

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
MASTER Spring 2023

19:910:520

Clinical Social Work in School Settings

Time:

Location:

Instructor:

Office:

Telephone:

E-mail:

Office hours:

I. Catalog Course Description

The goal of CSW in Schools is for students to analyze the role of school social workers and evaluate school social workers' current and historical contributions to K-12 education. Students gain an understanding of systematic intervention in schools using a variety of intervention modalities.

There is an emphasis on the role of the school social worker in a host setting which necessitates an understanding of legal statutes and regulations governing their functioning. Specific focus is placed on the leadership skills required of school social workers in influencing the development of trauma informed school practices with a social justice lens. The right to a free and appropriate education for special populations including children and youth with mental, physical and emotional difficulties, economic and geographic disadvantages and diverse ethnic and linguistic backgrounds is highlighted.

II. Course Overview

In this course students work on clinical and administrative intervention strategies in schools including direct service, consultation, collaboration, advocacy, program development and evaluation, individual, group and community work. Focus is on advanced trauma-informed direct practice with children and youth in an instructional setting where the school social worker must take leadership in emphasizing the mental health needs of vulnerable young people. The development and utility of special education services, 504's, IEP's, PBIS and other services specific to schools is explored.

Macro and Micro level analysis of issues such as the school to prison pipeline, overidentification of males of color in special education and placement in more restrictive environments is a component.

III. Place of Course in Program

This course is particularly appropriate for those who intend to work in schools and with families and children. It is a Clinical Social Work elective. Prerequisite is the satisfactory completion of the Professional Foundation CSW-I and a clinical level Field Placement.

IV. 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 3: Advance Human Rights and Social, Economic, and Environmental Justice: Clinical social workers are fully grounded in the ethics of the profession, recognizing the dignity and worth of all individuals and the need to advocate for social, economic and environmental justice. Clinical social workers recognize the need to assess clients' physical environment for the availability of safe shelter, food, water, and air. Clinical social workers are adept at recognizing where social and structural forces marginalize people and thus work to advocate for policies that promote justice, advance human rights, and promote environments in which all individuals can thrive. Practitioners in clinical social work:

- Contextualize all client conceptualizations (assessments) utilizing lenses of social justice, including aspects of identity and social location that may marginalize clients and/or contribute to their inequitable distribution of social and economic resources.

- Assess the availability of clean and safe shelter, water, food, air, and other environmental resources and help individuals, families, groups and communities to develop mechanisms to advocate for and maintain these environmental resources.
- Advocate for equitable distribution of all social, economic, and practical resources, including the availability of a competent clinical social worker with commitments to anti-oppressive, justice-oriented clinical practice.

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

Clinical social work practitioners recognize the importance of the engagement process and understand the importance of differential use of self in initial encounters. Practitioners in clinical social work rely on the ecological perspective to inform the therapeutic relationship; are aware of how interpersonal dynamics and cultural factors shape the therapeutic relationship; and use relational techniques to develop a therapeutic relationship. Clinical social workers recognize how engagement with couples, families and groups may differ from individual approaches, and they develop differential engagement skills accordingly. Clinical social workers value collaboration and thus recognize the importance of clients' input in the development of their treatment goals. Clinical social workers use the engagement process to help clients convey their thoughts and concerns within the therapeutic relationship as well as to other providers/stakeholders.

Practitioners in clinical social work:

- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems (poverty, crime, social injustice, racism, classism, sexism, homophobia, and transphobia) and incorporate this understanding into client engagement. Reflect upon the ways these aspects shape the manner in which one engages and works with the client.
- Understand how members of oppressed groups—people of color, people with varying sexual orientation and gender identities, people with different abilities, people with severe and persistent mental illness—may require different methods of engagement.
- Identify ways to enhance collaboration with clients and promote their empowerment, including seeking their input and feedback regarding the treatment process and fostering their capacity to provide feedback to other members of the treatment team.

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

Clinical social workers select effective modalities for intervention based on the extant research as well as the client's cultural background. Clinical social work practitioners integrate their knowledge of various individual, family, and group psychotherapeutic modalities, as well as crisis intervention techniques and community-wide referrals, to intervene effectively; demonstrate flexibility by tailoring interventions to suit the needs of multiple client populations; and understand the effects of the social environment on client well-being. Clinical social workers therefore recognize the need to intervene on mezzo and macro levels. Practitioners in clinical social work critically select, apply, and evaluate best practices and evidence-informed interventions; they value collaboration with the client and other professionals to coordinate treatment plans. Clinical social workers maintain knowledge of the communities they serve in order to ensure that clients are connected with relevant services and resources in an effective manner, while eliciting client feedback about how the interventions are impacting the client.

