CONCORD
UNIVERSITY

The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (http://www.concord.edu/academics/).

Course Prefix, Number and Title: SOWK 320 School Social Services

Course CRN # and Section: CRN 20218 (1AS)

Semester Taught (including year): Spring 2019	**Professor: Dr. Sarah Whittaker**
Credit Hours: 3	**Office Location: Marsh Hall, A212**
Prerequisites: N/A	**Office Hours: M – F 11:00 – 12:00**
Course Time (if applicable): Online	**Email: whittakers@concord.edu**
Building and Room Number (if applicable): Online	**Phone: 304-384-5228**
	Office Fax: 304-384-6091
	College/Department Website: www.concord.edu/sws

Course Description/Rationale:
This course presents foundation knowledge and skills essential to effective social work practice in school settings. Topics range from the evolution of social work in schools, school social work theory, assessment, and interventions for use in school settings. Education law, especially as it relates to special education eligibility and services, is a core aspect of the course. Content on multiculturalism, diversity, social justice, and social change are integrated into the course materials as those critical issues relate to practice in schools. Students will learn skills and abilities associated with various school social work roles and responsibilities; recognizing that the roles assumed by school social workers vary from state-to-state, district-to-district, and school-to-school.

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Office

Text requirements:

Allen-Meares, P. (2015). Social Work Services in Schools 7th Edition. Allyn & Bacon/Pearson: Boston

Concord University Educational Goal(s):

Concord University Goal #2 – Knowledge

An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.

National Standards:

Upon graduation from Concord University's Social Work program, students will master the following core competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services

- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Specific Learning Outcomes:
This course conceptualizes a school as a complex social system consisting of the interactions between the individuals within the school (students and staff), and individuals and organizations outside the school (families, neighborhood, community, county/city, state, etc.). Efforts will be made to explore the knowledge of the history and place, roles and responsibilities of social work in schools as they have evolved over time. Various conceptual models of social work practice used in the schools will be examined and critiqued including the ecological, family systems, risk and protection, resilience, and strengths-based approaches. Relevant laws, policies, and procedures addressing the provision of

educational services to both special education and general education students will be examined. In addition, a wide range of contemporary issues will be explored relevant to school reform, school-based services, competition, accountability, testing, vouchers, magnet schools, testing, charter schools, No Child Left Behind Act, the achievement gap and so on. Efforts will be made to critique policies and practices designed to influence particular school-based outcomes. The ways in which school social workers can address these issues and the multiple levels of practice will be explored including working with individual students and families, groups of students, consultation with teachers and other school staff, classroom and school-level interventions, and coordination and collaboration with youth serving agencies outside the school. Personal and programmatic evaluative methods useful in school social work practice will be discussed including critical self-reflection. Practice frameworks will be included aimed at prevention and promote of social justice goals in school settings and inclusive of the diverse make-up of students and personnel reflected in the school population. Diversity dimensions include ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation.

Course Requirements:

PROCEDURES AND LEARNING EXPERIENCES:
The contents of the course are organized into learning modules and are designed for you to explore in more depth areas you are interested in.   It is designed to be both self-directed within modules while also facilitating discussion (but not meeting at the same time). Each module contains instructional information, links to the corresponding assessment, and links to the assignments (both written and discussion board).

Because this class is exclusively online, it is imperative that students access Blackboard on a continuous (daily) basis.

Discussion Expectations:
The course emphasizes active and interactive learning. Regular class participation involves completion of all assigned reading and independent learning activities across all modules and active engagement in class Discussions via Blackboard.   Discussions via Blackboard are graded. It is expected that students read assignments prior to all class discussions, assignments and activities. Each student is expected to join all class discussions (as assigned in each module in Blackboard) and is expected to post an original response to the Discussion question and then respond to a minimum of five classmates posts.

ASSIGNMENTS:
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 People and Activities. Then describe the best and worst, or more specifically, what furthered or hindered your attitude or success with respect to school, in terms of your experiences in each category. For Other People and Activities, think of clubs, band, sports, specialists (such as: school social workers, art or music teachers, principals, school psychologists, counselors, the janitor, etc.). Conclude by discussing how your school experience may inform your school social work practice. Paper should be approximately 3 to 4 pages in length.

Research Assignment:

For the purpose of this research assignment each student will be asked to present a 8 - 10 min video clip of yourself discussing the topic you have chosen. You will not submit a written paper but rather will video yourself presenting this topic. You can record yourself on whatever type of device you have access, your phone, a camcorder, or a webcam. Once you have completed your recording you will attach

this clip to Blackboard via the DISCUSSION tab. There will be a discussion topic "Research Presentation" where you can attach your video clip.   The research assignment will be due on April 19th and will need to be posted by 4:00pm on April 19th.

Once the videos have been attached, as we have throughout this semester, each student will be expected to review 5 other students' videos and make comments about the video. These comments will need to be completed on May 3rd by 4:00pm. You will have over two weeks to review the videos because this process will take some time for you to complete.

Possible topics for the research assignment include the following;

1. Vulnerable Student Populations that could be at risk 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, 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.
2. School choice: what does the research suggest about vouchers and charter schools? Does having school choices make schools better, how and why? (think about the video Waiting for Superman)
3. Inclusion verses mainstreaming, what is this and why does it matter? Which philosophy appears to be more successful for students?
4. Bullying- what are some of the causes, consequences, and has preventions programs successful or failed. What are some of the successful programs, which programs have failed? What if anything does the research suggest about teachers that become bullies in the classroom?
5. Violence in Schools – What are the causes? What are the solutions? What are the best evidence-based prevention programs? How can schools be prepared and involve community members?

The list above is by no means complete so if you have a topic that has not been discussed please send me an email so we can discuss. In addition to submitting the video all students will be asked to complete a Reference page for the project. The Reference page can be submitted via the ASSIGNMENT link as a word document. Please submit your references as a word document and use the APA format. Please include a minimum of 8 resources, and no more than 10, for your presentation.

Quizzes – Quizzes will be completed at the end of each chapter and available via blackboard. The quiz is not open book and you are expected to complete the quizzes without notes. There will be 5 quizzes (one for each Learning Module).

Discussion - For each module you will be expected to participate in the discussion board. Each student must post an original response to the Discussion question and then respond to at **least five (5)** other students' posts.

Grading Policy and Scale, Make-up Policy, Late Work:

Grading	Points	Due Date
My School Experience….…..…100		02/08/19
Research video………………..200		04/19/19
Quizzes………………………100		Each module Friday @ 4:00 p.m.

Discussion……………………100   Each module Friday @ 4:00 p.m.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Class Schedule

Module	Due Date	Allen-Meares Chapters
Module 1	Feb. 1, 2019	Chapter 1, 2 & 3
Module 2	March 1, 2019	Chapter 4 & 5
Module 3	March 22, 2019	Chapter 6 & 7
Module 4	April 12, 2019	Chapter 8, 9 & 10
Module 5	May 3, 2019	Chapter 11 &12

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: http://www.concord.edu/administration/office-public-safety.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

> University Closure
> No students or employees are to report.
>
> Classes Cancelled
> Students do NOT report BUT employees are expected to report to work at their normal time.
>
> Operating on an Inclement Weather Delay
> Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See http://www.concord.edu/emergency-alerts for Athens/Beckley Inclement Weather Schedules.)
>
> *Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can

receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):