I. Course Description
This advanced generalist elective course focuses on practice and educational settings. It is required for students in the School of Social Work Sub-focus of the Child, Youth and Families area. This is a course starting in summer for four weeks and continuing for the fall semester.

II. Course Overview and Prerequisites/Co-requisites
Social Work in Schools provides a conceptual base for advanced generalist practice social work in educational settings. It complements the field course in the first semester of the advanced practice year. SW uses readings, lecture, class discussion, small group experiences, written work, and ad hoc assignments to help students to conceptualize social work skills in schools and to integrate knowledge of social work theory and practice.

Students will be able to demonstrate knowledge in and demonstrate skills in the following competencies required for School Social Work Licensure. (these will also be demonstrated in your portfolio, when submitted in the spring)

Though required for school social work Sub-focus students, it is an elective course for other specializations students.

III. Course Competencies, Content and Assignments

A. The Council on Social Work Education competencies and dimensions required of all MSW accredited programs to be covered in this course are highlighted in the Chart found in Appendix A.

B. Successful completion of this course implies that students will have progressed towards achieving the social work competencies and demonstrate skills needed for the required School Social Work License. Content in this course addresses requirements for School Social Worker licensure in the State of Wisconsin. It also contributes to the students’ learning relative to the competencies and dimensions for advanced generalist practice in social work. The DPI
Standards and the competencies addressed in this course are highlighted in the Chart found in Appendix B.

IV. Course Content and Outline
Week 1- August 5

Welcome and Orientation to Social Work in Educational Settings
Topic: History and school social work roles, overview of course and competencies
- Ethical decision making and professionalism
- How differences in life experiences affect supervision and may include oppression, poverty, marginalization, privilege and affect power differentials
- How basic human rights and social justice intersect with code of ethics
- Policy implementations and potential impact on students in schools and their families

Required Readings:
Chapter 2: A Typical Day? (Jarolmen, JoAnn)
Chapter 1: The Role of the School Social Worker (Massat, et. al 7th edition)

Week 2- August 12

Topic: School Social Work Standards & the complexity of services in schools, Collaboration and Consultation: The Student Services Team Approach School
- Ethical decision making and professionalism and the interaction of NASW Code of ethics and the Supplemental School Social Worker standards
- Policy implementations and potential impact on students in schools and their families, especially in relation to social work standards and collaboration with other professionals
- Laws and policies that impact students in schools
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with all individuals.
- Appropriate interventions for selected populations in schools
- Evaluating outcomes for effective practice in working with individuals in schools

Required Readings:
Supplemental Ethical Standards for School Social Workers. Handout from Nic Dibble State Consultant for Wisconsin Department of Public Instruction. 2014 (on Learn site)
Chapter 5: Collaboration and Consultation with Parents, Faculty, Staff and Administration (Jarolmen, JoAnn)
ESSA information from DPI (on Learn site)
ARTIFACT #1- DUE August 12

Week 3-August 19

**Topics: Educational Policy Issues: Homelessness and the role of the School Social Worker and other Educational Laws & Policy**

**Social Work Licensure Issues: introduction to portfolios**

- The utilization of ethical decision making and professionalism and dilemmas that occur in working with homeless populations.
- The intersection of diversity and difference in educational program implementation and forms and mechanisms of oppression and discrimination for individuals living in poverty and related intersection of privilege and power impacts on educational program implementation.
- The intersection of poverty and homelessness with basic human rights and social justice
- Policy and policy development impact on families living in poverty. Special focus on McKinney-Vento Act implications on specific school policies.
- Apply theories of human behavior and social environment in assessing, providing interventions and evaluating programs to reduce homelessness and poverty
- Evaluation and interactive process of social work practice in schools with personal skill development and self-evaluation.

**Required Readings:**
Handout in class; “The McKinney-Vento Act at a Glance”, National Center for Homeless Education. 2008

*Portfolio examples will be available during class*

Week 4-August 26

**Topic: Assessments in Schools: IEP’s 504 plans, BIP’s-School Social Worker Role**

- Forms and mechanisms of oppression and discrimination for individuals with disabilities and related intersection of privilege and power impacts on educational program implementation.
- How practice incorporates knowledge and theory of human rights and social justice in educational access and programs
- School-based practice-informed research for programs and policies, both historical context and current political dynamics and impact on schools.
- Apply theories of human behavior and environment in ongoing assessment, intervention and evaluation of special education and other behavior programs

**Required Readings:**
Chapter 15: School Social Workers and the Special Education Process: From Assessment to Individualized Education Programs to School Social Work Services (Massat et. al, 8th edition)
Chapter 4: Special Education Component and School Social Work (Jarolmen, JoAnn)
In class hand-outs about FBA’s and BIP’s and Family History

September 2-Labor Day Break, no class

Week 5-September 9
Topic: Restorative Practices in School Settings
- Evidence-based research and methods and culturally informed and ethical approach to advance use of restorative practices in schools
- Policy implementations and potential impact on students in schools and their families, especially in relation to use of restorative practices in the school setting
- Theories of human behavior and environment in ongoing evaluation of such practices in schools

Required Readings to be assigned

Week 6-September 16
Topic: Response to Intervention & PBIS and the role of the School Social Worker
- How RTI practices incorporate knowledge and theory of human rights and social justice in educational access and programs
- School-based practice-informed research for RTI/PBIS programs and policies, both historical context and current political dynamics
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with PBIS/RTI programs
- Appropriate interventions for selected populations in relation to PBIS/RTI
- Evaluating outcomes for effective practice in working with behavior programs such as PBIS/RTI

Required Readings:
Chapter 27: Response to Intervention and the School Social Worker (Massat, 7th edition)
Chapter 35: Tier 2 Behavioral Interventions for At-risk students (Massat, et.al, 7th edition)

Week 7-September 23
Topic: Drop-out Prevention, Truancy and Attendance Issues, Teen Pregnancy-School Social Worker roles
- Forms and mechanisms of oppression and discrimination in relation to teen parents and students with high truancy; discuss related intersection of privilege and power impacts on school programming and access.
- The intersection of poverty and homelessness with basic human rights and social justice
- Policy and policy development impact on students with poor school attendance and issues related to teen parenting
• Theories of human behavior and social environment in assessing, providing interventions and evaluating programs to reduce truancy, increase attendance and work with issues related to teen parenting
• Appropriate interventions for selected populations in relation to truancy and teen parenting
• Evaluating outcomes for effective practice in working with attendance and teen parenting programs

Required Readings
Department of Public Instruction Web Site: Drop Out Prevention Screening Tool
Additional readings from DPI about teen parenting information

ARTIFACT # 2 DUE-September 23

Week 8-September 30

**Topic: Exploring Race Relations in Schools**

• Forms and mechanisms of oppression and discrimination for various individuals and related intersection of privilege and power impacts in relation to school achievement and programs as well as the impact on identity for students.
• Intersectionality of multiple factors that impact racism, especially in schools (including age, class, race, religion, disability, gender identity and expression, religion, culture)
• How the “school to prison pipeline” affects policies and policy implementation in schools
• The impact of various behavior programs in schools in relation to privilege and power
• Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with diverse individuals.
• Appropriate interventions for selected populations.
• Evaluating outcomes for effective practice in working with diverse individuals.

