I. COURSE DOMAIN AND BOUNDARIES

Public education in the United States is a primary vehicle for the socialization and preparation of an increasingly diverse child population for adult socioeconomic opportunity and citizenship. Social work in a public school setting plays a vital role in developing and linking students to the resources and support necessary to maximize their potential in the educational process. This course utilizes an ecological framework in which to organize discussion of practice and research strategies which will assist students in understanding the roles the social worker plays as mediator, liaison, advocate, and service provider in school settings. Students learn about how school social work functions within the structure of the public educational system and in collaboration with other educational personnel. The use of self and the intersect between education policy and social work values and ethics is discussed throughout the course. The course emphasizes evidence-based strategies for the assessment of the individual within the context of the family, community and school; understanding and working with issues related to disability, culture, race, gender, socio-economic class, sexuality, religion, and oppression that may impact a child’s opportunity for success in the school setting; and evidence-based strategies for building capacity in student, families, schools, and school which capitalize on the strengths of children, families, schools, and their communities.

II. MSW COMPETENCIES ADDRESSED IN THIS COURSE

<table>
<thead>
<tr>
<th>Demonstrate Ethical and Professional Behavior</th>
<th>C1</th>
<th>Emphasized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>C2</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Advance human rights and social and economic and environmental justice.</td>
<td>C3</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Engage in practice-informed research and research-informed practice.</td>
<td>C4</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Engage in policy practice</td>
<td>C5</td>
<td>Reinforced</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Engage with individuals, families, groups, organizations, and communities</td>
<td>C6</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Assess individuals, families, groups, organizations, and communities</td>
<td>C7</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Intervene with individuals, families, groups, organizations, and communities</td>
<td>C8</td>
<td>Emphasized</td>
</tr>
<tr>
<td>Evaluate individuals, families, groups, organizations, and communities</td>
<td>C9</td>
<td>Reinforced</td>
</tr>
</tbody>
</table>

### III. BROWN SCHOOL ACADEMIC POLICIES

**Academic Integrity:** If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

**Student Handbook 2019**

**Accommodations:** If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the **Disability Resource Center**, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

**Pronouns:** The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual's identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members,
and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

**English Language Proficiency:** If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**IV. WASHINGTON UNIVERSITY ACADEMIC SUPPORT POLICIES**

Accommodations based upon relationship or sexual violence, including sexual harassment and stalking: The University is committed to offering reasonable accommodations to students who are victims of relationship or sexual violence. Students are eligible for accommodations regardless of whether they seek criminal or disciplinary action. Depending on the specific nature of the allegation, such accommodations may include but are not limited to implementation of a no-contact order, emergency housing, course/classroom assignment changes, assignment
extensions and other academic support services. If you need to request such accommodations, please direct your requests to rsvpcenter@wustl.edu or call directly to 314-935-3445. There are four licensed RSVP counselors who serve as confidential resources. However, to implement requests for accommodations, limited information will be shared with the appropriate university administrator and/or faculty. The University will maintain as confidential any accommodations or protective measures provided to an individual student so long as it does not impair the ability to provide such measures.

If a student comes to me to discuss or disclose an instance of sexual assault, sex discrimination, sexual harassment, dating violence, domestic violence or stalking, or if I otherwise observe or become aware of such an allegation, I will keep the information as private as I can, but as a faculty member of Washington University, I am required to immediately report it to my Department Chair or Dean or directly to Ms. Jessica Kennedy, the University’s Title IX Director. If you would like to speak with directly Ms. Kennedy directly, she can be reached at (314) 935-3118, jwkennedy@wustl.edu, or by visiting the Title IX office in Umrah Hall. Additionally, you can report incidents or complaints to the Office of Student Conduct and Community Standards or by contacting WUPD at (314) 935-5555 or your local law enforcement agency. See: Title IX

You can also speak confidentially and learn more about available resources at the Relationship and Sexual Violence Prevention Center by calling (314) 935-3445 for an appointment or visiting the 4th floor of Seigle Hall. See: RSVP Center

Bias Reporting: The University has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of bias, prejudice or discrimination against a student can report their experiences to the University’s Bias Report and Support System (BRSS) team. See: brss.wustl.edu.

