**LOYOLA UNIVERSITY CHICAGO**
**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**School Social Work Policy and Practice 2:**

**Assessment, intervention and organizational practice**

**SOWK 6XX, Section XXX**

**(Note: New class so there is no course number. )**

**Spring (Year)**

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**Instructor:** Name, pronouns

**Email:**

**Telephone:** 312

**Office Hours:**

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**Class Day and Time:**

**Class Location:**

**Credits/Length of Cours**e: 3 credits; one semester

**Method of Delivery: Face to face or** Online (synchronous or asynchronous)

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**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The School advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**COURSE DESCRIPTION**

This course is the second of a two-semester course sequence for school social work candidates, which aims to integrate an analytic understanding of the role of school social workers, an appreciation of school social workers’ current and historical contributions to K-12 education, societal values underlying their role and an understanding of intervention in the school using a variety of modalities. Both semesters incorporate antiracist and anti-oppressive principles of practice. Semester two will build students’ skills at specific assessment and intervention strategies in the areas of work with individuals, groups and whole schools, trauma-informed care, special education and schools in crisis. This course will also explore candidates’ role definition, career search, and strategies for self-care.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS) and Practice Behaviors (PB)

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| **Competency 1** | Demonstrate Ethical and Professional Behavior |
|  | **Assignment 1: School social work role analysis** | Knowledge, Values, Skills  |
|  | **Assignment 6: Critical incident debrief writeup** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **Competency 2** | Engage Diversity and Difference in Practice |
|  | **Assignment 3: Social Developmental Study**  | Knowledge, Values, Skills  |
|  | **Assignment 4: Psychoeducation/professional development plan**  | Knowledge, Values, Skills |
|  | **Assignment 5: Tier 2 intervention** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 6: Critical incident debrief writeup** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **Competency 3** | Advance Human Rights and Social, Economic, and Environmental Justice |
|  | **Assignment 4: Psychoeducation/professional development plan**  | Knowledge, Values, Skills  |

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| **Competency 4** | Engage in Practice-Informed Research and Research-Informed Practice |
|  | **Assignment 5: Tier 2 intervention** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **Competency 5** | Engage in Policy Practice |
|  | **Assignment 3: Social Developmental Study** | Knowledge, Values, Skills |

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| **Competency 6** | Engage with Individuals, Families, Groups, Organizations, and Communities |
|  | **Assignment 4: Psychoeducation/professional development plan** | Knowledge, Values, Skills and Cognitive & Affective Processes. |
|  | **Assignment 6: Critical incident debrief writeup** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **Competency 7** | Assess Individuals, Families, Groups, Organizations, and Communities |
|  | **Assignment 2: Functional Behavioral Analysis/Behavior Intervention Plan** | Knowledge, Skills, Cognitive & Affective Processes |
|  | **Assignment 3: Social Developmental Study** | Knowledge, Values, Skills  |

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| **Competency 8** | Intervene with Individuals, Families, Groups, Organizations, and Communities |
|  | **Assignment 4: Psychoeducation/professional development plan** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 5: Tier 2 intervention** | Knowledge, Values, Skills and Cognitive & Affective Processes |
|  | **Assignment 6: Critical incident debrief writeup** | Knowledge, Values, Skills and Cognitive & Affective Processes |

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| **Competency 9** | Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities |
|  | **Assignment 2: Functional Behavioral Analysis/****Behavior Intervention Plan** | Knowledge, Values, Skills  |
|  | **Assignment 3: Social Developmental Study** |  Knowledge, Values, Skills  |
|  | **Assignment 6: Critical incident debrief writeup** | Knowledge, Values, Skills and Cognitive & Affective Processes |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted [face-to-face or online (synchronously/asynchronously)] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback and track student’s grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered online. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browser such as Firefox. Tools such as Voice Thread work better with Firefox.
* Regular internet access for a minimum of 10 hrs./week (per course)
* Daily reliable high speed internet access
* Headphones with a working microphone
* Zoom (which can be accessed through our course Sakai site)
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Multimedia player such as Adobe Flash Player or Windows Media Player
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements.

**POLICIES & RESOURCES**

**LUC SSW MSW Student Handbook**

Please familiarize yourself with all content in the [LUC SSW MSW Student Handbook.](https://www.luc.edu/socialwork/student-support/forms/) Additional key information is noted below.