Practitioners in clinical social work:

- Select psychotherapeutic interventions based on a critical knowledge of theory, research, and practice experience.
- Exhibit flexibility by shifting perspectives and interventions to suit the needs of clients, while recognizing that the multi-faceted assessment drives the selection of appropriate interventions.
- Demonstrate an ecological understanding of the transactional relationship between emotional/behavioral difficulties and social problems—poverty, crime, social inequality, institutional racism, sexism, religious and/or ideological bias, homophobia, and transphobia—and incorporate this understanding into their interventions.
- Intervene effectively with individuals, families and groups, while eliciting client feedback and knowing when to modify approaches

V. 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 should have a comprehensive understanding and knowledge in five broad areas. Those five translate in the following goals: (a) knowledge of the history and role of social work in schools, (b) critical policy issues currently impacting education, (c) special education law and procedures, (d) theoretical frameworks for school social work practice, (e) prevention, assessment, and intervention approaches in schools. These areas are defined in more detail in the following course objectives

1. To understand the ecological, trauma informed model of school social work practice and describe its major characteristics.
2. To identify children at risk and strategies schools can utilize to promote resilience.
3. To develop cultural humility in assessing diverse individual, family and community needs and their impact on schools. Demonstrate knowledge of a broad range of experiences, personal characteristics, and background variables that influence student learning and development, including reciprocal and diverse influences of home, school, and community.
4. To demonstrate understanding of reporting requirements and other legal requirements related to child abuse and neglect that is physical, sexual, or psychological.
5. To contribute to an effective multidisciplinary team functioning on behalf of children and their families and to appreciate the diverse roles of the social worker as well as the other school professionals, parents, and community members.
6. To analyze the structure and functions of various types of educational and school policies that impact structural problems such as truancy, discipline, drop-out and the school to prison pipeline.
7. To explore the funding and policy issues that have fueled divergent models of school structures such as public schools, public charter schools, private schools, out of district and specialized school systems.
8. Describe federal and state special education laws and other legal aspects of the role of school social worker

9. Describe and practice effective written communication of the assessment and evaluation results that include educationally relevant recommendations and measurable goals and anticipated outcomes from service delivery.
10. Analyze the similarities and differences between clinically-based definitions of psychiatric disorders and educational disabilities.
11. Develop awareness of curriculum, teaching theories, and methodologies.
12. Understand how technology has further widened the achievement gap in schools that service children of color and how the twin pandemics of COVID and structural inequalities has exacerbated this gap.

VI. 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 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.

VII. Textbooks

Required Texts

1. Dombo, E.A., & Anlauf Sabatino, C., (2019). *Creating trauma-informed Schools: A guide for School Social Workers and Educators*. Oxford University Press, ISBN 9780190873806.
2. Rosas, C.E., & Winterman, K.G. (2023). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, Second Edition. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2

Recommended Texts

1. Burns, M. K., Tillman, Riley, T C., and Rathvon, N. (2017) *Effective school interventions: Evidence based strategies for improving student outcomes*, 3rd Edition, The Guilford Press, New York.
2. Hyatt, K., Filler, J. (2020) *Developing IEPs: The complete guide to educationally meaningful Individualized Educational Programs for students with disabilities*, 2nd Edition., Kendall Hunt Publishing Company.
3. 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](#)

VIII. Course Policies & Requirements

This is a **collaborative and professional learning community**. Students are encouraged to make connections between the assigned course material and their other coursework and Field experience. Students are expected to self-advocate, offer meaningful questions and comments in the class discussion and to share additional resources. Students are advised to communicate concerns, questions and requests to the Instructor early and often so as to be offered the highest degree of support and flexibility.

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, identity, 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.

Attendance. Students are expected to attend class regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. In addition, students are expected to take leadership roles in class discussion or exercises. More than three absences ('excused' or unexcused') may result in the failure of the class.

Students who leave during the break will be marked as absent for that class. Absence, early departure, or lateness to class is acceptable only for compelling reasons (e.g., illness, religious observance). Examples of *inappropriate* reasons for missing class include birthday parties and problems finding parking. It is imperative to notify the course instructor in advance of any anticipated class absence.

This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays videos, guest presenters, and seminar techniques. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives. The development of a supportive learning environment, reflecting the values of the social work profession, is essential for the success of this class. A supportive learning environment is fostered by listening to the ideas and views of others, being able to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking your experiences to the readings and assignments. We will appreciate your contributions to making this a safe and respectful learning experience.

