

Getting STARTED with



SOCIAL WORK IN SCHOOLS

SOWK 587 WEEK 01

Jacob Campbell, Ph.D. LICSW
Heritage University
Fall 2026

PHOTO BY JESS BAILEY ON UNSPLASH



Heritage University occupies its home on the traditional lands of the Yakama People. These ancestral homelands are the Yakama, Palouse, Piquouse, 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.

Land Acknowledgment

AGENDA

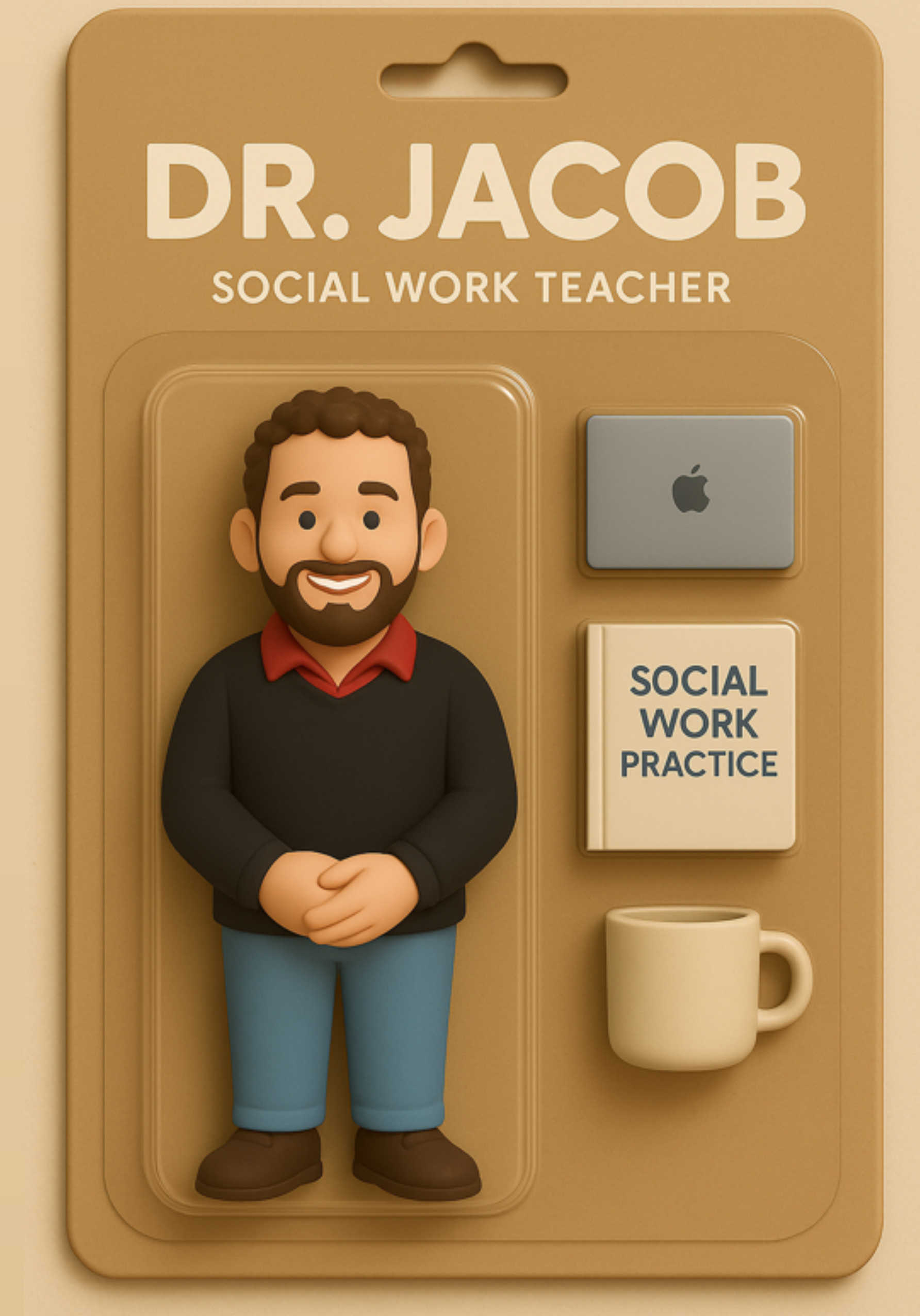
- ▶ Questions about syllabus
- ▶ Basis and Foundation of school social work
- ▶ Significant theories in school social work
- ▶ Competency attainment
- ▶ Considering school social work practice