Required Readings:
“Responding to Hate at School” and “Speak up at School”
Materials from “Teaching Tolerance” Magazine (on code-switching and micro-aggressions)
“Racial Micro aggressions in Everyday Life” May-June 2007

Week 9-October 7

**Topic: Intervention Skills in the Classroom and Groups**

• School-based practice-informed research for classroom-based and small group programs and policies, both historical context and current political dynamics
• Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with diverse individuals in small groups and classroom settings.
• Appropriate interventions for selected populations in classrooms and groups.
• Evaluating outcomes for effective practice in working with diverse individuals in various school settings, especially in small group and classroom work.
Required Readings:
Chapter 10: Engagement, Assessment, and Intervention Skills in the School for Groups Using a Variety of Practice Methods. (Jarolmen, JoAnn)
Chapter 29: Evaluation of School-Based Counseling Groups (Massat, et. al, 8th edition)

Week 10-October 14

**Topic: Exploring LGBTQ Issues in schools and the role of the School Social Worker**
- Forms and mechanisms of oppression and discrimination for LGBTQ individuals and related intersection of privilege and power impacts.
- Interconnections of LGBTQ issues with social and economic justice and strategies to employ to eliminate oppressive barriers.
- State and federal laws and policies that impact LGBTQ individuals and programs
- Theories of behaviors, including personal experience, that impact assessments and decision making for various approaches in working with LGBTQ individuals.
- Appropriate interventions for selected populations.
- Evaluating outcomes for effective practice in working with LGBTQ individuals.

**Required Reading:**
“Teaching Tolerance” magazine, summer 2014 articles: “LGBTQ Best Practices”
"Helping families to Support their LGBTQ Children". *Article available at: The SAMHSA website* (Substance Abuse and Mental Health Services Administration)

**ARTIFACT # 3 DUE-October 14**

Week 11-October 21

**Topic: Intervention Skills: Managing Clinical Concerns, Teen Sexual Activity and confidentiality issues**
- Scenario discussions and activities to address ethical decisions and professional decision making affecting mandatory reporting and collaboration with other agencies
- Laws and policies affecting the specifics of teen sexual activity, what it entails and the effects upon mandated reporting
- Theories of behaviors, including personal experiences, that impact assessments and decision making for various approaches in working with youth
- Appropriate interventions for various clinical concerns
- Evaluating outcomes for effective practice in working with children and teens in relation to confidentiality and other clinical concerns in schools

**Required Reading:**
Teen Sexual Activity Reporting information; Nic Dibble DPI

Week 12-October 28

**Topic: Portfolio for School Social Worker License-more in-depth follow-up**
• Ethical decision making and professionalism and the interaction of NASW Code of ethics and the Supplemental School Social Worker standards in relation to their portfolio
• State and Federal laws that impact school social work licensure
• Methods of evaluation that are appropriate for understanding school social work professional development and standards
• Self-reflection, evaluation and consultation regarding portfolio development

Required Readings: Bring the start of your portfolio to class and specific questions.

Week 13-November 4

**Topic: Intervention Skills: Violence Prevention and Functional Behavioral Assessments in Schools**

• Theories of behaviors, including personal experience, that impact assessments and decision making for various approaches in working with at-risk individuals.
• Evidence-based assessments used in schools for Functional Behavioral assessments
• Strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected
• Appropriate interventions for selected populations.
• Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals.

Required Reading
Chapter 9: Engagement, Assessment, and Intervention Skills in the School for Individuals Using Evidence-Based Practice Modalities and Other Practice Methods (Jarolmen, JoAnn)
“Teaching Tolerance” magazine article, Summer 2014.

Week 14-November 11

**Topic: Mental Health Issues in Schools: System Wide Intervention & Trauma Informed Care in the Schools**

• Forms and mechanisms of oppression and discrimination for individuals with mental health issues as well as related intersection of privilege and power impacts to school achievement and programs as well as the impact on identity.
• Intersectionality of multiple factors that impact racism (including age, class, race, religion, disability, gender identity and expression, religion, culture)
• Strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected
• Research-informed practice regarding trauma and what is meant by “Trauma Informed Schools”
• Application of theories to assessment of programs and individuals and treatment options available in school settings
• Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals
Required Readings:

Week 15-November 18

**Topic: Mental Health Issues in Schools: Approaches for working with students as a school social worker**

- Discuss strategies to employ for change that are designed to eliminate oppressive structural barriers to ensure economic, social and cultural human rights are protected
- Discussion based upon research-informed practice and what is meant by “CBT in Schools” and research based approaches to deal with grief in schools
- Application of theories to assessment of programs and individuals and treatment options available in school settings, especially focus on CBT approaches.
- Evaluating outcomes for effective practice and evidence based assessments used in schools for working with at-risk individuals, particularly in relation to CBT in schools

Required Readings:
Chapter 54: Best Practice Grief Work with Students in School, School Services Sourcebook (Franklin, Harris, Allen-Meares)

**ARTIFACT # 4 DUE-NOVEMBER 18**

November 25th - NO CLASS: Enjoy your break

Week 16-December 2

**Topic: Educational policy and Social Justice issues: Achievement gap, “unintended consequences” and the role of the school social worker**