Mental Health: Mental Health Services’ professional staff members work with students to resolve personal and interpersonal difficulties, many of which can affect the academic experience. These include conflicts with or worry about friends or family, concerns about eating or drinking patterns, and feelings of anxiety and depression. See Mental Health Resources.

Center for Diversity and Inclusion (CDI): The Center of Diversity and Inclusion (CDI) supports and advocates for undergraduate, graduate, and professional school students from underrepresented and/or marginalized populations, creates collaborative partnerships with campus and community partners, and promotes dialogue and social change. One of the CDI's strategic priorities is to cultivate and foster a supportive campus climate for students of all backgrounds, cultures and identities. See: diversityinclusion.wustl.edu.

Additional Issues or Concerns: If you feel that you need additional supports in order to be successful in your time at Brown, beyond the mentioned accommodations, please contact your Academic Advisor or Danielle Bristow, Assistant Dean for Academic Affairs. They can assist you in navigating a myriad of concerns.
V READINGS

A. **Required Texts & Materials**


**Supplemental Texts for your consideration**


B. **Other Required or Supplemental Readings**

   Any other required readings will be available on Blackboard or on reserve. In addition, students will need to do independent reading to complete case plans and group in-service assignments (described later) throughout the semester. Supplemental readings are for advancing student learning but are not required reading for class.

C. **Professional and Practice Resources**:

   **School Social Work Journals**: Two journals are published on school social work practice: *Children & Schools* (formerly *Social Work in Education*), published quarterly by the National Association of Social Workers (NASW) and the *School Social Work Journal*, published twice a year by the Illinois Association of School Social Workers.

   **School Social Work Organizations, Newsletters, & Publications**: The School Social Work Association of America (SSWAA) provides a bi-weekly *E-Bell*, as well as a very information website at [www.sswaa.org](http://www.sswaa.org). This national organization was formed in 1994 and sponsors an annual national conference. You can correspond with them at [ContactUs@sswaa.org](mailto:ContactUs@sswaa.org) or visit their website. *The Section Connection* is provided to members of NASW’s School Social Work Section three times per year, for further information contact NASW’s national office. The Midwest School Social Work Council is a regional organization made up of 11 states form the Midwest which also co-hosts an annual conference rotating annually among its member states. Visit their website [www.midwest-ssw.org/](http://www.midwest-ssw.org/). Many states have active school social work associations that publish newsletters as well as provide web sites that can be linked via SSWAA’s. Most associations including Missouri’s Association (SSWAM) [www.sswam.org](http://www.sswam.org) and Illinois’s association (IASSW) [www.iassw.org](http://www.iassw.org) have special
student prices for membership. As professional social workers interested in school social work, students are encouraged to join one or more school social work association.


VI ORGANIZATION OF THE COURSE

The course is organized to provide a foundation for students interested in school social work practice at the organizational, family, and student level. Assignments are also designed to help the student prepare for the portfolio application for Illinois certification. Because of the broad range of tasks and issues faced by school social work, the outside research and preparation is critical to student learning. Class materials will be presented using a variety of formats including, but not limited to: lecture, small and large group discussion, role plays, videos, student presentations, and guest speakers. New readings are introduced weekly, but readings are also integrated in a cumulative fashion in lecture and discussion throughout the course.

VII ROLE OF FACULTY AND STUDENT

Role of the Faculty Member:

- Faculty member will provide lectures, readings, and assignment information, organize classes, and be available for consultation and feedback.
- Assignments will be returned with comments and in a timely manner.
- Feedback regarding topics of interest, questions, and suggestions are welcome throughout the course.