LEARNING OBJECTIVES

- ▶ Define the role of school social workers
- ▶ Understand professional standards and organizations
- ▶ Identify the requirements and expectations for this class

MEET YOUR INSTRUCTOR

- ▶ Work and teaching experience
- ▶ Research and population interests
- ▶ Associate professorship
- ▶ Contact practices and office hours



QUESTIONS?



Social Work Department
Master of Social Work

STUDENT HANDBOOK

Revised 12/2025
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SOWK 587 (0): Social Work in Schools (3 credits) Spring 2026, Online/Heritage at Toppenish

Instructor	Dr. Jacob Campbell, Ph.D., LICSW	
Office Hours	Toppenish Campus Office: Simpkins Hall, Office 2124 Drop-in: Tuesdays 2-3 PM	Tri-Cities Regional Site Office: 2 nd Floor Office 4209 Drop-in: Wednesdays 2-3 PM
	Weekly office hours are available for drop-in via Zoom or in-person. Other times available by arrangement. Schedule available at https://vsp.ink/now .	
Phone	(509) 392-1056	Email campbell_j@heritage.edu
Dates	This class takes place on selected Saturdays from 10:15 AM to 11:45 AM in Violet Lumley Rau Center RM 1701. Dates include 01/24/26, 02/07/26, 02/21/26, 03/07/26, 03/28/26, 04/11/26, 04/25/26.	

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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 Sequences and 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

CLASS ASSIGNMENTS

Ethical Decision-Making Video Presentation

WEEK 06 (MON 10/05/26)

- ▶ 10-15 min video posted in the forum
- ▶ Review a client
- ▶ Provide background and client description
- ▶ Review ethical dilemma and decision-making model

School-Related Problem Factsheet

WEEK 10 (MON 11/02/26)

- ▶ Three-to-four-page factsheet
- ▶ Summarize a social problem
- ▶ Audience would be families/school personnel
- ▶ Include at least 10 sources