- Forms and mechanisms of oppression and discrimination for various individuals and related intersection of privilege and power impacts in relation to school achievement and programs as well as the impact on identity for students.
- Intersectionality of multiple factors that impact racism, especially in schools (including age, class, race, religion, disability, gender identity and expression, religion, culture)
- How various State, Federal and local laws and school policies affect students and families, especially what is meant by “unintended consequences”
- Impact of various behavior and attendance programs in schools in relation to privilege and power
- Theories of behaviors, personal experience impact assessments and decision making for various approaches in working with at-risk and diverse individuals.
- Appropriate interventions for selected populations.
- Evaluating outcomes for effective practice in working with at-risk and diverse individuals.
- Recognize the importance of ongoing evaluation of programs, and their impact, in the dynamic and interactive process of social work practice on all levels
Required Reading:
Chapter 20: Tackling Oppression in Schools: Skills for School Social Workers (Massat, et. al. 8th edition)
“School to Prison Pipeline”, Teaching Tolerance
Restorative Justice Hand-outs in class

Week 17-December 9

Topic: Evaluation in the Education Setting: PDP’s, Educator Effectiveness, Portfolios and Licensing information

- Utilization of ethical decision making and professionalism and the interaction of NASW Code of ethics and the Supplemental School Social Worker standards in relation to their portfolio and PDP for school district
- State and Federal laws that impact school social work licensure and how it interacts with various school district evaluation forms and continuing education
- Methods of evaluation that are appropriate for understanding school social work professional development and standards that are used by school districts-how to make them “fit” for social work using DPI recommendations
- Self-reflection, evaluation and consultation regarding portfolio development, evaluations by school district personnel and continuing professional development as a school social worker

Required Readings:
Chapter 13: Practice Evaluation. (Jarolmen, JoAnn)
Department of Public Instruction Website information- on Learn@ UW site

FINAL PAPER DUE DECEMBER 9

Week 18-December 16

Topic: Next steps as a school social worker, portfolio update for spring and Course wrap-up

- Understanding of awareness of personal values and ethics in maintaining professional standards and work
- Self-evaluation
- Next steps professionally and where to turn for support in the future as a school social work
- Commitment to life-long learning and how to continually update their skills to ensure they are relevant and effective

V. Texts and Reading Materials for the Course

A. Required Texts

   Order book on-line from sites such as Amazon, Valore books, Half.com etc.
   You need to purchase this book (new or used)
   (there is also one copy available for review in the UW School of Social Work library)
3. Additional handouts and reading materials will be posted on the Canvas site or distributed throughout the semester by the instructor.

B. Recommended Readings

C. Recommended Professional Affiliations
1. Wisconsin School Social Work Association (WSSWA): Excellent organization at a statewide level. Offers free membership to graduate student in SSW and has a yearly conference in Green Lake, Wisconsin. Website is www.wsswa.org
2. School Social Work Association of America (SSWA): Excellent organization looking exclusively at SSW issues on a national level. Offers free membership for graduate students in SSW as well as providing a free online service that highlights research and topics in SSW. Website is www.sswaa.org
3. The American Council for School Social Work (ACSSW): A new and emerging leadership organization promoting leadership, practice and research innovations in school social work. Because the organization is in development, their journal is on-line and free. Within the next year, I expect access to their on-line journal to be restricted to members. Website is www.accssw.org
4. National Association of Social Workers (NASW): Strong national group providing leadership in the general field of social work. NASW also publishes a quarterly journal dedicated to SSW called Children and Schools.

VI. Evaluation: Assignments, Grading and Methods

Please note that the University requires that courses extending across two terms be given a separate grade for each term. All students in this course will receive a grade of P (Progress) at the end of the semester or an NR (No Report) if they are a special student. ‘P’ and ‘NR’ are temporary grades specifically designed for courses extending beyond one term that will be replaced at the end of the entire course when the final grade you earn for the full 12 weeks is assigned.

All papers are also to be included in your Portfolio (when it is due in spring semester)
Assignment | Due Date | Points
-----------|----------|-------
Professionalism | Ongoing | 15
Artifact 1 | 8/12/17 | 10
Artifact 2 | 9/23/17 | 15
Artifact 3 | 10/14/17 | 15
Artifact 4 | 11/18/17 | 15
Final Paper | 12/19/17 | 30
Total Maximum Points: 100

Points for final grade:
A  94-100  Outstanding; surpasses expectations in all areas
AB  88-93  Surpasses expectations in many areas
B   82-87  Meets expectations in all areas
BC  76-81  Meets expectations in some areas; below in others
C   70-75  Below expectations in most areas, not acceptable graduate work
D   64-69  Below expectations in all areas
F   <64   Fails to meet minimal expectations in all areas, not acceptable work

Assignment Descriptions and Instruction

**Artifacts**: Brief Critical Thinking Papers (2-4 pages)
(see both specific and overall grading descriptions)

1. **ARTIFACT #1**- Write a brief summary of the history of education and how it relates to the history of school social work. (based upon assigned readings). This is a necessary assignment for your portfolio.
   DUE DATE: August 12

   Description of the assignment: In this assignment, the student will clearly and concisely demonstrate your understanding of the readings from week one and two and describe how the history of education has impacted the history of school social work: (specifically use these readings from week 1 & 2)
   • Chapter 1: The Role of the School Social Worker (Massat, et. al 7th edition)

   Specific grading and requirements of the assignment: (10 points maximum)
   • A brief overview of the history of school social work, laws that affected the development of it and how they impacted it - 4 points
   • A critical evaluation of social trends that impacted and interacted with the laws to create our current school system and current social worker roles- 3 points
   • Overall writing is clear and shows an understanding of how the history connects to current day with all material properly cited- 3 points
2. ARTIFACT #2: Description and critical analysis of RTI or PBIS used in your district.
DUE DATE: September 23rd

Description of the assignment: Students will describe the RTI and/or PBIS system used by the district you are placed in your internship. Besides an overview of the program itself, you are to discuss the implementation status and integrity of the programs as well as the role played by the school social workers in your district in regards to RTI/PBIS.

Specific grading and requirements of the assignment: (15 points maximum)
- Overall explanation about RTI and PBIS and the system used by your district, the purpose of PBIS and how students are placed on the RTI levels – 5 points
- Specific description of how RTI and PBIS are implemented in your district, training for staff overall with particular focus on the role of the school social worker – 5 points
- Critical analysis of how the program actually works and is evaluated. Pay special attention to particular groups that may experience discrimination or may be targeted unfairly by how the program is implemented – 5 points

3. ARTIFACT #3: Write a critical analysis of HOW the school social worker operates in your school district in regards to the policy and procedure on either homelessness or truancy.
DUE DATE: October 14th

Description of the assignment: In this assignment, the student will begin to critically examine a school district policy (either homelessness or truancy) and analyze not only the policy implantation, but how the school social worker in your district or building operates in the policy implementation.