Students must **read all assigned material** and be fully **prepared for discussion** of the material

as well as its application to their own practice experiences. Confidentiality as defined by the NASW Code of Ethics is expected of all class members, in regard to their clients as well as their class colleagues. Further, respect for colleagues must be exhibited; this includes refraining from use of cell phones and other electronic devices that distract from the class discussion. Students are advised to speak with the Instructor regarding requests to use laptops or other electronic devices during class. **All electronic devices must be silenced and stowed out of sight and out of hands.**

During class time, electronics use is permitted for note taking, and accessing powerpoints and other course materials only. Electronics use for non-class related activities such as browsing the web, media, emailing, etc. is prohibited. While teaching I have found these activities very distracting and also disrespectful to peers. I expect that each student will be fully present during class time. As social workers, teachers, and learners, we need to find ways to remain engaged even during times that may seem challenging, boring, or difficult. If you are not experiencing class as engaging, please take steps to take responsibility for your learning, by finding ways to engage and give feedback. I greatly value class dialogue, so feel free to step forward in a respectful manner if your learning needs are not being met. On this basis, if a student is using media for non-class related activities during class time, their final course grade will be lowered.

IX. Assignments & Grading

All assignments are due at the beginning of the class for which they are assigned. Late assignments are not accepted. Any exception to this will be made only under compelling circumstances and with the professor's advance approval. If an assignment due date conflicts with a religious observance, please consult with the Instructor prior to the assignment's due date.

Professional social workers keep case records, write treatment reports for referral sources and managed care companies, correspond with judges and other professionals, develop policy, and advocate for their clients. **All of these tasks require excellent writing skills. Therefore, proper grammar, syntax, spelling, and appropriate referencing (APA 7th edition style) are expected for all assignments.** Substantial credit will be deducted from a paper's grade for gross and repeated writing, spelling, and referencing errors.

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

A	92-100
B+	87-91
B	82-86
C+	77-81
C	70-76
F	0-69

*Scores to be rounded up at .5

Specific Assignments for CSW in Schools
Three Brief Reflection Papers 15% in total. One to two page per reflection

Reflection Paper #1: Due 3rd class, one to two pages, 5% of course grade**My School Experience -**

This paper is a personal exploration of your experience when you were a K-12 student. In your own voice describe the best and worst of your experience as a young student. You can include aspects of peer, teacher, support staff interaction and also extra-curricular activities such as clubs, sports etc. Reflect on how your school experience may inform your school social work practice. Include critical reflection on issues related to Privilege, Oppression, Diversity, and Social Justice and social work ethics. Consider how, in your future social work career, you might provide leadership in changing or replication programs or interactions that affected you as a student. Since this is a personal exploration, you may write in the first person and do not need to include citations.

Reflection Paper #2: Due 5th class. one to two pages. 5% of course grade

All New Jersey Schools are required to have Intervention & Referral Services (I&RS) teams and 504 teams. Choose a school district (it could be the district in which you live or where you intern). Review their I&RS and 504 guidelines from their website. If you are having difficulty finding this for your district, compare to another school district that does highlight the process in their website.

After you have thoroughly reviewed, answer the following questions in your paper.

- Is the process for 504 and I&RS clear? Please state succinctly, how a student/parent/teacher would access and use the assistance?
- Do you still have questions about 504 or I&RS after reviewing the website? Discuss
- Did anything surprise, dismay, encourage you about your research on I&RS and 504 in your district.
- Do you have any suggestions for improvement?

Reflection Paper #3: Due week #9. 1-2 pages. 5% of course grade

Choose one of the 14 classification according to the NJ Administrative Code Regulations: 6A:14

1. What is the definition of the disability you selected as stated in the New Jersey Administrative Code?
2. How does a student qualify for this disability?
3. What academic difficulties might the student have in school (Classwork, homework, tests, and attention)? Describe at least two.
4. Identify at least 2 interventions or strategies that might be effective (to help with behavior, academic work, social interaction, communication, attention and concentration) for this student.

Major Assignment #1. Due week #7. 5-8 pages. 35 % of your final grade.**Social Assessment & PLAAFP Statement**

Choose a student and family you are working with in your field placement if you are in a school. If you are not placed in a school setting but would like to write about one of the youth you are serving in your field placement, you may do so. If you do not work with young people, choose a character from “The Best Kept Secret” or the “Education of Omari”. However, please keep the focus of this assessment and planning paper on the student's school performance.

The paper has two parts: a Social Assessment and a PLAFF statement which includes the Social Assessment Findings.

- A. First, write a brief **social assessment** (4-5 pages) describing the student, the student’s developmental history, social environment, educational history, and the presenting school related difficulties. Include a discussion of a broad range of experiences, personal characteristics, and background variables that influence the student's learning and development including home, school, and community. Identify factors that enhance strengths, resilience, and protection from adversity, and that diminish education and developmental risks. Identify a standardized assessment tool that you can use to complete the assessment. Include what you might see in a classroom observation of this student. Although in a “real” IEP you would not include peer reviewed journals as part of your assessment, for the purposes of this paper you are required to do so. Use your readings to inform as you complete your assessment e.g. readings on trauma suggest possible learning and behavioral outcomes.

