I. LOCATOR INFORMATION:
Semester: 
Course Number and Name: SWRK 415 School Social Work 
Semester Hours of Credit: 3 s.h.
Day/Time Class Meets: 
Room/Bldg. Where Class Meets: 
Instructors Name: 
Office Phone: 
E-mail Address: 
Office Location: 
Office Hours: 

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.+uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf

I. Course Description:
This course is designed to give students an in depth knowledge and understanding of social work practice in schools. The multiple roles of the school social worker will be explored with special emphasis on practice with populations at risk and culturally diverse groups. The course will examine the many issues facing children, families, and schools using a policy-practice perspective. Course content will prepare students to work collaboratively with diverse children, families, school staff, and community partners to build effective, culturally responsive early childhood and K-12 learning environments.

III. Textbooks

Additional supplementary readings are on reserve and electronically in the Chestnut Library under the instructor’s name. Some readings and handouts will be provided by the instructor and other readings will be provided on-line through Blackboard.

**III. COURSE GOALS AND OBJECTIVES**
Upon completion of this course, students should have an understanding and knowledge of social work services in school in five areas. These areas translate to the following goals: (a) knowledge of history and role of social work in schools, (b) critical policy issues currently impacting education, (c) educationally challenged laws and procedures, (d) theoretical frameworks for school social work practice, (e) prevention and intervention approaches in schools. Students will be able to:

**IV. COURSE OBJECTIVES:**
1. Understand and to subscribe to the professional social work code of ethics and analyze ethical concerns and issues related to social work in educational settings.

2. Understand the philosophical and the historical foundations of social work services in schools.

2. Be aware of the organizational structure of school systems and the role of social work within that structure.

3. Acquire knowledge and develop skills consistent with professional school social work and the generalist model of practice.

4. Understand and apply an ecological perspective for developing and implementing effective school social work practices that address the needs of children, families, school personnel, and communities.

5. Understand the process of policy formulations and implementation in regards to school systems including legislative and court decisions impacting schools, social work services, pupils and their families.

6. Demonstrate an understanding of educational policies pertaining to: truancy, school attendance, pupil rights and behavioral issues, violence in schools, children with disabilities and equal opportunities for all children regardless of race, ethnicity, gender, social class, religion and sexual orientation.
7. Develop an appreciation for technology and social work research in schools and understand the impact on and application to practice.

TEACHING METHODS
This course will use a variety of teaching and learning methods, including lectures, PowerPoint presentations, group exercises, case material, role plays, guest presenters, and seminar techniques. The class format is based on the understanding that you are a prepared and active learner. Reading the assigned materials prior to the class session is a prerequisite to getting the most out of each class and successfully meeting the course objectives.
V. COURSE EVALUATION CRITERIA

Personal Exploration Experience Paper 15%
Research, Policy Practice Paper 20%
Major Exam 25%
Mini Exam 20%
Group Vulnerable Population 15%
Class Participation 5%

Grading Scale:
A 92-100 Exceptional
B 83-91 Above Average
C 73-82 Average
D 64-72 Below Minimum Expectations
F Below Academic Failure

A grade of A represents work which is of outstanding quality, well-researched, or unusually insightful; B work is that which is thoughtful and above the group average; C work meets but does not exceed expectations; Below 70 work is inadequate, incomplete, poorly organized and D presented, or shows evidence of little thought or integration of concepts.

INDICATORS OF EXEMPLARY PERFORMANCE:
With regard to written assignments, an A paper is usually distinguished from B range work because the student adequately comprehends his/her task, its implications from the outset, and represents the understanding to the reader throughout. An A paper typically formulates a new set of provocative and even poignant questions and answers principally out of the source texts. An A paper will provide a sustained moment of serious reflection on the implications or consequences of the position the student has assumed. An A paper, in other words, will imagine that there is a social work oriented —action or intervention horizon—beyond the paper where the ideas worked out in the paper might have significance or influence. An A paper is logical, particularly strong in content and organization, brimming with critical thought, fluid, clear, and illustrative of an admirable ability to convincingly use textual support in developing, extending, or challenging. The paper is clear, insightful, sophisticated, and original. Lastly, an A paper is free from sentence level errors.