Specific grading and requirements of the assignment: (15 points maximum)
- Clear explanation of the law and policy you have chosen to discuss (McKinney Vento law or State Statues regarding mandatory attendance) and the description of the policy of your district – 5 points
- Describe the role of the school social worker in your district, especially focus on any procedures or strategies implemented by them – 5 points
- Analyze the impact of the role of the social worker on not only their time commitment to that implementation but the pros and cons of that role in relation to student and family outreach and relationship building – 5 points

4. ARTIFACT #4: Formal or Informal Assessment.
DUE DATE: November 18th

Description for this assignment:
This is an artifact that is to show an actual formal assessment you administer to a student and/or parent about their child. It also must describe the school district’s procedure and process and how you followed this process with a personal reflection about the overall process.
Specific grading and requirements of the assignment: (15 points maximum)
- Brief description of the assessment itself (what it is and why it was used) and the usual school procedure for use of this assessment (3 points)
- Include the actual assessment/screener itself. (include the actual too also, like Hamilton Screener, Achenbach, Conners, BASC-2, CBITS screener, etc.) (8 points)
  - If you are able to do the assessment yourself (under supervision) then include the actual filled in assessment with identifying names/info changed or blacked out.
  - If you are not able to do a full assessment yourself, then include a blank assessment form with a detailed description of an assessment you were able to review or detailed description of how the assessment is usually administered and scored.
- Discuss how the process of the assessment/screener went for you, include any challenges or road-blocks as well as personal reflection on asking some difficult questions to students and/or parents (4 points)

ARTIFACT GRADING RUBRIC: General Information for format and style
Artifact writing assignments are designed to be directly relevant to the teaching of knowledge, values and skills in the field of social work. They are also in adherence with the Wisconsin State Licensing Standards for School Social Workers and these should be included in the student’s portfolio. Portfolio artifacts should be included in the portfolio and will be submitted for approval second semester. Each artifact assignment should be 2-4 pages in length.
General Grading Rubric is as follows:

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Acceptable</th>
<th>Minimal</th>
<th>Attempted</th>
</tr>
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<tbody>
<tr>
<td>Paper is written in a clear, logical format with smooth transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page. (if needed)</td>
<td>Paper is written in a logical format with somewhat choppy transitions between topics. All sources are cited, margins are one inch, 12-point font is used and the paper is double-spaced. The length of the paper is 2-4 pages not including the cover page and the reference page.</td>
<td>Paper is somewhat difficult to understand. The length of the paper does not meet the minimum 2-page requirement.</td>
<td>Paper is difficult to understand. Sources are not cited, paper does not meet the minimum 2-page requirement.</td>
</tr>
</tbody>
</table>

**Final Paper**- chose EITHER A) or B) to complete: **30 POINTS DUE DEC. 9th**
Both of these assignments are critical components needed for your portfolio, but only one is needed for your final paper in this course.

**Option A) Classroom or Group session at your placement.**

Description of assignment:
Using evidence-based methods, determine the topic and setting, compose a lesson plan, lead the classroom or group session and compile evaluation of the session. Write a reflection on this process and attach a copy of the lesson plans. This must be a group you facilitate or co-facilitate with students in the school.

Specific grading and requirements for assignment: (30 points maximum)

- Description of group; topic, membership and setting. Be sure to describe HOW the members were chosen as well as why this topic was chosen. Who are the facilitators? What form of parent permission was needed? 8 points
- Lesson plans for the group- include an overall outline of topics and lessons for each week. It is good to include at least one week that is more specific and may include activity examples or specific discussion summary. The lesson plans CAN be ones from pre-made curriculum or from another organization (like Hospice). Indicate if you created the lessons or if it is from a pre-made curriculum and where you got it. (do you know if it is it evidence-based?) 10 points
- Evaluation of the group- include a copy of the evaluation given to students (if you were able to complete the entire group), or a copy of what the evaluation might look like (if the group is just starting). 8 points
- A brief summary of how things went overall with the group. Were the students responsive? Were there any issues from teachers that prevented the group from meeting when planned? Any other barriers or challenges? 4 points
- Length of paper is determined by how complete you are with each area above. However, the general length should be between 4-6 pages for the description and summary with LESSON PLANS and EVALUATION FORM also attached.

OR:

Option B) Special Education IEP-Social History and IEP Process

Description of Assignment:
Following your school district’s form, write a complete family history or social history that could be used for a special education evaluation or IEP. Be sure to include the district procedure you followed as well as any staff consultation in the process. (Ideally, you should be able to present this family history at the IEP meeting.)

Specific grading and requirements for the assignment: 30 points maximum

- Describe your district’s procedure for Special Education initial evaluation or Annual IEP for students and the role of the school social worker in it. Be sure to discuss how parents and teachers are involved also. 5 points
- Include a copy of the IEP form, format or description of the format used in your district for the evaluation documentation and process. 5 points
- Complete and actual family history or IEP social history and attach this to your paper.
  - Be sure to use a complete family history format; either one used by your district or use the sample one from the Jarolme text.
  - Be sure all names and identifying information is changed or blanked out on your paper.
o Indicate if the family history was done through interview, phone interview and/or records review with consultation.
o Also indicate if you were the key interviewer or if you had to be more of an observer. (if you were an observer, be sure to be a part of writing the family history with the key interviewer)

15 points

- Describe the next steps in the IEP process after you completed the family history. Were you able to present the information directly to the family at the IEP? If so, briefly describe that process and any challenges that occurred. If not, briefly describe how the report will be presented and follow-up with your supervisor to get any feedback of what occurred at the IEP. 5 points

- Length of paper is determined by the depth of your description and summary. The usual length for this portion is 4-6 pages. The actual family history length is determined by the form used (either your district or sample from the Jarolmen text). But, it must be complete. But, the family history itself must be attached with this paper.

VII. Course Policies

Assignments: Assignments (e.g., readings, papers) listed are due for that class date unless otherwise noted. Refer to the syllabus and attachments to this outline for more information on assignments. Deductions will occur for assignments not completed on time unless prior approved by the faculty member. Three points may be deducted for each day the assignment is late.

Readings: The Course Instructor will identify which readings are required for completion according to the schedule. Readings will be assigned, in advance, for specific class topics. Students will be expected to come prepared for class having thoughtfully read and apply critical thinking about the assigned articles or other materials. Due to the extent of the material to be covered in the course, students should expect that time will not allow discussion of every reading. All reading materials can be found on “Canvas”. (Unless indicated otherwise).