Social Policy Macro Issue

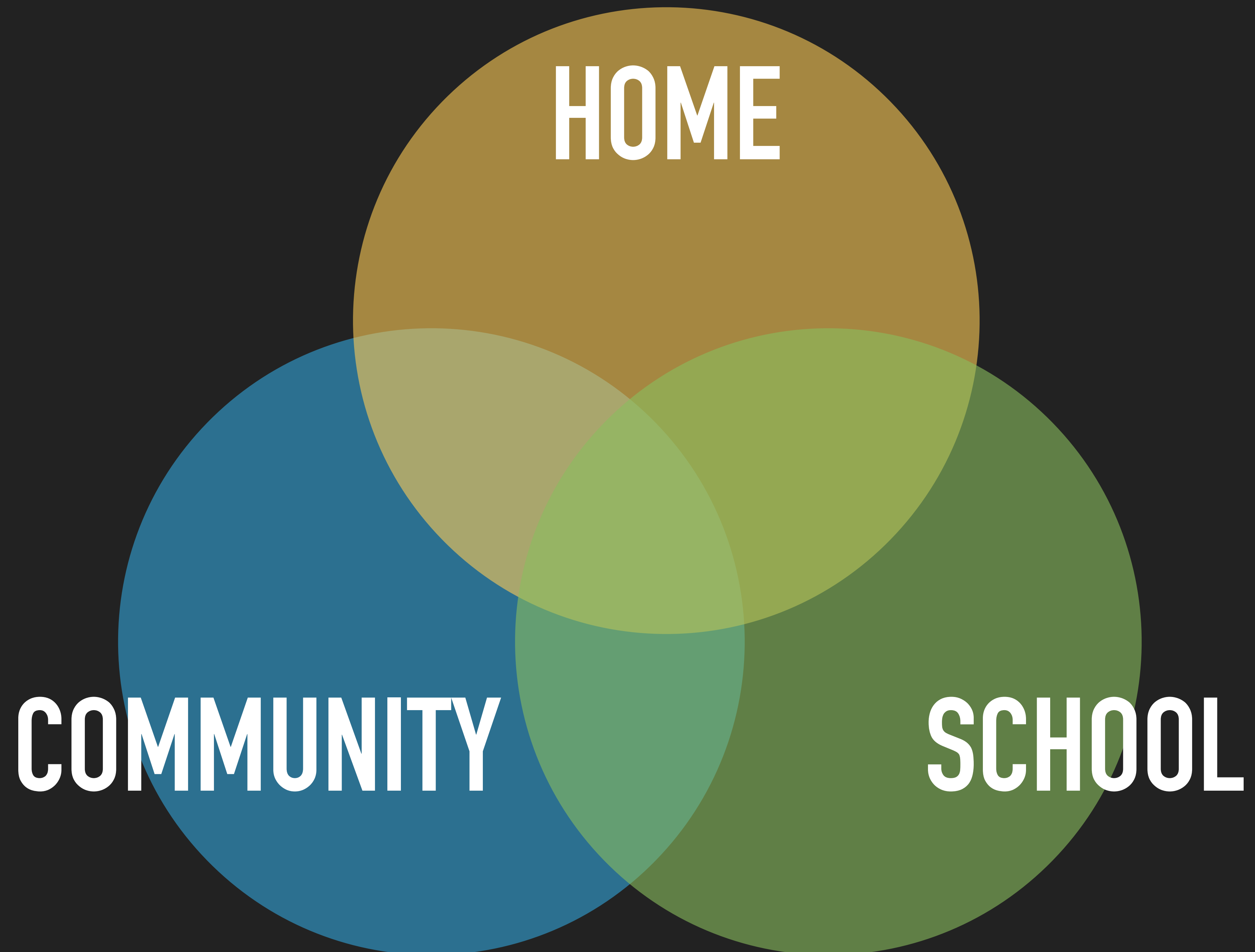
WEEK 12 (MON 11/16/26)

- ▶ Can be with a partner
- ▶ Policy brief
- ▶ School-related problem and School culture
- ▶ ADEI and Policy Recommendations

School Intervention Assessment & Plan

WEEK 15 (MON 12/07/26)

- ▶ Paper detailing assessment and plan with student
- ▶ Connection w/ policy paper
- ▶ Self-reflect on personal biases



WHAT IS THE BASIS OF SOCIAL WORK



Professional
Organization
for Social
Workers

NASW STANDARDS FOR SCHOOL SOCIAL WORKERS SERVICES

- Ethics and Values
- Qualifications
- Assessment
- Intervention
- Decision Making and Practice Evaluation
- Record Keeping
- Workload Management
- Use of Technology
- Professional Development
- Cultural Competence
- Interdisciplinary Leadership and Collaboration
- Advocacy
- School Safety
- Emergency and Disaster Preparedness and Response
- Confidentiality

GUIDING PRINCIPLES IN DOMAINS OF PRACTICE

Theoretical Training and
Philosophy

Social Justice

Multitier Interventions

Credentials

- ▶ NASW's Certified School Social Work Specialist (C-SSWS)
- ▶ SSWAA's National Certification of School Social Work (NCSSW)
- ▶ OSPI's Educational Staff Associate (ESA) with an Endorsement in Social Work

