CATALOG DESCRIPTION

Advanced practice strategies and techniques within the public school system. Students will develop a comprehensive and in-depth understanding of current school social work practice. Students will apply assessment paradigms to case situations and design appropriate intervention strategies based on advanced generalist social work practice theory. Direct practice knowledge and skills will be evaluated through experiential and written assignments.

COURSE DESCRIPTION

An ecological systems approach to social work intervention within the public school system; examination of practice principles, issues, and strategies for organizational change, collaborative teamwork with school and community professionals, and interventions, with at-risk students and families; contains content related to meeting the needs of exceptional children and their families.

The goal of this course is to assist the student in developing a comprehensive and an in-depth understanding of current school social work practice. The values, purpose, knowledge base, and sanctions which undergird the specialized, professional practice of school social work will be discussed, analyzed and applied experientially to practice situations. Learning experiences are designed to promote understanding of the many dimensions, opportunities for creative practice and rigors of social work practice in schools.

COURSE RATIONALE

Social workers have been providing services in the public school system for over 50 years, but it has only been recently that social work educators and researchers have developed a theoretical knowledge base for this branch of social work. Public schools have their own paradigms and theories that must be understood by any social worker wishing to practice within that system. Learning how to practice in a “host” setting (e.g., a setting that is not primarily social service) requires specific knowledge and skills not generally taught in other courses. There has been an ongoing interest in social work practice within the school setting in the State of Washington and in the country. The federal government has legislated the need for social workers in public schools; our students deserve to learn how to practice effectively within that system.
COURSE OBJECTIVES

Upon completion of this course, students should be able:

1) To describe and analyze the roles and functions of school social workers in their practice with students, families, school personnel, and communities.

2) To understand how the organizational context of the school influences the practice of school social work.

3) To develop an awareness of how cultural, social, economic, gender, racial and ethnic factors affect student functioning and the implications of these factors for school social work practice.

4) To describe the extent to which school policies and procedures impact upon truancy, school failure, school violence, school discipline problems, and school dropouts.

5) To develop skills in assessing problems, developing and implementing intervention strategies to effect change, and evaluating the outcomes of these interventions.

6) To develop strategies designed to reduce the number of students referred for special education.

7) To identify and describe the major content areas of the social developmental study (SDS) and discuss its utility in terms of the overall process of student evaluations.

9) To develop skills in working collaboratively with other school professionals, parents, and community members and to contribute to effective multidisciplinary team functioning.

10) To discuss a number of issues and dilemmas facing the social work practitioner in an educational setting (e.g., maintaining one’s professional identity in a host setting).

COURSE EXPECTATIONS

This course includes lecture and discussion; therefore, student participation and contribution is key to the success of the course. Critical thinking and critical dialogue are expected. The instructor and students share responsibility for raising important issues and questions related to the lectures and readings. Students are encouraged to bring up issues raised in the literature from other classes and outside readings. Students are expected to complete assigned readings PRIOR to class meetings, in order to be prepared to discuss the content. Regular class attendance is required.

This class may require students to discuss sensitive information about themselves, their families, or their work experiences. All discussion in this class must be considered confidential in nature,
and therefore, may not be discussed or revealed outside of this classroom. Violations of this expectation of confidentiality may be grounds for failing this class.

Assignments are expected on time unless prior arrangements have been made with the instructor. Unexcused late assignments will be down graded five percent for each day they are late. The instructor reserves the right to downgrade any assignments that exceed the required guidelines (e.g., page length, margins, type size, etc.).

Any work that is not original for this class may also be considered as grounds for failing. This includes plagiarized works, or work completed for other classes.

**Recommended Texts:**


**Required Texts:**

- Spokane Community Resource Directory - Available at the Community Colleges book stores SFCC (533-3565) or SCC (533-7087).


- Cartledge & Milburn. *Cultural diversity and social skills instruction.* Research Press.


