A. Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings, and in classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center's front desk, or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA's Office of Student Conduct.

B. Description of Course Content

The purpose of this course is to provide an overview of the various social work related theoretical perspectives, models, and programs for intervention with children and their families in the school setting. This includes skills in assessment, prevention, and intervention in providing services to "high risk" students, such as students in poverty and students with disabilities, and addressing issues such as teen parenting, drug and alcohol abuse, and conflict management in the school setting. Co-requisite: SOCW 5311.

C. Student Learning Outcomes

1. Student Learning Outcomes

The Council on Social Work Education requires that accredited social work programs follow the CSWE Educational Policy and Standards (EPAS) comprised of nine core competencies as follows:

1. Demonstrate Ethical and Professional Behavior
2. Engage Diversity and Difference in Practice
3. Advance Human Rights and Social, Economic, and Environmental Justice
4. Engage in Practice-informed Research and Research-informed Practice
5. Engage in Policy Practice
6. Engage with Individuals, Families, Groups, Organizations, and Communities
7. Assess Individuals, Families, Groups, Organizations, and Communities
8. Intervene with Individuals, Families, Groups, Organizations, and Communities
9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Specifically focuses on competencies 1-9.

**Competency 1: Demonstrate Ethical and Professional Behavior**

Advanced social workers in children and families practice active self-reflection and continue to address personal bias and stereotypes to build knowledge and dispel myths regarding diverse family structures, families with compels family dynamics and families with multiple challenges and issues.

Advanced social workers in children and families implement an effective decision-making strategy for deciphering ethical dilemmas specific to the multiple and diverse needs of families and children.

**Competency 2: Engage Diversity and Difference in Practice**

Advanced social workers in children and families understand and can apply the relevant cultural, class, gender, race, age, disability, and other diversity issues to enhance the well-being of children and families from a strengths perspective.

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

Advanced social workers in children and families recognize the stigma and shame associated with “family dysfunction.”

Advanced social workers in children and families recognize disparities in the distribution of resources across families.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Advanced social workers in children and families use advanced strategies to search, appraise, and select for application the most up to date evidence and evolving practice guidelines in the assessment and interventions with children and families.

Advanced social workers in children and families develop effective models, programs, policies, and interventions and assess their effectiveness using valid and reliable assessments for identifying family problems, risks and protective factors, vulnerability and resilience factors and consequences for different family groups and family members.

**Competency 5: Engage in Policy Practice**

Advanced social workers in children and families communicate to stakeholders the implication of policies and policy change in the lives of children and families.

Advanced social workers in children and families advocate for policies that advance the social and economic well-being of children and families.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in children and families effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.
Advanced social workers in children and families will be able to understand and apply the relevant organizational world views and culture that influence how families function, and can relate social work perspectives, the evidence base and related theories to practice with multiple and complex issues that face families.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in children and families use multidimensional bio-psycho-social-spiritual assessment tools.

Advanced social workers in children and families assess the quality of interactions between family members within their social environment.

Advanced social workers in children and families will be able to compare and assess the various etiology and interventions relevant to children and families.

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in children and families will be able to describe empirically validated and theoretical causes, advanced assessment methods, and the most effective interventions for a variety of problems that affect children and families.

Advanced social workers in children and families develop intervention plans to accomplish systemic change that is sustainable.

**Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Advanced social workers in children and families contribute to the theoretical knowledge base in the area of children and families through practice-based research and use evaluation of the process and/or outcomes to develop best practices with children and families.

**D. Required Textbooks and Other Course Materials**


**E. Additional Recommended Textbooks and Other Course Materials**

Additional course materials will be posted.

**F. Descriptions of Major Assignments and Examinations**

1. **Policy Reaction Paper**

   *Addresses Competency 5*

   The reaction paper should be approximately 1000 words. Students will identify and document a policy used in a school setting; describe the policy and how the policy affects students. The intended and unintended consequences of the policy should also be discussed. *This not a research paper.* Please discuss your own original thoughts, ideas, and reactions to the policy that you have chosen. The reaction paper should take the form of a coherent, well-organized essay, with a logical structure that is apparent to the reader. You will be graded in part on how effectively you're able to communicate your ideas in written form, so be sure to pay close attention to such details as spelling, grammar, and punctuation. *Please note, the McKinney Vento Act will be discussed at length in class. Please choose an alternative policy to discuss.*

   **Grading Guidelines for Policy Paper**
1. School Social Work Challenge/Intervention Paper

Addresses competency 8

Students will choose a school “challenge”, describe the challenge, and research current trends and interventions used to help alleviate the challenge. Students will develop an intervention for the school challenge researched. Please include evidenced based or evidenced informed research and interventions. Students will provide the steps for the intervention and describe how the intervention will be assessed for effectiveness.