VI. COURSE SCHEDULE: See Course Outline

VII. COURSE REQUIREMENTS:

Assignments
Exploration Experience Paper # 1: 3-4 typewritten pages (15% of course grade)
My School Experience –
This paper is a personal exploration of your experience as a student K-12. Divide that experience into three categories: Peers, Teachers, and Other Activities. Then describe the best and worst of your experience with respect to each category. For Other Activities,
think of clubs, sports, specialists (such as: school social workers, art or music teachers, band, sports, principals, school psychologists, counselors, school housekeeping staff). Conclude by reflecting on how your school experience may inform your school social work practice

Policy, Research Practice Paper #2: Due 7-10 pages (20% of course grade)
Choose a potential school crisis, issue or problem. Research the problem, issue or crisis, including approaches and strategies for responding to such a crisis, issue or problem in a school. For example, search primary and secondary literature sources and reference the information in the body of the paper, inquire with schools about policies that may exist, review local, state, or federal related policy, and/or identify a situation/crisis reported in the media and use that for as an example of what to do and what not to do. How has the problem been dealt with in the schools, community of has it? What are some issues and concerns? What does the North Carolina General Statute say about this school issue/problem? United States? Use current research information concerning the problem to support your paper. What are some issues and concerns? Describe the important aspects and concerns in such a situation. Briefly describe what you learned from completing this assignment. School problems/crises that would be appropriate include: student suicide or suicide risk, suspected abuse or neglect, staff suicide, pervasive teasing/bullying, school shooting, school refusal/phobia, drug use/dealing, aggressive/violent student behavior, homeless students. In order to document your research, please reference at minimum five relevant refereed journal articles, book chapters and books

Collaborative Group Project: 15% of Course Grade
Option 1: Presentation - Vulnerable Student Population
Prepare and present to the class on a population of school students that are vulnerable to poor school outcomes, and are therefore the focus of social work services in schools. Students will work with a small group of 4-5 peers to develop a 30-minute presentation for the class. The presentation should provide class participants with useful practice ideas and activities. Examples of vulnerable student populations include: homeless students, immigrant, refugee, or ESL students, LGBTQ students, students from low income families, students who are members of discriminated race/ethnicity groups, or students with learning, cognitive, physical or psychological/emotional/behavioral struggles. This list is by no means exhaustive, if you have a vulnerable population of students in mind please get with me to discuss whether it is an appropriate group topic. You may be given class time to work on this project during the semester, but will be expected to meet outside of class to prepare. Below is a list of the group project expectations, which will also serve as part of the grading criteria:
**Group Oral Class presentation expectations**—
The presentation should be at least 30 minutes in length, followed by 10 – 15 minutes of class questions/discussion and critique. The presentation may take on varied formats, PowerPoint, Role Play, Talk Show, School Meeting to suggest a few. The presentation should define and describe thoroughly the central concepts and issues related to the specific population of vulnerable students (25%), and then present either a more in-depth analysis of the issues or intervention/prevention strategies or practice principals for school social workers (25%). Provide the class with an outline/original handout related to your presentation (15%). Please provide the instructor with materials from the preparation of your presentation such as: slides, speaker notes, handouts. The content of the presentation should draw from a minimum of two primary references per group member (15%). Preparation, group dynamics and professionalism will count (20%). Written selection of group members must be provided to the professor and approved by the professor by the second month of class.

**Major Exam (25% of course grade)**

**Mini Exam (20% of course grade)**

**Class Participation 5%, to be determined by class participation and reading of assigned Material**

Class attendance and participation are very important in this class. Your attendance not only indicates to the instructor your desire to learn, but also contributes to the learning experiences of the student, fellow students and the instructor. Class participation comprises 5% of the final class grade and will be evaluated at each class. Students missing **three or more times** will be given 0% for class participation.

**Class Participation Grades Are Based On The Following:**

1. Class Attendance
2. Being on time for class
3. Paying attention in class
4. Participation in class experience exercises
5. Remaining the entire class period
6. Preparedness for class

