



USC | School of Social Work

Social Work 614

Social Work Practice in School Settings

3 Units

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Office Hours: Wed., 10-11 a.m.
Course Day: Wednesday
Course Time: 8:45 – 10:00 a.m.

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Based on ecosystems perspectives, this course examines policies, theories and principles of social work practice in school settings.

III. COURSE DESCRIPTION

This course offers an orientation to social work practice in schools. Students will become familiar with traditional and changing social work roles and practices in schools as well as with larger systemic 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 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 enhancing educational opportunity and performance. Noteworthy social work programs in various educational institutions and settings will be analyzed, and assessments for change will be formulated to enhance educational achievement and well-being.

IV. COURSE OBJECTIVES

The Social Work Practice in School Settings course (SOWK 614) will:

Objective #	Objectives
1	Enable students to describe the social, economic, and demographic changes in contemporary education that influence the development, educational performance, and needs of infants, children, youth, at various learning levels.
2	Explore the processes of educational policy formulation, especially those related to problems experienced by populations at risk, and help students be able to apply these to at least one major policy in contemporary education.
3	Present elements in the ecology and social systems of students of diverse cultures and explain how these impact their education experience and general well-being.
4	Promote students' ability to explain and apply various roles and functions of social workers in educational settings, such as conflict mediation, advocacy on behalf of students and their families, assessment and treatment planning, training and consultation with a variety of stakeholders, referral, outreach, and leadership in enhancing educational policies and programs.
5	Demonstrate the application of best practices for working effectively with institutions such as juvenile courts, military installations, health and mental health services, public child welfare, and community social service organizations, and present common ethical concerns for social workers in educational settings.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Relationship of the Course to Across-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 focused developmental perspective will be explored, from infancy through secondary education, culminating in the transition from school to the world of work. In addition, policies and services that impact children and youth with illness and disability, as well as gay, lesbian, bisexual, and transgender individuals and families 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.

Primary and Secondary Prevention, Treatment, and Rehabilitation. The Response to Intervention (RTI) model will be applied throughout the course. This model represents intervention with students, families, and the school organization on a continuum of intensity. It includes prevention and psychoeducation programs for all student and families, as well as for the organizational culture and climate of the school. At this level, intervention focuses on the development of all students to their maximum potential. The next levels focus more intensely on group and individual intervention with children and youth who are especially vulnerable to limiting or harmful outcomes such as academic failure, suspension or expulsion, dropping out, unplanned pregnancy, substance abuse, sexually transmitted diseases. Individual traits and social factors that buffer children from these stressors and research on resilience will especially be examined.

Behavioral and Social Science Research. The role of the social worker as consumer of research is emphasized. Relevant sources 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 are covered.

Relationship of the Course to Social Work Ethics and Values

Professional social work ethics are reviewed in the context of educational settings. Particular issues include confidentiality and access to records and services, access to 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 regarding sex education, mandated reporting of child abuse, neglect, and truancy, and policies regarding expulsion and suspension from school.

VI. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following ten social work core competencies:

Social Work Core Competencies	SOWK 614	Course Objective
1 Professional Identity	*	4
2 Ethical Practice		
3 Critical Thinking	*	4 & 5
4 Diversity in Practice	*	1-3
5 Human Rights & Justice		
6 Research Based Practice		
7 Human Behavior		
8 Policy Practice		
9 Practice Contexts	*	4
10 Engage, Assess, Intervene, Evaluate	*	1, 2, 4, & 5

* Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p>Professional Identity—Identify as a professional social worker and conduct oneself accordingly.</p> <p>Social workers competent in Professional Identity:</p> <ul style="list-style-type: none"> ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession’s history. ▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth. 	<p>1. Demonstrate professional demeanor in behavior, appearance, and communication.</p>	<p>Assignment 4</p>

<p>Critical Thinking—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. Use critical thinking augmented by creativity and curiosity. Understand that critical thinking also requires the synthesis and communication of relevant information. 	<p>2. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.</p>	<p>Assignment 3</p>
	<p>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.</p>	<p>Assignment 4</p>
<p>Diversity in Practice—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. 	<p>4. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.</p>	<p>Assignments 1 and 2</p>
	<p>5. Recognize and communicate understanding of the importance of difference in shaping life experiences.</p>	<p>Assignment 2</p>
<p>Practice Contexts—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. 	<p>6. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.</p>	<p>Assignments 3 and 4</p>
	<p>7. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>Assignment 3</p>

