

Course Objectives and Learning Objectives

SW 539 Social Justice in Social Work (3 credits)

Course Description

The course will explore social justice and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for intergroup relations; the historical context of group relations; and cultural variables significant to ethnic, racial and culturally oppressed groups. It will also examine social, political, and cultural processes as they affect intergroup and intragroup relations. The course will also explore the role of social worker as border crosser, cultural learner, and agent of change. There will be opportunities for cross-cultural dialogue and critical reflection and some skills development. The nature of the course requires examination of the systems in which each of us is immersed, as well as examination of those systems and institutions that we, as social workers, must strive to understand and transform.

Course Objectives

This course has the following learning objectives. Students will be able to:

- Demonstrate skills for engaging and addressing issues of diversity and social justice.
- Understand the power dynamics associated with difference and dominance/oppression, and their impact on human functioning and social relations within and across diverse groups.
- Understand how structural inequities in society are shaped by historical, psychological, social, and political factors.
- Demonstrate knowledge of social identities and the diversity within identities, as well as an understanding of the many ways that our multiple identities intersect at the individual and institutional levels.
- Demonstrate awareness of oppressive assumptions, biases, and prejudices that facilitate a stance of dominance, as well as identify where these biases, prejudices and assumptions rest in institutions.
- Develop methods for continuing this life long process of recognizing our biases, learning how to change oppressive systems, and building a more socially just, equitable multicultural society.

These learning objectives will support students to develop the following Council on Social Work Education competencies:

- **CSWE Core Competency 1: Demonstrate Ethical and Professional Behavior**
- **CSWE Core Competency 2: Engage Diversity and Difference in Practice**
- **CSWE Core Competency 3: Advance Human Rights and Social and Economic Justice**

SW 563 Clinical Social Work with Children, Adolescents and Families (3 credits)

Course Description:

This is an elective course designed for second year or advanced students who are interested in developing ideas and skills relevant to working with children, adolescents, and families. To increase application and integration of course materials, it is preferable, though not required, that students have a concurrent field placement or employment working with children and/or families.

A variety of theoretical perspectives, treatment modalities, and specific intervention strategies will be examined, discussed, and applied. The emphasis will be on hands-on skills as opposed to abstract theories. The focus and structure of the course is influenced by 1) post-modern and social constructionist presuppositions which include a belief that there is no one “objective truth” about the nature or cause of problems and no single “right” way to intervene, and 2) a preference for working with children and families in collaborative ways that recognize, respect, and build on their diverse perspectives, resources, and abilities.

Learning Objectives:

Students in this course will be assisted in developing the following social work competencies as they relate to social work practice with children, families, and adolescents:

- Demonstrate Ethical and Professional Behavior
- Engage diversity and difference in practice
- Identifies as a professional social worker and conducts self accordingly
- Applies knowledge of human behavior and the social environment
- Engagement, Assessment, Intervention and Ending

Specifically at the completion of this course students will be able to:

1. Use a collaborative and contextual perspective to understand the strengths, needs and struggles of children, adolescents, and their families.
2. Understand the socially constructed nature of theory and the impact of theory determining/limiting how we understand and respond to problems in children and families.
3. Describe and apply a variety of theoretical frameworks relevant to understanding and helping children including a) non-directive and directive models; b) individual, family, and systemic approaches and, c) strength and risk/need focused models.
4. Describe methods of collaborative and respectful assessments, treatment planning, and on-going work with children, adolescents, and families.
5. Understand and apply a variety of specific intervention strategies and techniques for use with children, adolescents, and their families including individual therapy, family therapy, parent education and support, group work, and social change advocacy.

6. Demonstrate increased sensitivity and competence in helping vulnerable and at risk populations of children and their families.
7. Recognize issues of poverty and oppression as they relate to the development and maintenance of challenges for children and families.
8. Delineate specific and generic practices relevant to implementing a culturally specific approach to working with diverse children and families.
9. Assess and manage their own involvement in the treatment of children and families in ways that indicate self-awareness and recognition of their own values, biases, emotional vulnerabilities, and potential power imbalances.
10. Recognize the importance of evaluating the impact of clinical work with children and families and the value of eliciting evaluative feedback from clients.