(National Association of Social Workers, 2025)

WHAT IS THE BASIS OF SOCIAL WORK

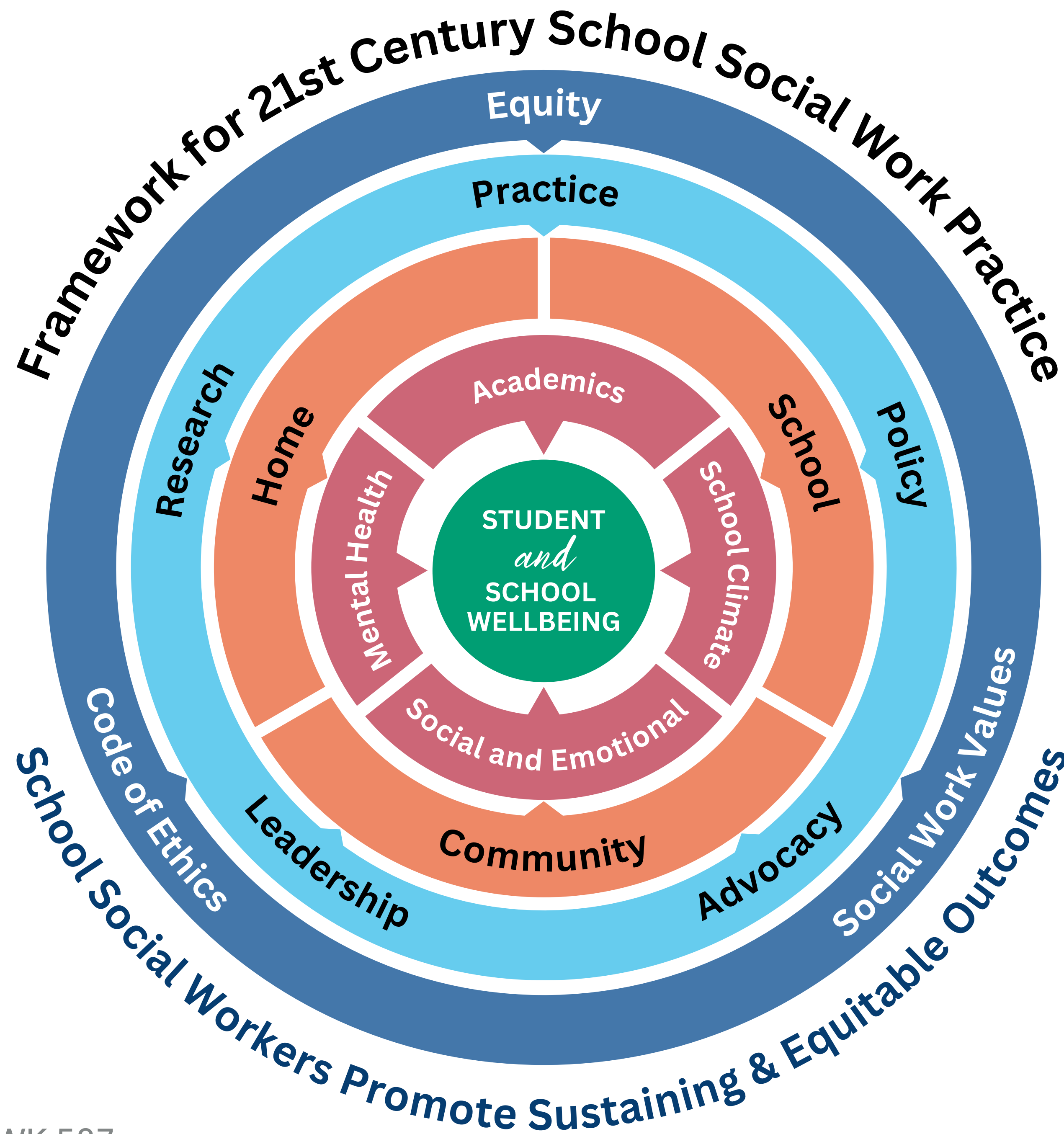


School Social Worker
Association of America

SCHOOL SOCIAL WORK SERVICES

- ▶ Related Services
- ▶ Services To Students
- ▶ Services To Parent/Families
- ▶ Services To School Personnel
- ▶ School-Community Liaison
- ▶ Services To Districts

(School Social Worker Association of America, n.d.)



