Rutgers, The State University of New Jersey
School of Social Work
COURSE OUTLINE/SYLLABUS

CLINICAL SOCIAL WORK: SCHOOL SETTINGS
Spring 2019 Semester

COURSE: 19:910:520 CSW: SCHOOL SETTINGS
TIME:
LOCATION:

Instructor:
Email:
Telephone:
Office Hours:

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. This course is a direct practice elective course that can be taken after the successful completion of the professional foundation course work. Enrollment in Clinical Social Work I (19:910:511) is a pre- or co-requisite.

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.

PLACE OF COURSE IN PROGRAM

It is a Clinical Social Work elective. Prerequisite is the satisfactory completion of the Professional Foundation. Co- or prerequisite is CSW-I and a clinical level Field Placement.

PROGRAM LEVEL LEARNING GOALS AND THE COUNCIL OF SOCIAL WORK EDUCATION'S SOCIAL WORK COMPETENCIES

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org .

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following core competencies and practice behaviors which are in the non-bold text:

1. *Competency 1: Demonstrate Ethical and Professional Behavior.*
   Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams.

2. *Competency 4: Engage In Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

3. Core Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and

communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

6. Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

COURSE LEARNING GOALS

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

Upon completion of this course, students will be able to:

1. To understand the ecological model of school social work practice and describe it major characteristics.
2. To understand the challenges facing our public schools and ways in which school social workers can address these challenges.
3. To describe and analyze the roles and functions of school social workers in their practice with students, families, school personnel and communities.
4. To understand how the organizational context of school influences the practice of school social work.
5. To describe the extent to which school policies and procedures impact upon the problems of truancy, school failure, school discipline problems

and school dropouts.

6. To develop skills in assessing the problems; developing and implementation intervention strategies to effect change; and evaluating the outcomes of these interventions.
7. To develop skills to work collaboratively with other school professionals, parents and community members and to contribute to effective multidisciplinary team functioning.

SCHOOL OF SOCIAL WORK MISSION STATEMENT AND SCHOOL WIDE LEARNING

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

V. REQUIRED TEXTS:

- **Jarolmen, J.(2014). School Social Work: A Direct Practice Guide.**

- **New Jersey Administrative Code for Special Education, Title 6A, Chapter 14-Special Education**
  http://www.nj.gov/education/code/current/title6a/chap14.pdf
  (THE NJ STATE LAWS ARE UPLOADED ON SAKAI-ENSURE TO PRINT THEM OUT)

Electronic Reserves & Online Library IRIS system
Be advised that the Required Text and Special Education Laws are on reserve at the Newark, New Brunswick and Camden Libraries. Required readings are also available on-line through Rutgers University's Library electronic reserve system.

Additional readings may also be assigned at the discretion of the instructor. Course reserves can be accessed at https://www.libraries.rutgers.edu/. To find your course reserves there are two methods:

Method one:
In the QuickSearch box on the Libraries homepage, type the Course NAME or the Course Number (for example, Diversity and Oppression; 19:910:506) and select Course Reserves in the autofill drop down. On the results page, on the left, you can SORT by TITLE of the item/reading or by AUTHOR.

Method two:
On the Libraries homepage, click the Advanced Search link on the right under the QuickSearch box. Mark the Course Reserves radio button, and then you can search by course name, course number, or by title of the reading.

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**
Students are expected to be **active** learners and collaborators. Students are expected to contribute knowledge and observations to discussions. Regular class attendance with active participation is expected.   When students participate actively in class discussions learning is enhanced.   It is important that reading assignments be completed prior to each session.   Please take responsibility for seeking clarification of difficult material encountered in the text, readings, and lectures.   At the end of each class session, readings for the subsequent class will be assigned.

Class attendance is **not** optional. Students are expected to notify the instructor prior to missing a session (see email and telephone numbers above).   With 2 or more absences, the professor reserves the right to reduce the final grade. Students who leave during breaks will be marked as absent. You will not be penalized for missing class for appropriate reasons (e.g, illness and religious observances). If you are absent for medical reasons, you must bring a note from your doctor. Students

are required to take the examinations on the designated dates. No make-up examinations will be given unless a physician has certified, in writing, that you are unable to take the examination.