- B. **PLAFF statement.** As outlined in Chapter 3 of Winterman & Rosas (2014), “Prior to beginning any formal planning related to services. it is essential to clearly establish the learner’s strengths and areas of improvement.” (p. 37). This is recorded in the PLAFF section, and it is the foundation from which future instructional plans and educational services are built. It is one of the most important sections of the IEP.

Write a PLAFF based on the student in the social assessment. Include strengths and weaknesses, write measurable levels of academic achievement and functional performance, a statement that explains the effect of a student’s disability on their educational performance and involvement and progress in the general education curriculum. Provide sufficient detail on the student’s level of functioning to develop goals.

Articulate at least two goals with objectives for that student which might be included in the student’s IEP. Discuss specifically how these goals and objectives are individualized to the specific needs of the student. Describe how parents/caregivers will be included. To protect confidentiality, change or omit, identifying information such as name of student, school, specific community etc.

Major Assignment #2, Final Paper: 40% of your final grade.

Option 1 **OR** Option 2. Due 2nd to last class. 8-10 pages. A reference page must be included and is not a part of the page count.

Option 1: IEP Critique and revision. 40% of your final grade.

You will be provided with examples of 2 completed IEP's. with different eligibility and program considerations. Your task is to review and describe potential revisions. You will focus on the following areas:

- 1) Dates of eligibility, annual and triennial reviews
- 2) Complete demographic information including d.o.b. and grade
- 3) Inclusion of parent(s)/guardian in the process
- 3) Appropriateness of eligibility statement
- 4) Placement decision: is there a focus on LRE?
- 5) Appropriateness of PLAFF (is it missing information, data etc).
- 6) Goals and objectives: What would you suggest in your revision?
- 7) Measuring and reporting progress: Does this need changes?
- 8) Accommodation and modifications: make suggestions
- 7) Transition plan: What would you change?

You must include peer reviewed journal articles in your analysis. For example, if the student is placed in a self-contained environment, include the literature that describes the effects of this most restrictive environment. Use APA style. You can use articles from another class but you must also include readings from this class. The number of citations should not be less than five.

OR

Option 2: Whole School Change Proposal Assignment. 40% of your final grade.

For this final paper, incorporate the many different ideas and readings from the course to design a proposal that addresses a school crisis or problem. This could be within your school community (internship) or a national issue. Research approaches and strategies for responding to such a crisis or problem in a school.

School problems/crises that would be appropriate include, but are not limited to: prevention and/or response to student suicide or suicide risk, response to student homicide in school or in the community, policy options for interrupting some aspect of school to prison pipeline, implementing restorative practices in schools, implementing trauma informed practices in a school or district, increasing racial equity and justice for students, decreasing school dropout rates, school policy related to GSA's (gay-straight alliances), ways to support undocumented students and their families, school disciplinary policies, school refusal/phobia, student who are homeless or lack permanent fixed housing, school restraint policies, implementing gender inclusive bathrooms and locker rooms, decreasing aggressive/violent student behavior, how schools respond after the pandemic and prepare for future mass disruptions. Your proposal should include concrete steps for implementation.

Your proposal should include the following components: 1) Your assessment of the "problem". 2) Your plan for conducting a needs assessment with different school community stakeholders 3) What the literature says about effective programs and/or interventions for the problem you've identified. 4) Your outline of the program or intervention: a brief synopsis of the different phases

of implementation. 5) Your plan for measuring the outcomes of your program or intervention. 6) Conclusion
7) References (APA style).

You must include peer reviewed journal articles in your analysis. Use APA style. You can use articles from another class but you must also include readings from this class. The number of citations should not be less than five.

X. Resources

1. *Library Research Assistance*

Julia Maxwell is the social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu p. 848-932-6124; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830 . They are all available to meet with students.

2. *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.

All MSW Students

All MSW SSW students: New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Students Only

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

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

3. *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 7th Edition](#).

The Purdue OWL website also provide assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/> Purdue OWL Mechanics, grammar, organization

<https://owl.english.purdue.edu/owl/section/1/>

● **Email Etiquette for Students**

<https://owl.english.purdue.edu/owl/resource/694/01/>

XI. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XII. School of Social Work Mission Statement

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.

XIII. Course Outline

Overview of Semester

Module	Topic	Dates/ Notes
1	Social Worker's Role and Function and Legislation Guiding SSW Practice	
2	Returning to School & SSW leadership: Crisis Theory, Trauma Informed Practice and the Twin Pandemics	
3	Trauma in schools - school shootings, suicide, homicide: Reflection Paper #1	
4	Interventions & Pre-Referral: I&RS, 504	
5	Social Assessments, PLAFF's and Goals and Objectives: Reflection Paper #2	
6	Social Assessments, PLAFF's and Goals & Objectives:	
7	SSW Leadership: The 10 Principles of Trauma-informed services and application to school environments: Assignment #1	
8	Eligibility and least restrictive environment	
9	Discipline - School to Prison Pipeline. HIB legislation and practice. Use of BIP's and FBA's. Response to Intervention	
10	IEP review and analysis: Reflection Paper #3	
11	The Transition Process	
12	Diversity and Cultural Humility	
13	Vicarious trauma and self-care	
14	Termination: Final Paper	
15	Review	

Course Readings

NOTE: Required readings are to be read before the class in which they are assigned. These readings are either in the required textbooks or on Canvas/Library Reserves. The **suggested**

readings are not required, but are listed simply to provide additional resources about select topics.

