once. If you need to extend an assignment’s due date, by a little or by a lot, we will negotiate a workable date and time.

Late assignment submissions will be accepted without penalty if a) you make a written request for an extension at least two hours before the paper is due; or b) there is an illness, personal or family emergency that prevents you from turning in your paper. If you request an extension, you are not required to explain why. When you request an extension, please also propose an alternate date and time when you would like to submit the paper, to which I’ll respond to confirm. Papers turned in after the agreed-upon, revised date and time without further communication from you will be considered late. Late submissions that don’t meet the descriptions above will be assessed a 5% penalty.

**Assignment grading, return and option to revise**

Revisions are a great way to strengthen your written work once you have received feedback on it. You have the opportunity to revise your work on all assignments other than assignment 6 (due finals week). If you opt to revise, I encourage you to do so within the first week that you receive it back from me, so that you can receive feedback on your revised work that can in turn guide your subsequent writing for our class. All revised papers are due by (last Friday when classes meet), at 6 pm at the very latest. While I encourage revisions, they do not necessarily guarantee a higher grade on the paper.

**REQUIRED TEXT**

Kelly, M.S., Massat, C., & Constable, R. (2021). *School social work: Practice, policy, & research*. (9th Ed.) Oxford University Press.

All other required readings may be found as electronic posts or links  under our course Sakai site’s weekly course schedule.

**RECOMMENDED TEXTS**

There are no recommended texts or readings for this course.

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#### **COURSE SCHEDULE**

**Module 1: Course introduction and framework (one week)**

This module introduces students to the course sequence’s frameworks and the unique practice setting of P-12 schools.

Module objectives:

* Students will connect this course’s overarching frameworks (person-in-environment, anti-racism and anti-oppression, national school social work model) to the specialty area of school social work.
* Students will develop a deeper orientation toward the school environment in which they are placed.
* Students will consider the interface between social work ethics and the school environment.
* Students will begin to understand and develop their unique voice and contributions as a school social worker

Required Readings:

From Kelly et al. text:

* Chapter 2 (“Moving Through a Land of Wonders Wild and New”: Grounding School Social Work Practice in an Organizational, Ecosystemic Understanding of the School)
* Definitions of related to antiracism and antioppresssion, Pages 139-141

Crutchfield, J., Phillippo, K. L., & Frey, A. (2020). Structural racism in schools: A view through the lens of the national school social work practice model. *Children & Schools*, *42*(3), 187-193.

National Association of Social Work Delegate Assembly (2017), [NASW Code of Ethics](https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English).

Mitchell, B., Frey, A., & Kelly, M. S. (2021). Certification and professional preparation of school social workers, school psychologists, and school counselors. *Children & Schools*, *43*(3), 167-174.

In class activity: Intersecting identities

Recommended reading: Frey, A.J., Alvarez, M.E., Dupper, D.R., Sabatino, C.A., Lindsey, B.C., Raines, J.C., Streeck, F., McInerney, A., Norris, M.A. (2013). [School social work practice model overview: Improving academic and behavioral outcomes.](https://docs.wixstatic.com/ugd/426a18_09cc4457882b4138bb70d3654a0b87bc.pdf) School Social Work Association of America.

**Module 2: School Social Work and the P-12 School, Over Time (two weeks)**

This module immerses students in learning about P-12 schools to support their practice in this setting.

Module objectives:

* Students will deepen their knowledge of school social work history and identify enduring and changed principles of SSW.
* Students will learn key elements of schools as organizations and their relevance to SSW practice.
* Students will gain familiarity with models of public school governance.
* Students will gain understanding of significant issues and tensions impacting the educational landscape in K-12 schools

Module 2 Week 1: The history of social work in schools and its connections to contemporary practice demands and dilemmas

Required readings:

Tyack, D. (1976). Success story: The administrative progressives. From *The one best system: A history of American urban education* (p. 182-186).