Reading Assignments: Students are expected to have read all assigned material prior to the class date under which the readings are listed above. Reading and critically evaluating what you have read is necessary so that you can learn, actively participate in class discussions, and successfully complete written assignments.

Written Assignment Policy: All written assignments are to be either typed or computer-generated, and are due prior to the start of class on the due date indicated in the outline in this syllabus. Assignments should be submitted via “CANVAS”. Always include a cover sheet (not counted as one of the required pages) with the title of the paper, your name, the date turned into the instructor, course number, and course title. All assignments should be checked thoroughly for correct spelling and grammar.

Late Assignment Policy: The assignments listed above are due at the beginning of the class period on the date specified. Students who believe they have a legitimate reason for turning in a late assignment should contact the instructor prior to the due date. Unapproved late assignments may be marked down three points for each day they are late.
Students with Disabilities  If you require accommodations to obtain equal access to this class or to any assignments that I may give, please contact me as soon as possible. I want all my students to have an excellent learning experience. Please either email me or ask to meet me personally about your accommodation by the second week of class or as soon as possible after the disability has been recognized or incurred.

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students requiring accommodation, as approved by the McBurney Center, are expected to provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) by the second week of the semester, or as soon as possible after a disability has been incurred or recognized. For more information, please contact the McBurney Center at mcburney@odos.wisc.edu; Phone at 608-263-2741; Text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706 Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

Student Behavior Policy:  In order to learn, we must be open to the views of people different from ourselves. Each and every voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time, we share together over the semester, please honor the uniqueness of your fellow classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow students’ opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class.

The following is a list of expectations of student’s display of personal integrity:

- Critical Thinking and questioning are KEY to class participation
- Please turn off cell phones before entering the classroom.
- Laptop use is for note taking only, and is subject to instructor discretion.
- Respect another person’s viewpoint with which you may disagree. Make no assumptions about a person’s background or that we all share similar experiences.
- Respect another student’s right to be heard.
- Demonstrate a capacity to accept and embrace diversity.
- Bring your textbook to class when appropriate.
- Read the material and be prepared for class!!
- Actively participate in classroom discussion. If you have a concern that needs to be brought to the class’s attention, please speak with this instructor.
**Attendance & Class Participation Policy:**
Due to the accelerated nature of courses in the University of Wisconsin-Madison Part-Time MSW Program, students are expected to attend all scheduled classes and to arrive on time.

**Promptness:** Prompt arrival to all courses is expected and required. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks.

**Attendance:**
To ensure a quality educational experience, students are expected to attend and participate in classes.
- Attendance will be taken at each class and students’ level of participation noted
  - Students who must be absent due to inclement weather or other emergencies should contact the instructor prior to the start of class to be considered for an excused absence.
  - More than one unexcused absences may result in a student’s grade being dropped one full grade.
  - If you are unable to attend class, please email me prior to class so that you can receive an excused absence.
  - Additional graded make up work appropriate for the content missed may be assigned for excused and unexcused absences. The make-up work required will depend on the content missed and will require the student to demonstrate that they have read the readings and can provide understanding of the topic.
  - Students are responsible for completing any class requirements for the day missed, and for obtaining from a fellow classmate any assignments, materials, and communications missed due to absence, late arrival, or early departure.

- **Inclement Weather Policy**
  ~ If there is inclement weather across the Program area, students will be expected to check their email prior to leaving for class to confirm whether classes are cancelled.
  ~ If classes are not cancelled but an individual student concludes he/she cannot safely travel to reach his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not travel. This absence will be considered excused and makeup work may be assigned.
  ~ If classes are cancelled, the instructor will notify students by e-mail of make-up activity required.

**Plagiarism Policy:**

**Code of Ethics, Professional Conduct & Plagiarism:**
Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation of course assignments.
**Plagiarism:**
Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:
1. The appropriation of passages or complete works of another person and submitting them as one’s own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see [http://writing.wisc.edu/Handbook/QPA_paraphrase.html](http://writing.wisc.edu/Handbook/QPA_paraphrase.html)

**Process:**
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

**Sanction:**
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion ([http://www.students.wisc.edu/doso/acadintegrity.html](http://www.students.wisc.edu/doso/acadintegrity.html)).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14: [http://www.students.wisc.edu/doso/docs/UWS14.pdf](http://www.students.wisc.edu/doso/docs/UWS14.pdf)
For guidelines on quoting and paraphrasing:
UW-Madison Writing Center [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html)
## Appendix A: CSWE Competencies

<table>
<thead>
<tr>
<th>CSWE Competency Addressed in Course</th>
<th>Course Content</th>
<th>Location in the syllabus</th>
</tr>
</thead>
</table>
| **1. Demonstrate ethical and professional behavior**                                               | Advanced Generalist social workers demonstrate and employ in a focus area an understanding of the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo and macro levels. They understand and utilize frameworks of ethical decision-making and autonomously apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Advanced Generalist social workers demonstrate awareness of their personal values and an ability to distinguish them from professional values. They also possess and employ an understanding as to how their personal experiences and affective reactions influence their professional judgment and behavior. Advanced Generalist social workers understand the role of other professions and use this understanding to engage effectively in inter-professional teams. They have a commitment to life-long learning and continually update their skills to ensure they are relevant and effective. Advanced Generalist social workers also are knowledgeable about the emerging forms of technology and ethically use this technology in social work practice. | Week 2  
Week 3  
Week 16  
Week 11  
Week 16  
Week 12  
Week 2  
Week 10  |
| **2.1.2 Engage Diversity and Difference in Practice**                                              | Advanced practice social workers demonstrate in a focus area an advanced understanding of how diversity and difference characterize and shape the human experience and are critical to the formation of identity. They demonstrate comprehension that dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Advanced practice social workers recognize that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim, and apply this recognition in their practice. They also demonstrate in practice their understanding of the forms and mechanisms of oppression and discrimination, and a recognition of the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. | Week 3  
Week 4  
Week 8  
Week 14  
Week 3  
Week 4  
Week 7  
Week 14  
Week 8  
Week 10  
Week 7  
Week 10  
Week 15  |
| Lecture, reading, assignments and discussion related to dimensions of ethics in the schools and the intersectionality of multiple factors affecting those ethics with NASW Code of Ethics as well as School Social Work Supplemental Ethics (K, V, C & AP) |                                                                                                                                                                                                               |                          |
| Reading and small group activities exploring these issues and professional behavior required.     |                                                                                                                                                                                                               |                          |
| (K, S, C & AP)                                                                                      |                                                                                                                                                                                                               |                          |
| School Social Work professional portfolio development                                              |                                                                                                                                                                                                               |                          |
| (K,S,C & AP)                                                                                         |                                                                                                                                                                                                               |                          |
| Artifact #1-Summary discussion/history of education and school social work (K,V,C & AP)            |                                                                                                                                                                                                               |                          |
| Artifact #3- Critical analysis of truancy or homeless policies(K,V,C & AP)                           |                                                                                                                                                                                                               |                          |
| Impact on diversity factors that impact student performance, family engagement and discipline.     |                                                                                                                                                                                                               |                          |
| (K,S,&C & AP)                                                                                       |                                                                                                                                                                                                               |                          |
| School to prison pipeline factors related to diversity issues. (K,S,& AP)                           |                                                                                                                                                                                                               |                          |
| Artifact #2 critical analysis of RTI/PBIS (K,S,C & AP)                                             |                                                                                                                                                                                                               |                          |
| Artifact #3- Critical analysis of truancy or homeless policies(K,S,C & AP)                           |                                                                                                                                                                                                               |                          |
| Final Paper- Final Paper-Special Ed. Evaluation or Group lessons(K,S,C & AP)                         |                                                                                                                                                                                                               |                          |
### 2.1.3: **Advance Human Rights and Social, Economic, and Environmental Justice**