**Student Accommodations and Accessibility**

Students with special needs or difficulties in learning and/or completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided. A student who does not have documentation for their disability should contact the Student Accessibility Center at 773-508-3700 and SSWD@luc.edu as soon as possible or visit the [Student Accessibility Center](https://www.luc.edu/sac/registerwithsac/commonaccommodations/) website. Accommodations beyond those documented, may be provided at the discretion of the instructor. Students should refer to the [LUC SSW MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/) or contact the Student Accessibility Center regarding their rights and available resources pertaining to assistance with special needs or disabilities.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your Zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main log in on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing difference and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway for addressing your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972).  It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions.  The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action.  Please visit the [Title IX at Loyola University Chicago Page](http://www.luc.edu/hr/titlenine.shtml) for more information regarding the University’s response to notifications of gender-based misconduct.  The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by: Allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to [Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Act and Privacy Rights) is a federal law that protects the privacy of students and educational records. To learn more about student’s privacy rights visit the [FERPA Act](https://www.luc.edu/regrec/ferpa.shtml) at Loyola University website or the [U.S Dept. of Education](https://ed.gov/policy/gen/reg/ferpa/index.html) website. Loyola University, e-mail and Learning Management System meet FERPA requirements.

**Third Party and FERPA**

Some assignments may require the use of public online websites, applications, social media and/or blogs among others. If a course requires students to participate in these types of activities the students can chose not to participate. In this case the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure.  Students are encouraged to visit the Writing Center website at <http://www.luc.edu/writing/home/> for additional information.  Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

## **Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for technology support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

## **Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING, & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. For additional information on plagiarism, read <http://www.plagiarism.org/>

Plagiarism is a serious ethical violation, the consequences of which can be failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

 **A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance in general is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance in general is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work is not satisfactory or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted.

### **Grading Scale**

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| --- | --- |
| **Grade** | **Percentage (%)** |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**DESCRIPTION OF ASSIGNMENTS**

This course’s assignments are intended to provide or extend upon concrete intervention experience that is attuned to the school setting and to the duties we anticipate you will have as a school social worker. Our grading criteria reflect an intentional emphasis on intervention quality, intervention consistency with the principles of antiracism and anti-oppression, and professional reflection. Most of these assignments are short in length, to balance against the number of assignments.

**Assignments, contribution to final course grade and due dates**

1 School social work role analysis 10% End of M1

2 Functional Behavioral Assessment 15% After end of M3

3 Social Developmental Study 10% After end of M3

4 Psychoeducation/professional development 20% End of week 2 M6

 plan

5 Tier 2 intervention 20% End of week 2 M7

6 Critical incident debrief writeup 15% Finals week

Class attendance and participation 10%

**Assignment 1:  School social work role analysis.**

For this short assignment (2 to 4 double-spaced pages), please consider the school social work role you are striving to develop. Please relate this role to different types of SSW roles presented in the Gherardi and Whittesley-Jerome paper from module 1. Finally, please address actions you would like to take this semester to help you further explore this role, as well as potential supports and obstacles at your site.

Grading criteria:

Aspirational SSW role is described in detail, and is clearly 5 points

connected to role types from Gherardi and Whittesley-Jerome paper.

Action plan, potential supports and obstacles description relates 3 points

clearly to author’s aspirational SSW role and current placement site.

Writing is clear, effectively organized, and well-edited. 2 points

**Assignments 2 and 3: Functional Behavioral Analysis/Behavior Intervention Plan and Social Developmental Study, due any time between the end of module 3 and the end of the semester.**

All students who earn a school social work PEL are required to complete an SDS, and the LUC SSW Schools track encourages all SSW candidates to also gain experience completing a FBA-BIP during their internship year. We recognize that you may have already completed one or both by the beginning of semester 2, which is fine. These assignments provide an opportunity for you to get instructor feedback on your work, and to reflect on how the structures for these processes at your school site square with what you’ve learned in our class.