Costin, L. B. (1969). A historical review of school social work. *Social Casework*, *50*(8), 439-453.

Gherardi, S. A. (2017). Policy windows in school social work: History, practice implications, and new directions. *School Social Work Journal*, *42* (1), 37-54.

Phillippo, K. & Blosser, A. (2013). Specialty practice or interstitial practice? A reconsideration of school social work’s past and present.*Children & Schools, 35*(1), 19-31.

Allen-Meares, P. (1994). Social work services in schools: A national study of entry-level tasks. *Social Work*, *39*(5), 560-565.

Recommended:

<https://www.hhs.gov/sites/default/files/surgeon-general-youth-mental-health-advisory.pdf>

Module 2 Week 2: Understanding the current landscape of P-12 schools and schools as organizations

#### Required readings:

#### Baker, B. D. (2018). Educational Inequality and School Finance: Why Money Matters for America's Students. Cambridge, MA: Harvard Education Press. (Chapter 1)

Labaree, D. (2010). From citizens to consumers. In *Someone has to fail: The zero-sum game of public schooling* (Chapter 1, pages 10-41).

#### Deschenes, S., Cuban, L., & Tyack, D. (2001). Mismatch: Historical perspectives on schools and students who don't fit them. Teachers College Record, 103(4), 525-547.

Delpit, L. D. (2011). The silenced dialogue. *Thinking about Schools: A Foundations of Education Reader*, 157-175.

Kelly et al. text

* Chapter 18 (Using organizational analysis in schools)
* Will revisit chapter 2 in class (already read during module 1)

**Module 3: Key educational and social policies that relate to school social work practice (three weeks)**

This module exposes students to policies they will encounter in their school placement setting, and introduces policy practice skills.

Module objectives:

* Students will learn about key macro and meso policies that shape student and educator experiences (e.g., discipline, immigration, child abuse and neglect reporting, confidentiality).
* Students will connect these policies to SSW-relevant responsibilities (special ed assessment, school discipline) from an anti-racist/anti-oppressive perspective.
* Students will gain greater familiarity with SSWs’ policy practice role.
* Students will explore their policy- and school-driven policy responsibilities from a social work ethics perspective.

Module 3 Week 1: Consent, privacy and confidentiality, housing status, immigration, suspected abuse and neglect

Required readings:

Kelly et al. text:

* Ch. 6 (Ethical and Legal Complexities of Confidentiality for School Social Workers)
* Ch. 11 (Policy and law affecting school social work with marginalized populations)

Children’s Justice Task Force (2020). [Manual for Mandated Reporters.](https://www2.illinois.gov/dcfs/safekids/reporting/Documents/cfs_1050-21_mandated_reporter_manual.pdf)

VanBergeijk, E. (2013). Identifying abuse and neglect strategies within a school setting. From School Services Sourcebook.

Sulkowski, M. L., & Joyce-Beaulieu, D. K. (2014). School-based service delivery for homeless students: Relevant laws and overcoming access barriers. *American Journal of Orthopsychiatry, 84*(6), 711–719.

​​NASW Commission on Education, [Position Statement on School Social Workers and Confidentiality.](https://www.socialworkers.org/LinkClick.aspx?fileticket=EGBGBOjqNFs%3D&portalid=0)

Recommended readings:

[McKinney-Vento Homeless Assistance Act](http://www2.ed.gov/policy/elsec/leg/esea02/pg116.html).

Pavlakis, A. E. (2018). Spaces, places, and policies: Contextualizing student homelessness. *Educational Researcher*, *47*(2), 134-141.

