

Course Information Page
SOCW 0651-501
School Social Work



- SOCW 0651-501 School Social Work is an **asynchronous*** online course.
Asynchronous: This kind of distance education is characterized by an emphasis on "learning on demand" or "as needed communication" between students and faculty from multiple locations at times convenient to participants. Students can go online to log into the course at their leisure.
- **Instructor's Name:** Nichole C. Wofford, PhD
LCSW/LMFT - CA/LICSW - MA
- **Instructor's E mail:** nwofford@westfield.ma.edu
- **Online Office Hours and Instructor Availability:** Office hours are by appointment only via online video chat or phone.
- **Course Title:** School Social Work
- **Course Description:** This course explores the role of social workers in school settings including the changing nature of this role, the various roles school social workers play in school settings, and the interventions school social workers employ. Building on the social work foundation knowledge, the ecological model and the strengths perspective, this course examines the role of the social worker in helping students, families, and schools including adjusting to and coping with students with special needs and at-risk populations.
- **Course Objectives:** At the end of the course, students will be able to:
 1. Define the various roles and relationships that school social workers play in school settings.
 2. Assess school needs and develop goals and assessments to meet those needs.
 3. Understand the local, state and federal policies that impact education.
 4. Explain how racism, sexism, homophobia, ableism, poverty and other systems of oppression impact student success in schools.
 5. Plan and develop social work interventions at the individual, group and school levels.

- **Required Textbooks, Software and/or Materials:**

Textbooks (hardcopy or e-books):

1. American School Counselor Association. (2012). *The ASCA national model: A framework for school counseling programs*, (4th ed). Alexandria, VA: Author.
2. Stone, C. and Dahir, C. (2015). *The transformed school counselor*, (3rd ed.). Boston, MA: Cengage Learning.
3. Additional readings may also be assigned.

- **Communication Plan:** I will generally return calls or emails within 48 hours M-F. I am not available on weekends, but if you leave me a voicemail message or e-mail on a Friday or over the weekend, I will get back to you by 8:00 p.m. Monday evening.
- **Attendance Policy:** Students are expected to log into the course to add four (4) posts on the discussion board corresponding to each week's assignments. Two posts are the student's original reflections on the material. Two posts are in response to the posts of classmates.
- **Taking a Course Online - student tips:**
 - Stay engaged with the course. Complete all assigned readings. Log-in to the course at least 2-3x/week to review materials, check for professor updates, log posts by the required deadlines.

Participation: Active learning is a requirement of this online course. Your thoughtful contributions are an important aspect of the learning environment. Online weekly participation (log-in) and graded discussion assignments are 25% of your final grade. Students are required to participate in an active and engaged way via completion of course readings and four (4) online posts that are due each week.

- **Course Calendar:** Week 1: January 21st, 2020 – Week 15: May 5th, 2020
- **Projects/Papers:** This course requires three written assignments, one of which includes a presentation (Assignment #2) (see syllabus for additional details).
 1. **Assignment #1: Assess the Mental Health of a School - 20%**
 2. **Assignment #2: Needs Assessment and Program Development Presentation – 35%**
 3. **Assignment #3: Best Practices in School Settings – 20%**