



SOCW-680-A
School Social Work Emphasis II
Summer Semester 2021

COURSE:

SOCW-680-A School Social Work Emphasis II
School Social Work II - 3 credit hours ONLINE

Meets on May 16-21, 2021 via Zoom – Links on eClass

PREREQUISITE(S):

Completion of SOCW 678 – School Social Work Core Concepts

COREQUISITE(S):

SOCW 679 School Social Work Emphasis I

INSTRUCTOR:

Name: Stephanie Guster, MSW, LCSW

Office: WH 220

Phone: 423.236.2020

E-mail: sguster@southern.edu

Office Hours: *By appointment only. E-mail any time. E-mail is the best method to reach your professor.*

COURSE DESCRIPTION:

This course prepares social work students to work effectively in education settings as licensed school social workers. Particular emphasis is given to evidence-based intervention strategies, and school-family-community partnership. The content builds on the foundation and intermediate content provided in SOCW 678 and SOCW 679. Topics include Planning, Implementing and Evaluating Social Work Services in Schools; The Design of Social Work Services; The Delivery of School Social Work Services; Evaluating Practice and Programs and How to Obtain Employment as a Certified School Social Worker. *This course is designed to be part of the course requirements for preparation to become a certified School Social Worker in Tennessee.*

(Summer)

REQUIRED TEXTS:

Massat, C., Kelly, M., Constable, R. (2016). 8th Ed. School Social Work: Practice, Policy, and Research. New York, NY.

Franklin, C., Harris, M. B. & Allen-Meares, P. (Eds.). (2013). 2nd Ed. The school services sourcebook: A guide for school-based professionals. New York, NY: Oxford University Press

ONLINE LEARNING:

The E-class/Moodle URL is <http://eClass.e.southern.edu>. For technical support, contact the E-class Help Desk at 423.236.2086 or by e-mail at eClasshelp@southern.edu.

COURSE OUTCOMES:

Upon completion of this course, students will be able to demonstrate the following behaviors:

1. Understand the NASW Standards (2005) for social work practice in schools.
2. Understand the social, emotional, cultural, and economic issues impacting students and schools and the advocacy role of social workers necessary to assist students and families in overcoming barriers to learning.
3. Understand the needs of students at-risk due to disability, economic conditions, family disruption, or other environmental factors.
4. Describe the role of the social worker in a school setting in working with teachers, school administrators, school counselors, school psychologists, family resource staff, community partners, and family in addressing student needs.
5. Understand the role of the school social worker in serving as a liaison between home and school to assist, interpret student assessments to parents, and work with parents in developing parenting skills.
6. Describe the case management tasks associated with school social work including the facilitation, coordination and integration of community resources to meet student and family needs.
7. Understand the role of the school social worker in working with students with 3 special needs by preparing social histories, contributing to the development, implementation, and evaluation of individualized education programs (IEPs) and ensuring parent participation.
8. Understand federal, state, and local laws and policies affecting students in terms of services for disadvantaged students, services required for students with disabilities, due process rights of students and families, reporting child abuse and neglect, HIV and AIDS, confidentiality, attendance, suspension, and expulsion.
9. Identify ethical issues specific to school settings and apply ethical decision-making skills congruent with professional social work practice.
10. Understand Tennessee state regulations concerning the practice of school social work.

STUDENT'S COMMITMENT LEVEL FOR SUCCESS:

(i.e. In order to be successful in this course, it is helpful to understand the level of commitment that is expected of graduate students from the School of Social Work.) Each credit hour represents a weekly expectation of one "in-class" hour and a minimum of two additional coursework hours. Because this is a 3-credit course you can anticipate that you will spend a minimum of 9 hours completing the required coursework each week (i.e. 1 week = minimum of 9 hours of online and coursework; 2 week Module = minimum of 18 hours of online and course work). **Organize your time wisely!!!**

LEARNING ACTIVITIES:

A. Attendance, Participation, & Professionalism:

1. *Class Participation & Attendance* – See attendance policy
2. *Course Evaluation* – Students are expected to evaluate the course in accordance with university policies. The link to the course evaluation can be found in eClass/Moodle at the end of the semester.