<p>Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.</p> <p>Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.</p> <ul style="list-style-type: none"> ▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals ▪ Using research and technological advances ▪ Evaluating program outcomes and practice effectiveness ▪ Developing, analyzing, advocating, and providing leadership for policies and services ▪ Promoting social and economic justice 	<p>8. Engagement:</p> <p>Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.</p> <p>Use empathy and other interpersonal skills.</p> <p>Develop a mutually agreed-on focus of work and desired outcomes.</p>	Assignment 4
	<p>9. Assessment:</p> <p>Collect, organize, and interpret client data.</p> <p>Assess client strengths and limitations.</p> <p>Develop mutually agreed-on intervention goals and objectives.</p> <p>Select appropriate intervention strategies.</p>	Assignment 3

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: <i>Waiting for Superman</i> Stakeholder Response	Unit 7	20%
Assignment 2: <i>And Still We Rise</i> Response Paper	Unit 9	20%
Assignment 3: Problem Assessment and Intervention Project	As Assigned	20%
Assignment 4: Readings Discussion Board	Ongoing	10%
Assignment 5: Final Paper and Presentation	Units 12-15	20%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1: *Waiting for Superman* Stakeholder Response Paper

This documentary on the condition of schools and education in the United States was released in early 2011. Its views about causes and solutions for American education immediately created controversy among educators, parents, and the general public across the country. You should view *Waiting for Superman* by the 3rd week of class. Week 4 you will be assigned a stakeholder group (parents, teachers, school administrators) that is engaged in and affected by the central issues in this documentary. Your assignment is to research your assigned stakeholder group – their perceived and actual role in public education, and what they need in order to fulfill their role – and to write a response to *Waiting for Superman* from the perspective of this stakeholder group. **Due: Unit 7**

This assignment relates to student learning outcome 4.

Assignment 2: *And Still We Rise* Response Paper

This book, written by Los Angeles journalist Miles Corwin, documents the struggles and successes of twelve public high school students and clearly shows that the barriers identified in previous decades are still present for students in urban schools. It is also a very personal account. You should have the book read by the 8th week of semester. Have a four-page typed, double-spaced response paper ready to submit at the beginning of class. Be prepared to articulate your responses in a critical discussion of the individual and macro problems that affect the students and the school in the book. You will be provided with an outline of questions and observations to guide the writing of your response paper. Inform your response to the book with perspectives that you gained from your Human Behavior (SOWK 503 and 505) and Practice (SOWK 543 and 545) courses, as well as your school-based internship.

Due: Unit 9

This assignment relates to student learning outcomes 4 and 5.

Assignment 3: Problem Assessment and Intervention Project

This assignment gives you an opportunity to critically explore real-life problems that schools are currently experiencing and to apply assessment skills in determining causes and recommending solutions.

1. At the first class meeting of the semester, you will be assigned to groups of 3-4 and assigned a class session for presentation to the class.
2. For the final 30 minutes of the designated class, your group will present your proposed project and lead a discussion with the class on the identified problem, assessment, and intervention. Your presentation should be informed with *at least 8 sources* published since 2004. *Only four of these may be web sources or chapters from the class textbooks.*
3. Your presentation should be about 20 minutes in length, followed by 15-20 minutes of discussion with the class, guided by questions from the class.
4. An outline for completing this assignment will be posted on the wall and discussed in detail in class. The assignment involves (A) selecting a problem that strongly impacts one or more of your group members' schools. (B) Following the directions in the assignment outline to complete an assessment, map resources, and develop an intervention plan (C) organizing the content and material for your presentation; (C) delivering your presentation in the most informative and engaging way possible in the time that you have; (D) engaging the class in discussion that critically examines and explores concepts, conflicts, questions, and possibilities around your identified problem; (E) providing handouts and other materials that provide immediately useful information and tools for the class with the problem you are presenting.
5. To achieve the best possible score on this assignment, make it (A) substantive – that is, informed and minimal fluff; (B) useful for your audience of school social workers-in-training, and (C) audience-friendly. Some suggestions for an audience-friendly presentation:
 - **Invite us to participate.** Be creative in your choice of ways to engage and interest us. Challenge our knowledge of your subject! Appeal to our sense of humor, touch our emotions, play on our senses.
 - **Do not read to us.** Be comfortable with your material and **talk** to us; **look** at us. (This, of course, means that you must really know your material.)
 - **Use Power Point sparingly!** Power Point can be a good tool, but it will put us to sleep if you try to substitute it for engaging with us.
 - **If you *must* use Power Point, keep the slides uncrowded.** Too much content just looks like mumbo-jumbo and overwhelms us (Notice our glazed expressions?).
 - Above all, know that by the time you do this presentation, **you are the expert in the room on your problem**, so step enthusiastically into your authority and teach us!

Due: As assigned (Units 6, 8, 9, 10, 11)

This assignment relates to student learning outcomes 2, 6, 7, and 9.