For the FBA-BIP assignment, please provide the entire completed FBA-BIP form (with identifying information changed or blacked out), along with a 1 to 2 double-spaced page reflection that addresses:

* What you learned about the process from doing it
* The degree to which your school site’s FBA-BIP process corresponds to what you’ve learned in our class (about FBA-BIP as well as any other topics you’d like to address), and what that means for your future use of the FBA-BIP structure.
* (FBA and BIP completeness)

For the SDS assignment, please provide your completed report (with identifying information changed or blacked out). Please also provide a 1 to 2  page document that includes:

* At least two goals that connect to your assessment that could become part of the student’s IEP goals for the year (we realize that not all schools ask all interns or SWs to formulate IEP goals; we want you to have that experience as part of this assignment.) If your assessment identified no areas for IEP-related intervention, please make a note of this, explaining the rationale you followed when making this determination.
* What you learned about the SDS process from doing it
* The degree to which your school site’s format for the SDS corresponds to what you’ve learned in our class (about the SDS as well as any other topics you’d like to address), and what that means for future SDS work that you will do.

**Assignment 4: Psychoeducation/professional development plan, Due at end of Module 6, week 2**

Please develop a plan for a psychoeducation unit and/or professional development session either a) as an extension of the racial equity assignments from semester 1, or b) an issue unique to your school site that draws from what we have learned in units 2, 3 and 4 this semester. Please plan one 20-30 minute session for students, teachers, school leaders or other educators at your school site. Please prepare either a well developed outline (that I will be able to read and understand as I review it) or a power-point (or similar) presentation. In your materials, please include a title of the session, session goals or essential questions you will strive to answer, whatever information you are attempting to convey, and closing points. You are welcome to include other information if you like. If you are sharing concrete information, please provide that information in the same detail you’d use to share it with participants. You are welcome to build in time for “turn and talk” exchanges between participants.

Grading criteria:

Session plan is oriented toward educators in terms of content, 5 points

language accessibility and relevance for their school role

Session plan is suitable for a 20 to 30 minute time period 5 points

Session plan is organized to support learning 5 points

Session plan includes engaging imagery and/or activities 3 points

**Assignment 5: Tier 2 intervention, Due end of module 7, week 2**

Please choose a specific area of student intervention (e.g., trauma, school specific issues, special ed) that we have discussed this semester and, using evidence-informed research, create a Tier 2 intervention plan that you would carry out at your current school site. In your intervention plan, please include:

* A summary of at least three evidence-based tier 2 intervention plans that you have reviewed
* What is the balance of responsibility between student, school social worker and other educators involved with the student?
* A description of the intervention you chose, and rationale for why you chose it
* How you will incorporate principles of anti-racism and/or anti-oppression into this intervention in terms of eligibility criteria, interface with educators or students and/or the intervention itself?
* Eligibility criteria for this intervention plan (why not tier 1 or tier 3?), when would a student “complete” this plan (either moving back to tier 1 or up to tier 3)?
* Time frame for intervention–how many times a day and/or week, for how long?
* As an appendix, any artifacts (e.g., checklists, schedule) that you would use

Grading criteria:

Intervention summary shows author efforts to identify and assess 7 points

the quality of at least two relevant tier-2 interventions

Rationale for selected tier-2 intervention connects to existing 5 points

need and quality of intervention

Tier-2 intervention is described clearly and completely according 8 points

to assignment description, all appendices are included.

**Assignment 6: Critical incident debrief writeup, Due finals week**

Following the critical incident debrief exercise in class module 8, week 2, please provide a written response to your experience. Please address the following:

* Provide a brief analysis of how prepared you feel your school is to mobilize in the face of a school-wide crisis.
* How prepared do you feel to carry out schoolwide crisis intervention, and what (if any) lingering concerns do you have?
* What other information or structures would you like to see in place in a school setting to help you know that there is a degree of crisis readiness in place?
* How does the critical incident debrief process we used in class compare to the principles of crisis intervention that we discussed during module 8 (as well as other modules across your school social work coursework this year)?
* What thoughts do you have about schoolwide crisis intervention in light of our professional commitment to antiracism and antioppression?

**Written assignment policy and practice**

Please submit your papers electronically via the Sakai assignments tab, including your name and the assignment in the file name (for example, Saldaña\_memo\_1.docx). Please do not submit google docs for written assignments.

I expect timely submission of all assignments or clear, proactive communication if alternative arrangements are needed. I understand that alternative arrangements may be needed, even more than once. If you need to extend an assignment’s due date, by a little or by a lot, we will negotiate a workable date and time.