Resources: Introduction Videos on School Social Workers

- [Day in the Life of a School Social Worker](#)
- [A Day in the Life: High School Social Work](#)
- [For Your Health - School Social Worker](#)

MODULE 1:

Social Worker’s Role and Function and Legislation Guiding SSW Practice

TOPIC: We will examine School Social Worker's role and function and the skills required for competent school social work practice. The legal and organizational context for education: general and special education is a feature with a focus on laws governing regular and special education. The history of the development of the laws and its relationship to the civil rights movement and impact of court decisions in creating educational change provides important context.

Required readings:

- Kelly, M.S., Frey, A., & Anderson-Butcher, D. (2011). Special Issue Editorial: Writing the job description for school social work in 2031. *Children & Schools*, 33 (2), 94-96.
- NASW Standards for School Social Workers [NASW Standards for School Social Work](#)
- Velez, V.(2021, Feb.16). [Nobody knows what a social worker does. That is hurting our students.](#) *Chalkbeat*
- [Rosas, C.E., & Winterman, K.G. \(2023\). The IEP checklist: Your guide to creating meaningful and compliant IEPs, Second Edition. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2. Chap. 1.](#)

Suggested readings:

- Alvarez, M.E., Bye, L., Bryant, R., and Mumm, A. (2013). School Social Workers and Educational Outcomes. *Children & Schools*, 35(2), 235-243.
- 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.
- Hopson, L & Lawson, H. (2011, April). Social Workers’ Leadership for Positive School Climates via Data-informed Planning and Decision Making. *Children & Schools*. 33(2)

MODULE 2:

Returning to School & SSW leadership: Crisis Theory, Trauma Informed Practice and the Twin Pandemics

Topic: The majority of schools closed in March 2020 due to COVID and in the process highlighted the inequities in our school systems including the digital divide and food insecurity As the former Secretary of Education, Paul Rivera noted “Those of us in education know these problems have existed forever. What has happened is like a giant tidal wave that came and sucked the water off the ocean floor, revealing all these uncomfortable realities that had been beneath the water from time immemorial” (Mineo, 2020, para 10). We will explore the effects of the twin pandemics of COVID and racial inequities, how SSW can and have responded and how crisis theory & trauma informed treatment can guide our work.

Required readings:

- Daftary, AM.H.(2022). Remotely successful: Telehealth interventions in K-12 Schools during a global Pandemic. *Clin Soc Work J* 50, 93–101
<https://doi.org/proxy.libraries.rutgers.edu/10.1007/s10615-021-00818-8>
- Dombo, E.A., & Anlauf Sabatino, C., (2019). *Creating Trauma-Informed Schools: A guide for School Social Workers and Educators*. Oxford University Press, ISBN 9780190873806. Chapter 2.
- Villarreal Sosa L. (2021). School resource Officers and Black Lives Matter protests: It's time for School Social Work to take a stand. *Children & schools*.42(4):203-207. doi:10.1093/cs/cdaa025

Suggested readings:

- Chonody JM. (2022). “I’m going to need a lot of therapy for this someday:’ Finding your “grit” in graduate school during Covid. *Social work education. Social Work Education:41(6)*. P. 1313-1335. doi:10.1080/02615479.2021.1950671
- Dayna Sedillo-Hamann, Jessica Chock-Goldman, and Marina A. Badillo (2021). School Social Workers responding to the COVID-19 Pandemic: Experiences in traditional, charter, and agency-based community school agency settings in *Tosone, C. (Ed.). Shared trauma, Shared resilience during a pandemic: Social Work in the time of COVID-19*. Springer
- Lucio, R., Krough, M., Stalnecker, D. and Villarreal Sosa, L. (2020). The Impact of School Social Workers during the COVID-19 Crisis. London, KY. *School Social Work Association of America. The impact of School Social Workers during the COVID-19 crisis*
- [NASW COVID resources](#)
- [School Social Work Association of America COVID resources](#)

MODULE 3: Trauma in schools - school shootings, suicide, homicide.

TOPIC: Responding to trauma in schools requires an understanding of crisis and trauma theory. It also requires leadership in assisting school administrators and staff who depend on the skills of social workers to guide appropriate strategies and interventions.

