19:910:520: CSW: School Settings

Instructor:

Term: Fall 2020

Location:

Office Hours:

Email:

Telephone:

Course Outline

Catalog Course Description:

Advance 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.

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:
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.

**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 competencies 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 competencies:

**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. Social workers recognize the importance of life-long learning and are committed to
continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**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.

**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.

**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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

**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 develop an awareness of the ecological model of school social work practice and describe its major characteristics.** *Correlates with Core Competency 1: Demonstrate Ethical and Professional Behavior.*

2. **To become aware of the challenges facing our public schools and ways in which school social workers can address these challenges.** *Correlates with Core Competency 5: Engage in Policy Practice.*

3. **To develop an awareness and analyze the roles and functions of school social workers in their practice with students, families, school personnel and communities.** *Correlates with Core Competency 9: Evaluate Practice with Individuals, Families, Groups & Organizations.*

4. **To understand how the organizational context of school influences the practice of school social work.** **Correlates to Core Competency 5: Engage in Policy Practice.**

5. **To be aware of the extent to which school policies and procedures impact upon the problems of truancy, school failure, school discipline problems and school dropouts.** **Correlates to Core Competency 4 & 5: Engage in Practice – Informed Research and Engage in Policy Practice.**

6. **To develop skills in assessing the problems; developing and implementation intervention strategies to effect change; and evaluating the outcomes of these interventions.** **Correlates to Core Competency 7, 8 & 9: Assess, Intervene & Evaluate: Individuals, Families, Groups Organizations & Communities.**

7. **To develop skills to work collaboratively with other school professionals, parents and community members and to contribute to effective multidisciplinary team functioning.** **Correlates to Core Competency 5: Engage in Policy Practice.**
School of Social Work Mission Statement and School Wide Learning Goals

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 strengthens 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

Required Texts:

- New Jersey Administrative Code for Special Education, Title 6A, Chapter 14-Special Education

Other required readings (separate from textbook) are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).
For further instructions please click here for a video tutorial.

**Additional Online Resources**

**APA Style**

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 9th Edition](https://www.apa.org/store/). The Purdue OWL website also provide assistance with APA style [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Assignments and Grading**

**SSW MSW Grading Scale:** Below is the grading scale for the MSW program

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>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
<td>Above Average</td>
<td>3.5</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
<td>Good</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>77-81</td>
<td>Acceptable</td>
<td>2.5</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
<td>Unsatisfactory/Significant Problems</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Scores to be rounded up at .5

**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:

Assignments

Social Assessment/History: 30%

Due Module 6/Week 6:

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”

Eligibility Oral Presentations: 30%

Due Module/Week 9 and/or 10
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. Students will have 20 minutes to present, 5-10 minutes for Q & A at end of presentation. For 30 minutes total for each group. **Maximum of 3 students per group will be accepted only.**

Final Project: 30%

**Due Module 15/Week 15**

Choice selection of an Integration Paper (OR) Individualized Education Plan (IEP)

Integration Paper:

- APA Format.
- Paper must be between 5-8 pages (Does not include cover page and reference page)

Points are taken off if your actual paper does not clearly state your first name and last name.

**They must be within Microsoft Word format and emailed by 6:01 p.m. the day it is due.**

Cover all the areas below in your paper:

- During Omarina's time in middle school in New York, as the school social worker, what family issues would you work on in your sessions.
- What supports/resources would you coordinate for her and her family.
- Describe the dynamic between Omarina and Omarlin. How would you explore that in a way for Omarina to cope with unexpected family stressors.
- Identify some of Omarina's strengths. Discuss how you would explore them further in a counseling to assist/support her with the crises she experiences in her Junior year of high school.
• How has the innovative program affiliated with Balfan's study changed the trajectory of Omarina’s life.
• Share your overall thoughts about this documentary.

What approaches would use in the case of Omarina. Select at least 3 articles below (more instruction in assignment page) to discuss and you are welcome to use outside journal articles in addition to the required three as well. *Do note that this does not replace the approaches required from your text. Additional mentions would be supplementary.

State in depth of why, you believe this would be the most successful and provide evidence of this in your paper.

