



**SOWK 587 Social Work in Schools
Spring 2025, Online/Toppenish, 3 Credits**

INSTRUCTORS	Dr. Jacob Campbell, LICSW		
OFFICE HOURS	Toppenish Campus Office: Simpkins Hall, Office 2126 Hours: Tuesday's 2-3 PM Kennewick Campus Hours: Wednesday's 2-3 PM Other times by arrangement. Meetings can be in-person or via zoom.		
PHONE	(509) 392-1056	EMAIL	campbell_j@heritage.edu
DATE(s)	Saturdays, see course schedule 3:30pm-4:00pm		

Land Acknowledgement

Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Passuses, Wenatshapam, Klikatat, Klinquit, Kow-was-say-ee, Li-ay-was, Skin-pah, Wish-ham, Shyiks, Ochechotes, Kah-milt-pa, and Se-ap-cat, who today are represented by the Confederated Tribes and Bands of the Yakama Nation [TREATY OF 1855] and, whose relationship with this land continues to this day. Heritage University, grounded in the vision of the two Yakama women founders, respects Indigenous peoples as traditional guardians of the lands and the enduring relationship that exists between Indigenous peoples and their traditional territories. We offer gratitude for the land itself, for those who have stewarded it for generations, and for the opportunity to study, learn, work, and be in community on this land. We acknowledge that our university's history, like many others, is fundamentally tied to the first colonial developments in the Yakima Valley. Finally, we respectfully acknowledge and honor past, present, and future Indigenous students who will journey through this home called Heritage University.

Course Description

Social work in schools is a unique domain of practice. This course will prepare students to practice ethically in a school context with an understanding of national, state, and local laws and policies that affect decisions. Topics include collaboration with parents, teachers, administrators, and others; using professional social work knowledge, skills, and values to promote culturally responsive interventions in school settings; and utilizing human, community, and technological resources for more effective practice. The course meets the requirements for obtaining an Education Staff Associate (ESA) with social work endorsement in Washington State.

Relationship to Other Courses

The Generalist Practice elements cross three (3) interrelated levels of practice (i.e., micro, mezzo, and macro) with five (5) types of clients (i.e., individuals, families, groups, organizations,

and communities). The Specialized Practice builds upon the Generalist Practice levels and types of clients to provide students with a micro, mezzo, and macro level focus in the Social Work in Schools course (SOWK 587) and the Organizational and Community Leadership course (SOWK 589).

Social Work in Schools course (SOWK 587) builds upon the Generalist Practice elements of ethics at the micro, mezzo, macro level to increase the students' understanding of national, state, local laws, and policies that affect decision-making when collaborating with parents, teachers, and administrators.

MSW Program Goals

1. To prepare students with knowledge, values, skills, cognitive and affective processes.
2. To prepare students with advanced skills in social policy, research, culturally tailored interventions, and organizational and community leadership to enhance social functioning and alleviate poverty, oppression, and injustices.
3. To prepare students to improve people's lives; alleviate biopsychosocial concerns; empower individuals, families, groups, organizations, and communities; and achieve social justice.

Competencies, Performance Indicators, Assessment Methods

In the Educational Policy and Accreditation Standards (EPAS), the Council on Social Work Education (CSWE, 2022) defines competence as “the ability to integrate and apply social work knowledge, values, skills, and cognitive and affective processes to practice situations in a culturally responsive, purposeful, intentional, and professional manner to promote human and community well-being. The EPAS recognizes a holistic view of competence; that is, the demonstration of competence is informed by knowledge, values, skills, and cognitive and affective processes that include the social worker's critical thinking, affective reactions, and exercise of judgment in regard to unique practice situations” (p. 7).

The nine competencies identified in the 2022 EPAS are:

1. Demonstrate Ethical and Professional Behavior
2. Advance Human Rights and Social, Economic, and Environmental Justice
3. Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice
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

The MSW curriculum focuses upon the preparation of students for professional social work practice. Students acquire and develop the nine social work competencies that identify the knowledge, values, skills, cognitive and affective processes that are subsequently demonstrated practice with diverse populations of individuals, families, groups, organizations, and communities within a complex multicultural society.