[Sanctuary Schools](https://www.learningforjustice.org/magazine/fall-2020/school-as-sanctuary)

[Erin’s Law](http://www.erinslaw.org/)

[Illinois Mental Health and Disabilities Code](http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ChapterID=34&ActID=1496)

Raines, J. (2021) Ethics in an Epidemic: Nine Issues to Consider.  *Children & Schools*, 43(2), 89–96

Module 3 Week 2: Special education policy and  Policy practice

Required reading:

From Kelly et al. text:

* Ch. 9 (Educational  mandates for children with disabilities)
* Ch. 13 (School Social Workers and the Special Education Process: From Assessment to Individualized Education Programs to School Social Work Services)
* Ch. 19 (Policy Development and the School Social Worker.)

Disability Rights and Educational Defense Fund (n.d.) [A comparison of ADA, IDEA and Section 504](http://www.dredf.org/advocacy/comparison.html).

Voulgarides, C. K., Jean-Pierre, P., & Zwerger, N. (2018). Racial disproportionality in special education. *Research Studies on Educating for Diversity and Social Justice*, 31-37.

Recommended readings:

Lo, L., (2008). Chinese Families’ level of Participation and Experiences in IEP Meetings. *Preventing School Failure, 53*(1), 21-27.

Burke, M. M., Rios, K., Garcia, M., Sandman, L., Lopez, B., & Magaña, S. (2019). Examining the perspectives of Latino families of children with autism spectrum disorder towards advocacy. *Exceptionality*, *27*(3), 201-214.

[Individuals with Disabilities Education Act.](http://www.parentcenterhub.org/repository/idea)

Understood.org. [*The Difference Between IEPs and 504 Plans*.](https://www.understood.org/en/school-learning/special-services/504-plan/the-difference-between-ieps-and-504-plans)

U.S. Department of Education:  Office of Civil Rights (2016).  [Parent and Educator Resource Guide to Section 504 in Public Elementary and Secondary Schools.](https://www2.ed.gov/about/offices/list/ocr/docs/504-resource-guide-201612.pdf)

Module 3 Week 3: School discipline and student rights

Please bring with you to class your school’s or district’s policies regarding suspension, expulsion and police involvement.

Required reading:

Irby, D.J. (2014). Trouble at school: Understanding school discipline systems as nets of social control." *Equity & Excellence in Education, 47*(4), 513-530.

Allen-Meares, P. (2015). Student rights and control of behavior. In Social Work Services in Schools (Chapter 10, 228-252).

Skiba, R. J., Arredondo, M. I., & Williams, N. T. (2014). More than a metaphor: The contribution of exclusionary discipline to a school-to-prison pipeline. *Equity & Excellence in Education*, *47*(4),  546-564.

Gregory, A., Bell, J., Pollock, M. (2014). How educators can eradicate disparities in school discipline: A briefing paper on school-based interventions. Bloomington: The Equity Project at Indiana University.

Voices of Illinois Youth in Chicago Education (2014). [About SB 100.](http://voyceproject.org/initiatives/campaign-common-sense-discipline/sb100/)

Bass, D. (2018). [Children and mental health law.](https://www.isba.org/sections/mentalhealth/newsletter/2018/06/childrenandmentalhealthlaw) Illinois State Bar Association.

Recommended readings:

Equip for Equality (2021). [New law mandates dramatic reductions in use of physical restraint and seclusion in Illinois schools.](https://www.equipforequality.org/news-item/new-law-mandates-dramatic-reductions-use-of-seclusion-and-physical-restraint-in-illinois-schools/#:~:text=Springfield%20%E2%80%93%20Earlier%20today%2C%20Governor%20Pritzker,of%20these%20practices%20over%20time)

Lustick, H., Norton, C., Lopez, S. R., & Greene-Rooks, J. H. (2020). Restorative practices for empowerment: A social work lens. *Children & Schools*, *42*(2), 89-97.

Balfanz, R., Byrnes, V., & Fox, J. (2014). [Sent home and put off-track: The antecedents, disproportionalities, and consequences of being suspended in the ninth grade.](https://digitalcommons.library.tmc.edu/childrenatrisk/) *Journal of Applied Research on Children, 5*(2), 1-19.