State your short/long term goals for working with this Omarina within the 30 mins weekly format in a school setting. Also state the modality, individual, group and why it would be the most successful modality for them. Integrate these articles in your discussion of the Macro or Micro level interventions you would be using to work with Omarina in your sessions.

**Paper requirements:**

All Papers must be within 4-8 pages. The APA Format must be used throughout entire paper.

**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.

**Classroom Participation Assignment**

**Due Module 4/ Week 4**
Creating: “The Helping Directory Exercise” – students shall research a variety of resources and present eight to ten agencies that would be helpful for a school social worker to work with the student population in their school setting. Students will be divided up into groups to complete this project. Contact information as well as description of some referral information must be included. This assignment should be typed in a brochure style or one-page bulleted directory format. Feel free to use city/local, county, 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, filing for unemployment, access to PPE such as masks, information on COVID 19 testing centers, food, shelter, clothing, drug and alcohol support services, play therapy or respite services, mental health, tutoring or academic supports or community-based recreation to name a few.

Course Evaluations

Students will evaluate the course using the anonymous University evaluation. In addition, the instructor may add questions to the evaluation, which reflect the unique content of the course. Evaluations will be distributed to students mid-semester and towards the end of the semester.

Student and Instructor Roles and 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. It is strongly encouraged for students to engage in the role of seeking clarification of difficult material encountered in the text, readings, and lectures. 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 all required assignments will be given a failing grade on those assignments unless a definite plan for completion of the work is agreed upon in advance by the instructor and the student.

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.

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.

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. Use the APA citation style, which is described in the Publication manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style https://owl.english.purdue.edu/owl/resource/560/01/ The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

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.
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.

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

Diversity Statement
The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs. /day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campuses. It is important that you know what to do in case there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- http://rupd.rutgers.edu/shooter.php.

Academic Integrity

All work submitted in an undergraduate 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.**

**Disability Accomodation**

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

Attendance/Participation Policy:

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

Examples of class participation include, but are not limited to, active participation and completion of online thread discussions and assignments, asking relevant questions/making relevant comments, active participation in small/large group exercises, and bringing to class relevant articles/newspaper clippings/current events information

Course Schedule

Module 1/Week 1

Main Topics:

- Course Purpose/Structure
- Expectations of Student and Instructor
- Assignments/Grading
- Roles and Functions of School Social Worker
How the presence of school social workers affect educational outcomes


Readings/Viewings:

**all links will be in reading/viewings page in appropriate module

- Role of School Social Worker( Instructor Discretion on what to discuss on this link) [https://www.sswaa.org/school-social-work](https://www.sswaa.org/school-social-work)
- NASW Standards for School Social Workers (located in located in Reading & Resources, Module 1)

Important Associations:

www.njassw.org

www.sswaa.org

Module 2/Week 2

Main Topics:

- **Role and Function of School Social Worker(con’t if needed)**
- Global Pandemic: COVID 19, Crisis in a School Setting
- DVD Presentation: Trailer of the Best Kept Secret
- **Live Classroom Small Group Discussion**: How Schools Can Respond to A National Mental Health Crisis in the Wake of COVID-19. Listen to the video and respond to the questions [How Schools Can Respond to A National Mental Health Crisis in the Wake of COVID-19](https://www.sswaa.org/school-social-work)

Readings/Viewings:
**all links will be in reading/viewings page in appropriate module**

- NASW COVID 19 Resources (located in Reading & Resources, Module 1)

**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.

**Module 3/Week 3**

**Main Topics:**

- Black Lives Matter in Schools: Teaching About Black Lives
- Discuss Creating: The Helping Directory

**Readings/Viewings:**

**all links will be in reading/viewings page in appropriate module**


• PRISE (p1-6)
• New Jersey Special Education LawNJAC 6A:14 (p 1-16)

Important Resources:

• Black Lives Matter At School Resources. National Educational Association (NEA) [https://neaedjustice.org/black-lives-matter-school-resources/](https://neaedjustice.org/black-lives-matter-school-resources/)

Module 4/Week 4

Main Topics:

• Counseling in the School Environment/Therapeutic Interventions & Students with Mental Health Issues
• School Shootings on School Grounds
• Discuss the components and outline of a Social Assessment/History
• Helping Directory Due Today

