Rutgers, The State University of New Jersey  
School of Social Work  
Syllabus  
19:910:520  CLINICAL SOCIAL WORK: SCHOOL SETTINGS

Instructor:  
Telephone:  
Email:  
Office Hours:

I. CATALOG COURSE DESCRIPTION  
Advanced direct practice with children and adolescents, in the context of public school setting, individually, in groups and with their families. Emphasis on the role of the school social worker in a host setting that is bound by governmental statutes and regulations and on relationships with teachers and school administrators, with other members of the professional team, and with community agencies and groups.

II. COURSE OVERVIEW  
This course focuses on both micro and macro school social work practice in public school settings. Participation in hands-on small-group in-class exercises will help students develop skills in school social work practice.

III. PLACE OF COURSE IN PROGRAM  
This course is a direct practice elective course that can be taken after the successful completion of the professional foundation course work. Enrollment in Advance Direct Practice I (19:910:511) is a pre- or co-requisite.

IV. COURSE OBJECTIVES  
At the completion of this course students are expected:
- To understand the ecological model of school social work practice and describe its major characteristics. (2.1.7) Critique and apply knowledge to understand person and the environment.
- To understand the challenges facing our public schools and ways in which school social workers can address these challenges. (2.1.9) Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
- To describe and analyze the roles and functions of school social workers in their practice with students, families, school personnel and communities. (2.1.1) Practice personal reflection and self correction to assure continual professional development. Advocate for client access to the services of social workers.
To understand how the organizational context of school influences the practice of school social work. (2.1.8) analyze, formulate and advocate for policies that advance social well being

To describe the extent to which school policies and procedures impact upon the problems of truancy, school failure, school discipline problems and school dropouts. (2.1.9) continuously discover, appraise and attend to changing locales, populations and emerging trends to provide relevant services

To develop skills in assessing the problems; developing and implementation intervention strategies to effect change; and evaluating the outcomes of these interventions. (2.1.10a) Social workers affectively prepare for action with individuals and families. (2.1.10b) Social workers assess client strengths and limitations. Develop mutually agreed on interventions and goals. (2.1.10c) Negotiate and mediate and advocate for clients and facilitate transitions. (2.1.10d) Social workers monitor and evaluate interventions.

To develop skills to work collaboratively with other school professionals, parents and community members and to contribute to effective multidisciplinary team functioning. (2.1.9) PROVIDE LEADERSHIP IN PROMOTING SUSTAINABLE CHANGE IN SERVICE DELIVERY AND PRACTICE TO IMPROVE THE QUALITY OF SERVICES.

V. REQUIRED READINGS:

Required Text:


*Recommended Text:

*This is an excellent book, it is NOT required. There will be a few pages and articles used in this class, they will all be provided by the instructor.
Electronic Reserves & Online Library IRIS system
Required readings are available on-line through Rutgers University’s Library system, graduate electronic reserve and through the IRIS system. Additional readings may also be assigned at the discretion of the instructor.

Internet
Required readings can also be found on the Internet. Use the html address provided to locate the website. If the website is no longer available, please let the instructor know immediately.

VI. COURSE REQUIREMENTS

COURSE DESIGN
In order to convey the theoretical concepts and practical real world applications of social work in a school setting, the class may include class discussion, individual or small group projects, guest lecturers, role-playing, videos, and lecturing.

STUDENT AND INSTRUCTOR EXPECTATIONS

The role of the instructor is to impart knowledge to others by considering the best means to disseminate that knowledge and to measure the knowledge learned to ensure understanding. The instructor is expected to convey topics that are relevant and informative to those who want to understand the practice of school social work. Readings, assignments, and classroom experiences will provide the means to integrate the content learned into practical applications in a school setting.

The role of the student is to embrace the knowledge imparted by others and question any uncertain ideas to clarify understanding. The student is expected to attend all classes, come to class prepared to actively discuss the readings and complete all assignments on time.

