



USC | School of Social Work

Social Work 614

Social Work Practice in School Settings

3 Units

Instructor:
Email:
Office Hours:
Course Day:
Time
Location:

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

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

III. COURSE DESCRIPTION

This course offers an orientation to social work practice in schools. Students will become familiar with traditional and changing roles and practices of social workers in schools, as well as with larger systemic trends, such as the movement toward school-linked services and education reform. The course addresses prevention and intervention methods with children and youth at risk for school failure, as well as other behavioral and mental health problems. This course presents knowledge and skills for critically analyzing educational programs and policies for preschool, elementary, and secondary schools functioning under public and private auspices. The following are the topical themes of the course: 1) Education laws and programs across the United States and their impact on individuals and families; 2) Structure, organization, culture, and policies of schools at the elementary, secondary, technical, and vocational levels; 3) Issues and needs of students arising from economic and social discrimination that can be addressed in educational settings; 4) The right to education of oppressed and special populations (including children and youth with mental, physical, and emotional disabilities, economic and geographic disadvantages, and ethnic and language diversity); and 5) The function and roles of social workers in enhancing educational opportunity and performance. Noteworthy social work programs in various educational settings will be analyzed, and assessments for change will be formulated to enhance educational achievement and well-being.

IV. COURSE OBJECTIVES

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

| Objective # | Objectives |
|-------------|---|
| 1 | Critically 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 | Identify 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 conflict mediation, advocacy on behalf of students and their families, assessment and treatment planning, training and consultation with a variety of stakeholders, referral, outreach, and leadership in enhancing policies and programs. |
| 5 | Demonstrate best practices for working effectively with multiple stakeholder groups in the school and community institutions such as juvenile courts, military installations, health and mental health services, public child welfare, and community social service organizations. |

V. COURSE FORMAT / INSTRUCTIONAL METHODS

Relationship of the Course to Across-Curricular Themes

Multiculturalism and Diversity. This course will review the recent national, regional, and local demographic shifts that have increased the ethnic and cultural diversity of children and families in educational institutions. A culturally focused developmental perspective will be explored, from infancy through secondary education, to the transition from school to the world of work. In addition, policies and services will be reviewed that impact children and youth living in poverty, in non-traditional 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 regions, and promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of private and public schools.

Primary and Secondary Prevention, Treatment, and Rehabilitation. The Response to Intervention (RTI) model will be applied throughout the course. This model represents prevention and intervention with students, families, and the school organization on a three-tier continuum of intensity. Level One provides primary prevention for all students, as well as for the organizational culture and climate of the school. At this level, intervention focuses on the development of all students to their maximum potential. The second and third levels focus more intensely on intervention with children and youth who are especially vulnerable to limiting or harmful outcomes such as academic failure, suspension/expulsion, dropping out, unplanned pregnancy, substance abuse, sexually transmitted disease. Social factors and program interventions that can help to buffer children from these stressors, as well as resilience, self-efficacy, and other individual traits, will especially be examined.

Behavioral and Social Science Research. The role of the school social worker as consumer of research is emphasized. Readings, lectures, and assignments are based primarily on research and evidence-based practices in social work and related disciplines, such as education, economics, and psychology. In addition, accountability for service, empirical validation of interventions, and overall evaluation of practice in educational settings is addressed in the course.

Relationship of the Course to Social Work Ethics and Values

Professional social work ethics and values are reviewed in the context of educational settings. Particular issues include confidentiality and access to records and services, access to services by children and youth without parental consent, appropriateness of service delivery with regard to the age and developmental stage of the target group, parental permission regarding sex education, mandated reporting of child abuse, neglect, and truancy, and disciplinary policies, particularly those regarding expulsion and suspension from school.