Assignment 4: Readings Discussion Board

Your instructor will establish a virtual class discussion board, and students will be given the link to this board week 1 of the semester. Beginning week 2, this board is where the class will engage each week in a critical discussion of the assigned readings. You will participate in the discussion in response to 1-2 of the readings that you select or in some cases are assigned by the instructor. This is essential in order to receive credit for your participation each week: 1) Contribute a minimum of 3 comments to the discussion, either your original observations or responses to the comments of others. 2) Avoid summarizing the reading or simply agreeing with someone else's comment. Your comments should add new thoughts to the discussion and stimulate the thinking of others. They should be critical and substantive, such as comparing or questioning points in the reading in contrast to other sources, or describing how the reading added to your current understanding or knowledge of the subject. The nature of this assignment and how you are expected to participate will be discussed more fully in class the first week, and you will receive regular feedback from your instructor throughout the semester.

Assignment 5: Final Paper and Presentation

Consultation and training with various groups in and around the school – teachers, students, parents, administrators, civic organizations – is a significant function of school social workers. Communicating with a variety of groups in the education environment is a way of increasing knowledge, awareness, and insight, and also of influencing and empowering. It is an important avenue for social work visibility and accountability across the school and the community.

The role of the social worker in such presentations, trainings, and reports is to share knowledge and resources with diverse groups of lay people. Examples of such presentations are in-services for teachers, presentations to parents, groups with students of various ages, brief presentations and reports to administrators, and presentations to community groups such as civic clubs and religious organizations. Targeting the needs and interests of diverse audiences requires a number of skills:

- Mastery of the material in order to present it effectively in a variety of ways.
- Sufficient knowledge of the audience to accurately address their interests and understanding.
- Targeting aspects of the topic that will be useful and usable for this audience.
- Developing an interesting, coherent presentation that generates strong audience receptivity.

Chapters 59, 60, 61, 76, 77, 85, 94, 95, 103, and 111 of School Services Sourcebook may provide further understanding of communicating with various groups and individuals in an educational setting.

This assignment is designed to provide you with experience for further developing your own skills in communicating with diverse, specific groups in the school environment.

1. Topics, target audiences, and presentation dates will be selected Week 3 of class. Groups of 3 will form based on topics of interest and within the topic, each student will select a target audience.
2. Two products are required to complete this assignment. First is an individual paper of 8 – 10 pages, typed and in APA format. Second is a 15 minute oral presentation to the class. Both paper and presentation should specifically address your target audience. Presentations will be done during the final 4 class sessions of the semester.
3. For this assignment, you will select a topic or topics of interest or special relevance to you and negotiate with your presentation group your individual target audiences. You and your group may work together on researching your mutual topic, but your paper and presentation to the class is an individual assignment requiring you to include distinct content, language, and presentation format suited to your target audience.

4. Your group of 3 will present to the class on the same day. The rationale is that you will (A) gain information and resources that can be applied to future presentations on the topic, and (B) observe a variety of presentation formats and styles suited to different audiences.

Thus, your short presentation should be done as if you are giving your target audience an overview or introduction to your longer presentation or report. Your format, content, vocabulary, and handouts should all be targeted to your specific audience. This is NOT a generic presentation. You do have the option of using power point during your presentation. However, you need to be thoughtful about whether power point is a good presentation format for your target audience.

5. You should provide copies to all class members of the bibliographies accompanying your written assignment, as well as at least one handout of resources or additional information that you include with the written assignment.

Paper Outline:

- A. Identify the topic and target audience for your paper/presentation. To whom are you addressing this information: teachers, paraprofessionals, administrators, community leaders, parents, students?
- B. Briefly present your rationale and philosophy for how you would present this information to your target audience at school. Why is this topic significant to your target audience? What do you hope to achieve or change by presenting it to this group? Provide significant facts and statistics (on the school; community; ethnicity; gender; prevalence of problem) that support the importance of this presentation to this particular group.
- C. Present the content in logical sections and subsections, as if it were for a presentation of approximately 1 hour (unless otherwise instructed) in length.
- D. Provide resources with your paper (not included in 8-10 page limit) that you would likely provide the audience in this presentation, for example, copy of a compelling article from a magazine or newspaper, a graph, a list of symptoms, list of strategies for improvement, parenting tips. Be sure the resources are appropriate for your audience.
- E. Compile and provide a list of referrals and resources pertinent to your topics (not included in 8-10 page limit) e.g. mental health agencies, recreational resources, support groups, city and community resources, local libraries, law enforcement agencies, domestic violence shelters, etc. Depending on your target audience, other resources you might share may include stories, games, toys, or exercises that elicit audience participation.
- F. Prepare a bibliography that can be used by the persons in this audience. Also, include a bibliography that can further inform a social work professional (not included in 8-10 page limit).
- G. Provide handouts of your bibliographies and other resource materials for the class on the day of your presentation, and include hard copies of these with your paper.