Written assignments are due at the beginning of class (before the instructor begins the session). Late papers/assignments (received after the first 15 minutes of class on due date) will be accepted only in very unusual and compelling circumstances and only if cleared with the instructor in advance. Late papers/assignments not arranged in advance will receive a half-point grade reduction for each day of lateness.
Unless otherwise specified by the instructor, written assignments must be typed, double spaced, using one-inch margins, 12-point font, numbered pages, formal English, and the American Psychological Association (5th Edition) style of documentation (unless otherwise specified by the instructor). Page length indicated in the syllabus does not include cover pages or references. On the top header of the page, include your name.

Typographical errors; poor grammar, syntax, spelling, word choice and organization; or other problems which impede clarity of communication will result in lower grades. Plagiarism, cheating, sabotage or any other violation of academic or professional standards for ethical behavior will not be tolerated, and will result in failure for the assignment and course. All assignments for this class must reflect social work values and ethics including awareness of issues of diversity and economic and social injustice.

Students who do not complete required assignments (including exams) will be given a failing grade on those assignments unless the instructor agrees to late receipt of the work because of illness or other compelling reasons, and a definite plan for completion of missing work is agreed upon in advance by the instructor and the student.

All electronic devices (e.g., cell phone, Ipod, laptop) must be silenced and stored out-of-sight before class begins (See instructor to discuss exceptions). Use of electronic devices is prohibited in the classroom at all times. Failure to comply will result in point deductions at the instructor’s discretion. Behavior in this course must also comply with the university's code of conduct (http://www.rci.rutgers.edu/~judaff/code.htm).

**CLASS PARTICIPATION**

Class participation will be determined by attendance to class and class participation. Student absences are sometimes unexpected, but excessive absences and/or persistent lateness will result in grade deduction. Absenteeism will reduce your participation grade. Partial attendance of class is considered one absence. Missed classes will be excused by the instructor only for compelling reasons (ex: emergency and other to be determined by the instructor). Even in the event of compelling reasons, 3 or more absences may result in course failure. Students are responsible for obtaining class notes and handouts of the missed session from a fellow student.
Examples of class participation include, but are not limited to, asking relevant questions/making relevant comments, active participation in small/large group exercises, and bringing to class relevant articles/newspaper clippings/current events information.

Class participation will be determined by the instructor and the student. Self-evaluation forms will be distributed and completed on the last day of class. The instructor reserves the right to over-rule a student’s self-assessment. The total score (out of a possible 10 points) will be applied to count toward 20% of the student’s grade. The form consists of the following items:

### Attendance:
- Attended 14-15 classes: 2
- Attended 13 classes: 1
- Attended 12 or fewer classes: 0

### Readings:
- Always or usually do the readings in preparation for class: 3
- Sometimes do the readings in preparation for class: 2
- Occasionally do the readings in preparation for class: .5

### Participation:
- Always or usually share my thoughts, opinions, and learning in class discussions & participate in small group activities: 2
- Sometimes share my thoughts, opinions, and learning in class discussions & participate in small group activities: 1
- Rarely share my thoughts, opinions, and learning in class discussions & participate in small group activities: .5

### Instructor Perception:
- Positive contributions to class through active participation and assignments, has shown growth in learning: 3
- Beginning to exhibit contributions to class through active participation and assignments, beginning to show growth in learning: 2
- Unable to determine contributions to class through active participation and assignments or growth in learning: .5

### CLASS ASSIGNMENTS
1: **Final Project** (Due 5/1/08): 30%

The final project will be a social assessment and Individualized Education Plan developed for a student who is eligible for special education and related services. The student will be given a scenario and from that create a Social History and an IEP including all the relevant components – Present Levels of Academic Achievement and Functional Performance (PLAAFP), Goals and Objectives, program option, and modifications and accommodations. Information will be given out 4/17.