Role of the Student:

- Students are expected to attend all class sections and come prepared to participate in discussion and class activities.
- Students are expected to complete assignments, papers, and exams on time.
- Students are expected to integrate readings into their assignments as well as class discussion whenever possible. Readings listed weekly are to be read prior to the following class.
- Absences should be cleared by notifying the instructor prior to or immediately following the absence.
VIII ASSIGNMENTS/GRADING CRITERIA

A. Class Participation
   Each student begins with 100 participation points, which will be 10% of the course grade. Maintaining these 100 points is dependent upon class participation, attendance, submitting mini-assignments, and turning in graded assignments on time. Students are expected to complete readings and assignments, attend classes and be prepared to participate in class activities and discussions. Students should inform the instructor of the need to miss class either prior to that class or immediately after (in the case of illness or emergency). Each absence will result in a 20 point deduction. Failure to notify the instructor of an absence will result in the loss of 30 participation points. Any student, who misses more than two classes, needs to discuss with the instructor the viability of successfully completing the course.

   Mini-assignments: Students are expected to complete two mini-assignments during the semester as outlined in your syllabus. These mini-assignments will account for 10 points of your participation grade. Mini-assignments include the following:

   a. **Statute**: Students will select one pupil personnel regulation and provide no more than a two page response to the questions as provided in the syllabus. (5 pts)
   b. **Philosophy Statement**: This statement describes your beliefs/vision of your role as a school social worker, including your commitment to social work values and ethics. It should be written so that a non-professional can understand and should not be more than one page. (5 pts)

B. Meeting Observation
   Each student will be required to attend two school board meetings and complete an observation form (provided by the instructor). Because school board meetings can be quite lengthy, students need only attend 1.5 hours of these meetings to fulfill the requirements of the assignment. The instructor will provide a schedule of school board meetings in the St. Louis area during the first class.
   This assignment is worth 20% of the course grade. A detailed grading rubric will be provided.

C. Case Plan
   Each student is required to submit one case plan approximately 10-12 pages in length, double-spaced, and not including references (no penalty for going over on number of pages). Students will use an actual case from their practicum or from the course text books. Be sure to note the age of the student in order to distinguish between the needs of an elementary child or an adolescent youth in a secondary setting. Plans will be developed using the texts and class articles on Blackboard, as well as additional research using professional journal articles and/or books from the library. Plans should include assessment, intervention, and evaluation to be done by a school social worker and be based, as much as possible, on empirically validated methods. Students are expected to have at least 5 references from relevant professional literature and academic journal articles in addition to material drawn from textbooks. Students should follow APA guidelines for references and paper format. Quotes, research findings, interventions,
instruments, etc. must be properly attributed to the source and cited in the text of the paper or the student will receive an F on the paper.

Your Case Plan will be worth **25% of the course grade**. A detailed assignment sheet and grading rubric will be provided.

D. **Policy, Mandates, and Roles EXAM**
A 100 point exam worth **20% of the course grade** will be given during Class 13. It will consist of multiple choice and short answer questions related to policy, law, and practice issues.

E. **Group Assignment: In-service Training**
School social workers are often called upon to conduct in-service trainings for teachers and other staff. This assignment is designed to give students experience in the development and presentation of such a training but keep in mind your target audience is this class. The goal is to provide additional resources for class members’ “toolbox” of evidence based practice interventions. Students will sign up for a group covering one of the following topics as scheduled during the class:

- Bullying Intervention/Prevention
- Social Skills
- Disruptive classroom behavior
- Services to children with disabilities
- Early childhood intervention
- School completion/achievement
- Parent involvement in school
- Services to abused/neglected children
- School violence (prevention or intervention)
- Substance use/abuse
- Bullying

The group should identify an evidence based intervention technique or program with empirical support that is related to the problem that can be **implemented by a school social worker** and then prepare an in-service presentation for the class. (Issue of focus should be different from your Case Plan). Each group will conduct a 25-30 minute in-service presentation. The presentation should include a brief overview of the problem the intervention will address, a description of the intervention itself, why it was selected, and what is required to implement the suggested strategy (i.e., costs, staff, potential barriers, etc). All members of the group must participate in the oral presentation. Groups are expected to make use of some form of visual aid of activity to engage the class. Each group must provide the instructor and members of the class with an outline/PowerPoint handout and readable references used in preparation including how to obtain any assessment or intervention tools used.