Presentations Due: As assigned, Units 12 through 15

Paper Due: First day of final exam week

This assignment relates to student learning outcomes 1, 3, 6, and 8.

Class Participation (10% of Course Grade)

The quality of your class participation in this course will definitely impact your grade in the course.

(1) Inform your professor (as early as possible, through e-mail) 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 presentations that conflict with student observance of a holy day. You must make arrangements in advance to complete class work or any assignment that will be missed due to holy day observance.

(2) Read the required readings and review the asynchronous content before every class. Be prepared to actively contribute to class discussions, simulations, and problem solving based on the readings and asynchronous material. You will often be asked to submit questions or short responses from readings and asynchronous material for class activities. Not all readings listed in the syllabus are required. You will usually have four or fewer readings to prepare for class. For the School Sourcebook chapters, you will frequently be asked to choose from among those listed for the following week.

(3) *Active participation in the class* means that you verbally contribute observations, relate the material to your own experiences in the field, and/or raise questions that demonstrate your familiarity with the unit content and add to the learning experience of the class.

(3) If you are absent for a class you are still responsible for completing the readings and any participation assignments for the class you miss as well as being prepared for the next week’s class.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

Three books are required for the course, including *And Still We Rise*. The three should all be available through the USC bookstore or through Amazon.com, B&N.com, or similar websites. Please let your professor know immediately if you are unable to locate them.

Allen-Meares, P. (2009). *Social work services in schools (SWSS)* (6th ed.). Boston, MA: Pearson Education.

Corwin, M. (2001). *And still we rise: The trials and triumphs of twelve gifted inner-city students*. New York, NY: HarperCollins.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2013). *The school services sourcebook: A guide for school-based professionals, 2nd Edition*. New York, NY: Oxford University Press.

Recommended Textbooks

Astor, R. A., Jacobson, L., & Benbenishty, R. (2012). *The military family’s parent guide for supporting your child in school*. New York NY: Teachers College Press and Harker Hts. TX: Military Child Education Coalition.

Astor, R. A., Jacobson, L., & Benbenishty, R. (2012). *The pupil personnel guide for supporting students from military families*. New York NY: Teachers College Press and Harker Hts. TX: Military Child Education Coalition.

Astor, R. A., Jacobson, L., & Benbenishty, R. (2012). *The teacher's guide for supporting students from military families*. New York NY: Teachers College Press and Harker Hts. TX: Military Child Education Coalition

Astor, R. A., Jacobson, L., & Benbenishty, R. (2012). *The school administrator's guide for supporting students from military families*. New York NY: Teachers College Press and Harker Hts. TX: Military Child Education Coalition..

Required Readings on Reserve

Required readings for each unit that are not in the textbooks are available electronically in ARES under SOWK 614 Lead Instructor, Mary Beth Harris

Note: Additional required and recommended readings may be assigned and/or presented in class by the instructor throughout the course.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

Recommended Websites

NASW on School Social Work: www.naswdc.org/practice/school/default.asp

No Child Left Behind Education Policy: www.nochildleftbehind.com

Response to Intervention Network: www.rtinetwork.org

School Social Worker Association of America: www.sswaa.org

Course Schedule—Detailed Description

Unit 1: Best Practice Guides for Developing and Sustaining a Professional School-Based Practice

Topics

- Introduction to the class, discussion of class components, and assignment of projects
- What is a school social worker? The specialization of *school social work*
- How we define ourselves, how others define us, and standards for the profession

This Unit relates to course objectives 1, 4, and 5.

Required Readings

*Allen-Meares, P. (2010). Chapter 4: An ecological perspective of social work services in schools. In *Social work services in schools, 6th ed.*, pp. 65-85. Boston: Pearson Education.

NASW Standards for School Social Work. www.naswdc.org/practice (in left column select **School Social Work**)

* **Note:** If you do not have the Allen-Meares text before the first class, please have this chapter read before the second class. These readings are listed so you can associate them with what we will cover this week.

Unit 2: The Scope and Framework of Social Work in Schools

Topics

- Ecological theory applied to the school organization and environment
- Best organization, administrative, and community practices in a school context
- Intervening in the educational environment through policies and procedures

This Unit relates to course objectives 2 and 5.

Required Readings

Allen-Meares, P. (2010). Chapter 2, Historical development, influences, and practices. In *Social work services in schools (SWSS)* (6th ed., pp. 23-47). Boston, MA: Pearson Education.

Allen-Meares, P. (2010). Chapter 1, Major Issues in American schools. In *Social work services in schools (SWSS)* (6th ed., pp. 1-22). Boston, MA: Pearson Education.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2013). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

(Instructor Note: Pick **2** chapters to read from the list below. Be prepared to discuss the main points in class.)