2: **Papers: 30%**

   A. **Create “The Helping Directory” (Due 2/14/08)** – students shall research through a variety of sources and present ten agencies that would be helpful to have knowledge about as a school social worker. The agencies can be local, state or federal. Contact information as well as description of policies and referral must be included. Details will be discussed in class. This assignment should be typed in a brochure style or one page bulleted directory format.

   B. **Discuss The New Jersey Administrative Code and Develop an Initial Evaluation Timeline (Due 2/28/08)** – Students will research the New Jersey Administrative Code N.J.A.C 6A:14 to determine the appropriate due dates for the components of an initial evaluation of a student suspected of having a learning disability. Students will also prepare their State of New Jersey Administrative Code Comparisons.

   C. **Social History (Due 4/10/08)** – Students will create a Social History using personal background information of the selected subject to fill in the model created through classroom group work. This is the initial phase of your final project.

3: **Oral Presentations: 20% Group Projects**

   A. **Special Education Rules and Regulations of N.J.A.C. 6A:14 (Due 2/28/08)** – Students will research the special education rules and regulations of New Jersey as well as other states and how they interpreted the IDEIA mandate. Students will present their findings and a comparison with the Code in New Jersey.

   B. **Eligibility Categories (Due 3/27/08)** – Students will research one of the disability categories in the Code and make a presentation to the class.
giving the following information: eligibility criteria, how the disability presents in the classroom, and strategies for teachers and students.

**PLEASE NOTE:** When working with a group, pay careful attention to distributing equitable workloads. Each student is responsible for the final product and grade. A group grading rubric will be distributed to students during the semester. Students will have approximately 20 minutes to present.

**VII. GRADING**

The assignments for this course and class participation are worth a total of 100 points.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>#1: Final Project</td>
<td>30%</td>
</tr>
<tr>
<td>#2: Papers</td>
<td>30%</td>
</tr>
<tr>
<td>#3: Oral Presentations</td>
<td>20%</td>
</tr>
<tr>
<td>#4: Class Participation &amp; Attendance</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Final grades in this class, as in most courses in the School of Social Work, are letter grade numerical equivalents. Listed below are the corresponding percentages/points (as defined in this course) and general definition of these grades:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Grade</th>
<th>Definition</th>
<th>Equivalent</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>100-90</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>89-85</td>
<td>Above Average</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>84-80</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>79-75</td>
<td>Acceptable</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>74-70</td>
<td>Satisfactory/Significant Problems</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>Failing</td>
<td>0.0</td>
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**VIII. COURSE EVALUATION**
Rutgers University issues a survey that evaluates both the course and instructor. Students toward the end of the semester complete this survey, and all answers are confidential and anonymous.

**IX. COURSE OUTLINE:**

***Please note that the dates listed below correspond with the dates that the assigned readings should be completed, with the exception of our first meeting.***

**UNIT 1: THE ROLE OF THE SCHOOL SOCIAL WORKER**

**January 24, 2008**
Course Purpose, Class Structure, Expectations of student and instructor, assignments/grading, History of School Social Work.

**Readings:**
- NASW Standards
- Freeman, Introduction IX-X

**January 31, 2008**

**Readings:**
- Allen-Meares, Ch. 1, 2
- Freeman, Ch. 1, 8, 9
- Learning Styles Inventory: [http://www.ncsu.edu/felder-public/ILSpage.html](http://www.ncsu.edu/felder-public/ILSpage.html)

Bring to class completed:
- Learning Styles Inventory: [http://www.engr.ncsu.edu/learningstyles/iisweb.html](http://www.engr.ncsu.edu/learningstyles/iisweb.html)
February 7, 2008
Understanding Classroom Expectations, Working with Teachers in their Domains, General Education Curriculum in Today’s schools, The Impact of No Child Left Behind.