EPAS 2022 Competency	Behaviors (performance indicators)	Assessment Method(s)
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	a. Summarize internalized racial bias by self-reflecting on personal history, power, position, and opportunities for change. b. Utilize social work research, community-based education, social justice practices, policy analysis and advocacy, and/or non-profit administration and leadership to dismantle structurally racist practices and policies.	School Intervention Assessment and Plan
Competency 5: Engage in Policy Practice	a. Examine social welfare policies at local, state, tribal, and federal levels to summarize best practice recommendations. b. Assess social policy theory in the context of practice with diverse client populations and prepare recommendations for policy change.	Social Policy Macro Issue Assignment Social Policy Macro Issue Assignment

Students who complete this course with an ESA with an endorsement in social work for Washington State. The professional transitions to public school course work requirement for the Washington Administrative Code (WAC) 181-79A-224, 2019) describes the following as being prepared for the following:

- Demonstrate an understanding of school and special education laws and policies (national, state, and local) and their application to decision-making processes in the educational settings.
- Understand and demonstrate knowledge of working within the culture of the schools, creating an environment that fosters safety, health, and learning for the students.
- Demonstrate knowledge of appropriate resources in the school setting.
- Demonstrate knowledge of collaboration with team members which may include parents, teachers, administrators, and others to support learning outcomes for all students.
- Demonstrate knowledge of how to support the outcomes for all students through strategies such as scientific-based practices, collaborative teaming, and ethical decision making.
- Use professional standards to inform professional growth planning.
- Demonstrate an understanding of the use of human, community, and technological resources.

Text, Additional Readings, and Technology

Required Text:

Text **School Social Work: A Direct Practice Guide**

Author: Jarolmen, JoAnn; Bautista-Thomas, Cindy

ISBN Paper Back: 978-14786-4728-7

ePDF:

eBook: 9781478650096

Edition/Copyright: 2nd edition, 2023

Publisher: Waveland Press, Inc.

Additional Readings:

During this class, we will draw from several other relevant resources to provide further information about standards and procedures in Washington State as well as increase our focus on diverse populations and topics related to anti-racism, diversity, equity, and inclusion in practice.

National Association of Social Work Ethics	NASW Code of Ethics
Native Americans and Social Work	https://libguides.heritage.edu/c.php?g=99690&p=9788535
Latinos and Social Work Reading Guide	Latinx/Hispanic. Social Work Libguide. SOWK 587 Resources

Technology: This is an online and in-person course, and students will need to access MyHeritage, Microsoft Teams, and Zoom. Students will benefit from having their own laptops and reliable internet access. We will use several “tools” in MyHeritage to communicate ideas and to upload assignments. Your faculty member will be your guide.

Assignments and Grading

Assignments

Assignments	Points	Percentage of Grade
School Intervention Assessment and Plan	150	30%
Asynchronous Weekly Small Groups Discussion Forums and Forum Synthesis	140	28%
Ethical Decision-Making Video Presentation	60	12%
School-Related Problem Factsheet	70	14%
Social Policy Macro Issue	80	16%
TOTALS	500	100%

Grading Scale

Grade	Points	Percentages	Grade	Points	Percentages
A	465-500	93-100%	C	350-384	70-76.9%

A-	450-464	90-92.9%	C-	330-349	66-69.9%
B+	435-449	87-89.9%	D+	315-329	63-65.9%
B	415-434	83-86.9%	D	300-314	60-62.8%
B-	400-414	80-82.9%	D-	285-299	57-59.8%
C+	385-399	77-79.9%	F	0-284	00-56.8%

Course Guidelines and Expectations

1. School Intervention Assessment and Plan (150 pts/30% of grade)

Students will work individually to write a paper detailing an assessment and plan for working with a student. It will include a description of the students' needs. Some of the challenges reported will be related and connected to those discussed in the *Social Policy Macro Issue Assignment*. The assessment will include framing that is from a broad perspective and can be connected to school-specific needs. This will include an examination in school culture. The problem will be clearly articulated and provide a clear linkage between the data and the student's needs. An intervention plan will be developed that is straightforward. The intervention plan will be multilayered and include interventions at all three levels (micro, mezzo, and macro). The paper will include the student's self-reflection of their racial bias. A component of the plan must relate to dismantling structurally racist practices and policies. Appropriate related services and community or technological resources are to be discussed. It also needs to be implementable, with sufficient information that somebody reading it would know specific steps that would need to be followed to implement the plan. The selected interventions should include scientifically based practices. Discussion of how you will collaboratively team and rationale demonstrating ethical decision making should also be included.