Chapter 2. Effective methods for improving school climate, B. Gerlach & L. Hopson.

Chapter 4. Ethical decision-making in school mental health, J. Raines & N. Dibble.

Chapter 48. Conducting in-service training and continuing education for staff and teachers, B. Lindsey, M. White, and W. Korr.

Chapter 64. Mapping a school's resources to improve their use in preventing and ameliorating problems, H. Adelman & L. Taylor

Chapter 65. Writing a contract with a community agency for a school-based service, M. Alvarez & L. Bye.

On ARES: Valentine, J., & Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin*, 95(3), 5-30.

Unit 3: Continuation of Ecological Theory and School Services

Topics

- The social ecology of military children and youth in the school
- The school as an ecological system
- Stakeholder groups involved with schools

This Unit relates to course objectives 4 and 5.

Required Readings

Allen-Meares, P. (2009). An ecological perspective of social work services in schools. In *Social work services in schools (SWSS)* (6th ed., pp. 65-87). Boston, MA: Pearson Education.

Allen-Meares, P. (2009). Social Organization and School: A general systems theory perspective. In *Social work services in schools (SWSS)* (6th ed., pp. 48-64). Boston, MA: Pearson Education.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.
(Instructor Note: Pick **2** chapters to read from the list below. Develop 2 - 3 written questions from the selected chapters for class discussion.)

Chapter 27. Connecting school-based practices and juvenile justice, K. Montgomery, K. Knox, & A. Roberts

Chapter 68. Using data to communicate with school stakeholders, N. Bowen

Chapter 71. How to write a successful grant and obtain business and foundation support, A. Chavkin & N. Chavkin.

Unit 4: Designing and Delivering School Social Work Services: Systems, Stakeholders, and Roles of the School Social Worker

Topics

- The Response to Intervention (RTI) model: Prevention, Promotion, Treatment
- Promoting health and well-being: Effective interventions and resources

This Unit relates to course objectives 3-5.

Required Readings

Allen-Meares, P. (2010). The delivery of social work services. In *Social work services in schools (SWSS)* (6th ed., pp. 278-321). Boston, MA: Pearson Education.

Allen-Meares, P. (2010). The design of social work services. In *Social work services in schools (SWSS)* (6th ed., pp. 256-277). Boston, MA: Pearson Education.

On ARES: Saeki, E., Jimerson, S., Earhart, J. Hart, S., Renshaw, T., & Singh, R. (2011). Response to Intervention (Rti) in the social, emotional, and behavioral domains: Current challenges and emerging possibilities. *Contemporary School Psychology online*

Franklin, C., Harris, M. B., & Allen-Meares, P. (2013). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.
(Instructor Note: Pick **2** chapters to read from the list below. Prepare 3 written questions that you are able to discuss on these topics in class.)

- Chapter 1. Implementing evidence-based practices within a Response to Intervention framework, M. Kelly
- Chapter 20. Substance Abuse at Elementary Age: Effective Interventions, L. Steiker, S. Jung, K. Gillespie.
- Chapter 21. Screening Substance Use/Abuse of Middle and High School Students, L. Steiker, S. Jung, K. Gillespie
- Chapter 22. Best practices for Prevention of STDs and HIV in schools, L. Hopson
- Chapter 32. Primary Prevention of Pregnancy: Effective School-Based Programs, MB Harris
- Chapter 33. Best School-Based Practices with Adolescent Parents, M. B. Harris
- Chapter 23. Effective Management of Obesity for School Children, R. Naidoo

Unit 5: Interventions and Resources for Working with Students with Special Needs and Mental Health Diagnoses

Topics

- Issues of Student Health and Well-Being
- Treating Student Mental Health Needs and Diagnoses: Part I

This Unit relates to course objectives 1, 4, and 5.

Required Readings

Allen-Meares, P. (2010). Some Target Groups of Children. In *Social work services in schools (SWSS)* (6th ed., pp. 191-221). Boston, MA: Pearson Education.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.
(Instructor Note: Pick **2** chapters to read from the list below. Prepare 3 written questions for a small groups exercise in class.)

- Chapter 41. School-Based, Adolescent Suicidality: Lethality Assessments and Crisis Intervention Protocols, A. A. Roberts
- Chapter 5. Psychopharmacological Treatment for Child and Adolescent Mental Disorders, Kia Bentley, K. S. Collins
- Chapter 6. Effective Interventions for Students with Conduct Disorder, D. Springer, C. Lynch
- Chapter 14. Effective Intervention with Students with ADHD, M. Teasley
- Chapter 50. What parents and teachers should know: Effective treatments for youth with ADHD, S. Evans, J. Owens, C. Reinicke, R. Brown, and A. Grove

- Chapter 7. Effective Interventions with Oppositional Defiant Disorder, T. Linseisen
- Chapter 8. Effective Interventions for Students with Separation Anxiety Disorder, M. Camacho, L. Hunter
- Chapter 9. Effective Interventions for Students with Obsessive-Compulsive Disorder, M. Tomb, L. Hunter

Unit 6: Helping Students and Families to Cope with Mental Health Challenges

Topics

- Treating student MH needs and diagnoses: Part II
- Engaging families and the school to support student mental health
- Mental health needs of military-related students

This Unit relates to course objectives 3-5.