Readings:
- Freeman, Ch. 22, 30, 38
- Allen-Meares, Ch. 3

Assignment: For next week each student shall research through a variety of sources and present ten agencies that would be helpful to have knowledge about as a school social worker. The agencies can be local, state or federal. Contact information as well as description of policies and referral must be included. Details will be discussed in class. This assignment should be typed in a brochure style or one page bulleted directory format.

UNIT 2: POLICIES, PROGRAMS, AND MANDATES FOR DEVELOPING SOCIAL SERVICES IN THE SCHOOLS

February 14, 2008
Intervention and Referral Services Teams, Special Education and Risk Factors, Educational Impact will be discussed as a class.

Readings:
- Freeman, Ch. 14, 39
- Allen, Ch. 4
- http://www.state.nj.us/education/students/irs/intro.pdf
- Instructor provided handout “demystifying the acronyms” in special education.
- Students will submit the Helping Agencies Assignment for a grade.

February 21, 2008

Readings:
- Freeman, Ch. 32
- Allen, Ch. 10

Assignment: Students will be asked to select a state other than New Jersey and review their Special Education Code, students will present a one-three page(s) typed synopsis of any comparisons or contrasting ideas for their selections. Each student will also prepare a brief presentation discussing their findings and present it to the class next week.

February 28, 2008
Presentations of State Regulations by each student; time will be allotted to discuss each as a group.

Readings:
• Articles from Wrightslaw will be provided by the instructor on case law and rulings from different states in regard to special education. Case studies will be included. www.wrightslaw.com.

Mcwhirter - The Diaz family case study (on-line reserve)

March 6, 2008
Policies and Procedures of the Child Study Teams, the IEP process from referral to program implementation- overview with case examples will be discussed.

Readings:
• Allen-Meares, 7, 11
• Freeman, Ch. 12
• Selections from the New Jersey Administrative Code will be discussed in class.
• Students will receive a copy of the New Jersey annotated IEP; this document will be taken home and reviewed. Please bring it with you to the next class on March 13, 2008. Please come to class prepared with questions or comments about the document. Please have a minimum of five areas you want to know more about from the IEP. You can write on the document.


UNIT 3: THE ASSESSMENT PROCESS WITH CHILDREN, ADOLESCENTS AND FAMILIES IN A SCHOOL SETTING.

March 13, 2008
Child Study Team Functions, Case Management, Assessment and Procedure, Social History and Assessment.

Readings:
- Allen-Meares, Appendix III
- N.J.A.C. 6A:14, referral, identification meeting and evaluation
- N.J.A.C. 6A:14, disabilities and explanations.
- http://www.nj.gov/education/specialed/

Assignment: Each student will select one or two of the areas of potential Eligibility from the Code. Each student will research the disability and present a one-two page typed description of the category as well as provide some interventions that would be appropriate to address in the initial IEP following the IEP team meeting. Students will be presenting a brief description of both their Eligibility Category as well as the interventions for the next class. March 27, 2008.

March 20, 2008- No class, Spring Break, Have a safe and peaceful holiday.

March 27, 2008
Presentations of Disabilities, Case Study of a student with a Conduct Disorder, Functional Behavior Assessment, Behavior Intervention Plans. Related Services and providers—what is their role in the process?

Readings:
• Freeman, Ch. 2, 7
• Please bring your working IEP with you to class.
• Dr. Ross Greene, The Explosive and Non-compliant Child. (highlight) http://www.explosivechild.com/
• New Jersey Positive Behavior Support in Schools, reproducible documents on FBA and BIP to be provided by instructor for discussion. http://www.njpbs.org/
• Wrightslaw articles will be provided by instructor. www.wrightslaw.com


April 3, 2008
School Social Work in schools, elementary, middle and high school- similarities and differences, age appropriate interventions, case studies. Small group exercises will take a case, present the issues and as a class we will discuss the following: ethical dilemmas, appropriate interventions, working with administration, following school policies while advocating for your students, follow-up services, engaging parents and school staff in your efforts. Overview of Social Assessment and strength based interviewing.