VI. STUDENT LEARNING OUTCOMES

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

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

* Highlighted in this course

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

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

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

| | | |
|--|---|---------------------|
| 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. <ul style="list-style-type: none"> Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals Using research and technological advances Evaluating program outcomes and practice effectiveness Developing, analyzing, advocating, and providing leadership for policies and services Promoting social and economic justice | 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. | Assignments 4 and 5 |
| | 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 3 |

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

| Assignment | Due Date | % of Final Grade |
|---|----------------|------------------|
| Assignment 1: <i>Waiting for Superman</i> Stakeholder Response | Unit 6 | 20% |
| Assignment 2: <i>And Still We Rise</i> Response Paper | Unit 9 | 20% |
| Assignment 3: Problem Assessment and Intervention Project | Unit 7,8,10,11 | 20% |
| Assignment 4: Weekly Discussion Board | Units 2-11 | 10% |
| Assignment 5: Stakeholder Presentation | Units 12-15 | 20% |
| Class Participation | Ongoing | 10% |

Each of the major assignments is described below.

Assignment 1: *Waiting for Superman* Stakeholder Response Paper **Due Unit 6**

This documentary on the condition of schools and education in the United States was released in early 2011. Its views about causes and solutions for American education created controversy among educators, parents, and the general public. You should view *Waiting for Superman* by the 2nd week of class (found in Unit 3 asynchronous). In week 2 class you will self-select or be assigned a stakeholder group, such as parents, teachers, public or charter school administrators, that is engaged and affected by the central issues in this documentary. Your assignment is to (1) research your assigned stakeholder group, explain who they are demographically, explain their role in public education, and identify what they need in order to fulfill their role – and (2) write a response to *Waiting for Superman* from the viewpoint of this stakeholder group, informed by your research.

This assignment relates to student learning outcome 4.

Assignment 2: *And Still We Rise* Response Paper **Due Unit 9**

This book, written by Los Angeles journalist Miles Corwin, documents the struggles and successes of twelve public high school students and shows clearly that the barriers identified in previous decades are still present for students in urban schools. It is also a very personal account. ***You should have the book read by week 8 and submit a four-page typed, double-spaced response paper on the day of class Week 9 by midnight Pacific Time.*** In the paper you will present a critical discussion of the *individual and macro problems* that affect the students and the school in the book. You will receive an outline of questions and observations to guide the writing of your paper. Inform your response to the book with knowledge and understanding that you gained from your Human Behavior and Practice courses, as well as your school-based internship.

This assignment relates to student learning outcomes 4 and 5.

Assignment 3: Problem Assessment and Intervention Project **Due As Assigned Units 7, 8, 10, 11**

This assignment provides an opportunity to critically explore actual problems that schools currently experience and to apply assessment skills in determining causes and recommending solutions.

1. At the first class meeting of the semester, you will be assigned to groups of 2-3 and self-select or be assigned a class session for your presentation to the class.
2. For 40-45 minutes of the designated class, your group will present your assessment and proposed intervention and lead a class discussion on the problem, assessment, and intervention. Your presentation should be informed with *at least 8 sources* published since 2006. *Four of these may be web sources or chapters from the class textbooks.*
3. Your presentation should be about 30 minutes in length, followed by 10-15 minutes of discussion, guided by 2-3 critical questions for the class.
4. An outline for completing this assignment will be posted on the wall and discussed in detail in class. The assignment involves (A) selecting a problem that strongly impacts one or more of your group members' schools. (B) Following the directions in the assignment outline to complete an assessment, map resources, and develop an intervention plan (C) organizing the content and material for your presentation; (C) delivering your presentation in the most informative and engaging way possible in the time that you have; (D) engaging the class in discussion that critically examines and explores concepts, conflicts, questions, and possibilities around your identified problem; (E) providing handouts and other materials that provide immediately useful information and tools for the class with the problem you are presenting.
5. To achieve the best possible score on this assignment, make it (A) substantive, informed, with minimal fluff; (B) useful for your audience of school social workers-in-training, and (C) audience-friendly. Some suggestions for an audience-friendly presentation:
 - **Invite us to participate.** Be creative in your choice of ways to engage and interest us. Challenge our knowledge of your subject! Appeal to our sense of humor, touch our emotions, play on our senses.
 - **Do not read to us.** Be comfortable with your material and **talk to us; look at us.** (This means that you must really **know** your material.)
 - **Use Power Point sparingly!** Power Point can be a good tool, but **it will put us to sleep** if you read the slides and substitute it for engaging with us.
 - **If you *must* use Power Point, keep the slides uncrowded.** Too much content overwhelms the audience (Notice our glazed expressions).
 - Above all, know that by the time you have researched this topic and are ready to do this presentation, **you are the expert in the room on your problem**, so step into your authority and teach us!