Required Readings

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

(Instructor Note: **Read chapter 12 and either chapter 10 OR chapter 15**. Search the web and/or electronic library databases to find research and intervention beyond what you find in the chapters. Write a one-page summary for each of the 2 chapters you are reading, showing how the additional information adds to your understanding of the topic)

- Chapter 10. Effective Interventions for Adolescents with Depression, J. Corcoran, J. Harvey-Phillips
- Chapter 15. Effective Interventions for students with Autism & Asperger's Syndrome, M. Ballan, L. Powledge, & K. Hoban
- Chapter 12. Positive behavior supports for children with major mental illness: Working with teachers and parents, C. Ahlman

On ARES: Lester, P., Peterson, K., Reeves, J., Knauss, L., Glover, D., Mogil, C., ... Beardslee, W. (2010). The long war and parental combat deployment: Effects on military children and at-home spouses. *Journal of the American Academy of Child and Adolescent Psychiatry*, (49)4.

Unit 7: Special Education and Effective Intervention and Resources for Working with Students with Developmental Disabilities

Topics

- Intervention and Advocacy for students with developmental disabilities
- Special education laws and school policy
- *Waiting for Superman* debate today, second half of class

This Unit relates to course objectives 1-3.

Required Readings

Allen-Meares, P. (2010). Children with Disabilities. In *Social work services in schools (SWSS)* (6th ed., pp. 157-190). Boston, MA: Pearson Education.

On ARES: Harrison, K. & Harrison, R. (2009). The school social worker's role in the tertiary support of functional assessment. *Children in Schools*, 31(2), 119-127.

Raines, J. (2013). Improving the self esteem and social skills of students with learning disabilities. In Franklin, C., Harris, M. B., & Allen-Meares, P., *The school services sourcebook: A guide for school-based professionals, 2nd ed* (pp. 237-250). New York, NY: Oxford University Press. (Instructor Note: Bring questions on this chapter to class for discussion.)

Read the explanation of the IDEA law at the National Individual with Disabilities Act website, www.ncid.org

Unit 8: Best Practices for Intervening with Child Abuse & Sexual Abuse

Topics

- Supporting students who live in out of home placement
- Identifying and intervening with child abuse and neglect
- Programs and practices for supporting school attendance and dropout prevention

This Unit relates to course objectives 2, 4, and 5.

Required Readings

Allen-Meares, P. (2010). School attendance. In *Social work services in schools (SWSS)* (6th ed., pp. 115-120). Boston, MA: Pearson Education.

On ARES: Stevens, S. (2007). Improving student attendance with school, family, and community partnerships. *The Journal of Educational Research*, 267-275.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press. (Instructor Note: Select 3 chapters from the list below. Bring a one-page response to each chapter—3 total—to class.)

Chapter 24. Identifying Child Abuse or Neglect: Strategies in a School Setting, E. O. Van Bergeijk

Chapter 25. Helping Students Who Have Been Physically or Sexually Abused, K. Fallar

Chapter 26. Helping Children in Foster Care & Other Residential Placements Succeed in School, D. Traube, M. McKay

Chapter 29. Increasing School Attendance: Effective Strategies and Interventions, J. Kim & C. Streeter

Chapter 38. Guides for Designing and Establishing Alternative School Programs for Dropout Prevention, C. Franklin, L. Hopson, & D. Dupper

Chapter 67. Solution-Focused, Brief Therapy Interventions for Students at Risk to Dropout, C. Franklin, J. Kim, & S. Tripodi

Unit 9: Working with Families, Parents and Caretakers

Topics

- Assignment 2, *And Still We Rise* response paper due beginning of class
- Strategies for engaging schools with families
- Students living in non-traditional family environments: Part I

This Unit relates to course objectives 3 and 4.

Required Readings

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

(Instructor Note: Select 2 chapters from the list below. Bring written questions to class for discussion.)