All written work **must** be typed. Late assignments will **not** be accepted, unless the student has made arrangements prior to the assignment due date. The professor reserves the right to reduce the letter grade for late assignments. All written assignments **must** follow APA format. The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format (see this website for a useful guide to APA, http://www.columbia.edu/cu/ssw/write/apastyle.html)

Unless otherwise specified by the instructor, written assignments must be typed, double spaced, using one-inch margins, 12-point font, numbered pages, formal English, 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.

Student behavior in this course must comply with the university's code of conduct. The entire code of contact can be attained from Student Judicial Affairs Office or on-line at http://studentsconduct.rutgers.edu/university-code-of-student-conduct. Students should be aware that violations of academic integrity, for example plagiarism of any kind, would result in expulsion from the program.

Please do *not* use cell phones or laptops during class, unless they are required for your learning. You will be dismissed from class if you use these devices for surfing the internet or answering email. This course is meant to be a conversation. Electronic devices easily disrupt attention interrupt the learning process.

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). ***There will be***

specified times where you will be invited to use all electronic devices, especially for group work. Do note that this is based upon specific instructions by the instructor. 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).

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.

Students who do not complete required assignments (including exams) will be given a failing grade on those assignments unless a definite plan for completion of the work is agreed upon <u>in advance</u> by the instructor and the student.

Students with disabilities are responsible to ensure that the teacher is aware of their needs and accommodations well in advance of any assignments due.

<u>Any questions or concerns about grades will be discussed and explored during office hours not before, during or after class.</u>

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.
<u>SCHOOL'S MISSION STATEMENT</u>

The mission of the School of Social Work is to develop and disseminate knowledge

through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

WRITING ASSISTANCE

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

New Brunswick Campus

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

Newark Campus

The Newark writing center is available for MSW students on the Newark campus by appointment.

http://www.ncas.rutgers.edu/writingcenter

Camden Campus

The Camden learning center provides writing assistance for MSW students on the Camden campus.

http://learn.camden.rutgers.edu/writing-assistance

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 may 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, 2 or more absences may result in grade reduction. 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 ASSIGNMENTS

1. **Social Assessment/History 30%**
   Due Week 6: February 28th
   If you are student in a school social work field placement, you can select a student you are working with at your school. If you are not in a school setting, you will create a Social Assessment and IEP loosely based on one of the characters in the school documentary "The Best Kept Secret" .

2. **Eligibility Oral Presentations: 30%**
   Due Week 9 & 10: March 28th and April 4th
   Group presentation by students on one of the different classifications identified according to the NJ Administrative Code Regulations : 6A:14
   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 grading rubric will be distributed to students during the semester. Students will have approximately 20 minutes to present, 5-10 minutes for Q &A depending on the amount questions asked at end of presentation. **Maximum of 3 students per group will be accepted only.**

3. **Final Project 30%**
   Due Week 15: May 9th
   Choice selection of an Integration Paper (OR)Individualized Education Plan(IEP)

   1) **Integration Paper:**

Paper requirements:
Paper must be between 5-8 pages
APA Format, including, references/Bibliography
Typed papers accepted only.
Due May 9ᵗʰ at 6:01p.m.
No google/other internet documents will be accepted.
Only actual Microsoft/pdf attachments, submitted in person or directly to my email address.

2) **IEP-Individualized Educational Program:** The final project will be a Individualized Education Plan (IEP) developed for a student who is eligible for special education and related services. If you are student in a school social work field placement, you can select a student you are working with at your school.

If you are not in a school setting, you will create an IEP loosely based on one of the characters in the school documentary "The Best Kept Secret"
All IEPs needs to include all the relevant components – Present Levels of Academic Performance (PLEP), Goals and Objectives, program option, and modifications and accommodations.
Due May 9ᵗʰ at 6:01p.m.
No google documents will be accepted.
Only Microsoft documents/pdf attachments will be accepted.

Classroom Participation Assignment
Due Week 4: February 14ᵗʰ
Creating: "The Helping Directory Exercise"– students shall research through a variety of resources and present ten agencies that would be helpful to have knowledge about as a school social worker. **Students will be divided up into groups to complete this project.** - The agencies can be local, state or federal. Contact information as well as description of some referral information must be included. Details will be discussed in class. This assignment should be typed in a brochure style or one page bulleted directory format. Feel free to use county, local, statewide and national agencies. School social workers are often called upon to make referrals and share information with school staff and families. For this assignment, think like a school social worker, what agencies may be helpful to students and families? Consider the needs of your population; perhaps agencies that offer energy assistance, food, shelter, clothing, drug and alcohol support

services, play therapy or respite services, mental health, tutoring or academic supports, community based recreation.