**Module 4: Multi-tiered systems of support: Systemic, targeted and intensive intervention. (two weeks)**

This module introduces the multi-tiered systems of support (MTSS) and universal design for learning (UDL) models and asks students to connect systemic intervention approaches to broader social work intervention principles.

Module objectives:

* Students will learn the principles of multi-tiered systems of support and Tier 1 (systemic) interventions.
* Students will consider ethical implications of universal intervention.
* Students will be introduced to school-based needs assessment practices.
* Students will learn about universal design for learning as an approach to school-wide intervention.
* Students will deepen their knowledge of social-emotional learning interventions and trauma-informed care, two key areas of tier 1 intervention.

Module 4 Week 1: Three-tiered and UDL models for intervention

Required reading:

From Kelly et al.  text:

* Chapter 12 (School social workers and the pre-referral process)
* Chapter 21 (Multitiered systems of supports: A framework for improving schools)

Embry, D. (2004).  Community-based prevention using simple, low-cost, evidence-based kernels and behavior vaccines.  *Journal of Community Psychology, 32(5),* 575-591.

CAST (2022). [About Universal Design for Learning](https://www.cast.org/impact/universal-design-for-learning-udl). Please click on links to ensure that you develop a working understanding of the UDL concepts of engagement, representation and action & expression.

Behavioral health team tool (posted on Sakai)

Module 4 Week 2: Intervention in the school context, schoolwide needs assessment

Required reading:

From Kelly et al. text:

* Chapter 28 (Promoting Social-Emotional Learning for Children with Special Needs)

Simmons, D. (March 1, 2021). [Why SEL alone isn’t enough.](https://www.ascd.org/el/articles/why-sel-alone-isnt-enough)  ASCD.

Dowdy, E., Furlong, M., Raines, T. C., Bovery, B., Kauffman, B., Kamphaus, R. W., ... & Murdock, J. (2015). Enhancing school-based mental health services with a preventive and promotive approach to universal screening for complete mental health. *Journal of Educational and Psychological Consultation*, *25*(2-3), 178-197.

Bleyer, L. R., & Joiner, K. (2016). Needs assessment: A tool of policy practice in school social work. *School social work: Practice, policy, and research* (p. 315-331).

Recommended reading for module 4:

Shoshani, A., & Kor, A. (2021, December 20). The Mental Health Effects of the COVID-19 Pandemic on Children and Adolescents: Risk and Protective Factors. Psychological Trauma: Theory, Research, Practice, and Policy.

From *School Services Sourcebook*: Chapter 21: Screening substance use/abuse among middle and high school students; SSS Chapter 2: Effective methods for improving school climate ; Chapter 34: Evidence informed violence prevention programs and best implementation practices

O’Connor, C. A., Dyson, J., Cowdell, F., & Watson, R. (2018). Do universal school‐ based mental health promotion programmes improve the mental health and emotional wellbeing of young people? A literature review. *Journal of Clinical Nursing, 27*(3‐4),

Nation, M., Christens, B. D., Bess, K. D., Shinn, M., Perkins, D. D., & Speer, P. W. (2020). Addressing the problems of urban education: An ecological systems perspective. *Journal of Urban Affairs*, *42*(5), 715-730.

 Gower, A. L., Forster, M., Gloppen, K., Johnson, A. Z., Eisenberg, M. E., Connett, J. E., & Borowsky, I. W. (2018). School practices to foster LGBT-supportive climate: Associations with adolescent bullying involvement. Prevention Science, 19(6), 813-821.

Aldridge, J. M., & McChesney, K. (2018). The relationships between school climate and adolescent mental health and wellbeing: A systematic literature review. *International Journal of Educational Research*, *88*, 121-145.

**Module 5:  Targeted and intensive intervention in schools.**

Following upon module 4, this module introduces students to evidence-based targeted (tier 2) and intensive (tier 3) interventions in the school setting.