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

Assignment 4: Readings Discussion Board

Beginning Unit 2 and continuing weekly through Unit 11 your instructor will post a discussion question or topic on Blackboard or the course wall each week. The class will discuss the topic through postings, based on the unit content, assigned readings, and relevant field experiences. You should participate in the discussion as **your response to a reading or a part of the unit content**. Your comments should add new thoughts to the discussion and stimulate the thinking of others. They should be critical and substantive, such as comparing or questioning points in the reading in contrast to other sources, or describing how the reading added to your current understanding or knowledge of the subject.

The nature of this assignment and how you are expected to participate will be discussed more fully in class the first week, and you will receive periodic feedback from your instructor through the semester.

Assignment 5: Stakeholder Presentation **Due as assigned weeks 12-15**

This assignment is designed to give you experience in further developing your communication skills with various stakeholder groups in your multiple roles in the school environment.

It is a fact that school social workers spend (or should spend) a significant amount of time in consultation and training with various groups in the education environment. Some examples are in-services for teachers, presentations or groups with parents, presentations or groups with students of all ages, reports to administrators, and presentations to community groups. This avenue increases knowledge, empowers, and influences. It also builds social work visibility and accountability across the school and in the community.

Communicating effectively with diverse audiences requires a number of skills:

- Understanding the particular concerns and interests of the audience.
- Addressing specific aspects of the topic that are useful and “receivable” for the audience.
- Mastery of the topic sufficient to present it in a variety of ways.
- Interesting & engaging presentation strategies and techniques, with good audience appeal.

The Assignment Guide:

Presentations will be done the final 3-4 classes of the semester.

1. Topics, target audiences, and presentation dates will be selected Week 3 of class. Groups of 3 students will be formed based on a mutual topic of interest. Within the topic, each student will select a different stakeholder audience (teachers, parents, various age student groups, administrators, school staff, community groups).
2. **Two products are required to complete this assignment. First**, a 12-15-minute oral presentation in class, designed as a presentation to the selected stakeholder audience. **Second**, a 1-2-page rationale for *why* and *how* to present the topic to your particular audience, **AND** a list of further resources that your target audience and your classmates can use. This should be posted on the wall the day of your presentation.
3. For this assignment, your group will select a topic of interest. You will negotiate within your group for individual target audiences. **Your group may work together to research your mutual topic, but each presentation and paper is your individual assignment with your own grade**, requiring you to include distinct content, language, and rationale suited to your target audience.
4. **Students with the same topic will present to the class on the same day**. This is so that the class will (A) gain information and resources that they can use for presentations to different groups on the topic, and (B) observe and learn from a variety of presentation types and styles suited to different audiences.

5. **This is NOT a generic presentation.** The large percentage of your grade for this assignment will be determined by how clearly and appropriately your presentation focuses on your target audience and how informed, based on your knowledge of the audience, is your rationale for presenting to this particular group.

NOTE: You have the option of using power point slides during your presentation. However, be very thoughtful about **whether to use slides, and what kind of slides** are appropriate for your audience.

Presentations Due: As assigned, Units 12 through 15

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

Class Participation (10% of Course Grade)

The learning experience in this course depends on every person in the class, and everyone is expected to participate fully. Those who avoid participation by (1) remaining silent through class, (2) leaving one's camera off or frozen, or (3) texting, reading email, or working on another course (yes, it is obvious) will lose class participation points, and their grade in the course will be affected.

Active participation in this class means:

- **You verbally contribute** ideas, questions, and observations that reflect your familiarity with the unit content, relate the material to your experiences in the field, and generally add to the learning experience of the class.
- **You read the required readings and review the asynchronous content** before every class.