B. Online Assignments:

1. Students are expected to read assigned chapters and complete online quizzes.
2. Certificates/Trainings – throughout the course, students are required to complete the trainings (some in-class, others online). Students will submit evidence of training completion in the designated areas on eClass/Moodle by the end of the semester.

C. Written Assignments:

1. **School Problem Assessment & Policy Analysis** - Southern Adventist University is an engagement-centered university dedicated to partnering with community members and agencies. In this assignment students will be challenged with the opportunity to analyze a local school system (Hamilton County, Bradley County, North Georgia, etc.) or another neighboring state/school district.
 - Students will work to complete a comprehensive assessment of a school related problem identified via assigned readings and in-class discussions.
 - Through a comprehensive and documented assessment process, students will obtain data (both qualitative and quantitative) to define the problem presented to them in measurable terms. Students will complete a school policy analysis related to the presented problem, and an exhaustive literature review regarding best practices and theory to inform intervention and a proposal for school policy enhancement. The literature review will be documented in APA format. A minimum of 8 peer- reviewed articles are to be used for this assignment and the final product should be a minimum of 6-8 pages.
 - If the presented problem lacks a formal policy, students will examine how the presented problem has been addressed to date in detail. In the situation where there is a gap in formal policy students will provide a detailed narrative with examples describing practices to date in the intervention process. In such a circumstance students may be required to collect more data from other school officials.
 - Students will share their problem assessment as the major assignment for the course. This paper will include a detailed description of the initial problem, a review of current school policy, an exhaustive literature review, and a policy proposal that is informed by best practices that is supported by a preponderance of evidence in the professional literature.
 - The student policy proposal should lay out a clear protocol for School Social Work intervention and how school resources will be utilized. The policy proposal shall also reflect social work values and ethics. Students may also utilize the School Services Sourcebook for completion of this assignment. (CO 1-10)

EVALUATION: *The learning activities for this course contribute to the final grade as follows:*

Learning Activity	Points
Class Participation & Attendance (10 points each day) Wed., Thurs, Fri.	30 points
Education Film Review (15 points each day) Wed., Thurs., Fri Posted a 3 minute summary on padlet for each film (see eClass)	45 points
Quizzes from assigned readings (eClass) Due June 6 (Sunday) at 8:00 am	35 points
School Problem Assessment & Policy Analysis Assignment Due June 13 (Sunday) at 8:00 a.m.	100 points
Completion of online training: Trauma Focused CBT Due June 27 (Sunday) at 8:00 a.m.	50 points
TOTAL COURSE POINTS:	210 points

GRADING SCALE: *Final grades will be based on a percentage of the total possible points:*

100 – 94: A	76 – 74: C
93 – 90: A-	73 – 70: C-
89 – 87: B+	69 – 67: D+
86 – 84: B	66 – 64: D
83 – 80: B-	63 – 60: D-
79 – 77: C+	59 and below: F

COURSE SCHEDULE:

DATES	LEARNING ACTIVITIES	LEARNING PRODUCTS
	<p>Students will attend three (virtual) face-to-face classes May 16 – 21, 2021. The following schedule outlines course assignment expectations for SOCW 680.</p>	
<p><i><u>In-Class</u></i> May 19, 20, 21</p>	<p>Day 1 (5-19-21) – Lecture and in-class activities: Securing Equal Educational Opportunity/ESS</p> <p>Day 2 (5-20-21) – Lecture and in-class activities: Design & Delivery of Social Work Services</p> <p>Day 3 (5-21-21) – Lecture and in-class activities: Groups, Involvement in SSW Organizations, Suicide</p>	<p>Educational Films Case Studies Breakout Discussions</p>
<p><i><u>Online</u></i> <i><u>MODULE 1</u></i></p>	<p>Readings/Assignments:</p> <p>Massat (2016): Chapters 25-26 (Evidence-Informed Suicide Prevention in Schools & Evidence-Informed Tier 2 Behavioral Interventions for At-Risk Students)</p> <p>Quiz on Chapters 25-26 (Open until 6/6/21)</p> <p>School Problem Assessment and Policy Analysis Selection (Due by 5/21/21 at 8:00 a.m.)</p> <p>Film 4 Review</p>	<p>School Problem Assessment and Policy Analysis (Selection Due by 5/21/21)</p>
<p><i><u>Online</u></i> <i><u>MODULE 2</u></i></p>	<p>Readings/Assignments:</p> <p>Massat (2016): Chapter 28 (Working with Groups in Schools: Planning for and working with Group Process)</p> <p>Quiz on Chapter 28 (Open until 6/6/21)</p> <p>School Problem Assessment and Policy Analysis (Due by 6/6/21 at 8:00 a.m.)</p> <p>Film 5 Review</p>	<p>School Problem Assessment and Policy Analysis (Due by 6/6/21 at 8:00 a.m.)</p>