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module**


**Module 5/Week 5**

**Main Topics:**

- **Counseling in the School Environment/Therapeutic Interventions & Students with Mental Health Issues** (con't if needed)
- **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.
- **Introduction to Parental Rights In Special Education and Concepts to Special Education**
- **Discuss the components and outline of a Social Assessment/History**

**Readings/Viewings:**

**all links will be in reading/viewings page in appropriate module**

- PRISE (p1-6)
- New Jersey Special Education Law NJAC 6A:14 (p 1-16)


Module 6/Week 6

Main Topics:

- Intervention & Referral Services (I&RS)
- Parental consent, Notices, Participation and Meetings
- Eligibility and Referral Procedures
- Social Assessment Due Today

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module

- New Jersey Special Education Law NJAC 6A:14 (p 16-28, 55-60)

**Module 7/Week 7**

**Main Topics:**

- Diversity and Cultural Competency in Schools: LGBTQ Youth and Immigrant Children

**Readings/Viewings:**

**all links will be in reading/viewings page in appropriate module**


**Module 8/Week 8**

**Main Topics:**

- 504
  - Child Study Team Case Manager Role
  - General Overview of IEPs and Facilitating IEP Meetings

**Reading/Viewings:**

**all links will be in reading/viewings page in appropriate module**

- Parents Guide to 504 in Public Schools: https://www.greatschools.org/gk/articles/section-504-2/
- New Jersey Special Education Law NJAC 6A:14 (p55)
- Videos on IEPs and facilitating IEP Meetings

**Module 9/Week 9**

*Eligibility Criteria/Classifications Presentations Today*

Main Topic (Time permitting after presentations):

- Various Words/Terms and Definitions within Special Education
- The purpose and benefit of The IEP Resource Guide
- General Aesthetic Overview of Sections of an IEP

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module**

- IEP Resource Guide
- New Jersey Special Education Law NJAC 6A:14 (p 8-14)

**Module 10/Week 10**

*Eligibility Criteria/Classifications Presentations (As needed)*

Main Topic (Time permitting after presentations):

- The purpose and benefit of The IEP Resource Guide
- General Aesthetic Overview of Sections of an IEP
- Special Education Laws discussion on IEPs

Readings/Viewings:
**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide
- New Jersey Special Education Law NJAC 6A:14 (p 76-89)

**Module 11/Week 11**

**Main Topics:**

- Harassment, Intimidation and Bullying
- Behavioral Intervention Plans
- Evidence Based Strategies

**Reading/Viewings:**

**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide(22-25)

**Module 12/Week 12**

**Main Topics:**

- CST Evaluations
- Present Levels of Educational Performance
- Program Options

**Reading/Viewings:**
Module 13/Week 13

Main Topics:

- Transition Planning/ Modifications and Accommodations  
- Procedural Safeguards  
- Discuss Integration Paper  

Readings/Viewings:

- IEP Resource Guide p(14-21)  
- Sample of Completed IEP

Module 14/Week 14

Main Topics:

- Discuss Integration Paper  
- Goals & Objectives and Modifications  
- Related and Supplementary Services, Supports  
- School Social Work Certification in NJ
Readings/Viewings:

**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide(p 26-36)
- Sample of Completed IEP
- New Jersey Special Education Law NJAC 6A:14 (p 89-104, 113-116)
- Criteria for Certification in NJ

Checklist for Certification Application.pdf

Official Link for Online Application for Certification Process in NJ

https://www20.state.nj.us/DOE_TCIS_ONLINEED/

https://nj.gov/education/license/endorsements/3200S.pdf

- Professional Organizations for School Social Workers

https://njassw.org

https://www.sswaa.org

**Module 15/Week 15-Final Project Due Today**

**Bibliography**


RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

SCHOOL OF SOCIAL WORK
Syllabus

19:910:520: CSW: School Settings

Instructor:

Term: Fall 2020

Location:

Office Hours:

Email:

Telephone:

Course Outline

Catalog Course Description:

Advance 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.