Module objectives:

* Students will learn the principles of targeted (Tier 2) and intensive (Tier 3) interventions.
* Students will gain familiarity with evidence-informed practices for tier 2 and 3 interventions
* Students will consider ethical implications of targeted and intensive intervention in school settings.
* Students will develop skills to assess and promote school readiness for multi-tiered interventions.
* Students will develop skill in adapting clinical lenses to the school context

Required reading:

From Kelly et al. text:

* Chapter 3 (Evidence-Informed Practice in the Real World of School Social Work)
* Chapter 15 (Using Assessments to Design Data-Driven Student and School Services: Multitiered Case Examples)
* Chapter 25 (Evidence-Informed Tier 2 Behavioral Interventions)
* Chapter 26 (Group Work in Schools)

Franco, D. (2018). Trauma Without Borders: The Necessity for School-Based Interventions in Treating Unaccompanied Refugee Minors. *Child and Adolescent Social Work Journal, 35*, 551–565.

In-class activity - Use data to plan out a MTSS approach. Working in groups, students will analyze data to create MTSS interventions for students (e.g. 120 10th grade students at your school have 2+ failing grades. Create a systemic response for this group)

Recommended reading:

Kohl, H. (1991). [*I Won't Learn from You! The Role of Assent in Learning.*](https://curriculumtoolkitbrendaboylan.files.wordpress.com/2016/05/i-wont-learn-from-you.pdf) *Thistle Series of Essays*. Milkweed Editions.

*School Services Sourcebook*, Chapters 45-47 re. group intervention

Beidas, R.S., Stewart, R.E., Walsh, L., Downey, M.M., Jackson, K., Fernandez, T., & Mandell, D.S. (2015) Free, brief, and validated: Standardized instruments for low-resource mental health settings. *Cognitive and Behavioral Practice*, 22, 5-19.

[Aimsweb progress monitoring web site](http://www.aimsweb.com)

[Coalition to Support Grieving Students: Resources](https://grievingstudents.org)

**Module 6: Developing professional alliances with students, caregivers and families in the school setting (one week—expand to two if semester has 14 meetings)**

This module promotes students’ efforts to build productive alliances with students, caregivrs and families in the unique school setting.

Module objectives:

* Students will consider their work with students, caregivers and families from anti-racist and anti-oppressive perspectives.
* Students will develop an understanding of students’ academic, developmental and interpersonal experiences of school.
* Students will gain skills in addressing suspected child abuse or neglect from an anti-racist, anti-oppressive perspective.

Required Readings:

Kelly et al.text:

* Ch. 27 (School Social Work Practice with Families Across Multitiered Systems of Supports)

Kennedy-Lewis, B. L., & Murphy, A. S. (2016). Listening to “frequent flyers”: What persistently disciplined students have to say about being labeled as “bad”. *Teachers College Record*, *118*(1), 1-40.

Kervick, C. (2017). Parents Are the Experts: Understanding Parent Knowledge and the Strategies They Use to Foster Collaboration with Special Education Teams. *Journal of the American Academy of Special Education Professionals*, *62*, 82.

Pinsker, J. (2021). [Students are walking out over COVID.](https://www.theatlantic.com/family/archive/2022/01/high-school-student-walkout-covid/621335/)  *The Atlantic.*

Either

Moyer, April M., and Abbie E. Goldberg. Foster Youth’s Educational Challenges and Supports: Perspectives of Teachers, Foster Parents, and Former Foster Youth. *Child and Adolescent Social Work Journal* (2019): 1-14.

–or–

Dods, J. (2015). Bringing trauma to school: Sharing the educational experience of three youths. *Exceptionality Education International*, *25*(1 (112-135).

Recommended reading:

Carlson, R. G., Hock, R., George, M., Kumpiene, G., Yell, M., McCartney, E. D., ... & Weist, M. D. (2020). Relational Factors Influencing Parents’ Engagement in Special Education for High School Youth with Emotional/Behavioral Problems. *Behavioral Disorders*, *45*(2), 103-116.