Advanced Generalist social workers demonstrate in their focus area an understanding that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Advanced generalist social workers incorporate in practice an understanding of the global interconnections of oppression and human rights violations, and knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Advanced generalist social workers employ strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, reading, assignments and discussion related to dimensions of human rights and the intersectionality of poverty, social justice, theory and policies in schools. (K,S,C &amp; AP)</td>
<td>Week 1</td>
</tr>
<tr>
<td>Understanding of risk factors for failure in schools.</td>
<td>Week 2</td>
</tr>
<tr>
<td>-homelessness &amp; truancy</td>
<td>Week 3</td>
</tr>
<tr>
<td>-behavior intervention plans</td>
<td>Week 4</td>
</tr>
<tr>
<td>-teen sexual activity</td>
<td>Week 5</td>
</tr>
<tr>
<td>-achievement gap</td>
<td>Week 6</td>
</tr>
<tr>
<td>(K,V)</td>
<td>Week 7</td>
</tr>
<tr>
<td>Identification of inequities of access to programs and &quot;unintended&quot; impact of various policies.</td>
<td>Week 8</td>
</tr>
<tr>
<td>-Truancy policies</td>
<td>Week 9</td>
</tr>
<tr>
<td>-Trauma informed schools</td>
<td>Week 10</td>
</tr>
<tr>
<td>-achievement gap</td>
<td>Week 11</td>
</tr>
<tr>
<td>-school to prison pipeline</td>
<td>Week 12</td>
</tr>
<tr>
<td>(K,S,V,C &amp; AP)</td>
<td>Week 13</td>
</tr>
<tr>
<td>Artifact #3-Critical analysis of truancy or homeless policies(K,S,V,C &amp; AP)</td>
<td>Week 14</td>
</tr>
<tr>
<td>Final Paper-Special Ed. Evaluation or Group lessons(K,S,V,C &amp; AP)</td>
<td>Week 15</td>
</tr>
</tbody>
</table>

### 2.1.4: **Engage in Practice-informed Research and Research-informed Practice**

Advanced Generalist social workers understand and apply quantitative and qualitative research methods to advance the science of social work and practice in the focus area. They know and apply the principles of logic, scientific inquiry and culturally informed and ethical approaches to building knowledge in the focus area. Advanced Generalist social workers understand and demonstrate that evidence informed practice derives from multidisciplinary sources and multiple ways of knowing, demonstrate the processes for translating research findings into their focus area of practice.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, reading, assignments and discussion related to dimensions of evidence based methods and practices in schools. (K,S,V,C &amp; AP)</td>
<td>Week 1</td>
</tr>
<tr>
<td>-Special Education</td>
<td>Week 2</td>
</tr>
<tr>
<td>-Restorative practices</td>
<td>Week 3</td>
</tr>
<tr>
<td>-RTI &amp; PBIS</td>
<td>Week 4</td>
</tr>
<tr>
<td>-Classroom &amp; groups</td>
<td>Week 5</td>
</tr>
<tr>
<td>-Ethics in mandated reporting</td>
<td>Week 6</td>
</tr>
<tr>
<td>Focus on assessments and interventions and their implementation in education settings.</td>
<td>Week 7</td>
</tr>
<tr>
<td>-Restorative Practice</td>
<td>Week 8</td>
</tr>
<tr>
<td>-Trauma informed schools</td>
<td>Week 9</td>
</tr>
<tr>
<td>-CBT in schools</td>
<td>Week 10</td>
</tr>
<tr>
<td>(K,S,V,C &amp; AP)</td>
<td>Week 11</td>
</tr>
<tr>
<td>Artifact #4-Formal assessment(K,S,V,C &amp; AP)</td>
<td>Week 12</td>
</tr>
</tbody>
</table>

### 2.1.5: **Engage in Policy Practice**

Advanced Generalist social workers demonstrate a developed understanding that human rights, social justice, social welfare and services in the focus area are mediated by policy and its implementation at the federal, state, and local levels. They understand the history and current structures of social policies and services in the focus area, the role of policy in service delivery, and the role of practice in policy development in the focus area. Advanced Generalist social workers understand, demonstrate, and engage policy development and implementation within their focus area practice settings at the micro, mezzo, and macro levels to affect change within those settings. They recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy in the focus area. They also demonstrate advanced levels of knowledge about policy formulation, analysis, implementation, and change.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, reading, assignments and discussion related to dimensions of policy formulation, analysis, implementation, and change. (involving the above stated policies) (K, S, V, C &amp; AP)</td>
<td>Week 1</td>
</tr>
<tr>
<td>-ESSA (federal law)</td>
<td>Week 2</td>
</tr>
<tr>
<td>-student services policies</td>
<td>Week 3</td>
</tr>
<tr>
<td>-McKinney Vento Act</td>
<td>Week 4</td>
</tr>
<tr>
<td>-Truancy laws</td>
<td>Week 5</td>
</tr>
<tr>
<td>-Special education law</td>
<td>Week 6</td>
</tr>
<tr>
<td>-Mandatory reporting laws</td>
<td>Week 7</td>
</tr>
<tr>
<td>-Sexual identity policies</td>
<td>Week 8</td>
</tr>
<tr>
<td>-other education policies</td>
<td>Week 9</td>
</tr>
<tr>
<td>Discussion of policy development, implementation and change. (involving the above stated policies) (K, S, V, C &amp; AP)</td>
<td>Week 10</td>
</tr>
<tr>
<td>Artifact #2-critical analysis of RTI/PBIS (K, S, V, C &amp; AP)</td>
<td>Week 11</td>
</tr>
</tbody>
</table>