Late assignment submissions will be accepted without penalty if a) you make a written request for an extension at least two hours before the paper is due; or b) there is an illness, personal or family emergency that prevents you from turning in your paper. If you request an extension, you are not required to explain why. When you request an extension, please also propose an alternate date and time when you would like to submit the paper, to which I’ll respond to confirm. Papers turned in after the agreed-upon, revised date and time without further communication from you will be considered late. Late submissions that don’t meet the descriptions above will be assessed a 5% penalty.

 **Assignment grading, return and option to revise**

Revisions are a great way to strengthen your written work once you have received feedback on it. You have the opportunity to revise your work on all assignments other than assignment 6 (due finals week). If you opt to revise, I encourage you to do so within the first week that you receive it back from me, so that you can receive feedback on your revised work that can in turn guide your subsequent writing for our class. All revised papers are due by (last Friday when classes meet), at 6 pm at the very latest. While I encourage revisions, they do not necessarily guarantee a higher grade on the paper.

**Attendance and participation grade**

This is a highly interactive course, which makes every student’s participation very important, particularly with our online class format. For this reason, attendance and participation are, together, worth 10% of your final course grade. Full attendance credit is given for full class attendance (arriving to class meetings on time, staying for the entire class, returning promptly from any class breaks), consistent verbal and nonverbal engagement in class discussions, and on-time completion of asynchronous class activities. Partial credit will be given for partial attendance, less consistent engagement in discussion, late asynchronous activity completion or asynchronous activity completion without synchronous class attendance. Absences for military service and internship-required events will not count against this grade. Makeup activities for missed classes are not available as there is no equivalent substitute for engagement along with one’s peers. I will provide a mid-semester attendance and participation grade (based on the percentage of classes you have attended and participated in to that date), so that you have an opportunity to respond and/or make changes if you see fit.

During our synchronous class meetings, please have your camera turned on during all large group and small group breakout discussions. During times in class when I am providing instruction in a mini-lecture format, you are welcome to have your camera turned off if you like.

The use of electronics (cell phones, computers, tablets) is often a necessity of modern life, but can also interfere with engagement and participation in class, particularly in this interactive course. Please honor your commitment to our class by refraining from using electronic devices during class if their use (e.g., surfing the internet, writing, checking and/or deleting email, typing other than taking notes, paying bills, I’ve truly seen it all) does not pertain directly to your participation in our course.

**REQUIRED TEXT**

Kelly, M.S., Massat, C., & Constable, R. (2021). *School social work: Practice, policy, & research*. (9th Ed.) Oxford University Press.

All other required readings may be found as electronic posts or links  under our course Sakai site’s weekly course schedule. Articles published in journals accessible on the LUC Libraries website often have multiple options for access on their LUC Libraries page (this is particularly the case for *Children & Schools* articles). If you try the available links on the LUC Libraries page and none work, please let me know right away.

**RECOMMENDED TEXTS**

There are no recommended texts or readings for this course.

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#### **COURSE SCHEDULE**

**Module 1: Course framework introduction.**

This module will provide a course overview, revisit frameworks for SSW established in the previous semester, and will guide students’ exploration of their current and ideal SSW role.

**Module objectives:**

1. Students will revisit the course framework and draw connections to SSW intervention at individual, group and systems levels
2. Students will explore in greater depth contours of the SSW role. the school as we begin the semester-
3. Overview of semester-long assignments
4. Students will discuss their encounters with the bias in school settings

**Required content:**

Teasley, M., Canfield, J.P., Archuleta, A.J., Crutchfield, J., & Chavis, A.M. (2012). Perceived barriers and facilitators to school social work practice: A mixed-methods study. *Children & Schools, 34*(3), 145-153.

Gherardi, S. A., & Whittlesey-Jerome, W. K. (2018). Role integration through the practice of social work with schools. *Children & Schools*, *40*(1), 35-44.

Phillippo, K. L., Kelly, M. S., Shayman, E., Frey, A. (2017). School social worker practice decisions: The impact of professional models, training, and school context. *Families in Society*, 98, 275–283.

Kelly, M. S., Frey, A., Thompson, A., Klemp, H., Alvarez, M., & Berzin, S. C. (2015). Assessing the national school social work practice model: Findings from the second national school social work survey. *Social Work*, *61*(1), 17-28.

