

Effective November 15, 2005

505-3-.51 SCHOOL SOCIAL WORKER PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to serve as school social workers in grades P-12 and supplements requirements in Rule 505-3-.01, Requirements and Standards for Approving Professional Education Units and Educator Preparation Programs.

(2) Requirements.

(a) To receive approval, a state-approved professional education unit shall offer a masters level preparation program described in program planning forms, catalogs, and syllabi addressing the following standards based on the standards for the preparation and development of school social workers published by the National Association of Social Workers (NASW):

1. The program shall prepare candidates who possess knowledge and understanding basic to the social work profession.

(i) The program shall prepare candidates who understand human behavior in the social environment and are skilled in implementing various practice modalities to help empower disadvantaged and oppressed populations.

(ii) The program shall prepare candidates who use research to inform practice and understand social policies related to services in schools.

2. The program shall prepare candidates who understand the backgrounds and broad range of range of experiences that shape students' approaches to learning.

(i) The program shall prepare candidates who are knowledgeable about child development and biological factors that affect students' ability to function effectively in school.

(ii) The program shall prepare candidates who understand the influence of socioeconomic status, gender, culture, disability, and sexual orientation on educational opportunities for students.

(iii) The program shall prepare candidates who understand how emphasizing students' strengths and protective factors can enhance educational success.

3. The program shall prepare candidates who possess knowledge and understanding of the organization and structure of the local education agency.

(i) The program shall prepare candidates who understand the historical and current perspectives of public school education at the local, state, and national levels, including educational reform and legislation affecting educational opportunity, problems, and policy issues.

(ii) The program shall prepare candidates who are knowledgeable about the financial base of the local education agency, the nature and scope of its authority, and the politics of school-community relations.

(iii) The program shall prepare candidates who are knowledgeable about approaches to teaching and learning, including standards-based curricula, and the roles and areas of competence of various professional in the local education agency.

4. The program shall prepare candidates who possess knowledge and understanding of the reciprocal influences of home, school, and community.

(i) The program shall prepare candidates who know about how family dynamics, health, wellness, and mental health; and social welfare policies, programs, and resources in the community affect students' success in the school environment.

5. The program shall prepare candidates who possess skills in systematic assessment and investigation.

(i) The program shall prepare candidates who gather data using multiple methods and sources to assess the needs, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighborhood and community.

(ii) The program shall prepare candidates who, when appropriate, gather information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, and environmental factors that affect a student's learning.

(iii) The program shall prepare candidates who integrate biopsychosocial assessment data into reports that include educationally relevant recommendations as well as performance objectives and measurable outcomes as needed.

6. The program shall prepare candidates who understand the relationship between practice and policies affecting students.

(i) The program shall prepare candidates who are knowledgeable about current and proposed policies, analyze their effect on students, and advocate for policies that maximize student success.

7. The program shall prepare candidates who can select and apply empirically validated of promising prevention and intervention methods to enhance students' educational experiences.

(i) The program shall prepare candidates who possess skills to assess problems and determine whether interventions should occur at the primary, secondary, or tertiary level.

8. The program shall prepare candidates who evaluate their practice and disseminate the finding to consumers, the local education agency, the community, and the profession.

(i) The program shall prepare candidates who use scholarly literature or program research designs to evaluate interventions and share findings with consumers, local education agency administrators, the community, and other school social workers through in-service training, conferences, and professional publications.

9. The program shall prepare candidates who develop coalitions at the local, state, and national levels that promote student success.

(i) The program shall prepare candidates who work with individuals, groups, and organizations that have diverse interests, but whose common purpose is to develop programs or systems of care that support and enhance the health, social and emotional well-being, and safety of students.

10. The program shall prepare candidates who promote collaboration among community health and mental health services providers and facilitate student access to these services.

(i) The program shall prepare candidates who support the development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health.

(ii) The program shall prepare candidates who address issues such as information sharing and accountability and coordinate community resources that support student success.

11. The program shall prepare candidates who assume responsibility for their own continued professional development.

(i) The program shall prepare candidates who remain knowledgeable of reforms in education and best practice models in the social work profession.

(b) The program shall require a practicum/internship consisting of a minimum of 600 clock hours in a school setting directed by a certified school social worker. Practicum/internship experiences shall be planned at early stages of the program for candidates who will be concurrently employed as school social workers while completing the school social worker program.

Authority O.C.G.A. § 20-2-200