

TRAUMA-INFORMED SCHOOL SOCIAL WORK (GRADUATE CERTIFICATE)

Description

The Trauma-Informed School Social Work Track is the equivalent to the Trauma-Informed Policy and Practices Certificate (TIPP), and developed from ongoing collaboration with the UNH Education Department. Our goals are to increase visibility of diverse populations by decreasing financial barriers to education, and to encourage the development of inclusive spaces in and outside of schools. Students who complete this concentration will be eligible to apply for the NH Board of Education School Social Work Certificate at the time of graduation.

In addition to learning through courses and internships students will be eligible to receive a \$20,000 stipend. This opportunity is funded through a 5-year grant from the U.S. Department of Education. To be eligible for the stipend, students must complete internship hours at a placement working with children in historically marginalized and underserved communities and/or be a representative of historically marginalized and underrepresented communities.

Students receiving stipends must agree to work in an education related environment for 20 months full-time equivalent after program exit.

Who Should Apply?

- Graduate students attending the University of New Hampshire Durham, Manchester, or Online.
- Students from other disciplines and other universities, and non-matriculated students.
- Students interested in trauma-informed policy and practices.
- Individuals pursuing continuing education units (CEU) for a variety of state licenses.
- Individuals interested in increasing their knowledge in trauma-informed care and developing specialized practice skills.

Requirements

Code	Title	Credits
Required Courses		
EDUC 998	Special Topics (Seminar) ¹	3-4
SW 813	School Social Work	3
SW 871	Trauma-Informed Practice in School Settings	3
Electives		
Select one course from the approved list of electives below. ^{2, 3}		3-4
Total Credits		12-14
Code	Title	Credits
Approved Electives		
Select one course from the following:		
EDUC 801	Human Development & Learning: Cultural Perspectives	4
EDUC 803C	Classroom Management: Creating Positive Learning Environments	4
EDUC 861	Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4
EDUC 818	Critical Social Justice in and Beyond Education	4
EDUC 956	Developing Positive Behavior Supports to Ensure Success for All Learners	4
EDUC 850	Introduction to Disability in Inclusive Schools and Communities	4
SW 804	Adolescents with Emotional and Behavioral Challenges	3

SW 805	Child and Adolescent Risks and Resiliency: Program, Policy and Practice	3
SW 820	Social Welfare Policy I	3
SW 830	Social Work Practice I	3
SW 831	Social Work Practice II: Practice in Small Groups and Community Organizations	3
SW 840	Implications of Race, Culture, and Oppression for Social Work Practice	3
SW 850	Human Behavior and the Social Environment I	3
SW 851	Human Behavior and the Social Environment II	3
SW 860	Research Methods in Social Work	3
SW 865	Adventure Therapy: Facilitation and Processing of the Experience	3
SW 952	Human Behavior and the Social Environment III	3
SW 926	Social Welfare Policy II	3
SW 962	Data Analysis and Statistics	3
SW 930	Advanced General Practice III: Clinical Assessment and Intervention	3
SW 931	Advanced Generalist Practice IV: Community and Administrative Practice	3
SW 965	Program and Practice Evaluation	3

Assessment

- Students will track progress through the concentration using Tevera and are required to update the "School SW Credentials" form regularly.
- It is recommended that at least one course assignment per course should directly relate back to School Social Work. Students can collect these assignments in Tevera.

Internship

- 640 hours of internship must be completed in a high need local education areas/authorities (LEA).
- Remaining hours should provide experience working with vulnerable populations identified in [ED 507.14](#).

- ¹ EDUC 998 Special Topics has a minimum available credits of 3. Students complete 1 credit in the Fall and complete the remaining 2 credits in the Spring. The Spring semester requires at least two credits due to the development and completion of the seminar capstone. Students seeking an increase to 4 credits, collaboration with the instructors to develop fall sequence project is required.
- ² Selecting an EDUC course is not required, however students are encouraged to consider EDUC 965 Educational Supervision and Evaluation or EDUC 850 Introduction to Disability in Inclusive Schools and Communities.
- ³ Elective coursework must have project focused on trauma-informed school social work.

Student Learning Outcomes

Program Learning Outcomes

- Gain knowledge and experience in the complexities of collaborating with youth who have diverse abilities, including attitudes and perceptions, inclusive education, and the processes of identification, referral, assessment, and service delivery within educational systems.
- Engage in the roles and functions of School Social Work across diverse practice settings, studying the history, legislation, and general perspectives in school social work. They prioritize anti-oppressive practices, ensuring that every student's voice is heard and respected.
- Critically analyze and apply the Multi-Tiered System of Supports (MTSS) framework, integrating cultural, linguistic, and trauma-informed approaches to foster an inclusive and supportive educational environment.

- Demonstrate proficiency in identifying and addressing the diverse needs of students through tailored interventions and collaborative practices, ensuring equity and access for all learners.
- Effectively engage in interdisciplinary collaboration to provide trauma-informed care.
- Demonstrate the ability to work collaboratively with educators, healthcare providers, and families to support students impacted by trauma, ensuring a holistic and coordinated approach to their well-being and academic success.