20
<table>
<thead>
<tr>
<th>2.1.6 Engage with Individuals, Families, Groups, Organizations and Communities Advanced</th>
<th>Artifact #3 - Role of social worker in policy of homelessness or truancy (K, S, V, C &amp; AP)</th>
<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist social workers understand and demonstrate that engagement is an ongoing component of the dynamic and interactive process of social work practice in a focus area with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They value the importance of human relationships. Advanced Generalist social workers understand and apply theories of human behavior and the social environment, and critically evaluate and apply this knowledge in a focus area to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. They understand and demonstrate an array of strategies to engage diverse clients and constituencies to advance practice effectiveness.</td>
<td>Lecture, reading, assignments and discussion related to family engagement and strategies to work with students in school to enhance emotional health and academic performance.</td>
<td>Week 2</td>
</tr>
<tr>
<td>-School social work standards (K, S, V, C &amp; AP)</td>
<td>-Impact of school attendance (K, V, C &amp; AP)</td>
<td>Week 3 &amp; 7</td>
</tr>
<tr>
<td>-Impact of race relations, micro aggressions and education (K, V, C &amp; AP)</td>
<td>-Violence prevention in schools (K, S, V, C &amp; AP)</td>
<td>Week 8 &amp; 16</td>
</tr>
<tr>
<td>Artifact #3 - Critical analysis of policy and procedure with homelessness &amp; truancy (K, S, V, C &amp; AP)</td>
<td></td>
<td>Week 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.7 Assess Individuals, Families, Groups, Organizations, and Communities Advanced</th>
<th>Lecture, reading, assignments and small and large group discussions covering assessment knowledge and skills to the following content areas: (K, S, V, C &amp; AP)</th>
<th>Week 15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist social workers independently engage and apply their understanding of theories of human behavior and the social environment in the ongoing assessment of diverse individuals, families, groups, organizations and communities in a focus area. They engage in inter-professional collaboration and utilize methods of assessment appropriate to a focus area to advance practice effectiveness.</td>
<td>Lecture, reading and assignments to the following content areas:</td>
<td>Week 16</td>
</tr>
<tr>
<td>-Collaboration</td>
<td>-Homelessness &amp; truancy</td>
<td>Week 17</td>
</tr>
<tr>
<td>-Special Education</td>
<td>-RTI &amp; PBIS</td>
<td>Week 11</td>
</tr>
<tr>
<td>-Teen Pregnancy</td>
<td>-Groups and classrooms</td>
<td>Week 10</td>
</tr>
<tr>
<td>-LGBTQ issues</td>
<td>-Confidentiality and Reporting</td>
<td>Week 9</td>
</tr>
<tr>
<td>-Violence prevention and FBA</td>
<td>-Trauma informed schools</td>
<td>Week 8 &amp; 16</td>
</tr>
<tr>
<td>-Oppression issues in schools</td>
<td>Various mental health approaches</td>
<td>Week 7</td>
</tr>
<tr>
<td>Artifact #4 - Formal assessment (K, S, V, A)</td>
<td></td>
<td>Week 6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.8 Intervene with Individuals, Families, Groups, Organizations, and Communities Advanced</th>
<th>Lecture, reading, assignments and small and large group discussions covering interventions-various evidence based approaches in the following content areas: (K, S, V, C &amp; O AP)</th>
<th>Week 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist social workers recognize and understand intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They independently identify, analyze and implement evidence-informed interventions to achieve the goals of clients and constituencies in a focus area. Advanced Generalist social workers incorporate their knowledge of theories of human behavior and the social environment when selecting and implementing interventions in a focus area. They also engage in interdisciplinary, inter-professional, and inter organizational collaboration as appropriate, in evaluating and implementing interventions.</td>
<td>Lecture, readings, assignments and small and large group discussions covering various evidence based interventions in the following content areas:</td>
<td>Week 16</td>
</tr>
<tr>
<td>-Collaboration</td>
<td>-Homelessness &amp; truancy</td>
<td>Week 15</td>
</tr>
<tr>
<td>-Special Education</td>
<td>-RTI &amp; PBIS</td>
<td>Week 14</td>
</tr>
<tr>
<td>-Teen Pregnancy</td>
<td>-Groups and classrooms</td>
<td>Week 13</td>
</tr>
<tr>
<td>-LGBTQ issues</td>
<td>-Confidentiality and Reporting</td>
<td>Week 12</td>
</tr>
<tr>
<td>-Violence prevention and FBA</td>
<td>-Trauma informed schools</td>
<td>Week 11</td>
</tr>
<tr>
<td>-Oppression issues in schools</td>
<td>Various mental health approaches</td>
<td>Week 10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.1.9 Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Advanced</th>
<th>Lecture, readings, assignments and small and large group discussions and assignments using various evaluation tools for *school social work interventions such as (K, S, V, C &amp; AP)</th>
<th>Week 17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generalist social workers recognize the importance of ongoing evaluation in the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. They are knowledgeable about various methods of evaluating outcomes and practice.</td>
<td>Lecture, readings, assignments and assignments and using various evaluation tools for *school social work interventions such as (K, S, V, C &amp; AP)</td>
<td>Week 16</td>
</tr>
<tr>
<td>-special education</td>
<td>-RTI/PBIS</td>
<td>Week 15</td>
</tr>
<tr>
<td>-Programs to address truancy</td>
<td>-Programs to address at-risk issues and resulting school behaviors</td>
<td>Week 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 13</td>
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<tr>
<td></td>
<td></td>
<td>Week 12</td>
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<td>Week 10</td>
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<td></td>
<td></td>
<td>Week 9</td>
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<tr>
<td></td>
<td></td>
<td>Week 8 &amp; 10</td>
</tr>
</tbody>
</table>
effectiveness in a focus area and incorporate their knowledge of theories of human behavior and the social environment when evaluating outcomes. Advanced Generalist social workers employ qualitative and quantitative methods as appropriate for evaluating outcomes and practice effectiveness in a focus area.