NATIONAL SCHOOL SOCIAL WORK PRACTICE MODEL 2.0

(Tan & School Social
Work Association of
America [SSWAA], 2024)

Focus Areas

Academics

Fostering attendance, academic achievement, and graduation rates; creating opportunities; and decreasing barriers for equitable access and success among historically underrepresented groups.

School Climate

Advancing multi-tiered positive behavioral intervention and support systems, and creating a universal, whole-school climate where students feel welcome, safe, and supported.

Social and Emotional

Promoting culturally responsive, evidence-based social and emotional practices and interventions.

Mental Health

Implementing trauma-informed, healing-centered engagement and mental health services, with a focus on culturally responsive, multi-tiered prevention, intervention, and crisis management.



School Social Workers
Promote Sustaining &
Equitable Outcomes

Professional Principles

Social Work Values

The principles and beliefs that guide the profession and the actions of school social workers.

Equity

The practice by which school social workers ensure that every student and their family has access to resources, opportunities, and benefits.

Code of Ethics

The expected conduct and behavior of school social workers.

Professional Activities

Practice

Utilizing licensure-appropriate skills and knowledge to work effectively within school systems.

Research

Applying research-informed practices and conducting practice-based research.

Policy

Influencing federal, state, and local policies to champion educational access, equity, and inclusion.

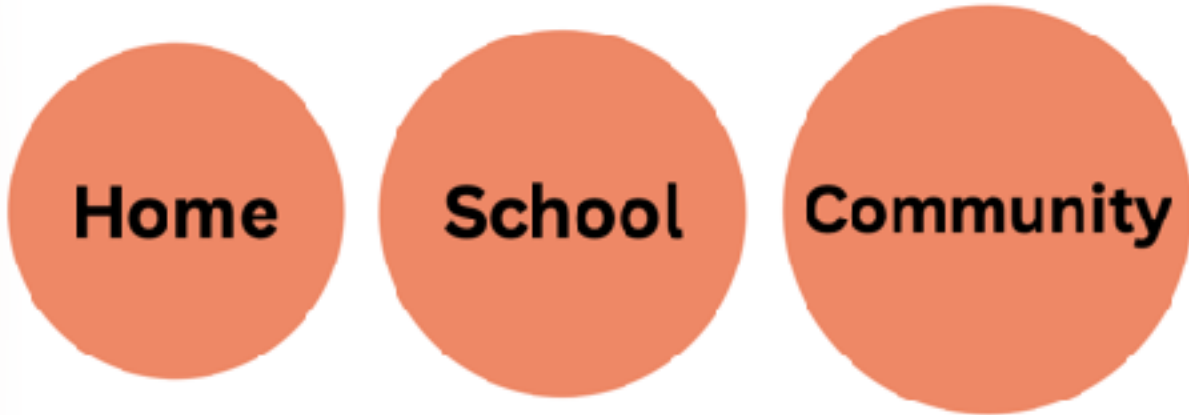
Leadership

Facilitating school improvement plans to foster educational equity and address collaborators' needs.

Advocacy

Advancing human rights that promote the role and impact of school social workers.

Practice Domains



Bridging family, school, and community needs by creating a school community grounded in academic learning, health and social services, youth development, and family and community voices.