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The contents of the syllabus, class materials (including audio-visual) and lectures for this course are copyrighted. They are intended for the students’ private use and may not be reproduced without the express permission of the professor.
Evaluation and Basis for Grading:

1) SDS Assignment = 40 points Due_________
2) IEP Assignment = 20 points Due_________
3) Papers and presentations (2) = 30 points Due_________
4) Attendance/participation = 10 points Due_________

The following grading scale will be employed to calculate the student’s final grade:

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<th>EWU in Course</th>
<th>Grade</th>
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Criteria for Grading All Written Materials:

1. Does the writer clearly state the purpose of the paper? Does the writer achieve that purpose; specifically, does the writer provide both description AND analysis of the topic?
2. Is the paper written in a clear, straightforward, direct and jargon-free manner? Is it brief and to the point? Does one point flow to the next?
3. Are all statements properly supported and cited throughout the paper according to APA-5th Edition format? Does the reference section conform to APA format? Does the language used conform to APA format (including avoidance of sexist and cumbersome language)?
4. Are concrete examples used to clarify arguments?
5. Are there glaring grammatical errors, including spelling (did you “spell-check”?)?
6. Is this paper original to this assignment, created solely by this author?
SOCIAL DEVELOPMENTAL STUDY (“SDS”) ASSIGNMENT

The purpose of this assignment is to provide each student with an opportunity to experience the process of conducting a Social Developmental Study. This process involves the following steps:

1) Identify a family, focusing on one child in that family.
2) Contact the parent(s) and set up a time to conduct the interview(s)
3) Gather data for each category (see below)
4) Interview the parent(s)
5) Observe the child at school and with peers or family
6) Interview the child (if appropriate)
7) Interview the teacher (if possible)
8) Administer, assess & interpret adaptive behavior
9) Write a formal report of your findings

The final report should follow this format:

INTRODUCTION (Must include: Reason For Referral, Source(s) of Information, & Identifying Information)

DEVELOPMENTAL/HEALTH HISTORY:

ACADEMIC FUNCTIONING:

SOCIAL/EMOTIONAL FUNCTIONING:

CULTURAL BACKGROUND & IMPORTANCE:

FAMILY FUNCTIONING:

ADAPTIVE BEHAVIOR ASSESSMENT:

CONCLUSIONS (Must include: Summary and Recommendations)

Papers must be typed, double-spaced, have no smaller than 1" margins or 12 point type, and be no longer than 6 pages in length. Content for the paper must be original to this class. Please check spelling, grammar, and punctuation; failure to do so may result in a lower grade.

Remember: keep all information confidential, use substitute names and be respectful of the parents’ time.
INDIVIDUALIZED EDUCATIONAL PLAN ("IEP")

The purpose of this assignment is to provide each student with an opportunity to write the social work portion of an IEP or an IFSP. Based upon your SDS assignment, please complete an official (e.g., State of Washington or your school district) IEP or IFSP form. You must include:

1) current level of functioning;
2) year end goals/expectations;
3) objectives to accomplish goals; and
4) measurements of success (e.g., how you will evaluate the effectiveness of services)

PAPERS AND PRESENTATION (2)

The purpose of this assignment is to provide each student with the opportunity to research a specific educational instructional theory and learning theory.

- Your one page paper must include: definition, research-connected rationale, example, appropriate setting for implementation and strengths / weaknesses.
- Present to class in a 10-15 minute timeframe.
- Provide copies of your paper to classmates. Students are encouraged to use a multifaceted approach in their presentation, i.e. Power Point, overheads, audio, video, games and activities.

<table>
<thead>
<tr>
<th>9 Theories on Instruction</th>
<th>12 Theories on How People Learn</th>
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<tbody>
<tr>
<td>Mastery Learning</td>
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<td>Cooperative Learning</td>
<td>Behaviorism</td>
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<td>Right Brain/Left Brain Thinking</td>
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<td>Communities of Practice</td>
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<td>Observational Learning</td>
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<td>Vygotsky and Social Cognition</td>
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Special Accommodations: Please let me know if you have special needs/disabilities, which require accommodations for the successful completion of this course.