The presentation will be **25% of the course grade**. The oral presentation will be 15% individual and 85% group. A detailed assignment sheet and grading rubric will be provided.
F. **Late papers and Rewrites:**

All assignments are expected to be turned in on time. Extensions are granted only in the case of serious illness, death of a loved one, or other emergency. Unexcused late papers will be penalized ten points per day including weekends. The instructor reserves the right to turn back poorly executed assignments without a grade, with the expectation that the assignment will be rewritten. Assignments may be returned for 1.) not following the directions of the assignment, 2.) writing that is so poorly organized or written such that it cannot be understood. Student who have problems with writing skills are encouraged to work with the writing center. The instructor is also willing to assist students as needed. Students who receive a low grade on a written assignment may also request from the instructor an opportunity to improve the assignment. Ten points will be deducted for any rewritten paper prior to standard grading.

G. **Grades**

The grade for this class will be determined as follows:

1. Class participation/attendance/mini-assignments 10%
2. Meeting observation assignment 20%
3. Case Plan assignment 25%
4. EXAM 20%
5. Group presentation assignment 25%

The final grade in the class will be based upon the sum of the grade for each course component multiplied by the above weights.

The final scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9%</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-87.9%</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9%</td>
</tr>
<tr>
<td>C</td>
<td>78-79.9%</td>
</tr>
<tr>
<td>C-</td>
<td>73-77.9%</td>
</tr>
<tr>
<td>D</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
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</tbody>
</table>

Incompletes will be given only by permission of the instructor in cases of extreme hardship. Information regarding incompletes can be found in the student handbook.

**IX  COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Competency/ies</th>
<th>Dimension/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of State statute applicable to school social work</td>
<td>C1; C2; C3; C4; C6; C8</td>
<td>Knowledge/Cognitive and Affective Processes/Values</td>
</tr>
<tr>
<td>Philosophy Statement of role of school social worker</td>
<td>C1; C2</td>
<td>Knowledge/Cognitive and Affective Processes/Values</td>
</tr>
<tr>
<td>School board meeting observations and reflection</td>
<td>C2; C5; C6; C9</td>
<td>Cognitive and Affective Processes/Values</td>
</tr>
<tr>
<td>Case Plan of identification of student behavior and intervention</td>
<td>C2; C4; C5; C7; C8; C9</td>
<td>Knowledge/Skills/Cognitive and Affective Processes</td>
</tr>
</tbody>
</table>
In-service presentation for school staff | C4; C6; C8 | Knowledge/Skills/Cognitive and Affective Processes
---|---|---
Exam | C4 | Knowledge/Skills

**Class Activities**

Suicide Risk and Harm to Others Assessment and Management Activity | C1; C2; C6; C7; C9 | Knowledge/Skills/Cognitive and Affective Processes/Values

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**X COURSE OUTLINE**

**Class 1 August 28, 2019**

**Course Overview and Introduction to Education and School Social Work**

This class provides students with an overview of the history and purpose of public education in the United States to provide a context for understanding the system as it exists as well as identifying aspects of the system that should be foci for change. This class will also focus on the development of school social work and the role of the social worker with other professionals in the educational system. Skills in consulting and collaborating with other educational professionals will be discussed.

a. The history and role of public education in the United States
b. School social work history and overview of roles
c. The perspective and roles of other educational personnel

*Small group activity and discussion

**Required Reading for Class 1**

**Texts:**

**Blackboard:**

**Supplemental Readings/Resources:**

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**September 4, 2019 Sign up for Group Presentations**

**Class 2 September 4, 2019**

**Understanding and Assessing School System Structure & Reforms**
The goal of this class is to provide the student with an understanding of the structure and operation of the school system and how that relates to the ability or lack of ability to create system change. Strategies for assessing, working within, and changing school system organization and functioning will be discussed. Means of integrating the social work value of promoting social and economic justice through participation in local, regional, and national systemic reform will be discussed.