If you are absent for a class you are still responsible for completing the asynchronous and readings and any participation 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 | A | 93 – 100 | A |
| 3.60 – 3.84 | A- | 90 – 92 | A- |
| 3.25 – 3.59 | B+ | 87 – 89 | B+ |
| 2.90 – 3.24 | B | 83 – 86 | B |
| 2.60 – 2.89 | B- | 80 – 82 | B- |
| 2.25 – 2.59 | C+ | 77 – 79 | C+ |
| 1.90 – 2.24 | C | 73 – 76 | C |
| | | 70 – 72 | C- |

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

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

Allen-Meares, P. (2009). *Social work services in schools (SWSS) 7th edition*. Boston, MA: Pearson Education.

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

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

Required Readings on Reserve

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

Additional readings will be posted on the wall or presented in class at several points during the course.

Recommended Textbooks

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

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

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

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

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

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

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

National Child Traumatic Stress Network: www.nctsn.org

National Center for Learning Disabilities: www.ncld.org

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

Response to Intervention Network: www.rtinetwork.org

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

Course Schedule—Detailed Description

Unit 1: School Social Work Practice: An Overview

Topics

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

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

Required Readings

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

Allen-Meares, P. (2015), Social Work Services in Schools, 7th edition, Chapter 4, The design of social work services: School environment, pp. 76-89.

* **Note:** If you do not have the Allen-Meares text before the first class, please have this chapter read before the second class.

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

Topics

- The school is a complex hierarchical organization
- The school nested in the community
- Education reform and current issues in education
- Impact of local, state, federal education policies on the local school

This Unit relates to course objectives 2 and 5.

Required Readings

Social Work Services in Schools, Chapter 1, School Social Work: A historical and contemporary view. pp. 1-28

The school services sourcebook.

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

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

Unit 3: Ecological Theory and School Services

Topics

- The school as an ecological system
- Social work goodness-of-fit in an educational environment

This Unit relates to course objectives 4 and 5.

Required Readings

Social Work Services in Schools:

Chapter 2, Major Issues in American schools. pp. 30-51.

Chapter 3, Perspectives in School Social Work Services, pp. 54-73

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 4: Designing and Delivering Services: Three-Tier Models of Prevention, Intervention, and Treatment

Topics

- The Response to Intervention (RTI) model: Prevention, Promotion, Treatment
- The Positive Behavior Support model
- Promoting student health and well-being
- The Social Worker's role in designing and delivering student services

This Unit relates to course objectives 3-5.

Required Readings

Social Work Services in Schools, Chapter 7, The delivery of social work services. pp. 124-156).

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

ARES: Banks, T. & Obiakor, F. (2015). Culturally responsive positive behavioral supports: Considerations for practice. *Journal of Education and Training Studies*, 3(2).

The school services sourcebook, Chapter 1, Implementing evidence-based practices within a Response to Intervention Framework.

Recommended Readings

The School Services Sourcebook:

- Chapter 21. Screening Substance Use/Abuse of Middle and High School Students,
- Chapter 22. Best practices for Prevention of STDs and HIV in schools,
- Chapter 32. Primary Prevention of Pregnancy: Effective School-Based Programs
- Chapter 33. Best School-Based Practices with Adolescent Parents

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

Topics

- Issues of Student Health and Well-Being
- Depression and Adolescent Suicide
- Cutting and other Self-Harming Behavior
- Interventions with student behavioral disorders
- Treating Student Mental Health Needs and Diagnoses: Part I

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

Required Readings

Read chapter 41 and any other two chapters from the following *School Services Sourcebook* chapters:

- Chapter 41. School-Based, Adolescent Suicidality: Lethality Assessments, and Crisis Intervention Protocols, A. A. Roberts
- Chapter 10. Effective Interventions for Adolescents with Depression
- Chapter 11. Collaborative Strengths-Based Brief Therapy with Self-Harming Students, M. Selekman.
- Chapter 5. Psychopharmacological Treatment for Child and Adolescent Mental Disorders, Kia Bentley, K. S. Collins
- Chapter 6. Effective Interventions for Students with Conduct Disorder, D. Springer, C. Lynch
- Chapter 7. Effective Interventions with Oppositional Defiant Disorder, T. Linseisen
- Chapter 8. Effective Interventions for Students with Separation Anxiety Disorder, M. Camacho, L. Hunter

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

Assignment 1, Stakeholder Response to Waiting for Superman, due day of class by midnight.