Required readings:

- Cowan, K.C. and Rossen, E. (2013). Responding to the unthinkable: School crisis response and recovery. *The Phi Delta Kappan*,95(4), pp. 8-12.
- Gregory JR. (2020). Whiteness and School Shootings: Theorization toward a more critical School Social Work. *Children & Schools*. 42(3):153-160. doi:10.1093/cs/cdaa017
- Singer, J.B., Slovak, K.(2011)School Social Workers experiences with youth suicidal behavior: An exploratory study. *Children & Schools*. 33,(4),215-228.

Suggested readings:

- Cawood, Natalie, D.(2012). Addressing interpersonal violence in the school context: Awareness and use of evidence-supported programs. *Children & Schools*, 35,(1), 41-52.
- Eliot, M., Cornell, D., Gregory, A., & Fan, X (2010, Dec.). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, Vol.48, Issue 6. Pages 533-553

- Teasley, M., (2013). School violence reduction and related services personnel. *Children and Schools*, 35, (4) 195-198.
- Gunfire on school grounds in the United States. 2022
<https://everytownresearch.org/maps/gunfire-on-school-grounds/>
- Preventing gun violence in American Schools, 1/25/2021
<https://everytownresearch.org/report/preventing-gun-violence-in-american-schools/>

MODULE 4:

School wide systems of support, PBIS, Tiered Systems of Support, 504's

Topic: We will explore the use of school, class and individual systems of support for students especially as an alternative to referral to Child Study Teams. Issues include: The educational system and school social work practice • the educational system and its mission, particularly related to SPED, PBIS, and RTI • Integration of school social work in the mission of the education system. • Interface between the perspectives of school social work and the educational systems plus its dilemmas.

Required readings:

- New Jersey Special Education Law NJAC 6A:14 (p 16-28, 55-60)
- Goodman-Scott E, Boulden R.(2020). School Counselors' experiences with the Section 504 Process: "I want to be a strong team member...[not] a case manager." *Professional school counseling*.23(1):2156759-. doi:10.1177/2156759X20919378
- Sabatino Anlauf, 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.

Suggested readings:

- Banks, T. & Obiakor, F. (2015). Culturally responsive positive behavioral supports: Considerations for practice. *Journal of Education and Training Studies*, 3(2).
- Berzin, S.C., O'Brien, K., Kelly, M.S., Frey, A., & Alvarez, M. (2011). Meeting the social and behavioral health needs of students: Rethinking the relationship between teachers and school social workers. *Journal of School Health*, 81 (8), 493-501.
- Saeki, E., Jimerson, S., Earhart, J. Hart, S., Renshaw, T., & Singh, R. (2011). Response to Intervention (Rti) in the social, emotional, and behavioral domains: Current challenges and emerging possibilities. *Contemporary School Psychology* 15(1). P.43-52

Resources and Videos:

- Best Practices for 504 Plans:
<https://www.aasa.org/SchoolAdministratorArticle.aspx?id=4926>
- 504 NJ Regulations: <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr104.html>
- New Jersey Special Education Law NJAC 6A:14 (p55)
- Parents Guide to 504 in Public Schools: <https://www.greatschools.org/gk/articles/section-504-2/>
- **Video:** <https://cripcamp.com/>

MODULE 5:**SOCIAL ASSESSMENTS, PLAFF's and Goals and Objectives**

TOPIC: We delve into the use of assessments in Special Education and the development of an Individualized Education Program. Focus on adaptive behavior, social assessment and its specific components, application of developmental theories and their utility in assessing and formulating assessments and interventions. How to write a PLAAFP and read an IEP

Required readings:

- New Jersey Special Education Law NJAC 6A:14 (p 1-16)
- PRISE (p1-6) [Parental Rights in Special Education \(P.R.I.S.E\)](#)
- Rosas, C.E., & Winterman, K.G. (2023). *The IEP checklist: Your guide to creating meaningful and compliant IEPs, Second Edition*. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2. Chap 4.

MODULE 6:**SOCIAL ASSESSMENTS, PLAFF's and Goals & Objectives: Use of technology/telehealth**

Topic: Continued focus on the use of assessments in Special Education and the development of an Individualized Education Program. Focus on adaptive behavior, social assessment and its specific components, application of developmental theories and their utility in assessing and formulating assessments and interventions. How to write a PLAAFP and read an IEP

Required readings:

- Harmon, S., Street, M., Bateman, D., & Yell, M., (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *Teaching Exceptional Children, Vol. 52, (5)*, pp. 320–332.
- Rosas, C.E., & Winterman, K.G. (2023). *The IEP checklist: Your guide to creating meaningful and compliant IEPs, Second Edition*. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2. Chap 5, 6 & 7

MODULE 7:**SSW Leadership: The 10 Principles of Trauma-informed services and application to school environments**

Topic: Each principal of trauma-informed services will be explored with examples of how to apply in a school setting.