- An ecological perspective on the educational system issues
- No Child Left Behind/Elementary and Secondary Education Act
- Reforms: Core Standards, Social Emotional Learning, Service Learning

Required Reading for Class 2

Texts:

Supplemental Readings/Resources:

Due September 11, 2019

Turn in post card with Case Plan Issue and Intervention

Due September 11, 2019

Statute Mini-Assignment for Class 3: Submit via email to megan.marietta@gmail.com prior to the start of class at 5:30 p.m.

Download (and turn in with assignment) one pupil personnel service regulation related to discipline, attendance, school safety, parent rights, rules regarding religion or records from the internet. Missouri’s can be found at: [http://www.moga.mo.gov/STATUTES/C167.HTM](http://www.moga.mo.gov/STATUTES/C167.HTM)

Respond to the following questions: How does this regulation relate to school social work and/or students? Are the meanings of the regulation and consequences for breaking it clear? What, if any, potential ethical dilemmas may arise for school social workers (e.g., either due to incorrect implementation, lack of understanding by students or parents…) If you were asked to write a passage for a parent and student handbook, describe the regulation and consequences for inclusion in the handbook so that parents will understand.
Students will learn how educational laws and policies related to attendance, discipline, school safety, and student/parent rights impact school social work practice. Students will discuss and problem solve around how to build capacity among students, families, and schools related to educational mandates. Students will discuss social work values and ethics and potential dilemmas that exist within the practice of school social work.

### Required Reading for Class 3

**Texts:**

**Blackboard:**

**Supplemental Readings/Resources:**

### Class 3
**September 11, 2019**

**Understanding Legal and Ethical Issues in School Social Work**

### Class 4
**September 18, 2019**

**Tiered Intervention for Student Support**
This class will provide an overview of Problem Solving and Response to Intervention Model in working with teachers and staff for the assessment and treatment of behavior/academic problems in the classroom and/or playground that impact learning. An overview of basic elements and assessment skills used in conducting a functional behavioral assessment as well as an overview of evidence based interventions with individuals and groups that may be used in creating a positive behavioral information plan, as currently required by IDEA. Class will also focus on the skills needed to properly move from implementation to evaluation of practice in a school setting.

a. Response to Intervention
b. Functional Behavioral Assessments
c. Positive Behavioral Intervention Plans
d. Positive Behavioral Intervention Supports
e. Behavioral Management Strategies

Required Reading for Class 4
Text:

Blackboard:
o Eber, L. et.al. (2008). Wraparound as a tertiary level intervention for students with emotional/behavioral needs. Teaching Exceptional Children, 40, 6, pp. 16-22.

Supplemental Readings/Resources:

Class 5 September 25, 2019

Diversity in School Settings

In this class we will discuss educational, social, and legal issues related to gender and sexuality in the schools. Students will learn about evidence regarding different types of sexuality education approaches, current approaches to intervening in cases of sexual harassment, and one strategy for building capacity among gay, lesbian, transgendered, and bisexual teens. This class also introduces the concepts of multicultural education, discusses the impact of culture, linguistic and racial diversity on education and asks students to consider the role of the school social worker in enhancing culturally sensitive education as well as clinical practice.
Legal issues: Title IX and Sexual Harassment
Sexuality and schools
Bullying and peer sexual harassment
What is cultural, linguistic and racial diversity and how does it impact education?
Fix the spacing Legal and policy issues
Class discussion activity

Required Reading for Class 5

Text:

Blackboard:

Supplemental Readings/Resources:
- Parents, Families and Friends of Lesbians and Gays. Resources and information at www.pflag.org
  - Be Yourself
  - Top Ten Ways to Keep Schools Safer…For All Children
  - From our house to the school house
  - Tips for professionals working with gay and lesbian youth

Class 6 October 2, 2019
Navigating Ethical Dilemmas in Reporting Suspected Child Abuse
Reasonable suspicion serves as the standard threshold for when to report suspected child abuse; however, there is little guidance on how to interpret the term. This class will review the ethical and legal requirements pertaining to mandatory reporting, recognizing abuse, and best practice. The discussion will foster better understanding of ethical practice and how to recognize and address ethical challenges. Discussion will center on navigating gray areas and dilemmas while adhering to ethical and legal guidelines.

a. Child Abuse and Neglect Statistics
b. Child Abuse and Neglect Characteristics
c. Mandated Reporting Laws
d. Ethical Dilemmas in Reporting Suspected Child Abuse

*Small group activity and discussion

Required Reading for Class 6
Blackboard:

DUE October 9, 2019
Submit School Board Meeting Observation assignment to megan.marietta@gmail.com prior to the start of class at 5:30 p.m.