Please clear your proposed topic with the instructor before starting this assignment. The paper will be 8-10 pages and will include at least 8 references using APA documentation. Please follow guidelines for writing a professional paper. Use scholarly literature, double space, and use 12-point font (Times New Roman), as well as 1-inch margins.

Possible topics for this assignment include:

• “High Risk” behaviors that can lead to drop out or school failure
  Topics may include:
  ◦ Drug and alcohol abuse prevention/intervention
  ◦ Pregnancy prevention/intervention and /or HIV
• School Violence and Conflict
  Topics may include:
  ◦ Bullying
  ◦ Conflict mediation resolution programs
  ◦ Gang and violence prevention
• Diversity issues/Special Needs
  Topics may include:
  ◦ Confronting racism and bigotry in school
  ◦ Sexual harassment
  ◦ School SW with children with disabilities
• Safety
  Topics may include:
  ◦ Child abuse assessment and reporting
  ◦ Suicide risk assessment and intervention

Organizational Structure and Grading of the School Social Work Challenge Paper:

<table>
<thead>
<tr>
<th>Section</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>10</td>
</tr>
<tr>
<td>Identify/describe policy</td>
<td>15</td>
</tr>
<tr>
<td>Intended and unintended</td>
<td>15</td>
</tr>
<tr>
<td>Effectiveness of Policy</td>
<td>10</td>
</tr>
<tr>
<td>Opinion of Policy</td>
<td>15</td>
</tr>
<tr>
<td>Ideas for change in policy (your ideas)</td>
<td>20</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10</td>
</tr>
<tr>
<td>Spelling, grammar, punctuation</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
Panel Reaction Paper
Addresses competency 1, 6, 9
Students will respond to the panel discussion and information in a 3-4 page paper. Students will answer the following questions: Please use examples given by the panelists to support your answers.

- What were the similarities and differences of the panelists’ experiences in schools?
- What are ways that your own school social work practice should mirror what you heard from panelists? Why?
- What do you think the differences are between a school leader who understands the value of school social work and one who doesn’t?
- Describe what you heard from panelists that you could use to build rapport with school principals/staff?
- What are some of the challenges of school social work and solutions to these challenges that you found particularly helpful in thinking about your school social work career?

<table>
<thead>
<tr>
<th>Introduction</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similarities and differences</td>
<td>15 points</td>
</tr>
<tr>
<td>Mirror panelists practice</td>
<td>15 points</td>
</tr>
<tr>
<td>Differences in school leaders</td>
<td>15 points</td>
</tr>
<tr>
<td>Building rapport</td>
<td>15 points</td>
</tr>
<tr>
<td>Challenges of school social work</td>
<td>15 points</td>
</tr>
<tr>
<td>Conclusion</td>
<td>10 points</td>
</tr>
<tr>
<td>Spelling, grammar, punctuation</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

Intervention Fair Addresses competency 8
Students will bring an intervention to present and share with class. Additional information about this assignment, as well as a rubric will be provided by the instructor in class.

Final Exam
Addresses competencies 1-9.
The final exam will test the student’s knowledge of the various issues related to the practice of social work in a school setting. Additional information about the scope of this exam will be provided by the instructor in class. This will be worth 100 points

Class Activities
Addresses competency 2
Points will be received for activities performed during class meetings (5 points for each day of class). If student is not in attendance, points will not be given. Points may NOT be made up. Please be aware that this may affect a student’s grade.
G. Attendance
At the University of Texas at Arlington, part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or engagement online via Canvas. This data is reported to the Department of Education for federal financial aid recipients.

Information specific to modality and meeting times for this course are provided in the section below.

This is a synchronous online course. We will meet each Tuesday in Canvass via the Conference Tab from 11am-1:50pm. This will serve as your course attendance and participation is required to earn full credit in the course.

H. Grading
Grades will be posted in Canvass within 1 week of completion.

Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see "Student Support Services," below.

