

**UNIVERSITY OF SOUTHERN CALIFORNIA
SCHOOL OF SOCIAL WORK**

S.W. 614 - Social Work in Educational Settings - FALL 2008

Professor: Nancy Jefferson, LCSW, PPSC
Campus: UPC
Class Time: Thursday, 4:00 – 6:50 pm
Room: MRF
Office Hours: By Arrangement
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COURSE OUTLINE

Course Description

This course offers an orientation to social work practice in schools. You will become familiar with traditional social work roles and practices in schools as well as with emerging trends, such as the movement toward school-linked services and issues related to No Child Left Behind. The course will address methods for prevention and intervention with children at risk for school failure, as well as other behavioral and mental health problems. This course will present knowledge and critical skills for analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices. The five topical areas will include: 1) an overview of educational programs and policies in the United States for individuals of all ages and their families; 2) the structure and policies for educational institutions at the elementary, secondary, technical, and vocational levels; 3) issues and needs arising from economic and social discrimination that can be addressed in educational settings; 4) issues about the right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, economic and geographic disadvantages, and diverse ethnic and linguistic backgrounds); and 5) the roles of social work and social workers in enhancing educational opportunity and performance. Noteworthy social work programs in various educational institutions and settings will be analyzed, and proposals for change will be formulated to enhance educational achievement and well-being.

Course Objectives

Upon completion of the course, students will be able to:

1. Describe the social, economic, and demographic changes that influence the development and educational performance and needs of infants, children, youth, and young adults at various learning levels.
2. Describe the processes of educational policy formulation, especially those related to needs and problems experienced by populations at risk.
3. Analyze at least one major issue or policy in contemporary education in the U.S. and develop implications for social work intervention.
4. Explain the various roles and functions of social workers working in educational settings; these may include: conflict mediation, advocacy on behalf of students and their families, treatment and interdisciplinary treatment planning, referral, outreach, cultural adjustment, and leadership in the enhancement of educational policies and programs.
5. Describe federal and state programs that offer possibilities for enhancement of local school programs.

6. Discuss best practice models on how to work effectively with professionals and laypersons in other social agencies, such as juvenile courts, health and mental health, child welfare, and public social services.
7. Discuss typical ethical concerns related to social work in educational settings.

Relationship of the Course to Cross-Cutting Curricular Themes:

Multiculturalism and Diversity. This course will review the recent national, regional, and local demographic shifts that have increased the ethnic and cultural diversity of children and families in educational institutions. A culturally sensitive, developmental perspective will be presented ranging from infancy through secondary education and culminating in the transition from school to the world of work. In addition, the particular policies and services regarding children and youth with illnesses and disabilities, and gay, lesbian, bisexual, and transgender persons will be reviewed.

Social Justice and Social Change. Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and regions, and promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of private and public schools.

Promotion, Prevention, Treatment, and Rehabilitation. These approaches are incorporated at all levels of practice in educational settings. This includes programs for the student and family, the organization and positive organizational culture in schools, and educational climates overall that promote children's development to their maximum potential. Additionally, characteristics of at-risk children and youth will include school failure, suspension, and expulsion, "dropping out", unplanned pregnancy, insufficient preparation for the workforce, family roles, and group and individual violence. Related concerns will include prevention of substance abuse, prevention of the transmission of disease (especially sexually transmitted diseases), and promotion of healthy lifestyles and development. Characteristics that buffer children from these stressors and research on resilience will also be examined.

Behavioral and Social Science Research. The role of the social worker as consumer of research will be emphasized. Relevant sources will include not only those in social work, but also the theories and empirical studies interdisciplinary fields, such as human development and education. In addition, relevant theories and findings regarding accountability for service, empirical validation of interventions, and overall evaluation of practice in educational settings will be covered.