This class introduces students to the roles of multi-disciplinary team members charged with investigating allegations of child abuse and neglect. In addition, how to offer on-going support to the family will be explored. This class will further provide information about the process of testifying at the onset of beginning to work with the client, ethical considerations that need to be made, and strategies for how to maximize your effectiveness and minimize the stress.

a. Child abuse and neglect investigations
b. Advocacy for families
Court Proceedings

Required reading for Class 7
None

DUE October 23, 2019
Submit School System Case Plan via email to megan.marietta@gmail.com
Plans should be submitted prior to the start of class at 5:30 p.m.

Classes 8 and 9 October 16, 2019 and October 23, 2019
Suicide and Harm to Others: Assessment and Safety Planning and Crisis Intervention

These classes provide an overview of suicide risk and harm to others assessment and intervention and overviews similar issues surrounding traumatic events. This class will also introduce students to the concept of and basic development of school-based crisis response teams. Assessment of various levels of risk for violence and appropriately targeting programs/policies will be addressed.

a. Assessing suicide and harm to others risk, crisis intervention model
   *Role play assessing a student for suicidal risk
b. Introduction to debriefing
c. Risk assessment and intervention
d.Introduction to crisis response teams

Required reading for Classes 8 and 9
Text:
Youth Suicide Awareness and Prevention Model Policy:

Blackboard:

Supplemental Readings/Resources:
This class will provide students with knowledge about the impact of trauma on the development and behavior of youth. Students will gain an understanding of child traumatic stress and its prevalence in educational settings. Students will begin to understand how the school environment can impact youth’s responses to child traumatic stress.

- Child Traumatic Stress
- Trauma Exposure
- Effects of Trauma Exposure
- Trauma Impacting Development and Behavior
- School Environment can Impact Youths’ Responses

**Required Reading for Class 10**

**Blackboard:**

**Supplemental Readings/Resources:**
- The National Child Traumatic Stress Network available at [www.netsnet.org](http://www.netsnet.org)
- The Children’s Advocacy Services of Greater St. Louis available at [www.stlouiscac.org](http://www.stlouiscac.org)
- St. Louis Area on Child Abuse and Neglect available at [www.stlcocan.org](http://www.stlcocan.org)

**DUE November 13, 2019:** Submit Questions for SSW Field Panel and Philosophy Statement to megan.marietta@gmail.com prior to the start of class at 5:30 p.m.

**Classes 11 and 12**

November 6, 2019 and November 13, 2019

**Trauma-informed Schools**
These classes will provide students with knowledge about trauma-informed interventions to implement for staff and students. In addition, students will learn about Missouri’s Guidelines for Trauma-informed schools and how to assist in fostering a trauma-informed school.

a. Trauma-informed schools

**Required Reading for Classes 11 and 12:**

**Blackboard:**
- Missouri Guidelines for Trauma-informed Schools

<table>
<thead>
<tr>
<th>Class 13</th>
<th>November 20, 2019</th>
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<tbody>
<tr>
<td>EXAM</td>
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<table>
<thead>
<tr>
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<thead>
<tr>
<th>Class 14</th>
<th>December 4, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group Presentations</td>
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</table>

<table>
<thead>
<tr>
<th>Class 15</th>
<th>December 11, 2019</th>
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<tbody>
<tr>
<td></td>
<td>Collaboration with community and Careers in School Social Work</td>
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</tbody>
</table>

We will conclude the class with a discussion of how to enter the field of social work, the status of this field of practice, and opportunities including the potential of international work.

a. Panel from field will answer student questions about the profession
b. Professional Organizations