- Programs to address social injustice and racial disparities
- Professional development

*Artifact #2-Critical Analysis of RTI/PBIS

Final Paper (choice A)

**Appendix B: School Social Work Standards (DPI)**

**B. Course Competencies- Department of Public Instruction Standards**

<table>
<thead>
<tr>
<th>Competencies addressed in course</th>
<th>Course Content relevant to Dimensions that Comprise the Competency</th>
<th>Located in Syllabus</th>
</tr>
</thead>
</table>
| 1. Social Welfare and Educational Policy | A. Demonstrate knowledge of public education, legislation, case law, due process and social policy issues which impact on the pupil-school-community and school social work practice. Demonstrate how to affect children’s learning, parent involvement and school functioning. Include an overview of the history of School Social Work, specifically:  
  - Section 504 of the Rehabilitation Act of 1973 Handicapped Persons: Rights under Federal Law  
  - PL 94-142 Education of All Handicapped Children Act  
  - Policies regarding student discipline, suspension, expulsion, and zero tolerance  
  - PL 100-77McKinney –Vento Homeless Education Act  
  - ESSA- Every Child Succeeds Act  
B. Understand the issues that affect the school and school social worker at the micro, mezzo and macro levels of society as they relate to schools  
C. Demonstrate a basic understanding of the school as a social system  
D. Demonstrate knowledge of the School Social Work Content Standards | Artifacts 1,3, Final |
| 2. Social Work Values and Ethics, including the Mission of Public Education and understanding professional school social work and pupil services standards | A. Specifically to include PI 34.02- Teacher Standards (10 total).  
B. Wisconsin Educators must meet specific training in:  
  - Conflict resolution between pupils and between pupils and staff  
  - Assisting pupils in learning methods of resolving conflicts between pupils and between pupils and school staff, including training in the use of peer mediation to resolve conflicts between pupils.  
  - Dealing with crisis, including violent, disruptive, potentially violent or potentially disruptive situations that may arise in school or activities supervised by school staff as a result of conflicts between pupils or between pupils and other persons.  
C. Understanding the relationship between school social workers, students and parents, the school staff and outside agencies  
D. Prevention and intervention in truancy and dropout rates  
E. Portfolio Development  
F. Understanding Educator Effectiveness Evaluations and Professional Development Plans (PDP) | Artifacts 1 & 2, Artifacts 2 & Final, Artifacts 1,2, 3, Artifacts 3 All assignments, Artifacts 1 & 2 |
| 3. Social and Economic Justice and populations at risk | Understand how this standard applies in the school setting, specifically:  
  - Resiliency in schools  
  - Understanding the dynamics of risk factors for school failure and strategies to address them | Artifact # 3, Artifacts #2 & 3 Final Paper |
### Strategies to combat discrimination, oppression, institutional racism and economic deprivation; how they operate and appear in schools and learn specific strategies to address them

- How the “achievement gap” for students of color reveals itself in the school setting
- Identification of inequities in access to school and community programs and services for children, youth and families

<table>
<thead>
<tr>
<th>Artifact #2 &amp; Final Paper</th>
<th>Artifacts #2 &amp; 3 Final Paper</th>
</tr>
</thead>
</table>

### 4. Systematic Assessment of individuals, families, schools and community

Understand and demonstrate skills in:

- Formal assessments used in schools of adaptive skills, functional behavioral and Responsive to Intervention (RTI)
- Recognizing and impacting patterns of achievement and adjustment at critical points in students’ growth and development
- Writing comprehensive assessments of students suspected of having disabilities related to Special Education (evaluations, IEP’s) and 504 plans.
- Assessment and screening for barriers to learning such as substance abuse, mental illness and trauma
- Trauma in schools and Trauma Informed Care in schools
- Formal and informal policies of the school that may affect student’ behavior and learning

<table>
<thead>
<tr>
<th>Artifact #2 &amp; Final Paper</th>
<th>Artifacts #2 &amp; 4 Final Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts #2 &amp; Final Paper</td>
<td>Final Paper</td>
</tr>
</tbody>
</table>

### 5. Effective prevention and intervention with individuals, families, schools and communities.

- Utilization of a strength-based approach to enhance students’ capacities, with especial emphasis on students in populations at risk
- Design and implementation of practice strategies with persons from diverse backgrounds
- Crisis intervention in schools
- Counseling
- Group work in schools and communication with teachers
- Classroom instruction
- Mediation and conflict resolution
- Mental Health in schools, especially prevention and intervention in system wide settings, self-harm and depression issues for students
- Consultation with staff
- Development of written plans of service for students, such as IEP's, BIP's and 504 plans
- Curriculum development for students
- Professional development for staff
- Community organization, including mobilization of school and community resources
- Coordination of student transitions to/from community-based services and schools

<table>
<thead>
<tr>
<th>Artifacts #2,3 Final Paper</th>
<th>Artifacts #2 Final Paper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artifacts #2 &amp; Final paper Final paper</td>
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| 6. Human behavior and social environment | • Understand how school climate and dynamics affect learning  
• Application of theoretical frameworks to understand interaction between groups in the school setting  
• Restorative Practice in the schools  
• Grief in Schools | Artifacts #2, & 3  
Artifacts #2, & 3  
Artifacts #2  
Artifacts #2 & Final Paper |
|---|---|---|
| 7. Diversity Issues in the Schools | • How cultural factors in race, gender, ethnicity, sexual orientation and social class affect behavior in schools.  
• School environment impact on LGBTQ students and specific system-wide interventions and prevention techniques  
• Application of understanding of issues in the school setting  
• Ability to take cultural and other diversity factors into account in assessments (especially Special Education assessments)  
• How to practice advocacy in the school setting | Artifact # 2, 3 & Final paper  
Artifacts # 2 & Final paper  
Artifact #2  
Artifact #2 & 4, Final Paper  
Artifacts #3 |
| 8. Research, including: | • Qualitative and quantitative methodologies  
• Use of practice literature and empirically-based knowledge in the areas of children, youth, families and schools to:  
  - Provide high-quality school social work services and educational interventions  
  - Evaluate programs and services  
  - Evaluate one’s own practice  
  - Initiate change  
  - Improve practice, policy and programs | Final Paper & Artifact # 2 & 4  
Artifacts #2,3 |