VII. Methods of Evaluation/GRADING

Grades for the course will be weighted as follows:

#1: Social Assessment/History	30%
#2: Eligibility: Oral Presentation	30%
#3: Final Project: Integration Paper or Individualized Educational Plan (IEP)	30%
#4: Class Participation & Attendance	10%
Total	100%

Grading Standards

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

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:

***Do note that the grading system of Rutgers School of Social Work has changed beginning with the 2015-2016 academic year.

Letter Grade	Numerical Grade	Definition	Equivalent
A	92-100	Outstanding	4.0
B+	87-91	Above Average	3.5
B	82-86	Good	3.0
C+	77-81	Acceptable	2.5
C	70-76	Unsatisfactory/Significant Problems	2.0
F	69 and below	Failing	0.0

VIII. COURSE EVALUATION

Students complete a mid-course survey to complete online. This information is integral in helping to assess the strengths and weaknesses of the course. Rutgers University issues a survey toward the end of the semester that evaluates both the course and instructor. Students complete this survey online, and all answers are confidential and anonymous.

IX. COURSE OUTLINE

***Note that the dates listed below correspond with the dates that the assigned readings should be completed.
***Syllabus is subject to change at discretion of instructor.

Week 1

Main Topics:
-Course Purpose
-Class structure

-Expectations of Student and Instructor
-Assignments/Grading,
-How the presence of school social workers affect educational outcomes
-DVD Presentation: "A Day in the Life of a School Social Worker"-SSWAA-Press.
Readings:
- Roles and Function of a School Social Worker
- NASW Standards for School Social Workers 2012:
  http://www.socialworkers.org/pubs/code/code.asp
- Standards for Professional Practice
  www.njassw.org
  www.sswaa.org

Week 2

Main Topics:
-Theories and perspectives within the framework of the social work lens.
-Crisis Counseling in the School Setting.
-DVD Presentation: Trailer of the Best Kept Secret

Readings:
- Jarolmen, J.(2014). Chapters 1 and 2 School Social work: A Direct Practice Guide. Sage, Publications, Inc**.**
- Ayasse, Robert Henry and Stone, Susan(2015). The Evolution of School of Social Worker Services in an Urban School District. *Children & Schools*: A Journal of The National Association of Social Workers, v 37, No.4, 215-222.

Discuss Creating: The Helping Directory– 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 some referral information must be included. Details will be discussed in class.

Week 3

Main Topics:
-Roles and Functions of a School Social Worker con't
-Crisis Intervention

-Introductory Public School Education and Concepts to Special Education:
Readings:

- Jarolmen, J.(2014). Chapters 3 and 4 School Social work: A Direct Practice Guide. Sage, Publications, Inc.
- Teasley, M., (2013). School Violence Reduction and Related Services Personnel. *Children and Schools*, 35, (4), 195-198.
- Cawood, Natalie, D.(2012). Addressing Interpersonal Violence in the School Context: Awareness and Use of Evidence-supported Programs. Children& Schools, 35,(1), 41-52.
- Crosby, Shantel., (2015) An Ecological Perspective on Emerging Trauma-Informed Teaching Practices., *Children & Schools*: A Journal of The National Association of Social Workers, v 37, No.4, 223-230.

Discuss Creating: The Helping Directory

Week 4

Main Topics:
Complete Helping Directory, (Due in Class, be prepared to discuss and process).
-Counseling in the School Environment/School Setting,
-Therapeutic Interventions
-Students with Mental Health Issues
-Discuss Case Vignettes Exercise
Case Vignette Presentation Exercise: Read Case Vignettes. As a group, provide counseling recommendations and interventions, specifically from Jarolmen's Text Chapters 9, 10 and 11, special focus on Chapter 9 p213 and 214.
Writing a Social Assessment/History
The components of a Social Assessment/History
Discuss the outline and any questions about a Social Assessment
Readings:

- Jarolmen, J.(2014). Chapters 9, 10 and 11 School Social work: A Direct Practice Guide. Sage, Publications, Inc.
- Capp, Gordon., (2015) Our Community, Our Schools,: A Case Study of Program Design for School-Based Mental Health Services., *Children & Schools*: A Journal of The National Association of Social Workers, v 37, No.4, 241-248.

