

Getting **STARTED** with



SOCIAL WORK IN SCHOOLS

SOWK 587 WEEK 01

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Heritage University
Spring 2025

PHOTO BY JESS BAILEY ON UNSPLASH

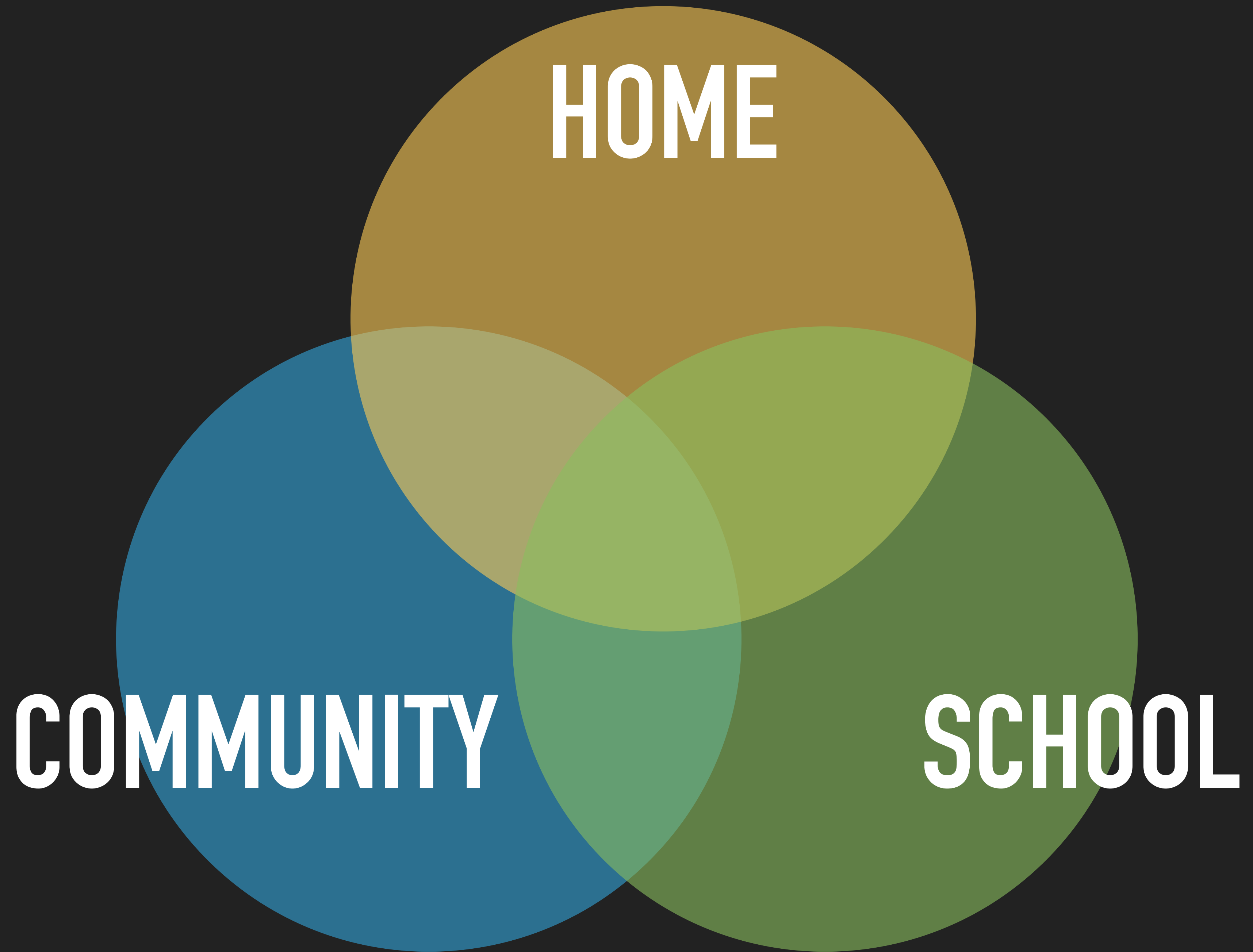


AGENDA

- ▶ Basis and Foundation of school social work
- ▶ Significant theories in school social work
- ▶ Reviewing course syllabus and assignments
- ▶ Developing groups for discussion forums for the semester
- ▶ Discuss updates to the student handbook

LEARNING OBJECTIVES

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



HOME

COMMUNITY

SCHOOL

WHAT IS THE BASIS OF SOCIAL WORK



NASW STANDARDS FOR SCHOOL SOCIAL WORKERS SERVICES

- Ethics and Values
- Qualifications
- Assessment
- Intervention
- Decision Making and Practice Evaluation
- Record Keeping
- Workload Management
- Professional Development
- Cultural Competence
- Interdisciplinary Leadership and Collaboration
- Advocacy

GUIDING PRINCIPLES IN DOMAINS OF PRACTICE

Education/School Reform

Social Justice

Multitier Interventions

Certified School Social Work Specialist (C-SSWS)

(National Association of Social Workers, 2012)

Jacob Campbell, Ph.D. LICSW at Heritage University

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

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
- ▶ Intraspyc Humaism 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