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:

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.
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 competencies:

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. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective.
Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

**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 multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

**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.

**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.

**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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

**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 develop an awareness of the ecological model of school social work practice and describe its major characteristics.** *Correlates with Core Competency 1: Demonstrate Ethical and Professional Behavior.*

2. **To become aware of the challenges facing our public schools and ways in which school social workers can address these challenges.** *Correlates with Core Competency 5: Engage in Policy Practice.*

3. **To develop an awareness and analyze the roles and functions of school social workers in their practice with students, families, school personnel and communities.** *Correlates with Core Competency 9: Evaluate Practice with Individuals, Families, Groups & Organizations.*

4. **To understand how the organizational context of school influences the practice of school social work.** **Correlates to Core Competency 5: Engage in Policy Practice.**

5. **To be aware of the extent to which school policies and procedures impact upon the problems of truancy, school failure, school discipline problems and school dropouts.** **Correlates to Core Competency 4 & 5: Engage in Practice – Informed Research and Engage in Policy Practice.**

6. **To develop skills in assessing the problems; developing and implementation intervention strategies to effect change; and evaluating the outcomes of these interventions.** **Correlates to Core Competency 7,8 & 9: Assess, Intervene & Evaluate: Individuals, Families, Groups Organizations & Communities.**

7. **To develop skills to work collaboratively with other school professionals, parents and community members and to contribute to effective multidisciplinary team functioning.** **Correlates to Core Competency 5: Engage in Policy Practice.**
School of Social Work Mission Statement and School Wide Learning Goals

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 strengthens 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

Required Texts:

- New Jersey Administrative Code for Special Education, Title 6A, Chapter 14-Special Education

Readings on Library Course Reserves:

- 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
    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
Mark the Course Reserves radio button, and then you can search by
course name, course number, or by title of the reading.

**Additional Online Resources**

**APA Style**

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association, 7th edition* (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

**Assignments and Grading**

**SSW MSW Grading Scale:** Below is the grading scale for the MSW program

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>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>Outstanding</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>87-91</td>
<td>Above Average</td>
<td>3.5</td>
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<tr>
<td>B</td>
<td>82-86</td>
<td>Good</td>
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<tr>
<td>C+</td>
<td>77-81</td>
<td>Acceptable</td>
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<tr>
<td>C</td>
<td>70-76</td>
<td>Unsatisfactory/Significant Problems</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>69 and below</td>
<td>Failing</td>
<td>0.0</td>
</tr>
</tbody>
</table>

*Scores to be rounded up at .5

**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:

Assignments

Social Assessment/History: 30%

Due Module 6/Week 6:

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”

Eligibility Oral Presentations: 30%
Due Module/Week 9 and/or 10

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. Students will have 20 minutes to present, 5-10 minutes for Q &A at end of presentation. For 30 minutes total for each group. Maximum of 3 students per group will be accepted only.

Final Project: 30%

Due Module 15/Week 15

Choice selection of an Integration Paper (OR) Individualized Education Plan (IEP)

Integration Paper:

- APA Format.
- Paper must be between 5-8 pages ( Does not include cover page and reference page)

Points are taken off if your actual paper does not clearly state your first name and last name.

They must be within Microsoft Word format and emailed by 6:01 p.m. the day it is due.

Cover all the areas below in your paper:

- During Omarina’s time in middle school in New York, as the school social worker, what family issues would you work on in your sessions.
- What supports/resources would you coordinate for her and her family.
- Describe the dynamic between Omarina and Omarlin. How would you explore that in a way for Omarina to cope with unexpected family stressors.
- Identify some of Omarina's strengths. Discuss how you would explore them further in a counseling to assist/support her with the crises she experiences in her Junior year of high school.
• How has the innovative program affiliated with Balfan's study changed the trajectory of Omarina’s life.
• Share your overall thoughts about this documentary.

**What approaches would use in the case of Omarina.**

Select at least 3 articles below (more instruction in assignment page) to discuss and you are welcome to use outside journal articles in addition to the required three as well. *Do note that this does not replace the approaches required from your text. Additional mentions would be supplementary.*

State in depth of why, you believe this would be the most successful and provide evidence of this in your paper.

State your short/long term goals for working with this Omarina within the 30 mins weekly format in a school setting. Also state the modality, individual, group and why it would be the most successful modality for them. Integrate these articles in your discussion of the Macro or Micro level interventions you would be using to work with Omarina in your sessions.

**Paper requirements:**

All Papers must be within 4-8 pages. The APA Format must be used throughout entire paper.

