A. 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. Prerequisite: SOCW 6325; SOCW 6326 or concurrent enrollment.

B. Student Learning Outcomes

Direct Practice with Children and Families:

Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.

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

Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.

1. Advanced social workers in children and families evaluate, select, and implement appropriate assessment intervention and evaluation tools for use with diverse groups of families and children.

Educational Policy 2.1.4—Engage diversity and difference in practice.

1. 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.

Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.

1. Advanced social workers in children and families will be able to compare the various etiology and interventions relevant to children and families.
2. Advanced social workers in children and families understand 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 the multiple and complex issues that face families.

Educational Policy 2.1.8 - Engage in policy practice to advance social and economic well-being and to deliver effective social work services.

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

Educational Policy 2.1.10(a)–(d)—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.

1. Advanced social workers effectively use interpersonal skills to engage children and families in a collaborative therapeutic relationship.
3. 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 treatments for a variety of problems that effect children and families.

C. Required Textbooks and Other Course Materials


D. Additional Recommended Textbooks and Other Course Materials

N/A

E. Descriptions of Major Assignments and Examinations

1. PLAN for 10 week Service Learning Project Due: 9/20/17
   
   A. Students will collaborate with a designated Community Partner and service learning location. Options will be given but students may locate a Community Partner on their own.

   B. Students will research an evidence based/informed intervention to be provided in the school setting.

   C. Students will complete and submit the plan for their 10 contact hours.

   This plan will include completing a form designating location, population, contact person, hours, procedures for gaining access to location, relevant policies and procedures, and the evidenced based/informed practice to be utilized.

2. Starting week 5 students are required to:
A. Attend their Service Learning Community partner location for 1 hour per week for 10 weeks


C. Submit a journal article focusing on the weekly topic

3. Submit a signed time log Due: 11/29/17

4. The final project will be a class presentation DUE: 11/29, 12/6

   The presentation will utilize your reflective journals and submitted peer reviewed journals to create a comprehensive presentation regarding your experience.

   The presentation will consist of 15 - 20 powerpoint slides and be presented to the class.

   The social work processes of engage, assess, intervene and evaluate will be included in the presentation as well client/community partner strengths and your reflections of the experience.

   Please invite your community partner to your presentation.

5. Peer feedback - points will be given for your constructive feedback.

   Feedback to peer presentations will be provided by students on scheduled presentation dates.

F. Attendance

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as 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 an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients. As the instructor of this section,

Your attendance in this course and at your Service Learning location is imperative. You will have a timelog that needs to be signed each visit to your service learning location. More details will be discussed in class.

G. Grading

All course work must be grammatically correct using APA style. Reflective journals will follow the rubric.

Course grades will be determined by performance in the following areas:
Project Plan Due 9/20/17

### Reflective Journal
- x 10 weeks (3 points each) Using Rubric
  - 30

### Submitted journal article/summary
- x 10 weeks (2 points each)
  - 20

### Time Log
- signed each week by your community partner
  - due 11/29/17
  - 10

### Presentation
  - 20

### Peer Feedback
  - 5

### Total
  - 100

**Grading scale for course:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>80 - 90</td>
</tr>
<tr>
<td>C</td>
<td>70 - 80</td>
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</tbody>
</table>

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.

**H. Make-Up Exams**

All assignments **MUST** be Submitted to Black Board on the scheduled due date unless otherwise noted or discussed.

**No Late assignments will be accepted.**

**I. Course Schedule**

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
</tr>
</thead>
</table>
| Week 1 8/30/2017| Introduction
  - Course expectations/syllabus review
  - History of School Social Work
| Relevant Web: www.nasw.org
  - www.sswaa.org
  - Allen & Meares
  - Ch. 1,2     |                                                                     |                                                     |              |
| Week 2 9/6/2017 | Discuss Service Learning Project,
  - determine location, forms, Orientation
  - of school expectations
| What is Service Learning?
  - See course folder |                                                                     |                                                     |              |
| Week 3 9/13/2017| Groups/guidance/SFT Engage                                           | Constable
  - Ch. 31-34
  - See course folder |                                                                     |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Textbook References</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 4</td>
<td>Ecological Perspectives <strong>Assess</strong></td>
<td>Allen &amp; Meares Ch. 3,4</td>
<td>Reflective journal and journal article due</td>
</tr>
<tr>
<td>9/20/2017</td>
<td></td>
<td>See course folder</td>
<td><strong>Service Learning Plan Due</strong></td>
</tr>
<tr>
<td>Week 5</td>
<td>Policy</td>
<td>Allen &amp; Meares Ch. 5</td>
<td>Reflective journal and journal article due</td>
</tr>
<tr>
<td>9/27/2017</td>
<td></td>
<td>Constable Ch. 8-12</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Ethics, Confidentiality, legal issues</td>
<td>Constable Ch. 4,5,6, Appendix A</td>
<td>Reflective journal and journal article due</td>
</tr>
<tr>
<td>10/04/2017</td>
<td></td>
<td>See course folder</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Issues/Challenges</td>
<td>Allen &amp; Meares Ch. 6</td>
<td>Reflective journal and journal article due</td>
</tr>
<tr>
<td>10/11/2017</td>
<td></td>
<td>See course folder</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Target Populations</td>
<td>Allen &amp; Meares Ch. 7,8</td>
<td>Reflective journal and journal article due</td>
</tr>
<tr>
<td>10/18/2017</td>
<td></td>
<td>Constable Ch. 13,14,15,16</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Design and Delivery of School Social Work Services <strong>Intervene</strong></td>
<td>Allen &amp; Meares Ch. 9, 10,11</td>
<td>Reflective journal and journal article due</td>
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<tr>
<td>10/25/16</td>
<td></td>
<td>See course folder</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Role of the School Social Worker</td>
<td>Constable Ch. 1,2,3</td>
<td>Reflective journal and journal article due</td>
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<td>11/01/2017</td>
<td></td>
<td>See course folder</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Evaluating School Social Work Services <strong>Evaluate</strong></td>
<td>Allen &amp; Meares Ch 12</td>
<td>Reflective journal and journal article due</td>
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<td>11/08/2017</td>
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<td>See course folder</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Saying goodbye <strong>Termination</strong></td>
<td>See course folder</td>
<td>Reflective journal and journal article due</td>
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<tr>
<td>11/15/2017</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Presentation Preparation</td>
<td>See course folder</td>
<td>Reflective journal and journal article due</td>
</tr>
<tr>
<td>11/22/2017</td>
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<tr>
<td>Week 15</td>
<td>Service Learning Presentations Peer Feedback</td>
<td></td>
<td>Submit Time log</td>
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<tr>
<td>11/29/2017</td>
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<tr>
<td>Week 16</td>
<td>Service Learning Presentations Peer Feedback Round table</td>
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<tr>
<td>12/06/17</td>
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</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.
J. 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.

K. Grade Grievances


L. 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 https://www.uta.edu/caps/index.php) or UT Arlington Psychiatric Services (817-272-2771 or visit 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.

M. 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

The following is a list, with links, of commonly used library resources:
Library Home Page........................ http://www.uta.edu/library
Subject Guides............................ http://libguides.uta.edu
Subject Librarians........................ http://www.uta.edu/library/help/subject-librarians.php
Course Reserves......................... http://pulse.uta.edu/vwebv/enterCourseReserve.do
Connecting from Off-Campus........... http://libguides.uta.edu/offcampus
Ask a Librarian............................. http://ask.uta.edu

N. Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway.
When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

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/aaq/faq/).

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 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.

Counseling and Psychological Services, (CAPS) 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. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@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/.

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.