Relationship of the Course to Social Work Ethics and Values:

Professional social work ethics will be reviewed focusing on their application to educational settings. Particular issues may include confidentiality of and access to records and services provided, especially to minors, access to independent services by children and youth without parental consent, appropriateness of service delivery with regard to the age and developmental stage of the target group, parental permission and knowledge regarding sex education, mandated reporting of child abuse, neglect, and truancy, and policies regarding expulsion and suspension from school.

ACADEMIC ACCOMMODATIONS

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to the instructor as early in the semester as possible. DSP is located in STU 301 and is open from 8:30 am to 5:00 pm, Monday through Friday. The phone number for DSP is (213) 740-0776.

EMERGENCY RESPONSE INFORMATION

To receive information, call main number (213 740-2711, press 2, “for recorded announcements, events, emergency communications or critical incident information.” To leave a message, call (213) 740-8311. For additional university information, please call (213) 740-9233, or visit university website: <http://emergency.usc.edu>.

If it becomes necessary to evacuate the building, please go to the following locations carefully and use stairwells only. Never use elevators in an emergency evacuation.

University Park

MRF – Lot B

SWC – Lot B

WPH – McCarthy Quad

VKC – McCarthy Quad

Campus City Center

Front of Building (12th and Olive)

Orange County Campus

Faculty Parking Lot

Skirball Campus

Front of building

Do not re-enter the building until given the “all clear” by emergency personnel.

Course Evaluation and Grading

All students are expected to regularly attend class and be on time. A student with more than two unexcused absences during the course of this class may receive no credit. A student who is tardy three or more times to class may receive a grade of no credit. If a student receives a no credit or a C grade in this course, they will be required to repeat this class for the PPS credential.

Class grades will be based on the following:

3.85 – 4	A
3.60 – 3.84	A-
3.25 – 3.59	B+
2.90 – 3.24	B
2.60 – 2.87	B-
2.25 – 2.50	C+
1.90 – 2.24	C

Final Grade:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-

The course is worth three units of Credit. Grades will be calculated as follows:

Class participation	10%
Reading Projects (2 books)	40%
Major Project/Paper	40%
Presentations	10%

Class attendance and participation is expected. Please inform me (through e-mail, note, or by telephone) if you will miss a class. University policy permits students to be excused from class without penalty, for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements in advance to complete class work which will be missed, or to reschedule an examination, due to holy day observance.

Be prepared for small group discussions, simulations, and problem solving groups based on the readings or prior lectures. Mastery of the reading is essential before every class. **NOT ALL THE READINGS LISTED ARE REQUIRED READINGS.** For any given week you will not have more than four readings to prepare for class. This does not include the special reading projects that will be described below. For the Franklin book there will be weekly sign-ups for the following week of readings. You will need to teach other groups of students the essence of what you learned from either one or two articles (depending on the week). If you are absent for a week please contact a classmate to find out which readings were selected – you are responsible for any assignments.

READING PROJECTS: These books were chosen because they raise important issues not currently in the school social work role but fit the ideal of what school social workers could be striving to reach. They are required to complete the reading mini-project requirement. Everyone must read both books. You will be given a list of questions and issues to guide the writing of your papers. You should be prepared to respond to and incorporate your professional perspective and experience.

Kozol, Jonathan. (2005). ***The Shame of the Nation: The Restoration of Apartheid Schooling in America.***

Be prepared for a classroom exercise and discussion of the book. It is a very emotional book, so be prepared. The book should be read by the entire class by the sixth week. Have a four page (typed, double spaced) response paper ready to be submitted at the beginning of the class. **Required**

Corwin, Miles. (2001). ***And Still We Rise: The Trials and Triumphs of Twelve Gifted Inner-City Students.***

This book documents the struggles and successes of twelve public high school students. It is a good companion to Kozol and shows that most of the issues discussed in previous decades are still relevant for students in LA schools. It is also a very personal account. Please have the entire book read by the ninth week of class. There will be class discussion. **Required**

Course Texts

There are 4 required books for the course, including the above listed paperbacks. Some sections will require different supplemental books. They should all be available at the USC bookstore. Please let me know immediately if you cannot find them or they are not in the bookstore. Copies will be requested to be in the library.