- Chapter 49. Effective Strategies for Involving Parents in School, H. Bunting, et al.
- Chapter 56 Home Visiting: Essential Guidelines for Home Visits and Engaging with Families, B. Wasik et. al.
- Chapter 52 Working with Families from Religious Fundamentalist Backgrounds, J. Yates & A. Cole, Jr.
- Chapter 53. Intervening Students & Families who frequently Relocate or are Homeless, S. Thompson, T. Ryan, & J. Kim
- Chapter 51 Effective Intervening with Students from Single-Parent Families and Their Parents, M. Y. Lee P & C. Ely
- Chapter 54 Children and Youth Impacted by Military Service: A School-Based Resilience Building and Behavioral Health Perspective, E. Weiss & J. Coll

On ARES: DeBell, M. (2008). Children living without their fathers: Population estimates and indicators of educational well-being. *Social Indicators Research*, 87: 427-443.

On ARES: MacDermid, S., Samper, R., Schwarz, R., Nishida, J., & Nyaronga, D. (2008). *Understanding and Promoting Resilience in Military Families*. Military Family Research Institute at Purdue University.

Unit 10: Securing Equal Educational Opportunity: Language, Race and Sex

Topics

- Bilingual/bicultural education, immigrant populations, issues of racism, sexism, and bias
- Guidelines for working with multicultural groups and
- Managing diverse relationships in a school community context

This Unit relates to course objectives 1 and 3.

Required Readings

Allen-Meares, P. (2009). Securing equal education opportunity: Language, race, and sex. In *Social work services in schools (SWSS)* (6th ed., pp. 222-255). Boston, MA: Pearson Education.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

(Instructor Note: Select 2 chapters from the list below. Write a one-page case summary for each chapter from your internship that exemplifies or strongly relates to the chapter—2 total.)

- Chapter 57 Working with Culturally/Racially Diverse Students to Improve Connection to School and Academic Performance, D. Oyserman

- Chapter 58 Mental Health Interventions with Latino Students in Multi-Cultural School Environments: A Framework for Assessing Biases & Developing Cultural Competence, K. Lambros, C. Barrio
- Chapter 59 Engaging with Culturally & Racially Diverse Families, J. Clarke, I. Kim, M. Spencer
- Chapter 62 Working collaboratively with African American students, their families, cultural networks, and school environments, E. Freeman
- Chapter 55 Effectively working with Latino immigrant families in the schools, E. Robles, A. Dettlaff, & R. Fong
- Chapter 63 Working with Lesbian, gay, bisexual, transgender, queer, and questioning students, D. Elze

**Unit 11: Issues of Culture, Gender, and Sexual Orientation
(Continued from Unit 10)**

Topics

- When students need help with issues of sexual orientation
- Supporting students who are acculturating as immigrants or refugees

This Unit relates to course objectives 3 and 4.

Required Readings

Elze, D. (2013). Working with lesbian, gay, bisexual, transgender, queer, and questioning students. In Franklin, C., Harris, M. B., & Allen-Meares, P., *The school services sourcebook: A guide for school-based professionals* (Chapter 63, pp. 821-836). New York, NY: Oxford University Press. (Instructor Note: Bring critical observations from this chapter to class for discussion.)

On ARES: Miller, L. et al (2011). Promoting effective parenting practices and preventing child behavior problems in school among ethnically diverse families from underserved, urban communities. *Child Development, 82(1), 258-276.*

Note: Bring questions to class and be prepared to share your experiences and observations on these topics in a small group.

Unit 12: Responding to School/Community-Wide Crisis

Topics

- Crisis intervention in schools
- Grief work with students
- *Assignment 5 presentations*

This Unit relates to course objective 4.

Required Readings

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press. (Instructor Note: Select **2** chapters from the list below. Be prepared to explain or expand in class your observations from the readings and how they relate to your internship school.)

- Chapter 42 Developing School Wide and District Crisis Prevention/ Intervention Protocols for Natural Disasters, K. Knox, T. Powell, A. Roberts
- Chapter 43 Immediate School-Based Intervention Following Violent Crises, S. Jimerson, et al.
- Chapter 44 Best Practice Grief Work with Students in the Schools, L. Goldman

Unit 13: School Aggression/Violence/Bullying**Topics**

- Laws and policies on student rights
- School violence prevention
- Bullying and other forms of aggression
- *Student Assignment 5 presentations*

This Unit relates to course objectives 1, 4, and 5.

Required Readings

Allen-Meares, P. (2009). Pupil rights and control of behavior. In *Social work services in schools (SWSS)* (6th ed., pp. 88-124). Boston, MA: Pearson Education.

On ARES: Eliot, M., Cornell, D., Gregory, A., & Fan, X (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, 48, 2010, 533-553.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2006). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.
(Instructor Note: **Read chapter 34** from the list below and **select one of the other chapters** from the list. Bring questions and observations from both chapters for class discussion.)

