Social Work 614

Social Work Practice in School Settings

3 Units

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Based on ecosystems perspectives, this course examines policies, theories, and practice of social work 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 roles and practices of social workers in schools, as well as with larger systemic trends, such as education reform and the movement toward school-linked services. The course introduces schoolwide and individual prevention and intervention methods with children and youth at risk for school failure and other adverse outcomes due to behavioral and mental health problems. The course is designed to facilitate student skills in critically analyzing educational programs and policies at all levels. Social work programs demonstrated effective in various educational settings will be analyzed, and assessments for change will be formulated to enhance educational achievement and well-being. The following are topical themes of the course: (1) education laws and policies across the United States and their impact on schools, students, and families; (2) organization, culture, and environment of schools at the elementary, secondary, technical, and vocational levels; (3) the effects of trauma and toxic stress (from poverty, child abuse, family and community violence, and social discrimination) on learning and behavior in children and youth; (4) the right to education of oppressed and special populations, with critical attention to disabilities, poverty, race, culture, and language; (5) social work roles and function in schools, with strong emphasis throughout the course on the social worker as an agent of change in the school organization and systems beyond the local school.

Course Objectives

Upon completion of this course, students will be able to demonstrate mastery in the following ways:

Objective Number	Objectives
1	Explain contemporary social, economic, and demographic dynamics in education that influence the developmental and academic needs of children and youth at various learning levels.
2	Describe processes of education policy formulation, particularly those related to problems experienced by vulnerable populations, and be able to apply this understanding to at least one major policy in contemporary education.
3	Explain elements in the ecology and social systems of students of diverse cultures and economic circumstances and explain how these impact their education experience and general well-being.
4	Apply various roles and functions of social workers in educational settings, such as advocacy on behalf of students and their families, assessment and treatment planning, leadership in enhancing school policies and programs, training and consultation with a variety of stakeholders, engaging families and community with the school.
5	Demonstrate best practices for working effectively with multiple stakeholder groups in the school, particularly students, teachers, administrators, and parents, as well as with community institutions such as juvenile courts, public child welfare, military installations, health and mental health services, and social service organizations.

IV. COURSE FORMAT/INSTRUCTIONAL METHODS

Relationship of the Course to Across-Curricular Themes

Multiculturalism and Diversity. This course will examine recent demographic shifts across the United States that have increased the cultural and racial diversity of students and families. A culturally focused developmental perspective will be explored from infancy through secondary education to the transition from school to the world of work. Of particular focus will be policies and services that impact children and youth living in poverty, in nontraditional families, in out-of-home placements, those with illness and disability, and GLBT individuals and families.

Social Justice and Social Change. Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and communities, and to 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 public and nonpublic schools.

Primary and Secondary Prevention, Treatment, and Rehabilitation. A three-tier prevention-intervention model, including response to intervention (RTI) and others, will be applied throughout the course. This model represents intervention with students, families, and the school organization on a continuum of intensity. The first tier includes primary prevention and psychoeducation for all students and families, as well as for the organization, culture, and environment of the school. The second and third tiers focus more intensely on intervention with children and youth who are especially vulnerable to detriments such as academic failure, suspension and expulsion, dropping out, STDs and pregnancy, or substance abuse. Individual

traits and social factors that buffer children from these stressors and research on resilience will be examined.

Behavioral and Social Science Research. The role of the social worker as a consumer of research is emphasized. Relevant sources in the course include those in social work, and also the theories and empirical studies of interdisciplinary fields such as human behavior, public health, economics, and education. In addition, relevant theories and findings are studied with regard to service delivery, validation of interventions, and overall evaluation of practice in educational settings.

Relationship of the Course to Social Work Ethics and Values

Professional social work ethics are reviewed in the context of educational settings. Issues that are examined critically include confidentiality and privacy, access to records and services, student access to services without parental consent, service delivery with regard to the age of the target group, parental permission regarding sex education, mandated reporting of child abuse and truancy, and expulsion and suspension as behavior management practices.

V. STUDENT LEARNING OUTCOMES

Student learning for this course relates to one or more of the following 10 social work core competencies:

	Social Work Core Competencies	SOWK 614	Course Objective
1	**Professional Identity**	*	4
2	Ethical Practice		
3	**Critical Thinking**	*	4 and 5
4	**Diversity in Practice**	*	1–3
5	Human Rights and Justice		
6	Research-Based Practice		
7	Human Behavior		
8	Policy Practice		
9	**Practice Contexts**	*	4 and 5
10	**Engage, Assess, Intervene, Evaluate**	*	1, 2, 4, and 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
Professional Identity—Identify as a professional social worker and conduct oneself accordingly. Social workers competent in Professional Identity: ▪ 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.	1. Demonstrate professional demeanor in behavior, appearance, and communication.	Assignment 1, Unit 5 Exercise Assignment 3, Part 2

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: ▪ 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.	2. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignment 1 exercises Assignment 2
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Assignment 1 exercises Assignment 3, Parts 1 and 2

Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: ▪ 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.	4. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignment 1, Units 8 and 9 exercises Assignment 2 Class activities, Units 8 and 9
	5. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignment 1, Units 8–10 exercises Assignment 2 Class activities, Units 8–10

Practice Contexts—Respond to contexts that shape practice. Social workers competent in Practice Contexts: ▪ 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.	6. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Assignment 1, Units 4, 7, and 10 exercises
	7. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Assignment 1, Units 9, 10, and 12 exercises

Engage, Assess, Intervene, Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities. 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. ▪ 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	8. Engagement: Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Use empathy and other interpersonal skills. Develop a mutually agreed-on focus of work and desired outcomes.	Assignment 1, Units 7 and 11 exercises Assignment 3, Parts 1 and 2
	9. Assessment: Collect, organize, and interpret client data. Assess client strengths and limitations. Develop mutually agreed-on intervention goals and objectives. Select appropriate intervention strategies.	Assignment 1, Units 7 and 11 exercises Assignment 3, Parts 1 and 2

VI. COURSE ASSIGNMENTS, DUE DATES, AND GRADING

Assignment	Due Date	Percent of Final Grade
Assignment 1 Unit Exercises	As Assigned Units 1–13	30%
Assignment 2 *And Still We Rise* Response Paper	Unit 8	25%
Assignment 3 **Part 1:** Problem Assessment, Intervention Plan **Part 2:** Stakeholder Presentation	Unit 11 As Assigned Units 12–15	20% 15%
Class Participation	Ongoing	10%

Assignment 1: Unit Exercises (Due as assigned throughout semester)

To further integrate readings, lectures, and media content with the learning experience of this course, you will complete 10 unit exercises throughout the semester. Your responses should be critical and substantive and reflect your current knowledge and understanding of the subject.

In the VAC class, these exercises are embedded in the asynchronous content, and you will write your responses in the space provided. *In the campus-based class*, your instructor will post the exercise on Blackboard the week before it is due.

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 periodic feedback from your instructor through the semester.

This assignment relates to student learning outcomes 3, 4, 9, and 10.

Assignment 2: Response Paper to the book *And Still We Rise* (DUE UNIT 8)

This book, written by Los Angeles journalist Miles Corwin, documents the struggles and successes of 12 public high school students and demonstrates that personal and systemic barriers for students in previous decades are still present for students in American schools. ***You should have read the book by Week 6. You will submit a four-page APA formatted response paper on the day of class Week 8.*** In the paper you will (1) critically examine issues of personal *trauma, institutional bias and barriers, and limited access to essential resources* that affect the students and the school in the book; (2) explain roles and functions that a social worker in this school should carry on behalf of these students and the school staff; and (3) explain interventions you would utilize with individual students, the school organization, and at least one outside institution.

You will receive a guide for the assignment, and it will be discussed further in class.

This assignment relates to student learning outcomes 3 and 4.

Assignment 3: Problem Assessment, Intervention Plan, and Presentation

This two-part assignment gives you an opportunity to critically explore actual problems that schools and students experience and to apply assessment and intervention skills in determining causes and recommending solutions, and finally, to apply communication skills by presenting to various stakeholder groups for the purpose of gaining their support or engaging them in your intervention.

1. At the first class meeting of the semester, you will be assigned to work groups for this assignment.
2. The guide for this assignment is found below and it will be discussed in further detail in class. In brief, the assignment involves (a) selecting a problem that strongly impacts your schools, following the assignment guide to develop an assessment of the problem and an intervention plan to address the problem, and presenting this in an 8- to 10-page paper; and (b) explaining the problem and the intervention you are planning to three different stakeholder groups as if you are orienting or engaging them in the intervention. Each member of your group will present to a different group.

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

ASSIGNMENT 3 GUIDE

Part 1 is 20% of course grade. Part 2 is 15% of course grade.

For this assignment, groups of three students will be formed during Week 1. Groups will have 10–15 minutes in class to discuss the assignment. Your target problem and presentation stakeholder groups should be identified by Week 3, when you will also be assigned a presentation date.

ASSIGNMENT 3, PART 1

DUE WEEK 11

Your group will identify and assess a problem that affects students and staff in schools where you are placed or have recent experience, and design a multi-tier intervention plan to address the problem.

   1. You will ***define and critically explain the problem***; explain how it is affecting students, staff, and the school; explain what causes and continually contributes to the problem; and explain resources and strengths in the school that can be utilized in addressing the problem.

   2. With the assessment to inform and guide your planning, ***design a multi-tiered plan of intervention*** that can be effective in reducing or eliminating the problem.

   3. ***Write your problem statement, assessment, and intervention plan in a 10- to 12-page paper.*** Use at least eight references to inform the paper and support your explanations, conclusions, and intervention decisions. Up to three of these sources can be websites of relevant, credible organizations or consulting/training groups. The remaining sources should be peer-reviewed journal articles or chapters in the course textbooks.

ASSIGNMENT 3, PART 2

DUE AS ASSIGNED WEEKS 12–15

Your group will select stakeholder groups that you would need to inform and engage in order for your proposed intervention to be effective in the school. *Each of you will present to one of these* stakeholder audiences (teachers, parents, students of various ages, principal and administrative team, other school staff, the school board, or community groups). *Each presentation should be about 15 minutes in length.*

This presentation is NOT a typical class presentation. A major part of your grade will be determined by how clearly your presentation focuses on your target audience, with language, concepts, and strategies that are appropriate to inform and engage them.

Communicating effectively to different stakeholders requires a number of skills:

- *Understanding the stakeholder group* and their particular concerns and interests.
- *Emphasizing aspects of the topic* that are relevant and "receivable" to the audience.
- *Mastering the topic* sufficiently to be able to present it in a variety of ways.
- *Using strategies and techniques* that engage the audience.

Note: You have the option of using slides during your presentation. However, consider whether slides are a good strategy for your stakeholder audience. If so, consider what type of slides would be effective for your audience.

This assignment relates to student learning outcomes 3, 4, 9, and 10.

Class Participation (10% of Course Grade)

The learning experience in this course depends on participation of everyone in the class, and everyone is expected to participate fully. Those who avoid this responsibility will lose class participation points, and their grade in the course will be affected.

Active participation means that you read the required readings (VAC, also review the asynchronous content) before every class and reflect your familiarity with the material in discussions. You verbally contribute ideas, questions, and observations, and relate the material to your own experiences in the field.

Be mindful of this if you are tempted to sit silently through class discussions or work on things unrelated to the class. VAC students, this includes leaving your camera off or frozen during class.

If you are absent for a class you are still responsible for completing the readings (VAC, also the asynchronous) and any assignments for the class you miss, as well as being prepared for the next week's class.

Holy days: 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, presentations, or any assignment that will be missed due to holy day observance.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	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–

VII.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Textbooks

Four textbooks are required for the course, plus *And Still We Rise* required for Assignment 2. All should be available through the USC bookstore, Amazon.com, B&N.com, or similar websites. Please let your professor know *prior to the first class* if you are unable to locate any of the books.

Astor, R. A., & Benbenishty, R. (2017). *Mapping and monitoring bullying and violence: Building a safe school climate.* New York, NY: Oxford University Press.

Astor, R. A., Jacobson, L., Wrabel, S. L., Benbenishty, R., & Pineda, D. (2017). *Welcoming practices: Creating schools that support students and families in transition.* New York, NY: Oxford University Press.

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

Villarreal Sosa, L., Cox, T., & Alvarez, M. (2017). *School social work: National perspectives on practice in schools.* New York, NY: Oxford University Press.

Required Readings on Reserve

Required readings that are not in the textbooks are available electronically in ARES under SOWK 614 lead instructor Ron Astor.

Note: Additional required and recommended readings may be assigned and posted 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: Author.

Recommended Websites

American Council for School Social Work: acssw@acssw.org

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

National Center for Learning Disabilities: www.ncld.org

National Child Traumatic Stress Network: www.nctsn.org

Response to Intervention Network: www.rtinetwork.org

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

Course Schedule—Detailed Description

Unit 1: Scope and Context of Social Work in Education

Topics

- Introduction to the Class, Discussion of Class Components, and Assignment of Projects
- Historical Development of Social Work in Education
- Primary Social Work Roles, Employment, and Employers
- Professional Standards and Governance
- State Licensing and Other Practice Requirements
- Professional Organizations

This unit relates to course objectives 1 and 9.

Required Readings

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

School Social Work: National Perspectives

> Chapter 1, History of School Social Work, pp. 7–26
> Chapter 3, Changing the Paradigm for School Social Work Roles, pp. 27–38
> Chapter 5, The Changing Context of School Social Work Practice, pp. 69–82

Mapping and Monitoring Bullying and Violence
> Introduction, pp. xi–xiii

Welcoming Practices
> Introduction, pp. xi–xv

ARES: Sherman, M. (2016). The school social worker: A marginalized commodity within the school ecosystem. *Children and Schools, 38*(3), 47–51.

Unit 2: Education as an Institution

Topics

- Mission and Culture of Education
- Multiple Systems of Authority and Influence
- Hierarchy of Structure
- Policies That Circumscribe Education
- Education Reform
- Local, State, and Federal Funding Sources
- Allocation of Resources and Influence on Social and Health Programs and Services

This unit relates to course objectives 1 and 9.

Required Readings
School Social Work: National Perspectives

Chapter 6, Contemporary Federal Policy and School Social Work, pp. 83–98.

ARES: Teasley, M. L. (2017). The dynamics of education reform and school choice. *Children and Schools, 39*(3), 131–135.

Mapping and Monitoring Bullying and Violence, pp. 1–17
Chapter 1, Creating Awareness and Making a Commitment
Chapter 2, Examples of Monitoring
Chapter 3, Developing a Monitoring System
Chapter 4, What and How to Monitor

Welcoming Practices, pp. 1–20
Chapter 1, What Do We Know About Student Transition?
Chapter 2, Mobility in Student Data Systems
Chapter 3, The Voices of Students and Parents

Recommended Reading

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: A National View of Social Work in Education

Topics
- The National School Social Work Practice Model
- Legal Parameters for Practice
- The Common Core
- Ethical Challenges for Social Workers in Schools
- Evidence-Based Practice in Schools

This unit relates to course objectives 1, 4, and 9.

Required Readings

ARES: Smith, K., & Teasley, M. (2014). The impact of Common Core state standards on the school community. *Children and Schools, 36*(2), 67–69.

School Social Work: National Perspectives
Chapter 2, The National School Social Work Practice Model, pp. 27–38
Chapter 5, The Changing Context of School Social Work Practice, pp. 69–80
Chapter 8, Ethical and Legal Foundations for School Social Work Practice, pp. 113–132

School Services Sourcebook
Chapter 4, Ethical Decision-Making in School Mental Health, pp. 37–51

Unit 4: National Issues of School Mental Health and School Safety

Topics
- Defining "School Mental Health"
- Historical Context
- Why Mental Health Services in Schools?
- Crisis Response and Mental Health
- Establishing MH Services: Challenges and Barriers
- MH Funding and Resources
- Community Provider Networks

This unit relates to course objectives 3, 4, and 10.

Required Readings

School Services Sourcebook

Chapter 42, Developing School Wide and District Crisis Prevention/ Intervention Protocols for Natural Disasters, pp. 569–578

Chapter 43, Immediate School-Based Intervention Following Violent Crises, pp. 579–590

Chapter 72, Understanding the Current Environment of Public School Funding: How Student Support Services Are Funded, pp. 935–950

Welcoming Practices

Chapter 10, The Importance of Following Up, pp. 74–84

Chapter 11, Preparing for the Next Move, pp. 85–88

Unit 5: School as an Organization and Workplace

Topics
- The School as a Host Environment
- Professional Diversity
- Cultural, Racial, and Economic Diversity
- Collaboration and Collaborative Models

This unit relates to course objectives 1, 4, and 9.

Required Readings

ARES: D'Agostino, C. (2013). Collaboration as an essential school social work skill. *Children and Schools*, *35*(4), 248–251.

ARES: Powers, J., & Bowen, G. (2006). Coping with isolation: Guidelines for developing a professional network. In C. Franklin, M. Harris, & P. Allen-Meares (Eds.), *The school services sourcebook* (pp. 1157–1163). New York, NY: Oxford University Press.

ARES: Teasley, M., Canifield, J., Archuleta, A., Crutchfield, J., & McCullough Chavis, A. (2012). Perceived barriers and facilitators to school social work practice: A mixed-methods study. *Children and Schools*, *34*(3), 145–153.

Recommended Reading

Bronstein, L., Ball, A., Mellin, E., Wade-Mdivanian, R., & Anderson-Butcher, D. (2011). Advancing collaboration between school- and agency-employed school-based social workers: A mixed-methods comparison of competencies and preparedness. *Children and Schools*, *33(*2), 83–95.

Phillippo, K., & Blosser, A. (2013). Specialty practice or interstitial practice? A reconsideration of school social work's past and present. *Children and Schools*, *35*(1), 19–31.

Unit 6: Multiple Stakeholders: Agendas, Authority, and Power
Assignment 1, Stakeholder Response, due day of class by midnight.

Topics
- Stakeholders in Education and in Schools
- School Board as Reflection of the Community
- Authority and Priorities of School Administrators
- Needs and Priorities of Teachers
- Role of the Pupil Support Team
- Communicating and Working With Stakeholders

This unit relates to course objectives 1, 3, 4, and 9.

Required Readings

ARES: The design of social work services: School environment. (2015). In P. Allen-Meares (Ed.), *Social work services in schools* (7th ed., pp. 76–89). Boston, MA: Pearson.

ARES: Lachini, A., Pitner, R., Morgan, F., & Rhodes, K. (2016). Exploring the principal perspective: Implications for expanded school improvement and school mental health. *Children and Schools, 38*(1), 40–48.

Mapping and Monitoring Bullying and Violence, pp. 18–28
        Chapter 5, Student Voice
        Chapter 6, The Voices of Staff Members
        Chapter 7, The Voices of Parents

Welcoming Practices, pp. 14–20
>   Chapter 3, The Voices of Students and Parents

Unit 7: Engaging Students, Families, and the Community

Topics
- Students as Clients: Issues of Confidentiality and Informed Consent
- Student Engagement With the School
- Family Engagement With the School
- School Engagement With Families
- Working With the Child Welfare System
- Working With the Juvenile Justice system
- A Network of Community Service Providers

This unit relates to course objectives 4, 9, and 10.

Required Readings

ARES: Berryhill, M. B., & Vennum, A. (2015) Joining forces: Bringing parents and schools together. *Contemporary Family Therapy*, 351–363.

ARES: Serres, S., & Simpson, C. (2013). Serving educational pie: A multidisciplinary approach to collaborating with families. *Children and Schools*, *35*(3), 189–193.

Mapping and Monitoring Bullying and Violence, pp. 29–44
>   Chapter 8, Surveys
>   Chapter 9, Focus Groups
>   Chapter 10, Observations

Welcoming Practices, pp. 21–47
>   Chapter 4, Making Virtual Connections
>   Chapter 5, Connecting in Person

School Services Sourcebook

>   Chapter 29, Increasing School Attendance: Effective Strategies and Intervention, pp. 381–394

>   Chapter 56, Home Visiting: Essential Guidelines for Home Visits and Engaging With Families, pp. 719–730

Recommended Readings

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

School Services Sourcebook

Chapter 31, Solution-Focused, Brief Therapy Interventions With Students at Risk for Dropout, pp. 419–431

Chapter 51, Effective Intervention With Students From Single-Parent Families and Their Parents, pp. 655–670

Chapter 53, Intervening With Students and Families Who Frequently Relocate or Are Homeless, pp. 687–694

Chapter 54, Children and Youth Impacted by Military Service: A School-Based Resilience-Building and Behavioral Health Perspective, pp. 695–706

Unit 8: Disparities in Access to Education

Assignment 2, *And Still We Rise* paper due on Unit 8 class day by midnight.

Topics
- Poverty and Access to Education
- Economic, Racial, and Cultural Diversity in Schools
- Issues of Racism and Bias
- The School-to-Prison Pipeline
- Supporting Vulnerable and Marginalized Students

This unit relates to course objectives 2, 4, and 9.

Required Readings

ARES: Williams, R. B., Bryant-Mallory, D., Coleman, K., Gotel, D., & Hall, C. (2017). An evidence-based approach to reducing disproportionality in special education and discipline referrals. *Children and Schools 39*(4), 248–251.

ARES: Flugaur-Leavitt, C. (2017). Helping Native American students succeed in school. *Children and Schools, 39*(3), 187–189.

ARES: Travis, R., & Ausbrooks, A. (2013) Empowerment today: A model of positive youth development and academic persistence for male African Americans.*Children and Schools*, 34(3), 186–189.

ARES: Department of Education Resource Guide: Supporting Undocumented Youth, pp. 3–17, 23–26, and 48–49.

ARES: Ruiz, M., Kabler, B., & Sugarman, M. (2015), Understanding the plight of immigrant and refugee students. *Communique, 39*(5).

Recommended Reading

School Services Sourcebook

Chapter 55, Effectively Working With Latino Immigrant Families in the Schools, pp. 707–716

Chapter 57, Working With Culturally/Racially Diverse Students to Improve Connection to School and Academic Performance, pp. 733–746

Chapter 58, Mental Health Interventions With Latino Students in Multi-Cultural School Environments: A Framework for Assessing Biases and Developing Cultural Competence, pp. 747–764

Chapter 59, Engaging With Culturally and Racially Diverse Families, pp. 765–774

Chapter 62, Working Collaboratively With African American Students, Their Families, Cultural Networks, and School Environments, pp. 793–819

Chapter 63, Working With Lesbian, Gay, Bisexual, Transgender, Queer, and Questioning Students, pp. 821–834

Unit 9: School Culture and Climate: The School as Client

Topics
- Variations in School Culture and Climate
- School Engagement and Academic Achievement
- Traits of a Welcoming School
- Benefits and Outcomes of a Welcoming School
- Changing the School Environment

This unit relates to course objectives 3 and 9.

Required Readings

ARES: Teasley, M. (2017). Organizational culture and schools: A call for leadership and collaboration. *Children and Schools, 39*(1), pp. 3–6*.*

Mapping and Monitoring Bullying and Violence, pp. 45–61
        Chapter 11, Mapping
        Chapter 12, Administrative Records
        Chapter 13, Photos, Videos, and Other Technology

Welcoming Practices, pp. 48–73
        Chapter 6, Welcoming Younger Students
        Chapter 7, Welcoming Older Students
        Chapter 8, Lessons From Business
        Chapter 9, The Role of Staff and Community Partners

Unit 10: Child Trauma and the Trauma-Informed School

Topics
- Social and Emotional Indicators of Complex Trauma
- The Trauma-Informed, Trauma-Sensitive School
- Creating a Trauma-Sensitive School
- Vulnerable Student Profiles
- Students At Risk for School Dropout
- CBITS and Other Programs That Work

This unit relates to course objectives 3, 4, and 10.

Required Readings

ARES: Lachini, A. L., Petiwala, A. F., & DeHart, D. D. (2016). Examining adverse childhood experiences among students repeating ninth grade: Implications for school dropout prevention. *Children and Schools*, *38*(4), 218–227.

ARES: Branblett, M. D., & Radel, L. F. (2014). Adverse family experiences among children in nonparental care, 2011–2012. *National Health Statistics Report,* 74.

ARES: Frydman, J. S., & Mayor, C. (2017). Trauma and early adolescent development: Case examples from a trauma-informed public health middle school program. *Children and Schools, 39*(4), 238–247.

School Services Sourcebook (read one chapter of your choice)

> Chapter 24, Identifying Child Abuse or Neglect: Strategies in a School Setting, E. O. Van Bergeijk, pp. 339–348

> Chapter 25, Helping Students Who Have Been Physically or Sexually Abused, K. Fallar, pp. 349–356

> Chapter 26, Helping Children in Foster Care and Other Residential Placements Succeed in School, D. Traube and M. McKay, pp. 357–369

Recommended Readings

Day, A. G., Baroni, B., Comers, C., Shier, J., & Zammit, M. (2017). Trauma and triggers: Student perspectives on enhancing the classroom experiences at an alternative residential treatment-based school. *Children and Schools,* 39(4), 227–237.

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), 310–320.

Unit 11: Supporting Students With Disabilities and Learning Needs

Topics

- Individuals With Disabilities Education Act (IDEA) and Special Education Law
- Legal Mandates
- Categories and Services
- Referral and Qualifying
- Learning Disability, Self-Esteem, and Behavior
- Functional Behavioral Assessment
- Roles of the School Social Worker

This unit relates to course objectives 4 and 10.

Required Readings

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.

School Social Work: National Perspectives

　　Chapter 7, Special Education, pp. 99–112

National Individuals With Disabilities Education Act, The IDEA Law www.ncid.org

School Services Sourcebook

　　Chapter 17, Improving the Self-Esteem and Social Skills of Students With Learning Disabilities, pp. 237–250

Unit 12: Schoolwide Systems of Support
Assignment 3 Presentations as Assigned

Topics

- The Multi-Tier Model of Prevention-Intervention
- Response to Intervention (RTI)
- Positive Behavior Intervention Support (PBIS)
- Social and Emotional Learning (SEL)

This unit relates to course objectives 3, 4, and 10.

Required Readings

School Social Work: National Perspectives, pp. 133–192

　　Chapter 9, Multi-Tered Systems of Support: Schoolwide Evidence-Based Interventions
　　Chapter 10, Multi-Tiered Systems of Support: Targeted Evidence-Based Interventions
　　Chapter 11, Mental Health Services in the Schools: Collaboration in a Multi-Tiered System
　　Chapter 12, Supporting Academic Success Through Social and Emotional Learning

Selecting the Right SEL Program: http://www.gse.harvard.edu/news/uk/17/06/selecting-right-sel-program

Recommended Readings

School Services Sourcebook

Chapter 1, Implementing Evidence-Based Practices Within a Response to Intervention Framework, pp. 3–12

Chapter 3, Functional Behavioral Assessment in a Three-Tier Prevention Model, pp. 25–36

Unit 13: Supporting Students With Mental Health and Neurodevelopmental Disorders
Assignment 3 Presentations as Assigned

Topics
- Student Mental Health Needs in Schools
- Frequent Mental Health Disorders in Children and Youth
- Depression and Suicide
- Bipolar Disorder
- Neurodevelopmental Disorders: ADHD and Autism
- Family and School Support for Students With Mental Health Needs
- Mental Health Needs of Military-Related and Immigrant Students

This unit relates to course objectives 4, 9, and 10.