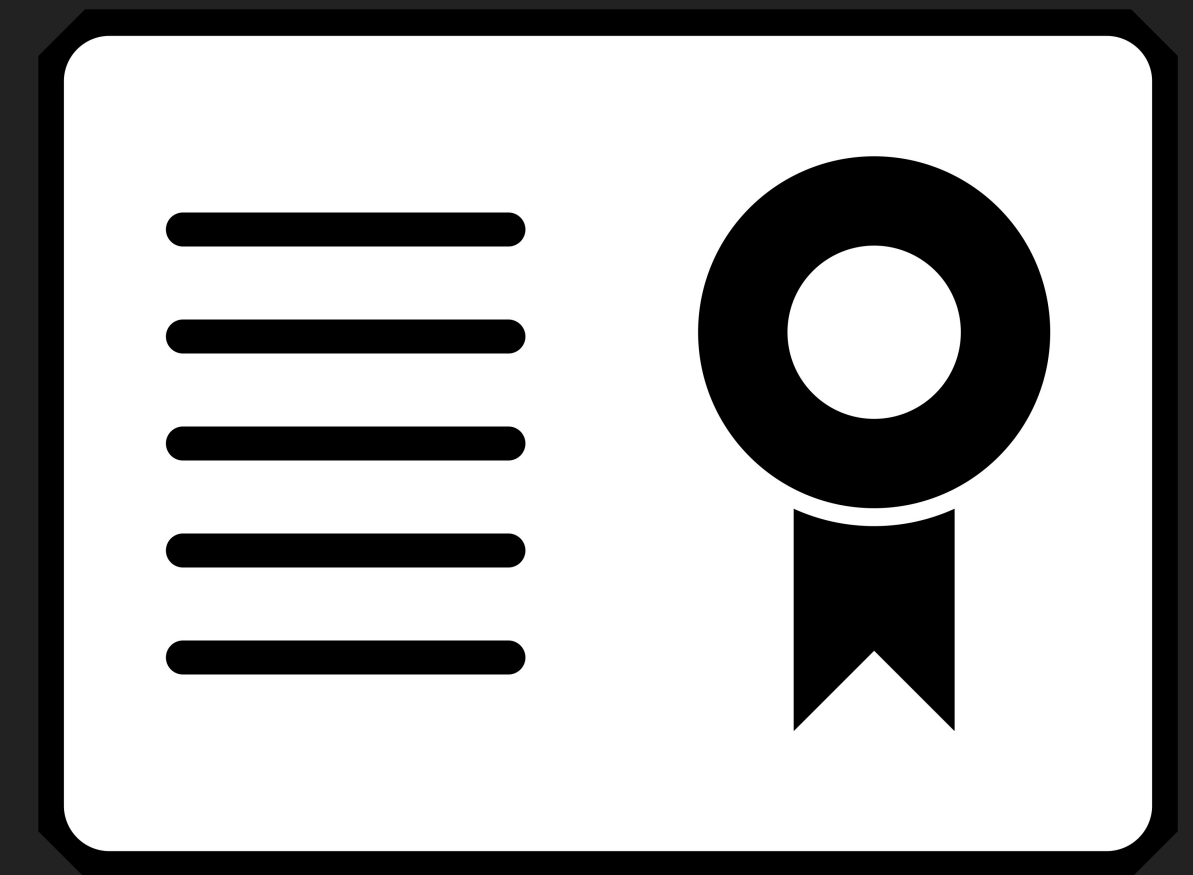
**THE CHILD DOES GOOD
“WORK” AT THIS STAGE. THIS
ENTAILS BOTH SCHOOL
WORK AND PLAY OUTSIDE
OF THEIR FAMILY. THEIR
“WORK” IS TO DEVELOP
SKILLS IN NEW TASKS.**

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

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 & 7	Async
C. Demonstrate knowledge of appropriate resources in the school setting.	12	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 & 10	Sync/ Async
F. Use professional standards to inform professional growth planning.	14	Async
G. Demonstrate an understanding of the use of human, community, and technological resources.	8	Async

(Professional transitions to public schools course work requirement, WAC 181-79A-224, 2021)

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SIGNIFICANT ASSIGNMENTS AND COMPETENCIES

Significant Assignments	Competencies
A-01 School Intervention Assessment and Plan	B, C, E, G
A-03 Ethical Decision-Making Video Presentation	A, E
A-04 School-Related Problem Factsheet	B, C, G
A-05 Social Policy Macro Issue	B, D, E

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

OTHER
TASKS
DURING
SYEMSTER

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

CLASS ASSIGNMENTS

Ethical Decision-Making Video Presentation

WEEK 06 (02/25/25)

- ▶ 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 11 (04/07/25)

- ▶ 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 13 (04/21/25)

- ▶ Policy brief
- ▶ School-related problem and School culture
- ▶ ADEI and Policy Recommendations

School Intervention Assessment & Plan

WEEK 16 (05/12/25)

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

ASYNCHRONOUS FORUMS

- ▶ Four groups of six
- ▶ A set of topics that you can discuss
- ▶ Set number of replies (to prompts and peers)
- ▶ Leader each week, post a synthesis





SOCIAL WORK DEPARTMENT
MASTER OF SOCIAL WORK
STUDENT HANDBOOK

CHANGES FROM
BENCHMARK 2

STUDENT HANDBOOK