2. Asynchronous Weekly Small Groups Discussion Forums and Synthesis (140 pts/28% of grade)

The weekly small group discussion forums are worth 10 points per week to equal 140 points total. An initial post is required to be submitted by Wednesday at 11:55 PM of each week. Each week students will have completed their discussion by Friday at 11:59 PM. This is a sizable portion of the engagement and participation in this class. Students will be placed into groups on the first day of class. Specific directions will be provided in MyHeritage for engagement in your group. Each week there are prompts. Along with all group members participating in the discussions, a rotating student leader to practice summarization and group leadership each week will be selected. They will provide a forum synthesis. These summaries are due by Sunday at 11:55 PM each week. After a student's group has discussed and replied to the original prompt for the week, the group needs to collaborate and agree upon one team leader to post the group synthesis. For the synthesis post the team leader must write a clear overview of the group discussion. The synthesis needs to be thorough and thoughtful, and it will include information from the readings, videos, and where appropriate, as well as your own group's experiences.

3. Ethical Decision-Making Video Presentation (60 pts/12% of grade)

In this assignment, the purpose is to use an ethical decision-making framework to analyze a fictitious client's case. Students will work individually to gather background

information about the school (district, mission statement, population), presenting problem, client background information (age, gender, demographics, special considerations, supportive services, medications, person-in-environment), assessment, client strengths/resiliencies factors, planning/goals, identify intervention strategies, engagement/implementation, evaluate practice considerations, alternatives, termination, follow-up. The student selected should have multiple intersectional needs. One necessary element is that the student qualifies for some level of special education services. Discussion should include a connection to and understanding of special education law. Students will submit a 10-15 min video discussing the client's needs and decision-making process.

4. School-Related Problem Factsheet (70 pts/14% of grade)

Students will work individually to develop a three-to-four-page factsheet (this can also be an infographic/brochure) integrating and summarizing an issue that impacts students. Chapters 8 and 12 of Jarolmen and Bautista-Thomas (2023) comprehensively discuss several potential topics. Consider topics such as youth experiencing homelessness, bullying, parental incarceration, juvenile justice involvement, behavioral challenges, families who are undocumented/immigrant/refugee, being involved with CPS, and others. The selection of the problem should take school culture into account. The final product is something that could be distributed to parents/teachers. The fact sheet will include a bibliography of at least ten articles that have been published in the past ten years and address your chosen topic with research-informed practices. Include causes and manifestations, educational issues/challenges, impact on the family system or other systems, and ideas of possible school social worker interventions at multiple levels of intervention. These interventions will include human, community, and technological resources.

5. Social Policy Macro Issue (80 pts/16% of grade)

The *Social Policy Macro Issue Assignment* extends the school-related problem factsheet. Students will work individually to develop a policy brief related to the topic you researched for the factsheet. The problem description will include an analysis of school culture. Your audience for the social policy macro issue will be governmental decision-makers. The evaluation of this paper includes an evaluation of practice behaviors related to Competency 5 of the CSWE EPAS. Students will examine social welfare policies at the appropriate levels and provide recommendations for policy changes, and content related to anti-racist and anti-oppressive practices. The paper will include a description of the intersectionality related to the chosen problem area and the population, as well as targeted interventions at least two levels. Discussion of how change will be implemented and the collaboration needed is to be included. The application and impact of cultural humility will be discussed.

This course uses APA style documentation and citation, and this style will be used throughout the Master of Social Work Program.

Attendance

Regular attendance and participation in classes is expected and considered essential for successful academic work. Heritage regularly updates its full attendance policy available in the

current catalog: [Attendance Policy](#). Remember that Heritage University Student Affairs is ready to help solve problems that interfere with attending class. Email them at studentaffairs@heritage.edu. (copy into your email provider).

Reasonable Accommodation for Religious Holidays

Consistent with Heritage University's mission and values and pursuant to RCW [28B.137.010](#) as amended, and Substitute Senate Bill 5166, HU allows student reasonable absences for reasons of faith or for organized activities conducted under the auspices of a religious denomination, church, or religious organization. The student requesting an excused absence for reasons of faith must submit the Request for Absence for Reasons of Faith Form to their instructor(s) at least two (2) weeks prior to the beginning of the semester in which the absence is anticipated to occur. The form is located on the Student Forms page under the Students Tab in MyHeritage. Full policy and procedures are located in the current catalog under Academic Policies, Attendance.

Support and Resources

[Tutoring at the Academic Skills Center](#) [Log into MyHeritage before using links]

The ASC has in-person and online appointments, drop-in services also both in-person and online. To view our schedule, or make an in-person or online appointment, visit the ASC page on MyHeritage under Student Services. To learn more about any of these services, call the ASC at (509) 865-8517 or email us ASC@heritage.edu

Library

The librarians are here to assist you! Use the online chat: [HU Library Website](#). For research and general assistance, feel free to stop by, call a reference librarian at (509) 865-8520, or email Library@heritage.edu

Credit Hour Requirements

Federal regulations require that all courses follow the Heritage University definition of a credit hour as described in HU Policy. For the current policy, see the catalog: [credit hour policy](#)

Online Course Exchange Appeals Process

Online Course Exchange students who wish to appeal an instructor's or facilitator's decision or request assistance with academic issues (such as requesting an incomplete or an extension) should contact HU's Online Course Exchange Liaison at Acadum@heritage.edu.