Syllabus Policy: The Professor reserves the right to alter assignments and/or contents of this syllabus. Students will be given appropriate notice of any changes.

SOUTHERN ADVENTIST UNIVERSITY DISABILITY STATEMENT:

In keeping with university policy, any student with a disability who needs academic accommodations should call Disability Support Services at 423-236-2574 or visit Lynn Wood Hall, room 137, to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at www.southern.edu/disability-support. Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters, which students should review and discuss with their professors in relation to particular course requirements.

SCHOOL OF SOCIAL WORK POLICIES:

Southern Adventist University and the MSW program faculty have developed a set of policies to ensure effective communication and enhance understanding of academic benchmarks for our students. These policies are also designed to encourage and deepen professionalism, an essential competency for excellence in social work practice.

A. General Course Policies

All students enrolled in the MSW Program in the School of Social Work are expected to demonstrate the following professional and academic behaviors:

- Students are expected to complete all online assignments in a timely manner and arrive prepared for class discussion;
- Students are expected to actively participate in e-class and class discussions and cohort projects. Those who disrupt the class (talk/whispering, clowning, etc.) or over-participate (monopolize or dominate) in discussions on a regular basis should expect to be penalized in the same manner as those who under-participate;
- Students are expected to assess personal and educational needs and interact with the professor as necessary. Do not wait until late in the semester to ask for assistance!
- Students are expected to adhere to the *NASW Code of Ethics* in all aspects of course work and participation.

B. Attendance Policy

SAU's hybrid MSW program holds a measured balance of online and face-to-face (F2F) interactions that comprise "class time." The program's F2F class sessions are taught through an intensive, skills-based approach. Because of this engagement model of instruction, students must attend each F2F session as scheduled. Success in the graduate program depends on consistent presence in class every two weeks. Any missed F2F sessions will potentially jeopardize both the student's grade and retention in the MSW program. Additionally, punctuality and attendance are key external indicators of professionalism and, as such, are critical for demonstrating achievement of this competency. To maximize student success in the MSW program, this Attendance Policy has been developed by the School of Social Work faculty.

1. A meeting schedule is provided at the beginning of the school semester.
2. Students are responsible for clearing their calendars so they may attend all of the scheduled online group meetings.
3. Missing more than 30 minutes of meeting is considered an absence under this policy. Three times of being late or leaving early (each less than 30 minutes) also accrues to one absence.
4. There are two types of absences: emergency/excused and unexcused. An absence is considered "excused" under very limited emergency circumstances, which include documented death in the immediate family, or documented illness of self or a dependent child. All other absences are considered unexcused.

5. For all absences, either emergency/excused or unexcused, students need to alert the professor to the situation, preferably in advance of class.
6. Students who miss class for a documented emergency may lose points that are given for work done during that missed class period.
7. In the event of an excused absence, it is the student's responsibility to ask another student to record, with the permission of the professor, or take notes to cover all class content presented, and to make up any learning activities missed during group meetings.
8. If a student has an unexcused absence, the point total towards the final grade for the course will be reduced by 5% for each unexcused absence and, additionally, no points will be available for missed online group activities.
9. A student who has four unexcused absences from group meetings will be dismissed from the course, will receive an F (unexcused) as a final grade for the course, and will be required to repeat and is financially responsible for the course charges the next time it is offered.
10. If a student acquires four excused absences during a semester and falls behind with the class requirements then he/she will receive an Incomplete/Incomplete in Progress for the class is at the discretion of the professor on a case-by-case basis.

C. Late Assignment Policy

The MSW program at SAU is a competency-based and evidence-based academic program. As such, students in the MSW program are required to complete and/or remediate any unsatisfactory work until they meet or exceed program standards for all of the required competencies, as defined by their respective practice behaviors. In this learning environment, students are expected to complete all required assignments *prior* to advancing to their next coursework. This policy delineates the MSW program's standards and processes associated with the late submission of course assignments.

General:

1. Due dates/times for assignments and exams are clearly marked in the course schedule found in the syllabus and/or eClass.
2. Exemptions from the penalties for late assignments will be granted only for documented medical or other emergency reasons, as defined in the procedures section below.
3. Assignments submitted after the designated due date will be considered late and will receive 10% off the achieved score for each day the work is late, up to seven days (70%).
4. Assignments will not be accepted later than one week after the due date.

D. Policy on Academic Honesty and Integrity

The School of Social Work is dedicated to scholastic integrity. Students are expected to maintain high professional, ethical, and Christian levels of academic honesty. This policy was developed to define the academic honesty standards that apply to MSW coursework.

1. All coursework should reflect the student's own original work and cited appropriately; all other sources should be cited appropriately.
2. It is the student's responsibility to learn the proper procedures for acknowledging quoted wording, information, or ideas. Please note that "not knowing" is not an acceptable justification for work that is identified as plagiarized.
3. For all coursework, students are required to use the most recent American Psychological Association (APA) guide to formatting citing and referencing works cited.
4. Students must submit all papers to Turn-it-in for an online check of their writing. If the Turn- it-in report notes a similarity index of 30% or more, the student will need to do an immediate rework of the paper.

Policy procedures

1. When a student engages in academic dishonesty or fails to meet appropriate citation guidelines, a meeting is called between the professor(s) and the student to discuss the incident. This meeting may result in:
 - a. Redoing the assignment
 - b. Failing the assignment without opportunity to make up points
 - c. Failing the course
2. If the incident is not resolved in the student/teacher(s) meeting, the issue will go to the MSW Leadership Team for a determination.
3. If there is a second infraction, the MSW Leadership Team will automatically review the incident and respond. In addition to the possible consequences listed above, the MSW Leadership Team may consider dismissing the student from the program.
4. The student has the right to appeal the decision of the MSW Leadership Team using the process outlined in the Academic Grievance section of the university's graduate catalog.

Disclaimer:

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course needs arise.

Turnitin:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted.

E. Electronic Media Policy

The School of Social Work is committed to educationally sound uses of technology in the classroom and to preventing technology from becoming disruptive to the learning environment.

To assist in achieving these goals, the MSW program has developed the Electronic Media Policy.

1. Professors have the authority to decide their media policy for each class. This means that the professor has the authority to allow or disallow the use of cell phones, laptop computers, iPads, iPods, etc. during class time.
2. When their use is allowed, students must not abuse the use of cell phones in class.
 - a. Generally, cell phones should be turned off during class. For rare exceptions (emergency, parent with sick child, or similar types of situations), the phone should be put on vibrate mode. In this case, the student must inform the professor in advance, of the possibility to excuse him/herself to take an important call.
 - b. Students must NOT engage in text messaging in the classroom.
 - c. Students who create disturbance with ringing cell phones or text messaging will be warned and may be asked to leave the class session if the behavior continues.
3. Any audio or video taping during class must have the permission of the professor. In cases where permission is given to record, the information recorded is for the sole use of educational purposes for that specific class therefore prohibited from being distributed, published or posted to any public website and/or social media outlets. No technology activities are allowed that violate laws, such as those related to intellectual property rights or copyrights, invasions of privacy, or

sexual harassment. Examples of this may include using a camera phone to videotape, or taking inappropriate photos without the subject's permission.

F. Incomplete Grade Policy

The Incomplete Grade Policy applies to a situation in which a student has not been able to complete a major course assignment because of extenuating and compelling circumstances. A grade of incomplete (I), under this policy, may be granted to a student only if it can be demonstrated that it would be unfair to hold the student to the normal time limits of the course. This policy does not apply to situations normally covered under the Late Assignment Policy or the Remediation Policy.

1. It is the policy of the School of Social Work to consider granting the grade of incomplete (I) on a case-by-case basis. Emergency and/or extenuating circumstances are the usual basis for consideration.
2. Students receiving an "I" will be required to submit an Incomplete Contract to the professor no later than the last F2F class of the semester. Time allowed for the completion for the Incomplete Contract should not exceed more than a month after the last day of the semester in which the course was taken. Additional time to satisfy the requirements of the Incomplete Contract will be considered on a case-by-case basis.

Policy procedures:

- To receive a grade of "I," a student must complete a Plan for an Incomplete or Remediation form. This form must be approved by the course professor and MSW Leadership Team, and signed by the MSW Program Director and the School of Social Work Dean

Policy forms:

1. Plan for Incomplete or Remediation form

G. Remediation and Extension Policy

The MSW program at SAU is a competency-based learning program. As such, students in our MSW program are encouraged to remediate as needed to meet the required competencies. Issues of importance in the extension policy are outlined as follows:

Course/competency remediation

MSW students who advocate/petition for additional remediation opportunities to master challenging competencies and practice behaviors will be allowed to extend their study until that same class time the next year.

Extended study can be arranged by providing a written request with details of the remediation plan prior to the last day of class. Any extended course will be given a grade of In Process (IP) with no additional tuition costs to the student.

The student will be given the opportunity to master remediation content during a second time attending class and/or addressing challenging components as per the previously arranged written plan with the instructor. All course expectations must be met. Any remediation work must be completed before advancing to next semester classes.

H. Progression-Retention Policy

Foundation students must satisfactorily complete all Foundation-level courses, including the foundation field practicum, before progressing to Advanced Placement.

Students are required to maintain both academic and non-academic standards to remain in the MSW program. First, the university's academic standards for retention must be met and sustained. However, even if a student's academic performance is satisfactory, it may become necessary, due to unsatisfactory professional performance, to advise a student to reconsider his/her goodness-of-fit to the field of social work. Failure to do so may result in termination from the MSW program.

1. Students in the MSW program are responsible for taking full ownership of meeting all academic and non-academic retention requirements.
2. University academic standards for retention must be met and sustained, as follows:

- a. Students must maintain a minimum cumulative grade point average of 3.0, earning a grade below B- in no more than two courses.
 - b. Courses with an earned grade of C- or below will not be counted for credit toward the master's degree.
3. The MSW Leadership Team will evaluate students' grades and GPA at the end of each semester. If a student's academic performance does not meet the university's standards, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether extenuating circumstances are present. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.
4. A student may be asked to withdraw from the MSW program for any of the following non-academic reasons:
 - a. Academic honesty breaches
 - b. Failing the field practicum
 - c. Failing to abide by professional values and ethics, as outlined by the NASW Code of Ethics.
5. When there is evidence that a student is not meeting the professionalism standards outlined in program policy, the student will be notified via email that the MSW Leadership Team will be doing a review of his/her status in order to determine whether the student may be retained in the program. Decisions about student retention in such instances will be made by the MSW Leadership Team on a case-by-case basis.

Policy procedures

In general, faculty will provide ongoing professional feedback for professionalism breaches, offering students opportunities to make corrective behaviors, prior to termination from the MSW program; however, any professional ethics breach could result in immediate termination from the program.

- Challenges to program termination decisions will follow the Grievance Policy.

The Professor reserves the right to amend the syllabus and course schedule to best meet the learning needs of the class.