**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.

**Classroom Participation Assignment**

**Due Module 4/Week 4**
Creating: “The Helping Directory Exercise”—students shall research a variety of resources and present eight to ten agencies that would be helpful for a school social worker to work with the student population in their school setting. **Students will be divided up into groups to complete this project.** Contact information as well as description of some referral information must be included. This assignment should be typed in a brochure style or one-page bulleted directory format. Feel free to use city/local, county, 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, filing for unemployment, access to PPE such as masks, information on COVID 19 testing centers, food, shelter, clothing, drug and alcohol support services, play therapy or respite services, mental health, tutoring or academic supports or community-based recreation to name a few.

**Course Evaluations**

Students will evaluate the course using the anonymous University evaluation. In addition, the instructor may add questions to the evaluation, which reflect the unique content of the course. Evaluations will be distributed to students mid-semester and towards the end of the semester.

**Student and Instructor Roles and 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. It is strongly encouraged for students to engage in the role of seeking clarification of difficult material encountered in the text, readings, and lectures. 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 all required assignments will be given a failing grade on those assignments unless a definite plan for completion of the work is agreed upon in advance by the instructor and the student.

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.

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.

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. Use the APA citation style, which is described in the Publication manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 9th Edition. The Purdue OWL website also provide assistance with APA style https://owl.english.purdue.edu/owl/resource/560/01/ The professor reserves the right to reduce the letter grade for any assignment that does not confirm to APA format.

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.
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 conduct 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.

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

Diversity Statement
The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs. /day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campuses. It is important that you know what to do in case there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- http://rupd.rutgers.edu/shooter.php.

Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the RU Academic Integrity Policy in its’ entirety.
As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

**“Plagiarism:** Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing 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, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

**“Cheating:** Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration:
receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW’s Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the “adjudicator”) shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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, see RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations.

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/assignment.

Disability Accomodation
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.

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

Attendance/Participation Policy:

Although this is an online class, students are expected to attend all classes; that is, posting and completing work on time. If you expect to miss one or two classes, please use the University absence reporting website https://sims.rutgers.edu/ssra/ to indicate the date and reason for your absence. An email is automatically sent to me. Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. More than three absences may result in the failure of the class. Students are expected to arrive to class on time and stay for the entire duration of class. More than 3 late arrivals or early departures will result in grade deductions. In addition, students are expected to take leadership roles in class discussions and exercises.

Examples of class participation include, but are not limited to, active participation and completion of online thread discussions and assignments, asking relevant questions/making relevant comments, active participation in small/large group exercises, and bringing to class relevant articles/newspaper clippings/current events information
Course Schedule

Module 1/Week 1

Main Topics:

- Course Purpose/Structure
- Expectations of Student and Instructor
- Assignments/Grading
- Roles and Functions of School Social Worker
- How the presence of school social workers affect educational outcomes

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module

- Role of School Social Worker( Instructor Discretion on what to discuss on this link) [https://www.sswaa.org/school-social-work](https://www.sswaa.org/school-social-work)

- NASW Standards for School Social Workers (located in located in Reading & Resources, Module 1)

Important Associations:

www.njassw.org

www.sswaa.org

Module 2/Week 2
Main Topics:

- Role and Function of School Social Worker (con't if needed)
- Global Pandemic: COVID-19, Crisis in a School Setting
- DVD Presentation: Trailer of the Best Kept Secret
- Live Classroom Small Group Discussion: How Schools Can Respond to A National Mental Health Crisis in the Wake of COVID-19

Listen to the video and respond to the questions **How Schools Can Respond to A National Mental Health Crisis in the Wake of COVID-19**

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module**

- NASW COVID 19 Resources (located in Reading & Resources, Module 1)

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.

Module 3/Week 3

Main Topics:

- Black Lives Matter in Schools: Teaching About Black Lives
- Discuss Creating: The Helping Directory

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module**


• PRISE (p1-6)

• New Jersey Special Education LawNJAC 6A:14 (p 1-16)

**Important Resources:**

• Black Lives Matter At School Resources. National Educational Association(NEA)[https://neaedjustice.org/black-lives-matter-school-resources/](https://neaedjustice.org/black-lives-matter-school-resources/)

**Module 4/Week 4**

**Main Topics:**

• Counseling in the School Environment/Therapeutic Interventions & Students with Mental Health Issues

• School Shootings on School Grounds

• Discuss the components and outline of a Social Assessment/History

• Helping Directory Due Today

**Readings/Viewings:**

**all links will be in reading/viewings page in appropriate module**


• Keeping Our Schools Safe: A Plan For Preventing Mass Shootings and Ending All Gun Violence in America’s Schools(2020). Everytown, NEA,AFT(p14-24).