Academic Honesty

Heritage University students have the responsibility to adhere to academic honesty in all their educational endeavors. Faculty has the responsibility to model academic honesty and to prevent, detect, and confront students who violate it. See [Academic Honesty Policy](#) and [Academic Honesty Procedure Diagram](#)

Campus Security & Safety

In an emergency, call 911. If you need campus security assistance between 8 a.m. and 5 p.m. , please call 509-865-8555 or ext. 8555 from any campus landline or email:

CampusSecurity@heritage.edu. For a list of Campus Security services and Crisis Response Steps, see the [Safety and Security webpage](#)

Accommodations

For information about student disability services on campus, please visit the [Office of Disability Services \(ADA\) | Heritage University](#) webpage; or email Officeofdisabilityservices@heritage.edu

Safe Attendance Reminder

Heritage University is committed to providing a safe and healthy environment for all students, staff, and faculty. Our goal is to mitigate the potential for transmission of communicable diseases, including COVID-19, in our environment.

Anyone experiencing symptoms of viral illness, such as fever or chills, cough, fatigue, muscle or body aches, headache, new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea, should stay home and see medical attention. Anyone known to have a close exposure to COVID-19 should wear a mask and follow [CDC guidelines](#) for isolation and precautions.

In addition, Heritage University community members must be prepared to “Mask When Asked.” Individuals can require that people who enter their offices wear masks. Faculty can require that students mask in their classrooms. Students who need to have their classmates mask can request that themselves or speak to the Vice President for Student Affairs to ask for support. Our collective commitment to health and wellbeing of all members of the community is essential and appreciated.

SOWK 587 Course Schedule

Week	Date	Topic	Assignments	Due Dates
1	In-person 1/25 (1 st Sat)	Introduction to course; Review syllabus; Course expectations;	Chapter 1, Course syllabus	
2	Online	School social worker role	Chapter 2	
3	In-person 2/8 (2 nd Sat)	In-person: Understanding the current landscape of schools and schools as organizations. Online: NASW standards for school social workers services	Chapter 3, National Association of Social Workers (2012)	
4	Online	School and special education laws and policies (national, state, and local) and their application to decision-making processes in educational settings	Chapter 4, Washington Office of Superintendent of Public Instruction (2023)	
5	In-person 2/22 (3 rd Sat)	In-person: Collaboration with School Social Work Online: Collaboration with team members (including parents, teachers, administrators, and other related services) in a school context to support learning outcomes for all students	Chapter 5, Avant and Swerdlik (2016), Revised Code of Washington 28A.320.280 and 28A.320.290 Listen: Lefkowitz et al. (2020)	
6	Online	Ethics in a school context	Chapter 6, Goodrich and Luke (2015)	Ethical Decision-Making Video Presentation
7	In-person 3/8 (4 th Sat)	In-person: Culturally responsive practice in schools Online: School culture and creating an environment that fosters safety, health, and learning for students.	Chapter 7, Davidson Cowling (2018); Mental Health America (n.d.)	
8	Online	Issues affecting children in schools human, community, and technological resources for addressing issues in school	Chapter 8	
9	Spring Break			

10	In-person 3/29 (5 th Sat)	In-person: Individual engagement, assessment, and intervention skills: referral, assessment, treatment approaches On-Line: Strategies that support positive student outcomes through scientific-based practices, collaborative teaming, and ethical decision-making	Chapter 9 Section I	Midterm Grades Due by Faculty
11	Online	Global Issues in School Social Work	Chapter 14	School-Related Problem Factsheet is due
12	In-person 4/12 (6 th Sat)	In-person: Group engagement, assessment, and intervention skills On-Line: Appropriate resources in a school setting	Chapter 10	
13	Online	Engagement, assessment, and intervention skills: Crisis intervention	Chapter 9 Section II	Social Policy Macro Issue
14	In-person 4/26 (7 th Sat)	In-person: School policy, program development, and evaluation On-Line: Professional standards to inform professional growth planning	Chapter 12, Washington State Professional Educator Standards Board (n.d.)	
15	Online	School social work practice perspective	Chapter 11	
16	Online	Practice Evaluation	Chapter 13	School Intervention Assessment and Plan
Finals Week		Wrap-Up, Course Evaluations		

*May be subject to changes