Introduction:

School Social Work 798 qualifies as both a Macro and Clinical course. This course examines the various roles that a school social worker may have in a school setting. Knowing educational law, delivering mental health services, and advocating on behalf of students are just some of the many expectations of a social worker within the school environment. School social workers have unique training, which enables them to assist students, parents, and the school with connections to community services and resources, and to support the students’ social and emotional needs within the school. This course utilizes the Pennsylvania Department of Education’s (PDE) outlined requirements for the Home and School Visitor (HSV) certification. The class has three objectives; developing school social workers’ clinical skills, expanding knowledge of work within schools, and widening the understanding of educational policies for children in the US.

This course is also one of the courses which can be used towards credits to the Home-School Visitor Program. To see more about this program: http://www.sp2.upenn.edu/programs/certificate/hsv.html

Educational Objectives

1. Demonstrate awareness of a professional self.
2. Identify myriad of roles school social workers fill in a school setting.
3. Display a firm understanding of the literature on school social work and how to find needed literature.
4. Describe multiple theoretical explanations for why students might qualify for social work services in schools.
5. Articulate how race, gender, social class, culture, sexual orientation, and other factors shape direct and macro policies and programs for students.
6. Understand underlying assumptions of evidence based practice and its impact on macro and direct practice.
7. Articulate advocacy strategies for the social work profession within schools based on strengths-based perspectives.
8. Understand clinical presentations of youth and appropriate clinical interventions based on strength based multicultural models.
Course Requirements and Expectations:

- Be prepared for class, having read and thought about the assigned readings prior to each class.
- Offer your voice to class discussions, oral assignments, and other class activities.
- Listen to and be respectful of the voices of others especially when talking about issues of race, power, privilege, and sexual identification.

Basis for evaluation of your performance:

Quality of written assignments: all papers are to be of graduate school level, well documented, using APA format, and submitted on time. Criteria for assessing the quality of papers include: clarity, organization, content, thoroughness of literature searched, and critical analysis.

Class participation: attendance, quality and quantity of oral participation, including discussion of readings, participation in class exercises, and oral presentations of papers. Demonstration of your having done assigned readings and having understood course concepts. This is evident in class participation and in the incorporation of concepts and references from the readings in written assignments.

Assignment Percentages

- Initial writing assignment, (Due Wednesday, February 22, 2017) 30%
- Final writing assignment, (Due Wednesday, April 19, 2017) 30%
- Class attendance, group and individual participation 25%
- PowerPoint presentations on continuous case study. 15%

Assignments

Assignment #1 First Writing Assignment ***Due February 22, 2017***

Choose an issue that students would be referred to the school social worker, such as death or loss, substance abuse, adolescent pregnancy, school failure, homelessness, lack of self-esteem, mental health, concussion, learning differences, etc. You will be expected to discuss in this paper your development as a social worker as well as the research in the risk domain you choose, within the paradigm of awareness of self and others. Take note that most journal articles on students in need of interventions will feature the prevalence of the problem, the most effective interventions available, and the population researched using the interventions. Your assignment will be completed using the following steps:

1. Write a reflexivity statement indicating why you chose this issue which might present in the school setting. Indicate what strengths, skills, understanding, experience, and bias you feel you bring to your work with this particular issue (1 page.)
2. Find three research articles that discuss students in need of school interventions for this issue. (The article can be educationally related or describe an intervention.)

3. Write summaries of the articles, discussing the nature of each study, the population, and the findings, in as much detail as possible. This should show your understanding of the research articles in your own words. (5-6 pages.)

4. Assess and compare the interventions for this issue and describe how you would use this research to inform your work with a student. (3-4 pages)

The paper should be no longer than 10 pages double spaced, not including the title page and any references you use. The paper should be in APA format. The paper should be submitted via email as an attachment in Word. There may be a grade point deduction if papers are received after that date and time. The total paper is worth 30% of your total grade.

If you have any questions please feel free to contact me at 610-529-4810, or by email and we will be discussing the assignment further in class.