- McManama O'Brien, K. H., Berzin, S., Kelly, M., Frey, A.J., Alvarez, M.E. and Shaffer, G.(2011). School Social Work with Student with Mental Health Problems: Examining Different Practice Approaches. *Children & Schools*,33,(2) 97-105

Week 5

Main Topics:
Completion of Case Vignettes Exercise
Case Vignette Presentation Exercise Create a Case Vignette about a student that you would be counseling in the school environment.   Within this vignette provide counseling recommendations and interventions, specifically using chapters from Jarolmen's text, Chapters 9, 10 and 11, special focus on Chapter 9 p213 and 214.
-DVD Presentation of Documentary: "The Best Kept Secret": Identify a student in the documentary that you plan to use for your Social Assessment and IEP if you are not in a school setting.

Readings:
- Winograd, Wendy.(2018). RESUMING THE FORWARD EDGE OF DEVELOPMENT. In M. Jaffee et al.(Ed.), THE SOCIAL WORK AND K-12 SCHOOLS CASEBOOK: Phenomenological Perspectives., New York: Routledge. (Chapter 3)

- Berzin, S,C., McManama Obrien., K. H, Frey, A., Kelly, Michael., Alaverez, M., Shaffer, G. (2012). Meeting the Social and Behavior Health Needs of Students: Rethinking the Relationship Between Teachers and School Social Workers. Journal of School Health, 81, (8),493-501.

Writing a Social Assessment/History
Writing a Social Assessment/History
The components of a Social Assessment/History
Discuss the outline and any questions about a Social Assessment

Week 6-Social Assessments Due

Main Topics:
-How Children Learn,

-Collaboration, Ethical Dilemmas
-Intervention &Referral Services (IR&S)
-Response to Intervention and Social Work Services
Readings:
- **Individuals with Disabilities Education Improvement Act (IDEA),**
- **Administrative Code for Special Education, NJAC 6A:14**
  NJAC 6A:14-1.3 pages 6-9

Definitions
Parental consent, Notices, Participation and Meetings

- New Jersey Administrative Code for Special Education: Discussion of Timeline of Referral, Evaluations/Assessments, Eligibility Criteria and Individualized Education Programs.
  http://www.nj.gov/education/code/current/title6a/chap14.pdf

DVD Presentation: Videos on IEPs and facilitating IEP Meetings

Social Assessment Due
Readings:
- Sandoval-Arocho, Irma W.(2018).HEALING IN LOCO PARENTIS. In M. Jaffee et al.(Ed.), THE SOCIAL WORK AND K-12 SCHOOLS CASEBOOK: Phenomenological Perspectives., New York: Routledge. (Chapter 5)

- Jarolmen, J.(2014). Chapters 5 and 6 School Social work: A Direct Practice Guide. Sage, Publications, Inc.

- Sabatino Analauf, C., Kelly, E.C., Moriarty, J., Lean, E. (2013). Response to Intervention: A Guide to Scientifically Based Research for School Social Work Services. *Children & Schools*, 35,(4)213-223.

- D'Agostino, C.(2013). Collaboration as an Essential School Social Work Skill. Children& Schools, 35(4),248-251.

  Discuss I&RS
- http://www.state.nj.us/education/students/irs/
- http://www.state.nj.us/education/cccs/

- http://www.state.nj.us/education/grants/nclb/
- http://www.ncld.org/images/stories/Publications/AdvocacyBriefs/MakingN CLBWork/MakingNCLBWork.pdf
- http://www.state.nj.us/education/assessment/

Week 7

Main Topics:
-Proficiency in Working with Cultural Competence
-Current Societal Issues of Children in Schools.
-Time Line and School Calendar Exercise
Readings:

- Healy, Russell.(2018).SCHOOL SOCIAL WORK AND THE SEXUAL AND GENDER MINORTIY STUDENT IN THE TWENTY-FIRST CENTURY. In M. Jaffee et al.(Ed.), THE SOCIAL WORK AND K-12 SCHOOLS CASEBOOK: Phenomenological Perspectives., New York: Routledge. (Chapter 7)

- Jarolmen, J.(2014). Chapters 7 and 8 School Social work: A Direct Practice Guide. Sage, Publications, Inc.