Wasik, B. et al. (2013). External guidelines for home visits and engaging with families. *School Services Sourcebook* (Ch. 53).

In class activities:  ELL population activity; Assessment of practices at your school from an anti-racist and/or anti-oppressive point of view.

**Module 7: Work with school personnel, leadership skill development (Two weeks)**

This model supports students’ essential work with colleagues in the school setting, both exposing students to the demands and contours of educators’ jobs and developing skills in leadership, consultation, teamwork and professional development.

Module objectives:

* Students will gain perspective on the training and work of teachers.
* Students will gain perspective on the training and work of school leaders.
* Students will identify key roles of school leadership including site-based and board level structures.
* Students will be exposed to administrative leadership roles for social workers
* Students will gain leadership skills to be used in team-based work and advocacy, and will explore how leadership work resembles and differs from clinical social work practice.
* Students will acquire team work/collaboration skills to employ on school-based teams and community-based collaborations.
* Students will acquire consultation skills to be used in their work with educators.
* Students will deepen their understanding of SSW supervision.

Module 7 Week 1: Working with educators to promote student well being

Required readings:

Sherman, M. C. (2016). The school social worker: A marginalized commodity within the school ecosystem. *Children & Schools*, *38*(3), 147-151.

Phillippo, K. L., & Kelly, M. S. (2014). On the fault line: A qualitative exploration of high school teachers’ involvement with student mental health issues. *School Mental Health*, *6*(3), 184-200.

Elswick, S. E., Cuellar, M. J., & Mason, S. E. (2019). Leadership and school social work in the USA: A qualitative assessment. *School Mental Health*, *11*(3), 535-548.

Superville, D. (Jan. 2022). [New survey: How the pandemic has made school leadership more stressful](https://www.edweek.org/leadership/new-survey-how-the-pandemic-has-made-school-leadership-more-stressful/2022/01). *Edweek.*

Kelly et al.:

* Chapter 4 (Supervision for School Social Workers)

Recommended reading:

Mann, Michael J., et al. “Our Children Are Not ‘Behind’ Due to the COVID‐19 Pandemic, but Our Institutional Response Might Be.” The Journal of School Health, vol. 91, no. 6, Wiley Periodicals, Inc, 2021, pp. 447–50.

Minkos, Marlena L., and Nicholas W. Gelbar. “Considerations for Educators in Supporting Student Learning in the Midst of COVID‐19.” Psychology in the Schools, vol. 58, no. 2, Wiley Subscription Services, Inc, 2021, pp. 416–26.

Module 7 Week 2: Sharing psychosocial expertise: Teamwork, professional development and consultation

Required reading:

Kelly et al..

* Chapter 7:  The Role of the Consultant in School Social Work

Lindsey, B. et. al. (2013). [Conducting inservice training and continuing education for staff and teachers.](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1141969) School Services Sourcebook, Chapter 48.

Iachini, A. et al. (2018). [*A Guide for Interprofessional Collaboration*](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=6270503)*,*  Chapters 3 and 4(23-63).

Greenspan, S. B., Whitcomb, S., & Griffith, C. (2019). Promoting affirming school athletics for LGBTQ youth through professional development. *Journal of Educational and Psychological Consultation*, *29*(1), 68-88.

Use in class: [How to collaborate through **teams**](https://www.tandfonline.com/doi/abs/10.1080/00228958.2016.1156513)

Recommended reading:

Frank, J. L., & Kratochwill, T. R. (2014). School-based problem-solving consultation. *Handbook of research in school consultation*, 18-39.

**Module 8: Dismantling structural racism and white supremacy in schools (1 + weeks—will expand into final class meeting)**

While all of our course modules engage principles of antiracism and anti-oppression, this unit centers on it, supporting school social workers’ intentional and solution-oriented engagement with systemic racism in the school setting.