In class activity: Revisit identity circles from first semester, week 1a (Where are you now?)

**Module 2: Trauma-informed care in schools**

In this module, we will explore trauma-informed care in detail, oriented toward supporting trauma-informed practice with individuals, groups and the broader school community.

**Module objectives:**

1. Students will gain knowledge about relationships between trauma and learning, trauma and behavior, trauma and immigration, and trauma and oppression.
2. Students will consider options for trauma-informed interventions with individuals, small groups and school communities.
3. Students will learn about and gain skills toward applying an integrated trauma lens across school contexts.

**Required content:**

Overstreet, S., & Chafouleas, S. M. (2016). Trauma-informed schools: Introduction to the special issue. *School Mental Health, 8*(1), 1-6.

​​From Kelly, Massat and Constable text:

* Chapter 30 (School-Based Trauma-Informed Care: Evidence- Informed Clinical and Organizational Considerations)

Tishelman, A. C., Haney, P., Greenwald O’Brien, J., & Blaustein, M. E. (2010). A framework for school-based psychological evaluations: Utilizing a ‘trauma lens’. *Journal of Child & Adolescent Trauma*, *3*(4), 279-302.

Nadeem, E., Jaycox, L. H., Kataoka, S. H., Langley, A. K., & Stein, B. D. (2011). Going to scale: Experiences implementing a school-based trauma intervention. *School Psychology Review*, *40*(4), 549-568.

**Recommended content:**

Gherardi, S. A., Flinn, R. E., & Jaure, V. B. (2020). Trauma-sensitive schools and social justice: a critical analysis. *The Urban Review*, *52*(3), 482-504.

Dods, J. (2015). Bringing trauma to school: Sharing the educational experience of three youths. *Exceptionality Education International*, *25*(1).

Franco, D. (2018). Trauma Without Borders: The Necessity for School-Based Interventions in Treating Unaccompanied Refugee Minors. *Child and Adolescent Social Work Journal, 35*, 551–565.

**Module 3: Exceptional learner policy and practice (2 weeks)**

In this module, we will explore the concrete steps of school social workers’ tasks as part of exceptional learner assessments and interventions in schools.

**Module objectives:**

1. Students will gain knowledge about the special education case study evaluation process and the school social worker’s responsibilities within it.
2. Students will gain skills relevant to completing a social developmental study.
3. Students will gain skills relevant to completing a functional behavior analysis and behavior intervention plan.
4. Students will create IEP goals
5. Students will learn about and practice their roles and responsibilities in multidisciplinary team meetings.
6. Students will learn how to integrate ISBE SEL standards into the special education process.

**Module 3 Week 1: Special education intervention overview, Functional Behavioral Assessment  and Behavior Intervention Plans, and goal writing.**

**Required content:**

Kelly et al. text:

* Chapter 13 (School social workers and the special education process)
* Chapter 14 (The screening and assessment of adaptive behavior and functional performance)

From School Social Work Network:Podcast onFunctional Behavioral Assessments.

Hulac, D.M. (2011).  Behavioral Interventions in Schools : A Response-to-Intervention Guidebook (Chapter 12). Routledge.

Intervention Goal Banks:

 <https://www.positiveaction.net/blog/social-emotional-skills-iep-goals>

 <http://behaviorpsych.blogspot.com/p/goal-bank.html>

 <https://adayinourshoes.com/social-skills-iep-goals/>

**Recommended content:**

Filter, K.J., Alvarez, M.E., Zammitt, K.A. (2012). Functional behavioral assessment in a three-tiered prevention model. In C. Franklin, M.B. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook* (Chapter 3). Oxford University Press.

Steege, M. W., Pratt, J. L., Wickerd, G., Guare, R., & Watson, T. S. (2019). *Conducting school-based functional behavioral assessments: A practitioner's guide* (Chapter 3, 11). Guilford Publications.

Harmon, S., Street, M., Bateman, D., & Yell, M. L. (2020). Developing present levels of academic achievement and functional performance statements for IEPs. *Teaching Exceptional Children*, *52*(5), 320-332.

**Module 3, week 2: Intervention Goals, the social-developmental study, and accommodations**

**Required content:**

Sample SDS reports (identifying information removed)

Gleason, E. T. (2007). Strengths-based approach to the social developmental study. *Children & Schools*, *29*(1), 51-59.