Required readings:

- Capp, Gordon., (2015). Our community, Our schools,: A case study of program design for school-based mental health services., *Children & Schools: 37 (4)*, 241-248
- Dombo, E.A., & Anlauf Sabatino, C., (2019). *Creating Trauma-Informed Schools: A guide for School Social Workers and Educators*. Oxford University Press, ISBN 9780190873806. Chapter 5

MODULE 8:

Eligibility and Least Restrictive Environment

TOPIC: Working with Children and Families in General Education • Integration of direct practice with child, family and the educational system • The interface of classroom inclusion with special and regular education. Working with Children and Families in Special Education • Coordinating services for children and families in special education • Special issues related to serving children with physical, emotional and behavioral concern

Required readings:

- Rosas, C.E., & Winterman, K.G. (2023). *The IEP checklist: Your guide to creating meaningful and compliant IEPs, Second Edition*. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2. Chap 8

MODULE 9:

Discipline - School to Prison Pipeline. use of BIP's and FBA's, HIB

Topic: The importance of Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) will be explored. How different approaches to discipline and exclusion contribute to the school to prison pipeline. Alternatives such as restorative justice will be discussed. Overview of NJ's Harassment, Intimidation and Bullying laws.

Required readings:

- [NJ Harassment, Intimidation & Bullying Regulations](#)
- Harrison, K. & Harrison, R. (2009). The school social worker's role in the tertiary support of functional assessment. *Children in Schools*, 31(2), 119-127.
- Payne, A.A. & Welch, K. (2015). Restorative justice in Schools: The influence of race on restorative discipline. *Youth & Society*. Vol. 47(4) 539–564
- Sabia JJ, Bass B. Do anti-bullying laws work? New evidence on school safety and youth violence.(2016). *Journal of population economics*.30(2):473-502. doi:10.1007/s00148-016- 0622-z
- Skiba, J. (2006) Disparate access: The disproportionality of African American students with disabilities across educational environments. *Exceptional Children* Vol. 72, pp. 411-424.

Resources & Videos:

- Brown, L., Conroy, J.,& Devlin, S., (2014, Sept.). [Toward ending the segregation of students with disabilities in New Jersey](#). White Paper
- Nir Maslin, S. (2021, June 3rd). [Age of arrest](#), New York Times
- N.J. ADMN.CODE 6A:14-3.7
- Sawyer, W. (2019, Dec.19). [Youth confinement: The whole pie 2019](#). Prison Policy Initiative
- The Education of Omarina, Frontline. Sept. 13, 2016. Season 2016, Episode 13. Producer: Mary Robertson <https://www.pbs.org/wgbh/frontline/film/the-education-of-omarina/>

MODULE 10:**IEP review and analysis**

Topic: Preparation for Final Assignment with complete IEP analysis. Review of different IEP examples.

Required readings:

- Goran, L., Harkins Monaco, E.A., Yell, M.L., et.al. (2020, May 8th). Pursuing academic and functional advancement goals, services, and measuring progress. *Teaching exceptional children*. Vol 51. (4). 265-275
- Rosas, C.E., & Winterman, K.G. (2023). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, Second Edition. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2. Appendix A- IEP Tools, IEP Checklist, IEP Rubric

Suggested Readings:

- Blackwell, W.H. & Stockall, N. (2019, Feb.13th). Four steps for interpreting and communicating high-stakes assessment results. *Teaching Exceptional Children* (51).1.

Module 11:**The transition process**

TOPIC: Whether a child has a new IEP or has a new IEP for many years, transition planning should always be at the forefront. We will examine how to plan for transition as an essential part of the IEP process.

Required readings:

- Dente, C.L. & Coles Parkinson, K. (2012, May 25th). Ecological approaches to transition planning for students with Autism and Asperger's Syndrome. *Children & Schools*, (34), Issue 1, Pages 27–36, <https://doi-org.proxy.libraries.rutgers.edu/10.1093/cs/cdr002>
- Rosas, C.E., & Winterman, K.G. (2023). *The IEP checklist: Your guide to creating meaningful and compliant IEPs*, Second Edition. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2. Chap 10

MODULE 12:**Diversity and Cultural Humility**

Topic: School Social Workers are charged with meeting the needs of a diverse range of students including students of color, LGBTQ youth, immigrant students, students with disabling conditions. We will explore the particular issues facing these communities and also the issue of cultural humility as opposed to cultural competency.