Assignment #2 PowerPoint Presentation Assignment:

Due in classes February 1st, 2017-April 12th, 2017 (date assigned as per sign-up sheet)

The purpose of this assignment is for you to think critically, identify, and present an argument for an intervention for the current event occurring in the continuous fictitious case study. This will be done as an in class presentation using a PowerPoint presentation to propose an intervention, program, or policy you want to use with our student. You are also free to use any other medium to make your point but the whole presentation will be limited to 15 minutes. The steps of the presentation are below:

- Present the student’s case/situation to date, including the latest event which has spurred your planned intervention.
- Create a PowerPoint presentation to present your intervention/program/policy.
- Allow time for a brief question answer session from the class.

You can also use any other media, handouts, etc., to make your case.

The presentation should utilize any articles or reference materials to support your position. All citations should be listed in a reference section at the end of your PowerPoint slides in proper APA format. At all times please refer to University of Pennsylvania’s Code of Academic Integrity in the completion of your assignments.

The PowerPoint presentation should be emailed to me along with any supporting documents (handout’s, brochures etc.) on the date your presentation is scheduled.
Assignment #3 Final Writing Assignment ***Due Wednesday, April 19, 2017***

In the second writing assignment you are to research schools as organizations, especially as they impact students in need of additional interventions and services. The paper should focus on schools as macro systems. Discuss interventions currently mandated on the Federal or State level. Finally, research other interventions not currently mandated by law and analyze whether other policies or interventions may better serve students in need. Eight citations are required in total, with at least three representing the recommended policy or intervention. The paper should be 10 pages (double spaced), not including the cover page and reference pages. APA format should be observed. We will discuss this assignment in class. The paper should be submitted via email as a Word attachment. The paper is worth 30% of your total grade. At all times please refer to University of Pennsylvania’s Code of Academic Integrity in the completion of your assignments.

**Grading policy**
Students will be assigned letter grades. Please refer to the MSW handbook for the School’s grading policy.

**Statement on Academic Integrity**
Students are expected to conduct themselves consistent with The University of Pennsylvania’s Code of Academic Integrity, which presents standards regarding plagiarism, multiple submissions, and other actions. Students are expected to be familiar with the Code, which can be found at: http://www.upenn.edu/academicintegrity/.

**Absenteeism:**
Students are expected to attend all class sessions. In the event of a serious health problem or emergency that precludes attendance, you should contact the instructor by telephone or e-mail.

**Required Texts:**
All texts are available from Amazon and some of them can be either bought or rented on that site. The texts are also available at the Penn Bookstore.


****All Additional readings are in the syllabus and posted on Canvas.****
Introduction of the Course/ Overview.

(1) January 18, 2017

Introduction

1. Welcome, introductions, course orientation.
2. Setting ground rules.
3. Discussion of class assignments.
4. Discussion- What does a school social worker do

(2) January 25, 2017

What is the role of the School Social Worker?

1. Pennsylvania’s requirements
2. Scholarly articles from other states


Allena, K. (2015). “We don’t have bullying, but we have Drama”: Understandings of bully and related constructs within the social milieu of a US high school. *Journal of Human behavior in the social environment, 25*(3), 159-181.


Raines, J. C. (2008), p. 3-101

Raines, J. C. (2008), p. 103-254

Mandated Policy and “Best Practice” Interventions in Schools

(7) March 1, 2017  
**Response to Intervention**


(2) **Guest Speakers**

March 8, 2017- SPRING BREAK

(8) March 15, 2017  
**Reading Literacy as an Indicator of Future Health**


(2) **Guest Speakers**
Psychoeducational Evaluation


The IEP Team and the Role of the Social Worker


**The IEP/ Goal Writing for School Social Workers**


**The Overrepresentation of Students of Color in Special Education**


**Guest Panel of School Social Workers**
(14) April 26, 2017  

Effective planning and collaboration in educational Settings


Wrap-up and closure.