Byrnes, M. (2008). Writing explicit, unambiguous accommodations: A team effort. *Intervention in School and Clinic*, *44*(1), 18-24.

**Recommended content for module 3:**

Lee, S. H., Palmer, S. B., & Wejmeyer, M. L. (2009). Goal setting and self-monitoring for students with disabilities. *Intervention in School and Clinic*, *44*(3), 139–145.

Wilczynski, S. M., Menousek, K., Hunter, M., & Mudgal, D. (2007). Individualized education programs for youth with autism spectrum disorders. *Psychology in the Schools*, *44*(7), 653-666.

**Module 4: School specific issues (2 weeks)**

In this module, we will consider and develop skills for responding to student situations that are unique to the school environment.

**Module objectives:**

1. Students will reflect on their experiences within school so far, and will expand their skills in intervention opportunities unique to school settings--such as school refusal/truancy, transition between schools, school re-entry after hospitalization, academic stress, peer harassment, cyberbullying and disruptive behavior.
2. Students will situate school setting-specific interventions in frameworks of MTSS, anti-oppression and anti-racism, and trauma-informed education.

**Module 4 week 1: School resistance and refusal**

**Required content:**

Kearney, CA and Bates, M (2005). Addressing School Refusal Behavior: Suggestions for Front Line Professionals. *Children and Schools 27*(4), 207-216.

Mallett, C. A. (2015). Truancy: It’s not about skipping school. *Child and Adolescent Social Work Journal,* *33*(4), 337-347.

Reinke, W. M., Stormont, M., Herman, K. C., Wang, Z., Newcomer, L., & King, K. (2014). Use of coaching and behavior support planning for students with disruptive behavior within a universal classroom management program. *Journal of Emotional and Behavioral Disorders*, *22*(2), 74-82.

**Recommended content:**

Kohl, H. (1991). [*I Won't Learn from You! The Role of Assent in Learning.*](https://curriculumtoolkitbrendaboylan.files.wordpress.com/2016/05/i-wont-learn-from-you.pdf) *Thistle Series of Essays*. Milkweed Editions.

**Module 4 week 2: Student wellness within the school environment**

**Required content:**

Preyde, M., Parekh, S., & Heintzman, J. (2018). Youths’ experiences of school re-integration following psychiatric hospitalization. *Journal of the Canadian Academy of Child and Adolescent Psychiatry*, *27*(1), 22.

Marraccini, M. E., Lee, S., & Chin, A. J. (2019). School reintegration post-psychiatric hospitalization: Protocols and procedures across the nation. *School Mental Health*, *11*(3), 615-628.

Horowitz, J. & Graf, N. (2019). [*Most US teens see anxiety and depression as major problem among their peers.*](https://www.pewresearch.org/social-trends/2019/02/20/most-u-s-teens-see-anxiety-and-depression-as-a-major-problem-among-their-peers/)Pew Research Center.

Pope, D. (2021). [*Student stress during the pandemic.*](https://ed.stanford.edu/news/student-stress-during-pandemic) Stanford University Graduate School of Education “School’s In” series (audio recording).

**Module 5: The school social work job search and career**

In this module, students will receive support for their job search and career development processes and will further develop plans for each of these.

**Module objectives:**

1. Students will learn about the structure and timing of SSW hiring processes.
2. Students will assess and prepare to communicate their strengths and areas for growth.
3. Students will prepare to address commonly-encountered questions during the job search process.
4. Students will consider administrative leadership roles that may be part of future positions.
5. Students will explore the issues of self-care with respect to school social work practice

**Required content:**

Please read recent job offerings and job descriptions posted in Sakai.

Squire, D. D., & Nicolazzo, Z. (2019). Love my naps, but stay woke: The case against self-care. *About Campus*, *24*(2), 4-11.

Pitts, J. (2020). [*Self-care can be social justice.*](https://www.learningforjustice.org/magazine/selfcare-can-be-social-justice) *Learning* for Justice.

Kukla, E. (2022) [*The most valuable thing I can teach my kid is how to be lazy*](https://www.nytimes.com/2022/01/20/opinion/teach-children-to-be-lazy.html?fbclid=IwAR2vGCzqBTIHRAKbcT00bCUqF8gVFCsFD3YAbVL2pNAOyhfJ-TrnLBrZsp0)*.* *New York Times.*

In class: Panel of SSWs and SSWs who serve in administrative roles

In class activity: Outline personal philosophy of school social work practice (addressing MTSS, work with exceptional learners, consultant and educator roles, anti-racism and anti-oppression).