Required readings:

- Gay, Lesbian & Straight Education Network. <https://www.glsen.org/educator-resources>

- Jarpe-Ratner E, Marshall B, Choudry M, et al. (2022). Strategies to support LGBTQ+ Students in high schools: What did we learn in Chicago Public Schools? *Health promotion practice*. 23(4):686-698. doi:10.1177/15248399211006492
- NJ A4454. [NJ Law requiring districts to include instruction on diversity and inclusion](#)
- NJ Amistad Commission Interactive Curriculum. <http://www.njamistadcurriculum.net/about>
- Sloane H, Petra M. (2021). Modeling Cultural Humility: Listening to Students' Stories of Religious Identity. *Journal of social work education*. 57(1):28-39. doi:10.1080/10437797.2019.1662863

Suggested Readings:

- Greenberg, J.P.(2014) Significance of after-school programming for Immigrant children during middle childhood: Opportunities for School Social Work. *Social Work*, 39(3),243-251
- Pitts, J.(2017, Summer) Why teaching Black Lives Matter matters. *Learning for Justice* 56 <https://www.tolerance.org/magazine/summer-2017/why-teaching-black-lives-matter-matters-part-i>
- Pitts, J.(2017, Summer)Bringing Black Lives Matters into the classroom. *Learning for Justice*. 56 <https://www.tolerance.org/magazine/summer-2017/bringing-black-lives-matter-into-the-classroom-part-ii>

Resources

- [Creating the space to talk about race in your school \(PDF\)](#), National Education Association <http://neaedjustice.org/wp-content/uploads/2017/04/Talk-About-Race-in-the-Classroom.pdf>
- [National Education Association Ed Justice: Black Lives Matter at school - Resources](#)
- Rutgers IIDEA Anti-Racist Resources <https://socialwork.rutgers.edu/about/resources/social-justice-resources>
- Rutgers IIDEA LGBTQ Resources <https://socialwork.rutgers.edu/about/diversity-equity-and-inclusion/resources-engagement/lbgq-resources>

MODULE 13:

Vicarious Trauma and self-care

Topic: School social workers are at risk for vicarious trauma, burnout, and compassion fatigue due to the nature of their work especially in highly demanding school systems. We will explore how to ensure that self-care is a part of a social workers focus.

Required readings:

- Lewis, M. & King, D. (2019, Jan.). Teaching self-care: The utilization of self-care in social work practicum to prevent compassion fatigue, burnout and vicarious trauma. *Behavior in the Social Environment*. 29(1), pp.96-106.
- Sherman, M.C. (2016, July 1st). The School social worker: A Marginalized Commodity within the school ecosystem. *Children and Schools*. pp. 147-151

Suggested readings:

- Travis, D.J., Lizano, E.L., & Mor Barak, M.E. (2016). 'I'm so stressed!': A longitudinal model of stress, burnout and engagement among social workers in child welfare settings. *British Journal of Social work*, 46(4), 1076-1095.

MODULE 14:**Termination**

Topic: Termination in Social Work is often a difficult topic. We discuss how termination in schools has an impact on the clinician and the client.

- Gelman, C.R., Fernande, P., Hausman, N. (2007). Challenging endings: First year MSW Interns' experience with forced termination and discussion points for supervisory guidance. *Clin Soc Work J* 35, 79-90
- Siebold, C.(2007). Everytime we say Goodbye: Forced Termination Revisited, a Commentary. *Clin Soc Work J* 35, 91–95. <https://doi-org.proxy.libraries.rutgers.edu/10.1007/s10615-007-0079-3>
- Szczygiel, P., & Emery-Fertitta, A., (2021). Field placement termination during Covid 19: Lessons on forced termination, parallel process, and shared trauma. *Journal of Social Work Education*. 57 (sup1): 137-148. doi:10.1080/10437797.2021.1932649

MODULE 15:**Course review:**

Topic. We review the main concepts explored in the course, discuss evaluation and termination.

Required Readings:

- Dombo, E.A., & Anlauf Sabatino, C., (2019). *Creating Trauma-Informed Schools: A guide for School Social Workers and Educators*. Oxford University Press, ISBN 9780190873806. Chap.8
- Rosas, C.E., & Winterman, K.G. (2023). *The IEP checklist: Your guide to creating meaningful and compliant IEPs, Second Edition*. Brookes Publishing; 2nd edition, ISBN. 978-1-68125-472-2. Chap as designated by Prof.

XIV. COVID -19 community safety practices

Per University community safety regulations, "face coverings must be worn:

- indoors in shared spaces (e.g., meeting rooms, conference rooms, conference rooms, breakrooms, copy rooms, etc.)
- indoors in classrooms, seminar rooms, lecture halls, etc.
- indoors in private spaces with more than one occupant (shared offices)
- indoors in public spaces (e.g., hallways, restrooms, stairs, elevators, etc.)"

For additional information about community COVID-19 safety practices, please see <https://coronavirus.rutgers.edu/health-and-safety/community-safety-practices/>

XV. Academic Integrity Policy

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 (Patricia Findley at pfindley@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](#)

XVI. 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>.

XVII. Other Resources

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 campus. It is important that you know what to do in cases 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>.