- **Administrative Code for Special Education: Regulation on Time Lines and Deadlines NJAC 6A:14**
  Reading: NJAC 6A:14-pages :38-40, 45, 51,53, 57

Week 8

Main Topics:
-Case Manager: Child Study Team, IEP Team, Assessments and Procedures.
-Child Abuse and Neglect, Confidentiality Counseling within the School Environment.
-Preparation for Eligibility Oral Presentation in Week 9 and 10
- **Administrative Code for Special Education, NJAC 6A:14**
  Reading: NJAC 6A:14-3.5-3.6 pages45-50

Reading:

- **Administrative Code for Special Education: General Requirements, Case Manager Responsibilities, Location, Referral& Identification**
  Reading: NJAC 6A:14-3.1-3.4 pages:35-44

Week 9 Eligibility Criteria/Classifications Presentations

-Group Exercise Eligibility Criteria/Classifications Presentations Student 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. Students will present their findings and prepare a handout for class.
Readings:
-Preparation for Eligibility Oral Presentation in Week 9 and 10

- **Administrative Code for Special Education, NJAC 6A:14**
  Reading: NJAC 6A:14-3.5-3.6 pages:45-50
- Beran, Tanya., Mishna, Faye, McInroy, and Shariff, Shaheen (2015) Children's Experiences of Cyberbullying: A Canadian National Study. *Children & Schools*: A Journal of The National Association of Social Workers, v 37, No.4, 223-230.

Week 10 Eligibility Criteria/Classifications Presentations

-Group Exercise Eligibility Criteria/Classifications Presentations Student 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. Students will present their findings and prepare a handout for class.
Readings:
-Preparation for Eligibility Oral Presentation in Week 9 and 10
- **Administrative Code for Special Education, NJAC 6A:14**
  Reading: NJAC 6A:3.5-3.6 pages:45-50

Week 11

Main Topics:
-Guideline and Resources and Regulations: Constructing an IEP
-Behavioral Intervention Plans
-DVD Presentation of Rick Lavoie's : "It's so much work to be your friend"

Reading:
- IEP Resource Guide

Week 12

Main Topics:
-Discuss Integration Paper
-Guideline and Resources and Regulations: Constructing an IEP
-Discussion of Educational and Psychological Assessments
-Discussing Transition Planning

Reading:
- IEP Resource Guide
- **Administrative Code for Special Education: Transition Planning**
  Reading: NJAC 6A:14-3.7 pages:54-56

- **Administrative Code for Special Education: Individualized Education Program**
  Reading: NJAC 6A:14-3.7-3.9 pages:51-60

Week 13

Main Topics:
-Discuss Integration Paper
-IEP Resource Guide
-Goals and Objectives
-Present Levels of Educational Performance
-Program Options, Modifications and Accommodations.

- **Do bring a Blank IEP to class today. You can retrieve this document by going on our class Sakai Site.**

Readings:

- **Administrative Code for Special Education: Programs and Instruction Reading: NJAC 6A:14-4.1-4.4 pages61-66**

- Special Education Code
- http://www.nj.gov/education/code/current/title6a/chap14.pdf Subchapter 4

IDEA
- IEP: http://www.nj.gov/njded/specialed/ieptoc.htm
- SPANNJ: http://www.spannj.org/BasicRights/appendix_d.htm

Week 14

Main Topics:
Discuss Integration Paper
-Goals and Objectives
-Present Levels of Educational Performance
-Program Options, Modifications and Accommodations
    Readings:
- **Administrative Code for Special Education: Programs, Supplementary Aids, Services and Resource programs Reading: NJAC 6A:14-4.5-4.11 pages66-75**
- IEP Resource Guide

Modifications
- http://www.uihealthcare.com/topics/neurologicalhealth/tourettesyndrome.html#modifications
- http://www.cast.org/system/galleries/download/ncac/CurriculumModifications.pdf#search='modifying%20curriculum
- legacy.teachersfirst.com/sped/prof/adapt-strat.html

Week 15 Final Project Due

Assignment Due: Final Project Due

ACADEMIC INTEGRITY

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 APA citation style which is described in the Publication manual of the American Psychological Association, 6th edition.

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 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.

Plagiarism as described in the University's Academic Integrity Policy is as follows: *"Plagiarism*: Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

-Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution.
-Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.
-Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.
-Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other nontextual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Conduct. The AIF that you should contact is Laura Curran, at lacurran@ssw.rutgers.edu. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete.   A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see:
http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers.
To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination.***

XII. DISABILITY ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate

disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: https://ods.rutgers.edu/students/documentation-guidelines.
If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: https://ods.rutgers.edu/students/registration-form.

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