Module objectives:

* Students will explore areas in which students, caregivers and educators have disparate experiences across ethno-racial identity groups.
* Students will identify ways to work within their school community to address structural racism and white supremacy through school-level intervention.
* Students will explore the connection between current educational policies and practices and historical issues of race-based discrimination
* Students will reflect upon their racial identity and cultural background(s) in light of intersectionality
* Students will explore the connection between their SSW identity, social work ethics and antiracist/antioppressive practice.

Assignment (Bring to class or in class):  Create a personal multilevel racial identity map

Bring to class policies pertaining to racial equity (or that have bearing on racial equity) from your school or district.

Required readings due at the beginning of module 8:

Meza, Eliza. (2020) The Possibility of Critical School Social Work: Our Role in Disrupting Racial Inequity, *Children and Schools,* (42) 3: 147-151.

(In-class exercise that draws from questions in Meza’s article)

Phillippo, K. & Crutchfield, J. (In press). Racial injustice in schools: Underscoring social work’s obligation to promote anti-racist practice*. Social Work, 66*(3), 226–235.

[Boston Public Schools Equity Impact Analysis Tool](https://www.bostonpublicschools.org/cms/lib/MA01906464/Centricity/Domain/162/BPS%20Racial%20Equity%20Impact%20Tool%20in%20Word.pdf)

Bal, A., Sullivan, A. L., & Harper, J. (2014). A situated analysis of special education disproportionality for systemic transformation in an urban school district. *Remedial and Special Education*, *35*(1), 3-14.

Villarreal Sosa, L. (2020). School resource officers and Black Lives Matter Protests: It’s time for school social work to take a stand. *Children & Schools*.<https://doi.org/10.1093/cs/cdaa025>

Voight, A., Hanson, T., O’Malley, M., & Adekanye, L. (2015), The racial school climate gap: Within‐school disparities in students’ experiences of safety, support, and connectedness. *American Journal of Community Psychology, 56*, 252-267.<https://doi.org/:10.1007/s10464-015-9751-x>

Recommended reading:

Rita Kohli, et al. “The ‘New Racism’ of K-12 Schools: Centering Critical Research on Racism.” Review of Research in Education, vol. 41, no. 1, SAGE Publications, 2017, pp. 182–202.

Joseph, Andrea Asha; Wilcox, Serena M; Hnilica, Rebecca J; Hansen, Mary C. (2020)  Keeping Race at the Center of School Discipline Practice and Trauma-Informed Care:  An Interprofessional Framework  *Children & Schools*,  42(3): 161-170.

Curtis, C., Jointer, T. Brake, A. & Bonton, A. (Forthcoming April 2021). Assessing cultural acceptance for advancing anti-racist policies & practices in schools. In Cox, T., Alvarez, M. & Fitzgerald, T. D. *The New School Social Worker: The Art of Being Indispensable.* Oxford University Press.

Riddle, T. & Sinclair, S. (2019). Racial disparities in school-based disciplinary actions are associated with county-level rates of racial bias. *Proceedings of the National Academy of Sciences*, *116* (17) 8255-8260. http://doi.10.1073/pnas.1808307116

**Module 9: Course conclusion: Goals for your continued school placement (1/2 of one week)**

This module exposes students to the framework for the PEL exam, consolidates learnings over the semester, and identifies areas for growth for the remaining part of students’ field placements and coursework.

Module objectives:

* Students will gain additional knowledge about the PEL exam.
* Students will explore their SSW career interests and identify areas for growth in semester 2.

Required reading:

ISBE/IASSW(2020)  [School Social Work Best Practice Guide](https://www.isbe.net/Documents/ISBE-IASSW-School-Social-Work-Guide.pdf) (3rd edition)

Prior to class, please review your first paper from the semester (module 1) and have it accessible for our class meeting.

In class exercise: Amend first paper from semester based on your experiences

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.