Allen-Meaers, Paula. (2006). **Social Work Services in Schools (SWSS). 5th Edition.** Pearson Education.

Franklin, Cynthia, Harris, Mary Beth, Allen-Meaers, Paula. (2006). **The School Services Sourcebook: A Guide for School-Based Professionals (SSSB)**

CLASS SCHEDULE AND READINGS

Note: Readings with an ** are required.

Class I 8/28- Introduction to the class; discussion of the various class components, and discussion of projects. What is a school social worker? How we define ourselves, how others define us, and standards

for the profession. Note: Most of you will not have the readings before the first class. If you do not have the books before the first class, please have these readings done before the second class. These readings are listed so you can associate them with what we will cover this week.

****SSSB Franklin (2006). Best Practice Guides for Developing and Sustaining a Professional School-Based Practice.** You will pick 2 chapters to read from the list below. Be ready to talk about them in class.

107. Licensing, Certification, and Credentialing of School Social Workers and Other School Mental Health Professionals, Santos Torres

108. Professional Requirements for School Social Work and Other Mental Health Professionals, Sandra Altshuler

109. When Supervisor and Supervisee are of Different Disciplines: Guidelines and Resources, John E. Tropman, et al

111. Effective Strategies for Marketing a School-Based Practice in the School and Community, Christine Sabatino

112. Best Practices for Avoiding Burnout, Srinika Jayaratne

Class II 9/4- The scope of school social work and framework for social work in schools “Ecological Theory.”

****Allen-Meares (2006) SWIS**

Chapter I by John W. Sipple: Major issues in American schools.

Chapter 2 by Allen-Meares: School social work: Historical development, influences, and practices

****SSSB Franklin (2006). Sign-up for chapters to read from this list. Be ready to talk about them in class.**

Best Organization, Administrative, and Community Practices in a School Context. Interventions in the Educational Environment through Policies and Procedures.

84. Helping Schools Meet the Mandates of Federal Policies: No Child Left Behind and Other Cutting Edge Federal Policies, John Sipple, et al.

85. Influencing the Local Education Authority and Changing Policies in the Local School, School District and State, Joanne Cashman

86. Individuals with Disabilities Education Act, Elizabeth Timberland, Christine Sabatino

The Law, Ethical Guidelines, Records, Assessments, and Reports

88. Guidelines for Confidentiality: Writing Progress notes and Storing Confidential Information, Mo Cannistra-Cuevas

89. Professional Ethical Codes: Applications to Common Ethical Dilemmas, Marian Mattison

91. Guidelines for Writing an Effective Service Plan for Children with Disabilities, Joan Letendre

Class III 9/11- Continuation of ecological theory and school services.

****Allen-Meares, (2006) SWIS**

Chapter 3 by Gary L. Bowen, Social Organization and School: A general systems theory perspective.

Chapter 4 by Allen-Meares. An ecological perspective of social work services in schools.

****SSSB Franklin (2006). Sign-up for chapters to read from list below. Be ready to talk about them in class.**

Effective Methods and Resources for Working with the Organization and community Context of the school

92. Employed by the School? Essential Functions of a School-Based Case Manager, Debra Woody

93. Want to Work with Schools? What’s involved in successful Linkages, Linda Taylor, Howard Adelman

94. Teacher and Principal Consultations: Best Practices, Craig A. Albers, Thomas R. Kratochwill

95. Mapping a School’s Resources to Improve Their Use in Preventing and Ameliorating Problems, Howard Adelman, Linda Taylor

98. Best Practices in Expanded School Mental Health Services, Nancy Lever, et al
Effective Interventions an Resources for Group Work and Training
 56. Designing and Facilitating Support Groups and Therapy Groups with Adolescents: Importance of the Topic for Schools, Charles Garvin
 57. Designing and Facilitating Groups with Children, Craig W. LeCroy
 59. Guidelines for Making Effective Presentations in Schools, Carolyn Pryor
 60. Conducting In-Service Training and Continuing Education for Staff and Teachers, Brenda Lindsey, et al.