**DISABLED STUDENT SERVICES:** In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

**VIII. COURSE EXPECTATIONS**
Students are responsible for all material assigned and discussed in the course. Assignments are to be submitted to the instructor on time. Assignments submitted late will be subject to a grading penalty. Students are expected to do assigned readings prior to class in order to enable them to participate in classroom discussions. It is expected that all students will participate in classroom discussions, experiential and group exercises.
ATTENDANCE POLICY
All social work courses are preparation for professional practice and to aid students in making the transition from student to professional. Excessive absences, tardiness and early departures will not be tolerated any more than such behaviors would be tolerated in the employment world. Regular and punctual class attendance and participation is expected and is an integral part of this course. It is difficult for learning to take place unless the student is present during class meetings. One must recognize that commitment to a goal (in this case, learning) is important. Attending all classes constitutes a commitment to learning. **Students are expected to attend class, arrive to class on time and to stay for the duration of the class** and to notify the instructor of absences before or after the absence. **Students will receive one letter grade reduction after missing two classes and a failure grade after missing three classes.**

STUDENT HONOR CODE
The Student Honor Code is in effect in this course. The Academic Honor Code at FSU is based on the premise that each student has the responsibility (1) to uphold the highest standards of academic integrity in the student’s own work, (2) to refuse to tolerate violations of academic integrity in the University community, and (3) to foster a high sense of integrity and social responsibility on the part of the University community. Any students’ whose words or acts demonstrate a disrespect for state and federal laws; General Administration Board rules or policies; or the rights, health, safety, or welfare of members of the community shall be subject to disciplinary action by the University. Students who violate academic standards through plagiarism and other forms of cheating will be disciplined according to the procedures noted in the MSW Handbook and Graduate Catalog. Students who cheat on exams and/or assignments, or commit plagiarism, **will receive a grade of zero (0) for the work on which the offense was committed. The maximum penalty is failure of the course.**

STANDARD OF CONDUCT
Professional responsibility, ethical behavior, and integrity are central principles of the social work profession. Therefore, students are expected to conduct themselves in accordance with the standards of the School, the University, and the National Association of Social Workers (NASW). These standards are outlined in detail in the MSW Handbook, the FSU Graduate Handbook, the FSU Student Handbook, and the NASW Code of Ethics. It is expected that all students will familiarize themselves with this information and adhere to appropriate guidelines.

Class Behavior
Please refrain from talking or doing any behavior that distracts from the learning process.
Beeper/Cell Phone
So as not to disturb the professor, presenters, and fellow classmates, beepers and cell phones are not to be turned on or used during class time. This includes not having phones on vibrator or looking at the phone to see who called. If an anticipated emergency is expected, then notify the instructor prior to class.

Assignments Policy
Promptness in completing assigned tasks and readings is a requirement for this course. All written assignments are expected to be turned in at the beginning of class on the dates listed in this syllabus. The success of this class and the amount you learn is heavily dependent on your attendance, participation, readings and writing. Therefore, you will receive points not only for the written work required but also your verbal contribution to the class discussion. All assignments must be turned in on the date due, typed, double spaced, with correct grammar and structure. When a medical or emergency circumstance occurs, appropriate arrangements must be made well in advance and approved by the instructor. This does not mean the day before the assignment is due. Late papers (without a university documented excuse) will be penalized one (1) letter grade.

Incomplete Policy
A grade of incomplete or —I will not be given unless there are documented emergency situations. Only emergency situations that prohibit a student from completing the course warrant a grade of —I. In such cases, an —I will be given automatically.

Make-up Policy
Make-up exams, as a rule, will not be permitted. Only in extraordinary circumstances will such ever be considered. If a make-up exam is warranted, it will be different that the exam that was missed, but of equal value for grading purposes. Under no circumstances will there be any make-up examinations for unexcused absences.

Written Work
Writing is a major part of the social work profession. The program strongly suggests that students obtain assistance from the Writing Center to ensure correct grammar, punctuation, and other written errors. The Writing Center is located in the Chick Building, and operates on a regular schedule. No appointment is necessary. Help can be obtained with report writing, grammar and sentence structure. Students can also use Smart Thinking as listed and described on the FSU website. The APA style of writing is required for all social work courses. Written work must show thoroughness, clarity, and professionalism. This includes first writing, reviewing, editing and then rewriting. All work should be carefully proofread and corrected. Papers should be free of errors in spelling, grammar and punctuation as there will not be an opportunity to resubmit written work. All assignments must be typed, double-spaced, with pages numbered and include a titled page. Papers written from sources must include citations following the APA style of writing in the Publication Manual of the American Psychological Association (5th edition). Failure to use the APA style will result in points being taken off any papers written in this social work course. All papers must also meet the following standards:
Structure: identifiable introduction, purpose or thesis statement, logical organization, transitions between paragraphs, effective summary or conclusion.