**Module 6: Systemic intervention (2 weeks)**

In this module, we will develop hands-on skills for systemic intervention in the school setting.

**Module objectives:**

1. Students will gain skills with screening tools, psychoeducation, professional development and lesson planning related to whole-class and whole-school intervention.
2. Students will consider the role of the school social worker in planning, leading and implementing school-wide interventions

**Module 6, week 1: Review of systemic intervention principles and critical exploration of systemic intervention models**

**Required content:**

Cowie, H. & Myers, C.A. (2018). *School Bullying and Mental Health : Risks, Intervention and Prevention* (Chapter 11). Routledge

Pepler, D., Mishna, F., Doucet, J., & Lameiro, M. (2021) Witnesses in cyberbullying:  Roles and dilemmas,  *Children & Schools. 43*(1), 45-53.

Erickson, A., & Abel, N.R. (2013). A high school counselor’s leadership in providing school-wide screenings for depression and enhancing suicide awareness. *Professional School Counseling, 16*(5), 283–89.

Giesen, F., Searle, A., & Sawyer, M. (2007). Identifying and implementing prevention programmes for childhood mental health problems. *Journal of paediatrics and child health*, *43*(12), 785-789.

**Module 6, week 2: Planning for and conducting schoolwide interventions**

**Required content:**

Handler, M. W., Rey, J., Connell, J., Thier, K., Feinberg, A., & Putnam, R. (2007). Practical considerations in creating school‐wide positive behavior support in public schools. *Psychology in the Schools*, *44*(1), 29-39.

Myers, M. & Fletcher, S. (2015). [*The Radical Therapist #064 – Undercover Anti-Bullying Teams*](https://podcasts.apple.com/be/podcast/radical-therapist-064-undercover-anti-bullying-teams/id1025585443?i=1000441266954)*.* Apple podcast.

Posner, K., Brent, D., Lucas, C., Gould, M., Stanley, B., Brown, G., ... & Mann, J. (2008). Columbia-suicide severity rating scale (C-SSRS). *New York, NY: Columbia University Medical Center*, *10*.

Crooks, C. V., Hoover, S., & Smith, A. C. (2020). Feasibility trial of the school‐based STRONG intervention to promote resilience among newcomer youth. *Psychology in the Schools*, *57*(12), 1815-1829.

**Recommended content for module 6:**

Beidas, R.S., Stewart, R.E., Walsh, L., Downey, M.M., Jackson, K., Fernandez, T., & Mandell, D.S. (2015) Free, brief, and validated: Standardized instruments for low-resource mental health settings. *Cognitive and Behavioral Practice*, 22, 5-19.

Aimsweb progress monitoring web site-<http://www.aimsweb.com>

Coalition to Support Grieving Students resources-<https://grievingstudents.org>

**Module 7: Targeted and intensive intervention (2 weeks)**

This module will provide students with hands-on skills for interventions at the tier 2 and 3 levels.

**Module objectives:**

1. Students will gain skills with evidence-informed practice processes and other interventions at tier 2 and tier 3 levels.
2. Students will explore the benefits and drawbacks of tier-3 interventions in the school setting from the perspectives of ethics and efficiency.
3. Students will gain skill in identifying populations for intensive interventions using school-specific data
4. Students will develop frameworks of intervention with high incidence clinical issues such as ADHD, depression and anxiety in students.
5. Students will discuss school based interventions for:  ADHD, mental illness, Autism

In class activity: Case scenarios and intervention development using 5 clinical lenses (behavioral, family-systems, trauma-focused/informed, developmental, emergent).

**Module 7, week 1: Psychosocial interventions**

**Required content:**

Kelly et al. text

* Chapter 15 (Using assessments to design data-driven school and student services)
* Chapter 28 (Promoting social-emotional learning for children with special needs)

**Module 7, week 2: Behavioral interventions**

**Required content:**

Kelly et al. text

* Chapter 25 (Evidence-informed tier 2 behavioral interventions)

Hulac, D.M. (2011).  Behavioral Interventions in Schools : a Response-to-Intervention Guidebook. (Chapters 10, 11). Routledge.