Class IV 9/18 – The Design and delivery of school social work services: Prevention, Promotion, Secondary, Treatment considerations.

**Allen-Meares, (2006) SWIS

Chapter 10 by Franklin and Harris: The design of social work services.

Chapter 11 by Franklin: The delivery of social work services.

SSSB Franklin (2006) **Promoting Health and Well-being: Effective Interventions and Resources.

Sign-up for chapters to read from list below. Be ready to talk about them in class.

21. Substance abuse prevention: Effective school-based programs, Laura Di Giovanni
22. Substance Abuse at Elementary Age: Effective Interventions, Soyon Jung, Lori Holleran
23. Screening Substance Use/Abuse of Middle and High School Students, Lori Holleran, Soyon Jung
25. Effective STD Prevention, Laura Hopson
26. Effective Cognitive-Behavioral Interventions for Self-mutilation, Katherine Shepard, et al
28. Primary Prevention of Pregnancy: Effective School-Based Programs, Mary Beth Harris
29. Best School-Based Practices with Adolescent Parents, Mary Beth Harris
30. Effective Management of Obestiy for School Children, Reshma Naidoo

Class V 9/25- Target Groups of students

**Allen-Meares (2006) SWIS.

Chapter 5 by Tony Derezinski: School attendance.

Chapter 8 by Allen-Meares: Some Target Groups of Children

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

Effective Interventions and Resources for Working with Students with Mental Health Diagnosis

1. School-Based, Adolescent Suicidality: Lethality Assessments and Crisis Intervention Protocols, Albert A. Roberts
2. Psychopharmacological Treatment for Child and Adolescent Mental Disorders, Kia Bentley, Kathryn S. Collins
3. Effective Interventions for Students with Conduct Disorder, David Springer, Courtney Lynch
4. Effective Intervention with Students with ADHD, Martel Teasley
5. Effective Interventions with Oppositional Defiant Disorder, Tammy Linseisen
6. Effective Interventions for Students with Separation Anxiety Disorder, Marilyn Camacho, Lis Hunter
7. Effective Interventions for Students with Obsessive-Compulsive Disorder, Megan Tomb, Lisa Hunter

Class VI 10/2-More Target Groups (Read Kozol)

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

8. Effective Interventions for Adolescents with Depression, Jacqueline Corcoran, Jane Harvey-Phillips
12. Effective Interventions for Students with Autism and Asperger’s Syndrome, Michelle S. Ballan, Karen S. Hoban

14. Understanding the Use of Mental Health Classifications and DSM IV-TR in Schools. Elizabeth Pomeroy, Laura Hopson
15. Working with Parents Regarding Their Children's Mental Disorders: Engagement, Chris Ahlman

Class VII 10/9- Special Education.

**Allen-Meares (2006) SWIS.

Chapter 7 by Sally Atkins-Burnett, Children with Disabilities

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

Effective Intervention and Resources for Working with Students with Developmental Disabilities

17. Improving Educational and Behavioral Performance of Students with Learning Disabilities, James Raines
19. What Does the Research Evidence Say About Inclusion Practices?, Brandon Schultz, Steven Evans

Class VIII 10/16- Best Practices and Resources for Intervening with Child Abuse and Sexual Abuse and Out of Home Placement and Practices in a School Setting (including special education students).

Programs and Practices for Supporting School Attendance and Dropout Prevention

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

31. Identifying Child Abuse or Neglect Strategies in a School Setting, Ernst O. Van Bergeijk
 32. Lwas and Procedures for Reporting Child Abuse: An Overview, Sandra Kopels
 33. Helping Students Who Have Been Physically or Sexually Abused: Strategies and Interventions, Kathleen Coulborn Fallar
 34. Building Effective Alliances with Child Protective Services and Other Child Welfare Agencies, Maria Scannapieco
 35. Helping Children in Foster Care and Other Residential Placements Succeed in School, Mary Kay, Dorian Traube
- Programs and Practices for Supporting School Attendance and Dropout Prevention**
36. Increasing School Attendance: Effective Strategies and Interventions, Calvin Streeter
 37. Enhancing Skills with Students Vulnerable to Underachievement and Academic Failure, Mary C. Ruffolo
 38. Guides for Designing and Establishing Alternative School Programs for Dropout Prevention, David Dupper
 67. Solution-Focused, Brief Therapy Interventions for Students at Risk to Dropout, Cynthia Franklin, et al.