Content: significant content related to the purpose of the paper, appropriate content to support the purpose of the paper or thesis, documentation of sources using the APA style.

Presentation or style: correct voice, person, and variety in sentence structure as appropriate.

Mechanics: correct punctuation, grammar, standard English, spelling. All proofreading and corrections must be made w/ computer or typewriter.

Format: All papers must be double-spaced. Font size should be 12. All papers should have a cover sheet with name, title of paper, course number and name, date and instructor's name.

ACADEMIC SUPPORT RESOURCES
1. The University College Learning Center is open for computer use. They are located at the Helen T. Chick Building.
2. There is also assistance for Supplementary Instruction in writing. This department is also located in the Helen T. Chick Building. Please contact them at 910 672-1864 to make an appointment or inquire about their services.
3. Smarthinking: www.smarthinking.com/static/colleges On line tutorial and on line writing lab.

IX. COURSE OUTLINE
NOTE: The content of this syllabus is subject to change depending on the scheduling demands of the primary instructor and other circumstances. All changes will be forwarded to students. All reading assignments are to be read and covered by the dates listed – this will count as a part of class participation. Additionally, utilization of The American Psychological Association's (5th ed.) style manual is required for all written assignments.

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introductions/Class Overview &amp; Review</td>
</tr>
<tr>
<td>Syllabus</td>
<td>Reading- Chapter 1-Issues in School Social Work</td>
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<tr>
<td></td>
<td>Current Event &amp; In Class Exercise</td>
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<tr>
<td>Week Two</td>
<td>Reading: Chapters 1&amp; 2 (Allen-Meares, et al., 2007)</td>
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<tr>
<td>2007</td>
<td>Major Issues in American Schools</td>
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<td>School Social Work: Historical Development, Influences, and Practice</td>
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<td>Week Three</td>
<td>Reading: Chapter 3 - School Organization (Allen Meares, et al., 2007)</td>
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<td></td>
<td>Guest Speaker: Ms. Natasha Scott, Social Work Coordinator, Cumberland County Schools</td>
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<tr>
<td>Week Four</td>
<td>Reading: Chapter 4- An Ecological Perspective</td>
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Week Five/Six

**Attendance & Truancy**
Reading- Chapter 5 (Allen-Meares) Educational Policy and School Social Work Practice
Read – NCGS 115C-378 to 115C-383, Compulsory

School Attendance
http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-378.html or go to www.ncga.state.nc.us (Go to

Week Seven

**Reading: Chapter 6-Violence in Schools**
*Exam- Must be present, In-Class Group Work:

Week Eight

**Reading: Chapter 7-Children with Disabilities**
*Assessment Service Plan or Policy Paper Due

Week Nine

**Reading: Chapter 8-Target Groups of Children, Current Events

Week Ten, Eleven & Twelve

Reading: Chapters 9 & 11- Securing Equal Opportunities
Delivery of School Social Work Services
NASW: Standards for Social Work Services in Schools;
http://www.socialworkers.org/sections/credentials/school_social.as

Week Thirteen

**Group Presentations / Group Exercise

Week Fourteen

**Group Presentations / Group Exercise

Week Fifteen

**Wrap-up

Week Sixteen

**Final/Major Exam
Read – NCGS 115C-402, Student Records, Maintenance, Contents, Confidentiality
http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/BySection/Chapter_115C/GS_115C-402.html or go to www.ncga.state.nc.us (go to Statute Look-up, enter 1156C-402, Click—Go
References


Cumberland County Schools. Screenings and evaluations. Fayetteville, NC: Author.

Cumberland County Schools. Special education terms. Fayetteville, NC: Author.


National Association of Social Workers. (2002). *Standards for social work services in*


Helpful Web Sites

NASW-http://www.socialworkers.org/


NASW Student Resources-http://www.socialworkers.org/students/default.asp

NASW Information of Licensing-http://www.socialworkers.org/credentials/400.1.1200

Council on Social Work Education (CSWE)- http://www.cswe.org/CSWE/
Association of Social Work Boards (licensing)- http://www.aswb.org/
Help Starts Here (a guide to the Social Work profession)-http://www.helpstartshere.org/
APA Style Research Style Crib Sheethttp://www.wooster.e