Readings:
• Articles and readings will be provided by the instructor for this evening.
• Statewide Parent Advocacy Network (SPAN) http://www.spannj.org/
• Social Assessment questionnaire examples will be provided, your basic outline of your Social Assessment will be due next week. Including your case subject, background information, presenting issues as well as your interview setting and format. Due: April 10, 2008.
• Dr. Laura Riffel, “The Behaviour Doctor.” http://www.behaviordoctor.org/

April 10, 2008
The IEP team, Child Study Team, Response to Intervention, Educational and Psychological Assessments.

Readings:
- PRISE (Will be provided by instructor)
- Sample Educational and Psychological Assessments will be reviewed in relationship to the initial evaluation and social assessment.
- http://www.nj.gov/education/specialed/
- Case study “Oh No – Not Again!” by Jules Spotts and Jane Brooks (on-line reserve)
- Freedman, et. al. Chapter 16 (School Social Worker as Family Therapist: A Dialectical-Systemic-Constructivist Model)

Video: FATCITY with Rick Lavoie

***Please bring your “working IEP” to class next week. April 17, 2008.***

April 17, 2008
Individualized Education Program, Goals and Objectives, PLAAFP, Program Options, Modifications and Accommodations.

Readings:
- Freeman, Ch. 21, 22, 29
- Allen-Meares, Ch. 12
- Case study: “Carter Family” (online reserve)

The Final Project: will be discussed this evening, the final project will be due on May 1, 2008. There will be two parts to your final project.

Part 1: You will be required to complete one detailed, Social Assessment a Bio-Psycho-Social History. You have already selected your subject and have begun the assessment process. Utilizing your outline from the previous Social Assessment assignment, you will broaden the scope of the assessment, complete the entire
assessment in full detail as well as any prescribed interventions in your summary. The assessment must be a typed document; it must include all of the areas that have been reviewed in the classroom and follow the format prescribed in the classroom.

Part 2: You will create an Individualized Educational Program outline with interventions for the person in your social history. You must provide a rationale with examples for all of your interventions. You must provide any goals and objectives for any related service as well as modifications/accommodations to any of the Core Curriculum Content Standards.

UNIT 4: WORKING WITH CHILDREN, ADOLESCENTS AND FAMILIES SKILLS AND INTERVENTIONS IN COMMUNITY PRACTICE

April 24, 2008
Counseling in a School Setting, Confidentiality and Child Abuse.

Readings:
- Freeman, Ch. 14, 16, 43
- http://www.counseling.org/

May 1, 2008-FINAL PROJECT DUE.
Working with Students with Attention Deficit Hyperactivity Disorder, Tourette’s Syndrome and other special considerations. Assessing for Suicide Risk and discussion of Case Examples.

Readings:
- Freeman, Ch. 25, 35, 31
- Freeman, et al.– Chapter 20 (Social Work with Groups and the performing Arts in the Schools) Chapter 23 (Group work with high-risk urban youths on probation)

Case study: “A peaceful solution” by Kirk Zink and John Littrell (on line reserve)

May 8, 2008-The Final Class
Mock School Social Work Interviews, Questions, Concerns and Suggestions.

- Instructor will provide “mock” school social work interview questions we will review as a class. As a class we shall conduct the interview process. One student may volunteer to be the “interviewee” and the rest of the class will present the interview questions.
- Questions and Answers in regard to any topic that was covered

X. Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be construed as an attempt to misrepresent the cited material as your own. Use the citation style preferred by the discipline.

Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgement is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or in part in one’s own words. To acknowledge a paraphrase properly, one might state: “to paraphrase Plato’s comment…” and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

XI. Disability Accommodation

Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the designated Coordinator for the Concerns of Students with Disabilities at the School of Social work, Assistant Dean Arlene Hunter.
(amhunter@rci.rutgers.edu) for a letter of accommodation. Students must have a letter of accommodation from the Coordinator in order to receive accommodations. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

XII. Bibliography