Class IX 10/23- Working with Families, Parents and Caretakers (Read Corwin)

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

61. Effective Strategies for Promoting Parental Involvement: An Overview, Nancy Feyl Chavkin
62. Effective Strategies for Involving Parents in School, Hilary Ward, et al.
63. Building Effective Family Support Programs and Interventions, Dawn Anderson-Butcher
66. What Parents and Teachers Should Know: Effective Treatments for Youth with ADHS, Casey E. Masse, Steven W. Evans
70. Intervening with Students and Families who frequently Relocate or are Homeless, Sanna Thompson, Jihye Kim
71. Students Living in the Care of Grandparents, Roberta R. Greene

Class X 10/30- Securing Equal Educational Opportunity. Language, Race and Sex.

Bilingual/Bicultural Education, Immigrant populations, Issues of racism, sexism and bias.

**Allen-Meares (2006) SWIS.

Chapter 9 by Sandra Kopels: Securing Equal Education Opportunity: Language, Race, and Sex

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

Guidelines for Working with Multicultural Groups and Managing Diverse Relationships in a School Community Context

73. Working with Culturally/Racially Diverse Students to Improve Connection to School and Academic Performance, Daphna Oyserman

74. Mental Health Interventions with Latino Students in Multi-Cultural School Environments: A Framework for Assessing Biases and Developing Cultural Competence, Katin Lambros, Concepcion Barrio

75. Advancing a Positive School Climate for Students, Families and Staff, Michael Woolley

76. Engaging with Culturally and Racially Diverse Families, Mike Spencer, Jenell S. Clarke

77. Building Relationships between Diverse Families and School Personnel, Danielle C. Glickman, Darlene M. Head-Reeves, Oscar A. Barbarin

Class XI 11/6- Continuation of week X. Issues of culture, gender, and sexual orientation

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

78. Case Management Intervention with Immigrant and Refugee Students and Families, Rowena Fong, et al.

83. Working with Gay, Lesbian, Bisexual, and Transgender Students, Diane Elze

Class XII 11/13- Responding to school/community-wide crisis.

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

Effective Crisis Intervention Methods

52. Developing School Wide and District Crisis Prevention/ Intervention Protocols for Natural Disasters, Karen S. Knox, Albert R. Roberts

53. Immediate School-Based Intervention Following Violent Crises, Shane R. Jimerson, et al.

54. Best Practice Grief Work with Students in the Schools, Linda Goldman

55. Grief Work with Elementary and Middle School Students: Walking with Hope When a Child Grieves, Eugene Aisenberg

Class XIII 11/20- School Aggression/Violence/ Bullying

**Allen-Meares (2006) SWIS.

Chapter 5 by Sandra Kopels, Pupil Rights and Control of Behavior

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

Interpersonal Conflict, Violence, and Classroom Management: Best Practices and Resources