Module 5/Week 5

Main Topics:

• Counseling in the School Environment/Therapeutic Interventions & Students with Mental Health Issues(con’t if needed)

• 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.

• Introduction to Parental Rights In Special Education and Concepts to Special Education

• Discuss the components and outline of a Social Assessment/History

Readings/Viewings:
**Module 6/Week 6**

**Main Topics:**

- **Intervention & Referral Services (I&RS)**
- Parental consent, Notices, Participation and Meetings
- Eligibility and Referral Procedures
- Social Assessment Due Today

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module**

- New Jersey Special Education Law NJAC 6A:14 (p 16-28, 55-60)

Module 7/Week 7

Main Topics:

• Diversity and Cultural Competency in Schools: LGBTQ Youth and Immigrant Children

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module


Module 8/Week 8

Main Topics:

• 504
- Child Study Team Case Manager Role
- General Overview of IEPs and Facilitating IEP Meetings

Reading/Viewings:
**all links will be in reading/viewings page in appropriate module**

- Parents Guide to 504 in Public Schools: [https://www.greatschools.org/gk/articles/section-504-2/](https://www.greatschools.org/gk/articles/section-504-2/)
- New Jersey Special Education Law NJAC 6A:14 (p55)
- Videos on IEPs and facilitating IEP Meetings

**Module 9/Week 9**

*Eligibility Criteria/Classifications Presentations Today*

Main Topic (Time permitting after presentations):

- Various Words/Terms and Definitions within Special Education
- The purpose and benefit of The IEP Resource Guide
- General Aesthetic Overview of Sections of an IEP

Readings/Viewings:
**all links will be in reading/viewings page in appropriate module**

- IEP Resource Guide
- New Jersey Special Education Law NJAC 6A:14 (p 8-14)

**Module 10/Week 10**
Eligibility Criteria/Classifications Presentations (As needed)

Main Topic (Time permitting after presentations):

- The purpose and benefit of The IEP Resource Guide
- General Aesthetic Overview of Sections of an IEP
- Special Education Laws discussion on IEPs

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide
- New Jersey Special Education Law NJAC 6A:14 (p 76-89)

Module 11/Week 11

Main Topics:

- Harassment, Intimidation and Bullying
- Behavioral Intervention Plans
- Evidence Based Strategies

Reading/Viewings:

**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide(22-25)
Module 12/Week 12

Main Topics:

- CST Evaluations
- Present Levels of Educational Performance
- Program Options

Reading/Viewings:

**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide (p10-11)
- Sample of Completed IEP
- New Jersey Special Education Law NJAC 6A:14 (p 53-55, 91-98)

Module 13/Week 13

Main Topics:

- Transition Planning/ Modifications and Accommodations
- Procedural Safeguards
- Discuss Integration Paper

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide p(14-21)
- Sample of Completed IEP
- New Jersey Special Education Law NJAC 6A:14 (p107-108)
Module 14/Week 14

Main Topics:

- Discuss Integration Paper
- Goals & Objectives and Modifications
- Related and Supplementary Services, Supports
- School Social Work Certification in NJ

Readings/Viewings:

**all links will be in reading/viewings page in appropriate module

- IEP Resource Guide(p 26-36)
- Sample of Completed IEP
- New Jersey Special Education Law NJAC 6A:14 (p 89-104, 113-116)
- Criteria for Certification in NJ

Checklist for Certification Application.pdf

Official Link for Online Application for Certification Process in NJ

https://www20.state.nj.us/DOE_TCIS_ONLINEED/

https://nj.gov/education/license/endorsements/3200S.pdf

- Professional Organizations for School Social Workers

https://njassw.org

https://www.sswaa.org

Module 15/Week 15-Final Project Due Today
Bibliography


Problems: Examining Different Practice Approaches. *Children & Schools*, 33,(2) 97-105