Posner, K., Brent, D., Lucas, C., Gould, M., Stanley, B., Brown, G., ... & Mann, J. (2008). Columbia-suicide severity rating scale (C-SSRS). *New York, NY: Columbia University Medical Center*, *10*.

**Recommended Content for module 7:**

Moore, S. A., Mayworm, A. M., Stein, R., Sharkey, J. D., & Dowdy, E. (2019). Languishing students: Linking complete mental health screening in schools to Tier 2 intervention. *Journal of applied school psychology*, *35*(3), 257-289.

Bruhn, A. L., & McDaniel, S. C. (2021). Tier 2: Critical issues in systems, practices, and data. *Journal of Emotional and Behavioral Disorders*, *29*(1), 34-43.

Majeika, C. E., Bruhn, A. L., Sterrett, B. I., & McDaniel, S. (2020). Reengineering Tier 2 interventions for responsive decision making: An adaptive intervention process. *Journal of Applied School Psychology*, *36*(2), 111-132.

DuPaul, G. J., Weyandt, L. L., & Janusis, G. M. (2011). ADHD in the classroom: Effective intervention strategies. *Theory into practice*, *50*(1), 35-42.

Kasari, C., Shire, S., Shih, W., & Almirall, D. (2021). Getting SMART About Social Skills Interventions for Students With ASD in Inclusive Classrooms. *Exceptional Children*, *88*(1), 26-44.

**Module 8: Crisis and safety intervention in schools and course conclusion (2 weeks)**

This module will familiarize students with crisis assessment and intervention practices.

**Module objectives:**

1. Students will apply crisis theory to situations encountered in school settings (e.g. individual crisis, community crisis)
2. Students will gain skills in crisis intervention and post-vention (e.g. suicide, death, natural disaster, school violence)
3. Students will draw connections between their crisis intervention responsibilities and their ethical obligations.

**Module 8 Week 1: Crisis preparedness, assessment and intervention: Harm to self or others**

**Required content:**

Werner, D. (2015). Are school social workers prepared for a major school crisis?  Indicators of individual and school environment preparedness. *Children & Schools*, *37*(1), 28–35. https://doi.org/10.1093/cs/cdu031

Erbacher, T. A., Singer, J., & Poland, S. (2014). *Suicide in schools: A practitioner's guide to multi-level prevention, assessment, intervention, and postvention*. (Chapters 6, 7) Routledge.

Rosenberg, J., (1999). Suicide Prevention: An Integrated Training Model Using Affective and Action-Based Interventions, *Professional Psychology:  Research and Practice*, 30(1):  83-87.

**Recommended Content:**

Fitzpatrick, K. M., Harris, C., & Drawve, G. (2020). How bad is it? Suicidality in the middle of the COVID‐19 pandemic. *Suicide and Life‐Threatening Behavior*, *50*(6), 1241-1249.

Benbenishty, R., Astor, R. A., & Estrada, J. N. (2008). School violence assessment: A conceptual framework, instruments, and methods. *Children & Schools*, *30*(2), 71-81.

Cornell, D. G. (2020). Threat assessment as a school violence prevention strategy. *Criminology & Public Policy*, *19*(1), 235-252.

**Module 8 Week 2: Crisis intervention and postvention: School Wide Crisis Intervention and** **Debrief**

**Required content:**

U.S. Department of Education (2013). [Guide for developing high-quality school emergency operations plans](https://www.dhs.gov/sites/default/files/publications/REMS%20K-12%20Guide%20508_0.pdf).

Roberts, A. and Ottens, A., (2005).  A Seven Stage Crisis Intervention Model: A Road Map to Goal Attainment, Problem Solving and Crisis Resolution, *Brief Treatment and Crisis Intervention*, 5(3): 329-339.

Leek Openshaw, L. (2011). School-based support groups for traumatized students. *School Psychology International*, *32*(2), 163-178.

Byars et al. (2020) Monitoring Social Media and Technology Use to Prevent Youth Suicide and School Violence. *Contemporary School Psychology, 24*, 318-326.

**Recommended content:**

Eklund, K., Meyer, L., & Bosworth, K. (2018). Examining the role of school resource officers on school safety and crisis response teams. *Journal of school violence*, *17*(2), 139-151.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.