- Chapter 34 Evidence-Based Violence Prevention Programs and Best Implementation Practices, R. Marachi, R. Astor, R. Benbenishty
- Chapter 35 Bullying: Best Practices for Prevention & Intervention in Schools, E. Howe, J. Marini, E. Haynes, & T. Tenor
- Chapter 37 Improving Classroom Conflict Management through Positive Behavior Interventions and Supports, A. Thompson
- Chapter 39. Effective Interventions with Dating Violence and Domestic Violence, B. Black, A. Weisz
- Chapter 40 Effective Intervention with Gangs and Gang Members, T. Elizalde & G. Ramirez

Unit 14: Accountability/Reporting/Grants and Funding**Topics**

- *Student Assignment 5 presentations*
- Writing grants and securing outside funding and services

This Unit relates to course objectives 4 and 5.

Required Readings

Allen-Meares, P. (2009). Evaluating Practice and Programs. In *Social work services in schools (SWSS)* (6th ed., pp. 322-359). Boston, MA: Pearson Education.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2013). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.
(Instructor Note: **Select 1 chapter from below**. Develop questions as you read the chapter, and then be prepared to answer your own and others' questions in class discussion.)

- Chapter 72 Understanding the New Environment of Public School Funding: How Student Support Services are Funded, J. Poirier, D. Osher
- Chapter 70 Using the School Success Profile to assess outcomes, G. Bowen & D. Swick

Chapter 69 Constructing data management systems for tracking accountability, M. Jonson-Reid

Unit 15: Course Evaluation and Student Presentations

Topics

- Student Assignment 5 presentations (as required, dependent on class size)
- Course Evaluation

This Unit relates to course objectives 4 and 5.

Required Readings

Allen-Meares, P. (2009). Evaluating Practice and Programs. In *Social work services in schools (SWSS)* (6th ed., pp. 322-359). Boston, MA: Pearson Education.

Franklin, C., Harris, M. B., & Allen-Meares, P. (2013). *The school services sourcebook: A guide for school-based professionals*. New York, NY: Oxford University Press.

Instructor Note: **Select 1 chapter from below** and post your responses on the Discussion Board.

Chapter 72 Understanding the New Environment of Public School Funding: How Student Support Services are Funded, J. Poirier, D. Osher

Chapter 70 Using the School Success Profile to assess outcomes, G. Bowen & D. Swick

Chapter 69 Constructing data management systems for tracking accountability, M. Jonson-Reid

FINAL EXAMINATIONS

Assignment 5 papers are due the day of final class by midnight Pacific Time

University Policies and Guidelines

IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (maryharr@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class 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 days observance.

Please refer to *Scampus* and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. STATEMENT ON ACADEMIC INTEGRITY

USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. All students are expected to understand and abide by these principles. *SCampus*, the Student Guidebook, contains the Student Conduct Code in Section 11.00, while the recommended sanctions are located in Appendix A: <http://www.usc.edu/dept/publications/SCAMPUS/gov/>. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at: <http://www.usc.edu/student-affairs/SJACS/>.

Additionally, it should be noted that violations of academic integrity are not only violations of USC principles and policies, but also violations of the values of the social work profession.

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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 a.m. to 5:00 p.m., Monday through Friday.

Students from all academic centers (including the Virtual Academic Center) may contact Ed Roth, Director of the DSP office at 213-740-0776 or ability@usc.edu.

XII. EMERGENCY RESPONSE INFORMATION

Note: The following Emergency Response Information pertains to students on campus, but please note its importance should you be on campus for a temporary or extended period. When not on campus: Call the 911 listing in your local community for any emergency.

To receive information, call the 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 using stairwells only. Never use elevators in an emergency evacuation.

Students may also sign up for a **USC Trojans Alert** account to receive alerts and emergency notifications on their cell phone, pager, PDA, or e-mail account. Register at <https://trojansalert.usc.edu>.

UNIVERSITY PARK CAMPUS		ACADEMIC CENTERS	
City Center	Front of Building (12 th & Olive)	Orange County	Faculty Parking Lot
MRF	Lot B	San Diego	Building Parking Lot
SWC	Lot B	Skirball	Front of Building
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

XIII. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official "Incomplete Completion Form."

XIV. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be reduced 5 points per day.

XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [http://www.socialworkers.org/pubs/Code/code.asp]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to

social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel you cannot discuss it with the instructor, contact the chair of the sub-concentration, Ron Astor, at rastor@usc.edu. If you do not receive a satisfactory response or solution, contact your advisor or Dr. Paul Maiden, Vice Dean and Professor of Academic and Student Affairs, at рмаiden@usc.edu. Or, if you are a student of the VAC, contact June Wiley, Director of the Virtual Academic Center, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments before coming to class.
- ✓ Before coming to class, review the materials from the previous Unit and the current Unit, and scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ After you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