NATIONAL SCHOOL
SOCIAL WORK
PRACTICE MODEL
2.0 FRAMEWORK
FOR 21ST CENTURY
SCHOOL SOCIAL
WORK PRACTICE

The purpose and role of the school social worker is to provide an integral link between school, home, and community in helping students achieve academic and social success. This is accomplished by removing barriers and providing services

(School psychologists and social workers - Domains and roles RCW § 28A.410.044, 2018)

DIRECT SERVICE

- Mental health and academic counseling
- support for students and parents
- crisis prevention and intervention
- professional case management
- collaboration with other professionals, organizations, and community agencies
- advocacy for students and parents

LEADERSHIP AND PROFESSIONAL EXPERTISE

- formation of school discipline policies and procedures
- school-based mental health services
- crisis management
- implementation of social-emotional learning
- other support services that impact student academic and social-emotional success

IMPORTANT THEORIES IN SCHOOL SOCIAL WORK

- ▶ Systems approach
- ▶ Ecological perspective
- ▶ Strengths perspective
- ▶ Developmental theories
- ▶ Evidence-based practice
- ▶ Attachment Theory
- ▶ Intrapsychic Humanism Theory
- ▶ Play Therapy
- ▶ Crisis Theory

INDUSTRY VS. INFERIORITY

This stage usually occurs between the ages of 6 and 12.

- What if the student has ADHD or a disability
- How does this impact the work we do with our clients
- How do you see this with any current clients

THE CHILD DOES GOOD “WORK” AT THIS STAGE. THIS ENTAILS BOTH SCHOOLWORK AND PLAY OUTSIDE OF THEIR FAMILY. THEIR “WORK” IS TO DEVELOP SKILLS IN NEW TASKS.

(Jarolmen & Bautista-Thomas, 2023, p. 14)