39. Evidence-Based Violence Prevention Programs and Best Implementation Practices, Ron Avi Astor, et al.

40. Creating a Violence-Free School Climate/Culture, Mark Mattaini

42. Bullying: Best Practices for Prevention and Intervention in School, Esther Howe, et al.

45. Using Social and Emotional Learning to Address Conflicts in the Classroom, Jacqueline A. Norris

49. Effective Interventions with Dating Violence and Domestic Violence, Beverly M. Black, Arlene N. Weisz

Thanksgiving – 11/27 have a safe and restful holiday

Class XIV 12/4- Final Class. Summary, Review and Evaluation

**Allen-Meares (2006) SWIS.

Chapter 12 by Siri Jayaratne: Evaluating Practice and Programs

**SSSB Franklin (2006) Sign-up for chapters to read from list below. Be ready to talk about them in class.

Effective Resources for Accountability

99. Linking School Social Work Interventions to Educational Outcomes, Todd Franke, Sean Lynch

103. Guideline for Writing a Report that Effectively Demonstrates Accountability, Diane C. Jacobs, Alphonse Shropshire

Effective Strategies for Funding School-Based Services

104. Understanding the New Environment of Public School Funding: How Student Support Services are Funded, Jeffrey M. Poirier, David Osher

106. Guidelines for Writing a Successful Grant and Developing Foundation and Business Support, Allan R. Chavkin, Nancy F. Chaykin

FINAL ASSIGNMENT

Due Date: To be determined by each professor. Finals week is December 10th – 17th .

Presentation sign-up will take place the second and third weeks of class and will be assigned according to instructor.

Length of Assignment: 8 – 10 pages. In addition to the paper, you will give a 10 minute summary on your topic to the class. You have the option of including a power point presentation which may be shared during the ten minutes summary of you project. The power point should be appropriate to use with administrators, teachers or your target audience.

The use of consultation in the schools is a significant part of the services the school social worker provides. This model of intervention is meant to impart information to a broad base of “clients”, empowering them with specific information and resources.

Using the consultative model, the social worker does not provide direct service in the form of therapy and does not directly influence outcome. The interventions are time limited; however, there may be need for follow-up and further assessment of the situation.

The role of the social work consultant when conducting an in-service training is to share knowledge and resources to an audience of lay people. The social worker frequently employs problem solving techniques, is objective, conveys detached concern and makes referrals to community services as appropriate.

In addition, you will begin to compile a portfolio of topics related to school social work practice that you will be able to refer to in your role as a mental health consultant.

Each student will select one topic from a list generated in class. You may wish to select an issue you are currently addressing in your field placement, a topic from the reading list, or an area of practice in which you have an interest. Each student will select a different topic so that the materials will be shared and each person in class will have information on a greater number of subjects. Review section XIII, chapters

60 and 94 of *The School Services Sourcebook* for further understanding of the use of this model of practice in an educational setting.

FORMAT

- A. Identify your topic and target population(s). With whom might you be sharing this information: teachers, paraprofessionals, administrators, community members, parents, students?
- B. Using an outline format, present the information as if it were for a presentation of approximately 1 hour in length. Use an ice breaker as a way to engage your audience.
- C. Provide the supplementary information a consultant would need to provide this same in-service, for example, an article from a magazine or newspaper, graph, list of symptoms, strategies for improvement, parenting tips, etc.
- D. Compile and provide a list of referrals and resources pertinent to your topics, e.g. mental health agencies, recreational resources, support groups and city and community resources, local libraries, law enforcement agencies, domestic violence shelters, etc. Other resources you might share with your target audience may include the use of stories, games, toys or exercises that elicit participation.
- E. Bibliography to be used by the lay person. Also, where appropriate, include a bibliography as reference for the social work professional.
- F. Be prepared to summarize your work in class in a brief, 10 minute presentation to familiarize others with your topic and answer questions that they may have. Each presenter will provide materials for all class members.
- G. The paper you submit should reflect your ideas and how you would or have presented this information at school. Why is this topic significant to your client population? As closely as possible, relate the topic to the population with whom you are currently working. Provide statistically significant information (for the school; community; ethnicity; gender). Each presenter will provide materials for all class members.

Examples of Topics

Bilingual/bicultural education
Grade retention/promotion
Pregnant minor programs
Gang interventions
LGBT issues in schools
Mental illness in children
Suspension/Expulsions
Continuation schools
School violence interventions
Helping adolescents understand
Their mental illness

Native American Education
School-linked Health Clinics
Dropout prevention programs
Sex education
Trauma
Migrant Education
Infant development programs
Charter schools
Self-injurious behavior
Female bullying
Dating violence