I. Make-Up Exams
Please contact me via email at least 3 days BEFORE the date of an exam or due date if you need an extension or a makeup. I cannot always guarantee an extension or makeup without prior notice of missing a deadline.

J. Course Schedule

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/Course expectations/ Definition/Need for school social work; Historical Development;</td>
<td><a href="http://www.nasw.org">www.nasw.org</a> <a href="http://www.sswan.org">www.sswan.org</a> Allen-Meares Ch. 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Structural racism/racial justice in schools</td>
<td>Journal articles Allen Meares Ch 2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Application of the Ecological Perspective; Assessment</td>
<td>Allen-Meares Ch. 3,4,5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Policy/Student rights Discussion of challenge/intervention paper topics</td>
<td>Allen- Meares Ch. 10</td>
<td>Policy Reaction Paper due</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Text References</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>Role of the School social worker; Confidentiality/ethics/legal Issues; Case studies of risk/resilience/ coping mechanisms/ protective factors</td>
<td>Journal Articles TBD</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Target Populations; School SW with Children with disabilities, homeless/ Barriers to working with various populations</td>
<td>Allen-Meares Ch. 7,8</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Issues in schools/Prevention programs/</td>
<td>Allen-Meares Ch. 6</td>
<td></td>
</tr>
</tbody>
</table>

**Spring Break Week**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Text References</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Midterm - Challenge/Intervention paper/due</td>
<td><strong>Challenge/ Intervention Paper due</strong></td>
</tr>
<tr>
<td>9</td>
<td>Speaker panel of school social workers (view video online)</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Design and delivery of school assessment/interventions/evaluations/RTI barriers to services</td>
<td>Allen-Meares Ch. 5,6,7</td>
</tr>
<tr>
<td>11</td>
<td>Case management/Family counseling, Peer mediation, Conflict resolution</td>
<td>Journal Articles TBD</td>
</tr>
<tr>
<td>12</td>
<td>Groups/Classroom guidance/SFT</td>
<td>Journal Articles</td>
</tr>
<tr>
<td>13</td>
<td>Film and feedback</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Intervention Fair</td>
<td><strong>Intervention Fair Project Due</strong></td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td><strong>Final Exam</strong></td>
</tr>
</tbody>
</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.

K. Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

L. Grade Grievances


M. Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at http://www.uta.edu/universitycollege/resources/index.php.

The IDEAS Center (2nd Floor of Central Library) offers free tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor email IDEAS@uta.edu or call (817)272-6593.
The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming oneself or someone else, supportive services are available. For immediate, 24-hour help call MAVS Talk at 817-272-TALK (817-272-8255). For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit [http://www.uta.edu/caps/index.php](http://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit [https://www.uta.edu/caps/services/psychiatric.php](https://www.uta.edu/caps/services/psychiatric.php)) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

N. Librarian to Contact

The Social Sciences/Social Work Resource Librarian is Brooke Troutman. Her office is in the campus Central Library. She may also be contacted via E-mail: brooke.troutman@uta.edu or by phone: (817)272-5352 below are some commonly used resources needed by students in online or technology supported courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php)

The following is a list, with links, of commonly used library resources:

Library Home Page .................. [http://www.uta.edu/library](http://www.uta.edu/library)
Subject Guides .................... [http://libguides.uta.edu](http://libguides.uta.edu)
Subject Librarians ................ [http://library.uta.edu/subject-librarians](http://library.uta.edu/subject-librarians)
Course Reserves ................. [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do)
Library Tutorials .................... [http://library.uta.edu/how-to](http://library.uta.edu/how-to)
Connecting from Off-Campus ....... [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus)
Ask a Librarian .................. [http://ask.uta.edu](http://ask.uta.edu)

O. Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([http://wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

P. Disability Accommodations

UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps](http://www.uta.edu/caps/) or calling 817-272-3671 is also
available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

Q. Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos.

R. Title IX Policy

The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272-4585 or titleix@uta.edu

S. Academic Integrity

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at https://www.uta.edu/conduct/. Faculty are encouraged to discuss plagiarism and share the following library tutorials http://libguides.uta.edu/copyright/plagiarism and http://library.uta.edu/plagiarism/

T. Electronic Communication

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

U. Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/
V. Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit http://www.uta.edu/sfs.

W. Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.