Washington Association of
School Social Workers



<https://www.wassw.org/why-join-wassw.html>

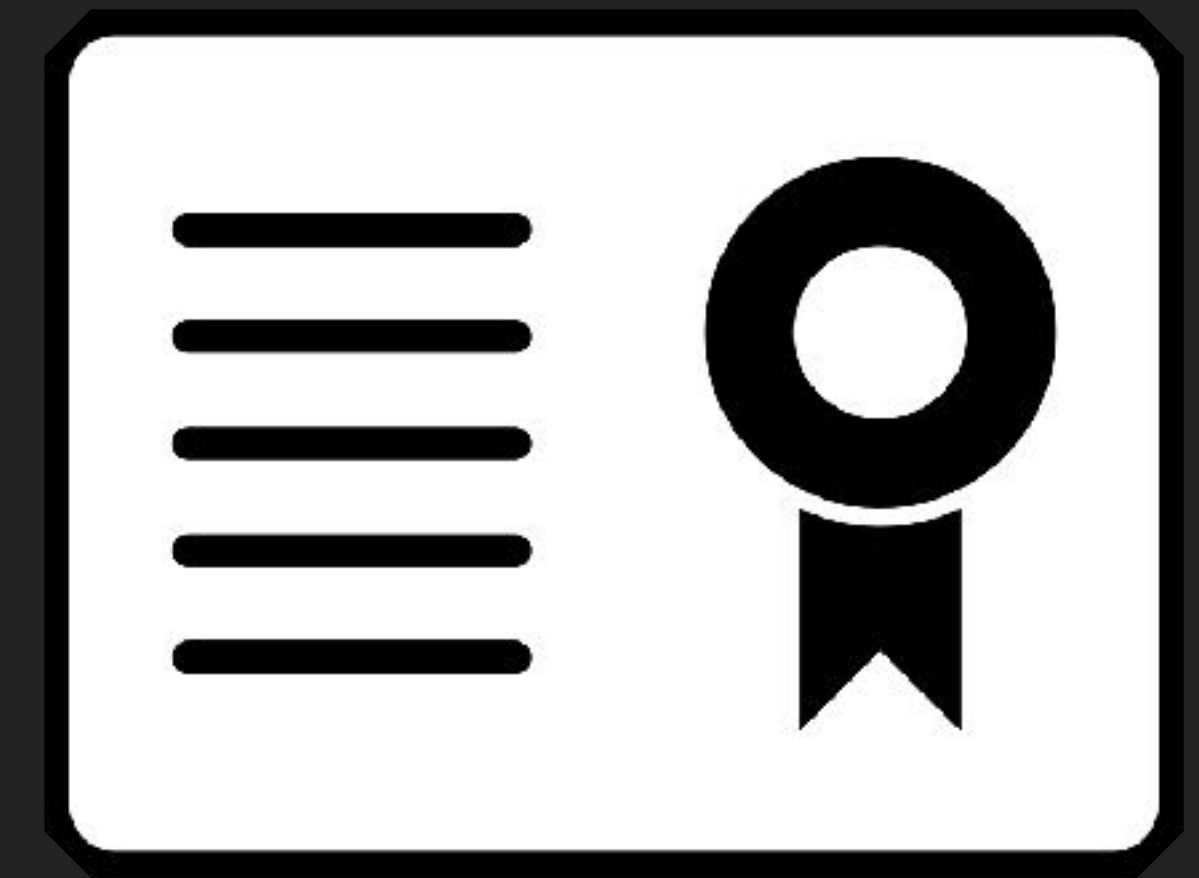
JOIN THE WASSW

► Free for students

EDUCATIONAL STAFF ASSOCIATE (ESA) CERTIFICATE

with an Endorsement
in Social Work

- ▶ Master's degree in social work (official transcripts)
- ▶ Complete an **ESA course** approved by the Professional Educational Standards Board (PESB).
- ▶ Submit fingerprints for a background check if a valid certificate is not already on record
- ▶ Pay Fee and Apply at OSPI



Required Outcomes	Week	Format
A. 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 setting.	4	Async
B. Understand and demonstrate knowledge of working within the culture of the schools, creating an environment that fosters safety, health, and learning for the students.	3	Sync/Async
C. Demonstrate knowledge of appropriate resources in the school setting.	13	Sync/Async
D. Demonstrate knowledge of collaboration with team members which may include parents, teachers, administrators, and others to support learning outcomes for all students.	5	Sync/Async
E. Demonstrate knowledge of how to support the outcomes for all students through strategies such as scientifically-based practices, collaborative teaming, and ethical decision making.	6 & 8	Sync/Async
F. Use professional standards to inform professional growth planning.	11	Async
G. Demonstrate an understanding of the use of human, community, and technological resources.	9	Async

SIGNIFICANT ASSIGNMENTS AND COMPETENCIES

Significant Assignments	Competencies
A-02 Ethical Decision-Making Video Presentation	A, E
A-03 School-Related Problem Factsheet	B, C, G
A-04 Social Policy Macro Issue	B, D, E
A-05 School Intervention Assessment and Plan	B, C, E, G

OTHER
TASKS
DURING
SYEMSTER

- ▶ Discussion forums
- ▶ Course content (e.g., lecture, content, and assignments)
- ▶ Special education law quiz
- ▶ Exploring due process hearings
- ▶ Role-play exercises
- ▶ Developing a professional growth plan

EPAS 2022 Competency

Behaviors (performance indicators)

Assessment Method(s)

Competency 3: Engage
Anti-Racism, Diversity,
Equity, and Inclusion (ADEI)
in Practice