SW 564: School Social Work (3 credits)

Course Description

This course is intended to give students an in depth knowledge and understanding of social work practice in schools. The multiple roles of the school social worker will be explored with a special emphasis on practice with populations at risk and culturally diverse groups. Course content will prepare students to work collaboratively with diverse children, families, communities and staff in a school setting. This course will prepare students to apply effective practices to enhance student development, learning and school success. Student learning will include: theoretical application to school settings, designing and facilitating groups in school settings with diverse issues and populations, skills to strengthen collaboration with school staff and community partnerships, introduction to policies and practices that have an impact on student and families access to education, support and success in schools.

Learning Objectives

At the completion of the term, students will be able to:

- Demonstrate understanding of a historical perspective of school social work practice.
- Understand and apply the multiple roles and responsibilities of the school social worker in practice, including collaboration and partnerships with other disciplines and systems.
- Demonstrate an understanding of and sensitivity to cultural, racial, ethnic, and gender diversity.
- Identify educational and social welfare policies and the impact of those policies on children, families, schools, and communities.
- Implement knowledge of and adherence to local, state, and federal legislation, regulations, and policies.

- Identify the diverse needs of at-risk children, gifted children, and children with special education needs.
- Understand the impact of biological or societal pressures that impact children's experience in the school setting.
- Serve as a liaison between the school and families, and assist family members with understanding their child's needs, their rights, and available resources.
- Utilize an ecological perspective for developing and implementing effective school social work practices that address the needs of children, families, school personal, and communities.
- Work collaboratively with local educational agencies and communities to identify, implement, and evaluate activities and programs that address institutional barriers to school success, school safety, and gaps in services.
Understand school social work practice within the context of social work values and ethics.

ELP 581 U.S. and Oregon School Law and Policy (4 credits)

This course examines federal and Oregon school law governing educational practice and policy at the school and district levels; the relationships among these factors and their implications for effective communication with educational stakeholders, instruction and student learning, and effective organizational management of schools. Thirty hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to Continuing Administrator Licensure Program or permission of instructor.

Course Rationale

Educational law is not a cohesive subject nor is it generally recognized as a distinct legal field, although this seems to be changing. The area of educational law has grown tremendously in the last two decades. This growth is due in large part to the increase in legal activity in the four major sources of education law: constitutional law, statutory law, administrative law, and case law.

The premise underlying this course is that the educational leader who is daily interacting with students, teachers, parents, and community can be the key to turning a concern, an action, or a misunderstanding into either a court battle or a positive experience for all involved. Unfortunately, litigation cannot be avoided entirely in the schools, but the well informed leader can minimize the possibilities through (1) familiarity with the applicable laws, (2) application of ethical decision-making skills, (3) anticipating issues, (4) implementing preventive measures, and (5) knowing when to seek legal advice.

This course will provide an overview of the legal and ethical issues most likely to be encountered by a school leader and their implications for educators. The perspective presented will be primarily at the school building and district level; however, other implications will be explored where appropriate.

Professional Standards

This course is based on the following state (and national standards).

Standard #5: Ethical Leadership

(5) **Ethical Leadership:** An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by acting with integrity, fairness, and in an ethical manner. [ISLLC Standard 5] Educational leaders:

- (a) Ensure a system of accountability for every student's academic and social success;
 - (b) Model principles of self-awareness, reflective practice, transparency and ethical behavior;
 - (c) Safeguard the values of democracy, equity and diversity;
 - (d) Evaluate the potential ethical and legal consequences of decision-making; and
 - (e) Promote social justice and ensure that individual student needs inform all aspects of schooling.
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Standard #6 Socio-Political Context

Socio-Political Context: An educational leader integrates principles of cultural competency and equitable practice and promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. [ISLLC Standard 6] Educational leaders:

- (a) Advocate for children, families and caregivers;
- (b) Act to influence local, district, state and national decisions affecting student learning; and
- (c) Assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies.