



# USC | School of Social Work

## **Social Work 688 Section**

### **School Violence 3 Units**

**Location: Virtual Academic Center**

**Time/Day: Thursdays, 8:00-9:15 and 9:45-11:00 a.m. Pacific Time**

**Instructor: Dr. Mary Beth Harris**

**Contact: [maryharr@usc.edu](mailto:maryharr@usc.edu)**

#### **I. COURSE PREREQUISITES**

NONE

#### **II. CATALOGUE DESCRIPTION**

This course is a comprehensive study of school violence, designed particularly for students who intend to work in schools or with other child and adolescent populations. The course examines historical context and etiology of school violence, theories and diverse perceptions of violence, contributing factors in the school environment and student culture, and critically explores various forms of violence in schools. Special emphasis is given to the impact of school violence on oppressed groups and how social contexts such as poverty and neighborhood resources influence violence in schools. Types of violence studied in the course include bullying, gang violence, hate crimes, gun violence, and corporal punishment. An organizational philosophy of promoting social and emotional learning is emphasized as prevention with school violence. The course studies programs and organizational processes that strengthen the school in monitoring, evaluating, and regulating violence, and creating a nonviolent school culture. The theoretical assumptions of various evidence-based interventions are examined, as well as how they apply to prevention, intervention, and social rehabilitation.

#### **III. COURSE DESCRIPTION**

School violence has become a serious concern for school-based professionals and the general public. This course presents the etiology of school violence as well as critical examination of such issues as bullying, hate crimes, sexual harassment, dating violence, perceptions of violence, school violence involving weapons, corporal punishment, and gang violence. Models of intervention will include school-based cognitive-behavioral models, including social skills-building and problem-solving, youth empowerment interventions, behavioral interventions, prevention models based on developmental precursors to violent behaviors, and programs designed to improve relationships between the community and school. Intervention programs will include: teacher training efforts, gang violence prevention, and law enforcement vs. educational approaches to school violence, the use of suspension / expulsion, school-based punitive measures, community-school interventions, and policy / legal interventions. Special focus will be placed on ways that the school social system can regulate violence and create a nonviolent school

culture. The roles of school professionals such as school social workers, teachers, school psychologists, security personnel and administrators will also be examined.

The course examines the theoretical and empirical literature and explores evidence-based practices related to school safety and school violence. It explores how school violence affects students' physical well-being, academic functioning, social relations, and emotional and cognitive development. Students will also examine research documenting how school violence erodes the effectiveness and threatens the safety of administrators, teachers, and support staff. The theoretical assumptions of various evidence-based interventions will be examined, as well as how they apply to promotion, prevention, treatment in the school environment and with individual students. Special emphasis will be given to the impact of school violence on oppressed groups and how social contexts such as poverty and urban settings influence school safety.

**IV. COURSE OBJECTIVES**

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

Objective #	Objectives
1	Explain the historical and current prevalence of youth and school violence, including organizational, student-related, and community factors such as poverty and culture, that influence school violence.
2	Critically explain dynamics of violence in schools, including bullying, gang activity, gun violence, hate crimes, and dating violence, as well as the influence of culture, adolescent development, mental health, and the school environment.
3	Analyze and critique diverse responses to school violence demonstrated by stakeholder groups in the school, the community, and larger macro systems.
4	Conduct program planning with current evidence-based models of intervention, including program components that are empirically demonstrated to be effective, with special emphasis on three-tier models and social emotional learning.
5	Apply threat assessment, safety monitoring, and evaluation for strengthening school safety in an actual school environment.

**V. COURSE FORMAT / INSTRUCTIONAL METHODS**

The curriculum content in this course will be presented through recorded lectures by experts in several areas of school violence, videos illustrating various aspects, perspectives, and programs, readings on model programs, theories, and policies, class discussions, and group as well as individual exercises that apply concepts to practice.

**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	SWK xxx	Course Objective
1 Professional Identity		
2 Ethical Practice	*	2
3 Critical Thinking		3, 4, 5
4 Diversity in Practice	*	1, 2
5 Human Rights & Justice		

6	<b>Research Based Practice</b>	*	<b>4, 5</b>
7	<b>Human Behavior</b>		<b>1, 2, 3</b>
8	<b>Policy Practice</b>		
9	<b>Practice Contexts</b>		<b>1, 5</b>
10	<b>Engage, Assess, Intervene, Evaluate</b>	*	<b>4, 5</b>

\* 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><b>Professional Identity</b>—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"> <li>▪ Serve as representatives of the profession, its mission, and its core values.</li> <li>▪ Know the profession’s history.</li> <li>▪ Commit themselves to the profession’s enhancement and to their own professional conduct and growth.</li> </ul>	1. Advocate for client access to the services of social work.	
	2. Practice personal reflection and self-correction to ensure continual professional development.	
	3. Attend to professional roles and boundaries.	
	4. Demonstrate professional demeanor in behavior, appearance, and communication.	
	5. Engage in career-long learning.	
	6. Use supervision and consultation.	
<p><b>Ethical Practice</b>—Apply social work ethical principles to guide professional practice.</p> <p>Social workers competent in Ethical Practice:</p> <ul style="list-style-type: none"> <li>▪ Fulfill their obligation to conduct themselves ethically and to engage in ethical decision-making.</li> <li>▪ Are knowledgeable about the value base of the profession, its ethical standards, and relevant law.</li> </ul>	7. Recognize and manage personal values in a way that allows professional values to guide practice.	Assignment 3  Class participation
	8. Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics.	
	9. Tolerate ambiguity in resolving ethical conflicts.	
	10. Apply strategies of ethical reasoning to arrive at principled decisions.	Assignment 3

<p><b>Critical Thinking</b>—Apply critical thinking to inform and communicate professional judgments.</p> <p>Social workers competent in Critical Thinking:</p> <ul style="list-style-type: none"> <li>Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment.</li> <li>Use critical thinking augmented by creativity and curiosity.</li> <li>Understand that critical thinking also requires the synthesis and communication of relevant information.</li> </ul>	11. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignment 3 Exercises in all units
	12. Analyze models of assessment, prevention, intervention, and evaluation.	Exercises in units 6, 8, 10, 11, 12, 13, 14 Assignments 1 and 3 Class participation
	13. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Assignments 1, 2, and 3

<p><b>Diversity in Practice</b>—Engage diversity and difference in practice.</p> <p>Social workers competent in Diversity in Practice:</p> <ul style="list-style-type: none"> <li>Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity.</li> <li>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.</li> <li>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.</li> </ul>	14. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Exercises in units 1,2,3,5,6,7,8 Assignments 1, 3 Class participation
	15. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups. 16. Recognize and communicate understanding of the importance of difference in shaping life experiences.	
	17. View themselves as learners and engage those with whom they work as informants.	Class participation

<p><b>Human Rights &amp; Justice</b>—Advance human rights and social and economic justice.</p> <p>Social workers competent in Human Rights &amp; Justice:</p> <ul style="list-style-type: none"> <li>Acknowledge that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.</li> <li>Recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights.</li> <li>Incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.</li> </ul>	<p>18. Understand the forms and mechanisms of oppression and discrimination.</p> <p>19. Advocate for human rights and social and economic justice.</p>	
	<p>20. Engage in practices that advance social and economic justice.</p>	

<p><b>Research Based Practice</b>—Engage in research-informed practice and practice-informed research.</p> <p>Social workers competent in Research Based Practice:</p> <ul style="list-style-type: none"> <li>Use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery.</li> <li>Comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge.</li> </ul>	<p>21. Use practice experience to inform scientific inquiry.</p>	<p>Assignments 1 and 3</p>
	<p>22. Use research evidence to inform practice.</p>	<p>Assignment 3</p> <p>Exercises in units 11, 12, 13, 14</p> <p>Class participation</p>

<p><b>Human Behavior</b>—Apply knowledge of human behavior and the social environment.</p> <p>Social workers competent in Human Behavior:</p> <ul style="list-style-type: none"> <li>Are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being.</li> <li>Apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.</li> </ul>	23. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation.	
	24. Critique and apply knowledge to understand person and environment.	<p>Assignments 1 and 3</p> <p>Exercises in units 4,5,6,8,10</p> <p>Class Participation</p>
<p><b>Policy Practice</b>—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social workers competent in Policy Practice:</p> <ul style="list-style-type: none"> <li>Understand that policy affects service delivery, and they actively engage in policy practice.</li> <li>Know the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development.</li> </ul>	25. Analyze, formulate, and advocate for policies that advance social well-being.	
	26. Collaborate with colleagues and clients for effective policy action.	
<p><b>Practice Contexts</b>—Respond to contexts that shape practice.</p> <p>Social workers competent in Practice Contexts:</p> <ul style="list-style-type: none"> <li>Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice.</li> <li>Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.</li> </ul>	27. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	<p>Assignments 1, 2, and 3</p> <p>Exercises in units 2,3,5,6,7,8,9,10</p> <p>Class participation</p>
	28. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	<p>Assignment 3</p> <p>Exercises in units 12, 13, 14</p>

<p><b>Engage, Assess, Intervene, Evaluate</b>—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"> <li>▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals</li> <li>▪ Using research and technological advances</li> <li>▪ Evaluating program outcomes and practice effectiveness</li> <li>▪ Developing, analyzing, advocating, and providing leadership for policies and services</li> <li>▪ Promoting social and economic justice</li> </ul>	<p>29. 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>	<p>Assignments 2,3</p>
	<p>30. 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>	<p>Assignment 3</p> <p>Assignment 3</p>
	<p>31. Intervention:</p> <p>Initiate actions to achieve organizational goals.</p> <p>Implement prevention interventions that enhance client capacities.</p> <p>Help clients resolve problems.</p> <p>Negotiate, mediate, and advocate for clients.</p> <p>Facilitate transitions and endings.</p>	<p>Assignment 3</p> <p>Assignment 3</p>
	<p>32. Evaluation: Critically analyze, monitor, and evaluate interventions.</p>	

**VII. COURSE ASSIGNMENTS, DUE DATES & GRADING**

Assignment	Due Date	% of Final Grade
Field Visits Report and Presentation	Unit 5-6	25%
Group Research Paper	Unit 10	25%
School Threat Assessment and Plan of Intervention	As Assigned	40%

Each of the major assignments is described below.

### **Assignment 1: 25% Semester Grade**

**DUE AS ASSIGNED UNITS 5 AND 6**

#### **Field Visits: Report and Summary Presentation**

Teams of 2 students, to be formed week 1 of the semester, **will conduct a total of four field visits to local schools** outside of class time to examine violence prevention/ intervention programs. These include visits and interviews at local schools to examine violence prevention and intervention efforts. Interviews with at least two different stakeholders at each school are required and can be done with students, teachers, administrators, parent volunteers, or pupil support staff, regarding their work and the effectiveness of their programs. **Each visit should be written up in a two-three page description and critique of the program and posted as an attachment on the course wall.** Each team will be expected to briefly summarize your findings in a 10-15 minute presentation to the class. The assignment is designed to educate the class about formal programs, curricula, and schools that your group has researched. A detailed instruction guide is found in the course toolbox and will also be posted on the wall and discussed in class.

*This assignment relates to student learning outcomes 2, 3, 4, 6*

### **Assignment 2: 25% Semester Grade**

**DUE UNIT 10 AT MIDNIGHT PACIFIC TIME ON DAY OF CLASS**

#### **Group Research Paper**

Each student will be paired with another student based on their mutual interest in further study of a particular domain related to school violence. The team will write a 12-14 page paper that critically examines their selected topic. They will inform the paper with a minimum of 14 credible scholarly sources, of which at least 7 are research reports. The paper will examine historical perspective, prevalence and etiology, policies governing or providing program resources, barriers to intervention and evaluation, and detailed presentation of three evidence-based or evidence-informed programs that are currently (since 2006) demonstrated to be most effective. A detailed guide for the assignment is found in the course toolbox and will be posted on the wall and discussed in class.

*This assignment relates to student learning outcomes 3, 9*

### **Assignment 3: 40% Semester Grade**

**DUE AS ASSIGNED IN CLASS BETWEEN UNITS 11 AND 15**

#### **Violence Assessment and Intervention Plan in a School**

This assignment requires you to (1) select and apply one or more of the assessment methods you have learned in the course to develop a baseline assessment of violence in the school and (2) to develop a plan of prevention/intervention for the school based on the findings of your assessment. This assignment will require you to work independently in making assessment judgments, using assessment to inform planning, and developing the project. You will write a report of your assessment and intervention proposal, which you will submit to the instructor and also share with the class in a 20-minute presentation in one of the final four class sessions of the semester. A more detailed guide will be distributed in class Week 5, and the assignment will be discussed in that class.



NOTE: You will need access to a school for this assignment. If you are not currently in a school-based internship, you should make arrangements early in the semester with a school where you can complete this assignment.

*This assignment relates to student learning outcome 2, 3, 4, 5, 7, 9*

**Class Participation: 10% of Course Grade**

*The learning environment in this course is dependent on every person in the class, and everyone is expected to participate fully. Those who avoid this responsibility by sitting silently through class, or leaving off their camera, or freezing their camera for prolonged periods, will lose participation points, and their grade in the course will be affected.*

**To receive full credit for class participation in this course means that you** (1) demonstrate your familiarity with the unit content by verbally contributing ideas, questions, and observations in class (2) watch the asynchronous lectures and videos and post responses to the asynchronous activities before every class, and (3) relate the material in class to your own experiences in the field.

Email your professor as early as possible if you will miss a class. If you are absent for a class you are still responsible for the asynchronous material, the readings, and any participation assignments in the class you miss, as well as being prepared for the next week’s class.

University policy permits students to be excused from class without penalty for the observance of religious holy days. This policy also covers final presentations that conflict with student observance of a holy day, so *please be mindful of this when scheduling your presentation dates*. You must make arrangements in advance to complete class work, presentations, or any assignment that will be missed due to holy day observance.

**Course grades are based on the following scale:**

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 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

**VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES**

**Required Textbooks**

Benbenishty, R. and Astor, R. (2005). *School Violence in Context: Culture, Neighborhood, Family, School, and Gender*. New York: Oxford University Press.

Jimerson, S., Nickerson, A., Mayer, M., & Furlong, M. (2012). *Handbook of School Violence and School Safety: International Research and Practice*, 2<sup>nd</sup> Edition. New York: Routledge, Francis & Taylor Group.

**Required Readings on Reserve**

All other required readings are on electronic reserve and can be accessed through ARES in the USC Donnelly Library.

**Recommended Text**

Guidebook for APA Style Formatting

**Recommended Websites**

<http://www.hamfish.org/programs>

<http://www.Colorado.EDU/espv/blueprints>

<http://www.safetyzone.org>

<http://www.schoolcrisisresponse.com/documents.html>

<http://www.nea.org/crisis>

<http://www.nasponline.org/NEAT/resources.html>

[www.traumaawareschools.org](http://www.traumaawareschools.org)

[www.cbitsprogram.org](http://www.cbitsprogram.org)

[www.ssetprogram.org](http://www.ssetprogram.org)

[www.RAND.org](http://www.RAND.org) Search for Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Support for Students Exposed to Trauma (SSET) - the SSET Manual can be downloaded and printed out for free.

**Note:** Additional required and recommended readings may be assigned by the instructor throughout the course.

## Course Schedule—Detailed Description

<b>Unit 1:</b>	<b>The Scope of School Violence: An Overview</b>	<b>Month Date</b>
----------------	--	-------------------

### Topics

- Prevalence and etiology
- Historical perspectives
- A nested context

This Unit relates to course objective 1

### Required Readings

Astor, R.A., Meyer, H.A., and Behre, W. J. (1999). Unowned places and times: Maps and interviews about violence in high schools. *American Educational Research Journal*, 36(1), p. 3-42.

Robers, S., Kemp, J., Rathbun, A., and Morgan, R.E. (2014). *Indicators of School Crime and Safety: 2013* (NCES 2014-042/NCJ 243299). National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Programs, U.S. Department of Justice. Washington, DC. <http://nces.ed.gov>

*School Violence in Context*, Preface: Exploring the meaning of school violence in Geopolitical Conflict, pp. xii-xxi.

*School Violence in Context*, Chapter 1, School victimization embedded in context: A heuristic model, p. 1-18.

### Recommended Readings

*Handbook of School Violence*, chapter 18, World report on violence and health: International insights, p. 215-224.

<b>Unit 2:</b>	<b>Theories and Responses to Violence</b>	<b>Month Date</b>
----------------	---	-------------------

### Topics

- Theoretical explanations of violence
- Influence of culture and community
- International perspectives
- Societal and school responses to violence

This Unit relates to course objectives 1, 2 and 3.

### Required Readings

Accomazzo, S. (2012). Anthropology of violence: Historical and current theories, concepts, and debates in physical and socio-cultural anthropology. *Journal of Human Behavior in the Social Environment*, 22(5), p. 535-552.

Cavanaugh, M. (2012). Theories of violence: Social science perspectives. *Journal of Human Behavior in the Social Environment*, 22(5), p. 607-618.

*Handbook of School Violence*, Chapter 11, Juvenile delinquency in Cyprus: The role of gender, ethnicity, and family status. p. 129-140

King, B. (2012). Psychological theories of violence. *Journal of Human Behavior in the Social Environment*, 22(5), 553-571.

**Recommended Readings**

[http://www.greggbarak.com/custom3\\_2.html](http://www.greggbarak.com/custom3_2.html)

Barak, G. (2006). A critical perspective on violence, in W. Keseredy and B. Perry (Eds.) *Advancing Critical Criminology: Theory and Application*. Chicago: Lexington Books.

Chapter 14, Exploring school violence in the context of Turkish culture and schools, 165-174.

Chapter 16, Monitoring school violence in Israel, national studies and beyond: Implications for theory, practice, and policy, in *Handbook of School Violence*, p. 191-202.

Astor, R. and Benbenishty, R. (2006). Chapter 10, Schools embedded in larger contexts: The Matryoshka doll theory of school violence. In *School Violence in Context*, 113–126.

**Unit 3: School Climate and Culture****Month Date****Topics**

- Threat assessment as prevention
- School climate, resources, community surroundings
- Institutionalized student victimization
- Disproportionality in suspensions and expulsions

This Unit relates to course objectives 2, 3, and 5.

**Required Readings**

*Handbook on School Violence and School Safety*, Chapter 38, Reforming school discipline and reducing disproportionality in suspension and expulsion, 515-528.

Astor, R. and Benbenishty, R. (2006) Chapter 7, Student victimization by staff. In *School Violence in Context*, 79-91.

Astor, R., Benbenishty, R., and Estrada, J. (2009). School violence and theoretically atypical schools: The principal's centrality in orchestrating safe schools. *American Educational Research Journal*, 46(2), p. 423-461.

Cornell, D. and Williams, F. (2012). Chapter 37, Student Threat assessment as a strategy to reduce school violence. In *Handbook of School Violence and School Safety*, p. 503-514.

Cornell, D.; Sheras, P.; Gregory, A. et. al. (2009). A retrospective study of school safety conditions in high schools using the Virginia threat assessment guidelines versus alternative approaches. *School Psychology Quarterly* 24(2).

The interface of school climate and school connectedness and relationships with aggression and victimization. *Journal of School Health*, 74(7), 293-299.

**Unit 4: Student Social and Behavioral Contributors****Month Date****Topics**

- Historical patterns and norms
- Social complexities
- Adolescent mental health
- Neurodevelopmental needs
- Substance abuse, STDs, self-harming behaviors
- School connectedness

This Unit relates to course objectives 1 and 2.

**Required Readings**

Sealey-Ruiz, Y. and Greene, P. (2011). Embracing urban youth culture in the context of education. *Urban Review* (2011)43, p. 339-357

French, W. (2008). The neurobiology of violence and victimization. In T.W. Miller (ed.), *School Violence and Primary Prevention*. Boston: Springer. p. 25-58.

Fitzgerald, T.D. (2015). Chapter 1, The state of our education. In *Black Males and Racism: Improving the Schooling and Life Chances of African Americans*. Boulder CO: Paradigm Publishers, p. 1-12.

*Handbook of School Violence and School Safety*, Chapter 6, Coercion and contagion in family and school environments: Implications for educating and socializing youth, pp. 69-80.

*Handbook of School Violence and School Safety*, Chapter 7. On the personality mechanisms leading to violence, p. 81-92.

*Handbook of School Violence and School Safety*, Chapter 17. Youth Suicidal behavior in the context of school violence, p 203-214.

**Unit 5: Bullying Across the Continuum of Violence****Month Date****ASSIGNMENT 1 DUE ON DAY OF CLASS THIS UNIT AND UNIT 6 AS ASSIGNED****Topics**

- Historical perspectives
- Differing definitions of bullying
- Dynamics of the bully, the victim, and the onlooker
- Significance of gender, race, social and economic status
- Consequences of school disconnect, depression, suicide

This Unit relates to course objectives 1 and 2.

**Required Readings**

Berger, C., Karimpour, R., & Rodkin, P. (2008). Bullies and Victims at school: Perspectives and strategies for primary prevention. In T.W. Miller (ed.) *School Violence and Primary Prevention*, p. 295-322

*Handbook of School Violence and School Safety*, Chapter 5, Social Support in the lives of students involved in aggressive and bullying behaviors. p. 57-67.

*Handbook of School Violence and School Safety*, Chapter 8, Cyber bullying and cyber aggression. p. 93-103.

*Handbook of School Violence and School Safety*, Chapter 22, Assessment of bullying. p. 289-303.

Wang, J., Jannotti, R., & Nansel, T. (2009). School bullying among adolescents in the United States: Physical, verbal, relational, and cyber. *Journal of Adolescent Health, 45*(4), 368-375.

### Recommended Readings

*Handbook on School Violence and School Safety*, Chapter 13, Bullying in Peru: A code of silence?

*Handbook on School Violence and School Safety*, Chapter 15, The association of perceived parental understanding with bullying among adolescents in Ghana, West-Africa

## Unit 6: Bullying Prevention and Intervention

Month Date

### Topics

- Components of effective intervention programs
- Social emotional learning as a prevention framework
- Changing student social norms
- Training school staff

This Unit relates to course objectives 1, 2, and 4.

### Required Readings

Basu, A. and Mermillod, M. (2011). Emotional intelligence and social-emotional learning: An overview. *Psychology Research, 1*(2), p. 182-185.

Espelage, D. et. al. (2013). AERA Task Force Report and Recommendations on Prevention of Bullying in Schools, Colleges, and Universities. American Education Research Association.

Espelage, D. and Gini, G. (2014). Peer victimization, cyberbullying, and suicide risk in children and adolescents. *Journal of the American Medical Association, 312*(5), p. 545.

*Handbook on School Violence and School Safety*, Chapter 25, A socio-ecological model for bullying prevention and intervention in early adolescence, p. 333-356.

*Handbook on School Violence and School Safety*, Chapter 26, Critical characteristics of effective bullying prevention programs, p. 357-368.

*Handbook on School Violence and School Safety*, Chapter 28, Reducing bullying and contributing peer behaviors: Addressing transactional relationships within the school social ecology, p. 383-396

### Recommended Readings

*Handbook on School Violence and School Safety*, Chapter 29, What schools may do to reduce bullying, pp. 397-408

Swearer, S., Espelage, D., Vaillancourt, T., & Hymel (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 39*, 38-47.

**Unit 7: Gang Presence in the School****Month Date****Topics**

- Macro historical and structural forces
- Gang culture
- Gang member profile
- Gangs and adolescent identity
- Effects of gang presence in schools

This Unit relates to course objectives 1, 2 and 4.

**Required Readings**

*Handbook on School Violence and School Safety*, Chapter 10, Toward an understanding of youth gang involvement: Implications for schools, p. 117-128.

Howell, J. (2010). Gang prevention: An overview of research and programs. U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Estrada, J., Gilreath, T., Astor, R., & Benbenishty, R. (2014). Gang membership, school violence, and mediating effects of risk and protective behaviors in California high schools. *Journal of School Violence*, 13(2), 228-251.

Estrada, J., Gilreath, T., Astor, R., & Benbenishty, R. (2013). Gang membership of California middle school students: Behaviors and attitudes as mediators of school violence. *Health Education Research*. New York: Oxford University Press.

Vigil, J. and Yun, S. (2002). A cross-cultural framework for understanding gangs: Multiple marginality and Los Angeles. In C.R. Huff, Ed., *Gangs in America*, 3<sup>rd</sup> edition.

**Recommended Readings**

Olate, R., Salas-Wright, C., and Vaughn, M. (2012). Predictors of violence and delinquency among high risk youth and youth gang members in San Salvador, El Salvador. *International Social Work*, 55(3), 383-401.

Spergel, I. (1995). Introduction: Comparative and Historical perspectives. In *The Youth Gang Problem*. New York: Oxford, pp. 3-11.

**Unit 8: Effective Gang Intervention****Month Date****Topics**

- Collaboration: School, neighborhood, community
- Addressing environmental violence
- Characteristics of effective programs
- Cultural relevance
- Mediation and conflict resolution

This Unit relates to course objectives 2 and 4.

**Required Readings**

A guide to understanding effective community-based gang intervention. Los Angeles City Councilman Tony Cardenas.

Howell, J., and Young, M. (2013). A view from the field: what's happening outside of academia. What works to curb U.S. street gang violence. *The Criminologist: The Official Newsletter of the American Society of Criminology*, 38(1), 39-41.

Peterson, D. & Ebsensen, F. (2012). Chapter 42. Preventing Youth Gang Involvement with G.R.E.A.T. In S. Jimerson et. al., Eds, *Handbook of School Violence and School Safety*. , 569-578. New York: Routledge. p. 569-578.

Ramirez, G. and Elizalde, T. (2013). Effective Intervention with Gang Activity in Schools. In C. Franklin, M. Harris, & P. Allen-Meares, Eds., *The School Services Sourcebook, 2<sup>nd</sup> Edition*. New York: Oxford Press.

<b>Unit 9:</b>	<b>Hate Crimes</b>	<b>Month Date</b>
----------------	--------------------	-------------------

### Topics

- Stereotyping and scapegoating
- LGBT targeting
- Ethnic and racial targeting
- Dating and gender-based violence

This Unit relates to course objectives 1,2, and 4.

### Required Readings

Hein, L. and Scharer, K. (2013). Who cares if it is a hate crime? Lesbian, gay, bisexual, and transgender hate crimes – Mental health implications and interventions. *Perspectives in Psychiatric Care*, 49(2), pp. 84-93.

Messer, S., McHugh, S., and Felson, S. (2006). Distinctive characteristics of assaults motivated by bias. *Criminology*, 42(3), pp. 585-618.

Rosenbluth, B., Whitaker, D., Valle, L., and Ball, B. (2011). Integrating strategies for bullying, sexual harassment, and dating violence prevention: The *Expect to Respect* Elementary School Project. In E. Espelage and S. Swearer (Eds.), *Bullying in North American Schools, 2<sup>nd</sup> ed.*, NY: Routledge.

Steinberg, A., Brooks, J., and Remtulla, T. (2002). Hate crimes: Identification, prevention, and intervention. *The American Journal of Psychiatry*, 160(5), pp. 979-989.

Walters, M. and Tumath, J. (2014). Gender 'hostility', rape, and the hate crime paradigm. *The Modern Law Review*, 77(4), pp. 563-596.

### Recommended Reading:

Herek, G., Cogan, J., and Gillis, J. (2002). Victim experiences in hate crimes based on sexual orientation. *Journal of Social Issues*, 58(2), pp. 319-339.

Chapter 6, Unwanted sexual and harassing experiences: From school to text messaging (2011). In D. Espelage and S. Swearer (Eds.), in *Bullying in North American Schools, 2<sup>nd</sup> ed.*. NY: Routledge.

Koss, M. (2000). Blame, shame, and community: Justice responses to violence against women. *MINCAVA electronic clearinghouse*.

<http://www.mincava.umn.edu/documents/koss/koss.html>

Willis, Danny G. (2004). Hate crimes against gay males: An overview. *Issues in Mental Health Nursing*, 25, p. 115-134.



**Unit 10: School Shootings: Lessons Learned****Month Date****ASSIGNMENT 2 DUE ON DAY OF CLASS THIS UNIT****Topics**

- Conflicting societal values, gun laws, gun violence
- Student and school contributing factors
- Lessons from Columbine and Sandy Hook
- Primary prevention and school safety
- Crisis intervention and recovery

This Unit relates to course objectives 1,2, 3, 4.

**Required Readings**

Shooting at Sandy Hook Elementary School (2014). Report of the Office of the Child Advocate, State of Connecticut.

Wong, M. (2009). Interventions to reduce psychological harm from traumatic events among children and adolescents, a commentary on the application of findings to the real world of schools, *American Journal of Preventive Medicine*, 35(4), 398-400

Sharkey et. al. (2012). The United States Safe Schools/Healthy Students Initiative: Turning a national initiative into local action. *Handbook on School Violence and School Safety*. P. 487-502.

*Handbook of School Violence and School Safety*, Chapter 9. Addressing the needs of marginalized youth at school, p. 117-128.

*Handbook of School Violence and School Safety*, Chapter 39. The impact of SafeSchools/Healthy Students funding on student well-being: A California consortium cross-site analysis. pp. 529- 540.

*Handbook of School Violence and School Safety*, Chapter 34. Preventing, preparing for, and responding to school violence with the PREPaRE Model, pp. 463-474.

Gun violence: Prediction, prevention, and policy. APA Panel of Experts Report. American Psychological Association, Washington, DC. , 2013.

**Recommended Reading**

Jaycox L, Stein BD, Kataoka S, Wong M, Fink A, Escudero P, Zaragoza C. (2002). Violence exposure, PTSD, and depressive symptoms among recent immigrant school children. *American Academy of Child and Adolescent Psychiatry*, 41, pp.1104-1110.

Stein B., Jaycox L, Kataoka S., Wong M., Tu W., Elliott M., Fink A. (2003) A mental health intervention for schoolchildren exposed to violence: A randomized controlled trial. *JAMA*, 290, pp. 603-611.

**Unit 11: Shift the Focus to School Safety****Month Date****Topics**

- Enhancing school climate and school connectedness
- Organizational philosophy of collaboration and mutuality
- School-Wide positive behavioral intervention and supports
- Student presentations

This Unit relates to course objectives 1, 3, 4, 5.

**Required Readings**

Chapter 33, *Handbook of School Violence and School Safety*. School-wide positive behavioral interventions and supports: Proven practices and future directions, pp. 447-462

Chapter 35, *Handbook of School Violence and School Safety*. Enhancing school connectedness to prevent violence and promote well-being pp. 475-486

Lapan, R., Wells, R., Petersen, J., and McCann, L. (2014). Stand tall to protect students: School counselors strengthening school connectedness. *Journal of Counseling & Development*, 92(3), pp 304-315.

Wilson, D. (2009). The interface of school climate and school connectedness and relationships with aggression and victimization. *Journal of School Health*, 74(7).

Waters, Stacey; Cross, Donna; Shaw, Therese (2010). Does the nature of schools matter? An exploration of selected school ecology factors on adolescent perceptions of school connectedness. *British Journal of Educational Psychology* 80(3), pp. 381-402.

**Unit 12: Critical Review of Available Program Models****Month Date****Assignment 3 Presentations****Topics**

- Program selection
- Meta-analysis and systematic review
- The Coping Power Program
- The PATHS Curriculum
- Second Step: A Violence Prevention Curriculum
- Student presentations

This Unit relates to course objectives 4 and 5.

**Required Readings**

Chapter 44, Meta-Analysis and systematic review of the effectiveness of school-based programs to reduce multiple violent and antisocial behavioral outcomes, in *Handbook of School Violence*, p. 593-606.

Chapter 26, Critical characteristics of effective bullying prevention programs, in *Handbook of School Violence*, p. 357-369.

Chapter 30, Youth anger management treatment for school violence prevention, in *Handbook of School Violence*, p. 409-422.

Chapter 32, The PATHS curriculum: Promoting emotional literacy, prosocial behavior, and caring classrooms, in *Handbook of School Violence*, p. 435-446.

Chapter 43, Cognitive-behavioral intervention for anger and aggression: The Coping Power Program, in *Handbook of School Violence*, p. 579-592.

**Recommended Readings**

Jaycox L., Kataoka S., Stein B., Wong M, Langley A. (2005) Responding to the Needs of the Community: A Stepped Care Approach to Implementing Trauma-Focused Interventions in Schools. *Emotional and Behavioral Disorders in Youth*, 5, pp. 85-88

Chapter 40, School violence in South Korea: An overview of school violence and intervention efforts, in *Handbook of School Violence*, p. 541-554.

Chapter 41, Preventive program of tolerance against violence at schools in Slovakia, in *Handbook of School Violence*, p. 555-568.

## Unit 13: Planning the Program

Month Date

### Assignment 3 Presentations

#### Topics

- Assessment as a guide to program planning
- Program philosophy and goodness-of-fit
- Components of effective program models
- Learning from international programs
- Student presentations

This Unit relates to course objectives 4 and 5.

#### Required Readings

*School Violence in Context*, Appendix 1, Research Instruments, pp. 165- 189.

*Chapter 24, Handbook of School Violence and School Safety*. Gauging the system: Trends in School Climate Measurement and Intervention, p. 317-329.

*Chapter 26, Handbook of School Violence and School Safety*. Critical characteristics of effective bullying prevention programs, p. 357-368.

*Chapter 40, Handbook of School Violence and School Safety*. School violence in South Korea: An overview of school violence and intervention efforts. P. 541-553.

*Chapter 44, Handbook of School violence and School Safety*. Meta-analysis and systematic review of the effectiveness of school-based programs to reduce multiple violent and antisocial behavioral outcomes, pp. 593-606.

## Unit 14: How Will You Know? Planning for Evaluation

Month Date

### Assignment 3 Presentations

#### Topics

- Trends in school climate measurement and intervention
- Methodological issues
- Ethical considerations
- Goals, outcomes, and sources of data
- Using self-report assessments
- Student presentations

This Unit relates to course objectives 4 and 5.

**Required Readings**

*Chapter 19, Handbook on School Violence and School Safety.* Evidence-based standards and methodological issues in school violence and related prevention research in education and the allied disciplines, p. 227-258.

*Chapter 20, Handbook on School Violence and School Safety.* An overview of measurement issues in school violence and school safety research, p. 259-272.

*Chapter 23, Handbook on School Violence and School Safety.* Using office discipline referrals and school exclusion data to assess school discipline, p. 305-316.

*Chapter 21, Handbook on School Violence and School Safety.* Using self-report anger assessments in school settings, p. 273-288.

<b>Unit 15:</b>	<b>Discovering and Conclusions: Where We Go From Here</b>	<b>Month Date</b>
-----------------	---	-------------------

**Assignment 3 Presentations****Topics**

- Emerging research on school safety
- Norms and programs in transition
- School social work in the evolving paradigm of school violence

This Unit relates to course objectives 1,2,3,4,5

**Required Readings**

Astor, R., Cornell, D., Espelage, D., Furlong, M., Jimerson, S., Mayer, M. Nickerson, A., Osher, D., & Sugai, G. (Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., & Sugai, G. (2012). *A call for more effective prevention of violence.* University of Virginia, Curry School of Education.

Astor, R.A., Meyer, H.A., Benbenishty, R., Marachi, R. & Rosemond, M. (2005). School safety interventions: Best practices and programs. *Children & Schools, 24 (1), 17-32.*

Astor, R. and Benbenishty, R. (2006).Chapter 11, One school, multiple perspectives on school safety. In *School Violence in Context*, p. 127-139.

**Recommended Readings**

Astor, R. and Benbenishty, R. (2005). *School Violence in Context*, Appendix 1, p. 165

Schllinger, K. (2012) The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82(1), 405-432.*

## 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 ([xxx@usc.edu](mailto:xxx@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.* On the UPC campus DSP is located in STU 301 and is open from 8:30 a.m. to 5:00 p.m. Pacific Time Monday through Friday. The phone number for DSP is (213) 740-0776.

### XII. EMERGENCY RESPONSE INFORMATION FOR USC CAMPUSES

To receive information, call main number (213)740-2711, press #2. "For recorded announcements, events, emergency communications or critical incident information."

To leave a message, call (213) 740-8311

For additional university information, please call (213) 740-9233

Or visit university website: <http://emergency.usc.edu>

If it becomes necessary to evacuate the building, please go to the following locations carefully and 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	
<b>City Center</b>	Front of Building (12 <sup>th</sup> & Olive)	<b>Orange County</b>	Faculty Parking Lot
<b>UPC -MRF</b>	Lot B	<b>San Diego</b>	Building Parking Lot
<b>UPC -SWC</b>	Lot B	<b>Skirball</b>	Front of Building
<b>UPC -VKC</b>	McCarthy Quad		
<b>UPC- WPH</b>	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 affected.

**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 cannot discuss it with the instructor, contact the VAC director, Dr. June Wiley. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden 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.*

---