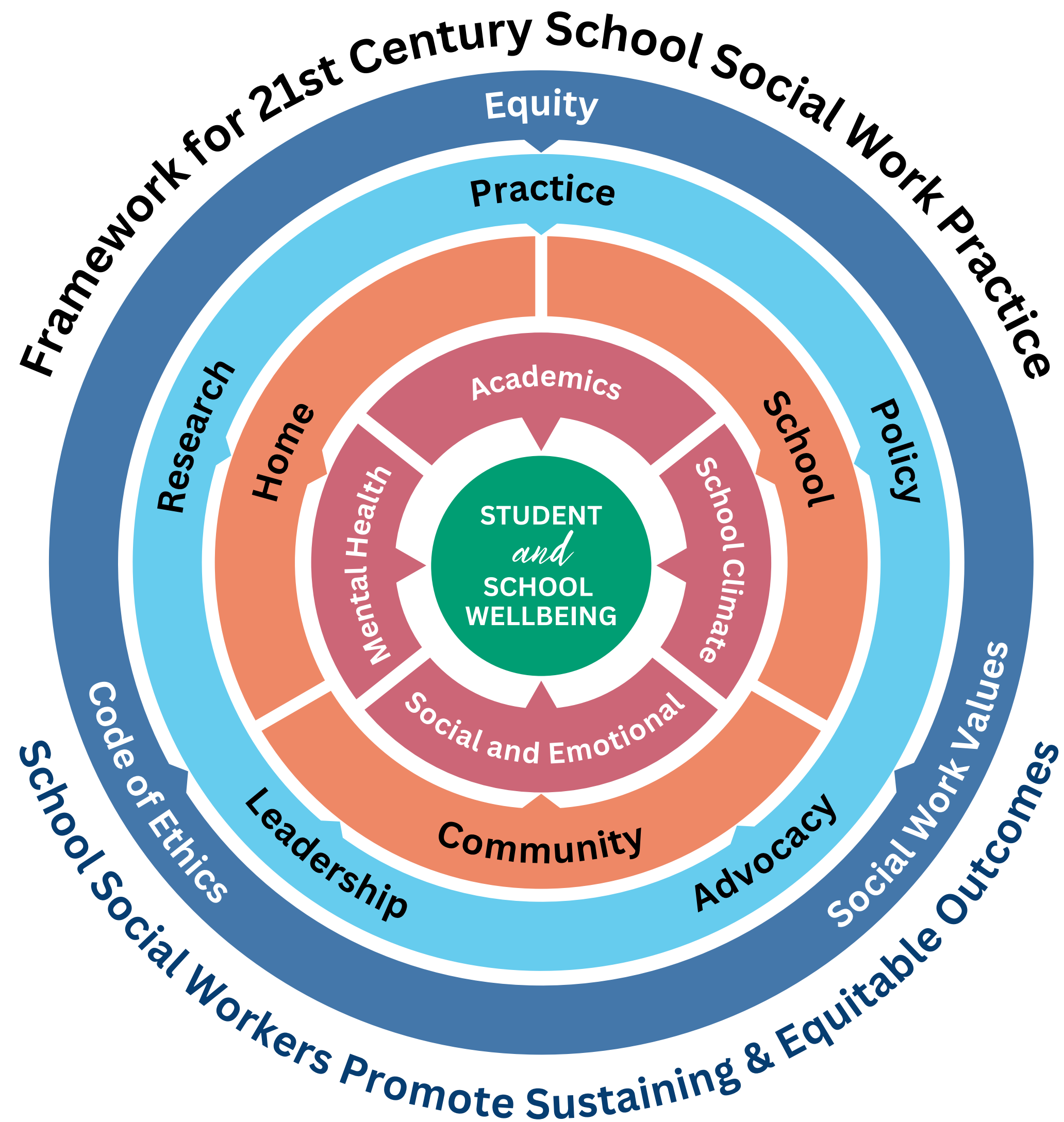
- a. Summarize internalized racial bias by self-reflecting on personal history, power, position, and opportunities for change.
- b. Utilize social work research, community-based education, social justice practices, policy analysis and advocacy, and/or non-profit administration and leadership to dismantle 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



SMALL GROUP ACTIVITY

Generate reflective questions by combining terms across the wheels. These questions can be used to spark discussion, facilitate planning, or foster a deeper exploration of our profession.

For example:

- ▶ In what ways can school social workers support academic achievement at home through direct practice?
- ▶ How can school social workers enhance students' social and emotional well-being within the school setting through research?

National School Social Work Practice Model 2.0