Required Readings

School Services Sourcebook (read three chapters of your choice)

Chapter 5, Psychopharmacological Treatment for Child and Adolescent Mental Disorders, Kia Bentley and K. S. Collins, pp. 53–72

Chapter 10, Effective Interventions for Adolescents With Depression, pp. 149–158

Chapter 12, Positive Behavior Supports for Children With Major Mental Illness: Working With Teachers and Parents, pp. 169–178

Chapter 15, Effective Interventions for Students With Autism and Asperger's Syndrome, pp. 207–228

Chapter 41, School-Based, Adolescent Suicidality: Lethality Assessments and Crisis Intervention Protocols, A. A. Roberts, pp. 553–568

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, pp. 645–654

Unit 14: Managing Behavior and Supporting Student Health
Assignment 3 presentations as assigned

Topics
- Frequent Threats to Health of Children and Youth
- School-Based Health Services
- School Policies for Managing Student Behavior
- Bullying and Other Forms of Aggression

This unit relates to course objectives 3, 4, and 10.

Required Readings

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*, 533–553.

School Services Sourcebook (read three chapters of your choice)

      Chapter 20, Substance Abuse at Elementary Age: Effective Interventions, pp. 275–292

      Chapter 21, Screening Substance Use/Abuse of Middle and High School Students, pp. 293–310

      Chapter 22, Best Practices for Prevention of STDs and HIV in Schools, pp. 311–322

      Chapter 23, Effective Management of Obesity for School Children, pp. 323–337

      Chapter 34, Evidence-Based Violence Prevention Programs and Best Implementation Practices, pp. 453–471

      Chapter 37, Improving Classroom Conflict Management Through Positive Behavior Interventions, pp. 491–505

      Chapter 44, Best Practice Grief Work With Students in the Schools, pp. 591–600

Recommended Readings

School Services Sourcebook

      Chapter 32, Primary Prevention of Pregnancy: Effective School-Based Program, pp. 433–442

      Chapter 33, Best School-Based Practices With Adolescent Parents, pp. 443–451

      Chapter 39, Effective Interventions With Dating Violence and Domestic Violence, pp. 517–528

      Chapter 40, Effective Intervention With Gangs and Gang Members, pp. 529–550

Unit 15: Accountability: Evaluating and Reporting School Social Work

Assignment 3 Presentations as Assigned

Topics

- Continuous Evaluation Through Monitoring and Mapping
- Measurement and Data Management Systems
- Grants, Outside Funding, and Resources

This unit relates to course objectives 3 and 10.

Required Readings

Mapping and Monitoring Bullying and Violence, pp. 64–81

     Chapter 14, Analysis and Presentation

     Chapter 15, Sharing the Monitoring Feedback

     Chapter 16, Using Monitoring to Support and Improve Schools

School Services Sourcebook, pp. 903–924

     Chapter 69, Constructing Data Management Systems for Tracking Accountability

     Chapter 70, Using the School Success Profile to Assess Outcomes

University Policies and Guidelines

VIII. 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 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.

IX. 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.

X. 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.

XI. 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 (12th & Olive)	**Orange County**	Faculty Parking Lot
MRF	Lot B		
SWC	Lot B		
VKC	McCarthy Quad		
WPH	McCarthy Quad		

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

XII.   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."

XIII.   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.

XIV.   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.

XV.   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.

XVI.   COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If discussing it with the instructor is not feasible or you do not achieve a satisfactory resolution, then contact either co-chair of the School Social Work Option, Prof. Steve Hydon or Dr. Marybeth Harris. If the issue is yet unresolved, you may contact your advisor for further guidance. If you are a VAC student, contact Dr. June Wiley, Director of the VAC, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVII.   TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Keep up with the assigned readings.
- ✓ 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 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!