Unit Topics

- School and family intervention for youth with ADHD
- Effective interventions for students with Autism & Asperger's Syndrome
- School and family support for students with major mental illness
- Engaging families and the school to support student mental health

This Unit relates to course objectives 3-5.

Required Readings

Social Work Services in Schools, Chapter 8. Familiarizing oneself with key groups of children and adolescents. pp. 158-191.

Read the following chapters from the School Services Sourcebook:

- Chapter 15. Effective Interventions for students with Autism & Asperger's Syndrome
- Chapter 50. What parents and teachers should know: Effective treatments for youth with ADHD, S. Evans, J. Owens, C. Reinicke, R. Brown, and A. Grove
- Chapter 9. Effective Interventions for Students with Obsessive-Compulsive Disorder, M. Tomb, L. Hunter
- Chapter 12. Positive behavior supports for children with major mental illness: Working with teachers and parents

Unit 7: Special Education: Supporting Students with Developmental and Learning Disabilities

Topics

- Supporting students with developmental and learning disabilities
- Special education laws and school policy
- Social worker roles of assessment, IEP, and advocacy

This Unit relates to course objectives 1-3.

Required Readings

Social Work Services in Schools, Chapter 9, Children with special needs, pp.193-226.

Explanation of the IDEA law, National Individual with Disabilities Act website, www.ncid.org

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.

The School Services Sourcebook, pp. 237-250, Improving the self esteem and social skills of students with learning disabilities.

Unit 8: Complex Trauma and Trauma Sensitive Schools

Topics

- Social and emotional indicators of complex trauma
- Creating a trauma sensitive school
- Vulnerable student profiles: Child abuse, domestic violence, gun violence, military deployment
- Supporting students at-risk for school dropout

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

Required Readings

Social Work Services in Schools,

Chapter 8, Familiarizing oneself with key groups of children and adolescents, pp. 158-190.

Chapter 5, The design of social work services: Addressing student needs, pp. 90-108.

ARES: Creating and Advocating for Trauma Sensitive Schools, Executive Summary & Chap. 1, pp. 5-25.

ARES: Wong, M. (2008). Interventions to reduce psychological harm from traumatic events among children and adolescents. *American Journal of Preventive Medicine*, 35(4). pp. 398-400.

ARES: Lester, P. et. al. (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).

School Services Sourcebook, Chapter 26, Helping children in foster care and other residential placements succeed in school.

Recommended Readings

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

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

- Chapter 29. Increasing School Attendance: Effective Strategies and Interventions, J. Kim & C. Streeter
- Chapter 67. Solution-Focused, Brief Therapy Interventions for Students at Risk to Dropout, C. Franklin, J. Kim, & S. Tripodi

Unit 9: Working with Families, Parents, and Caretakers

Assignment 2, *And Still We Rise* paper due day of Unit 9 class.

Topics

- The school social worker role with families
- Family trends that impact children in schools
- Strategies for engaging schools with families
- Strategies for engaging families with schools
- Students living in non-traditional families: Part I

This Unit relates to course objectives 3 and 4.

Required Readings

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

Read chapters 49 and 59 in the *School Services Sourcebook*:

- Chapter 49. Effective Strategies for Involving Parents in School
- Chapter 59 Engaging with Culturally & Racially Diverse Families

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.

- Chapter 53. Intervening with Students & Families who Frequently Relocate or are Homeless
- Chapter 51 Effective Intervention with Students from Single-Parent Families and Their Parents
- Chapter 54 Children and Youth Impacted by Military Service: A School-Based Resilience Building and Behavioral Health Perspective

Unit 10: Securing Equal Educational Opportunity: Poverty, Race, Language

Topics

- Poverty, access to education, and academic achievement
- Economic, racial, and social diversity in a school community
- Issues of racism and bias in the school culture
- Race and special education
- Supporting the needs of vulnerable students

This Unit relates to course objectives 1 and 3.

Required Readings

ARES: *Boschma, J. and Brownstein, R. (2016) The Concentration of Poverty in American Schools.*

ARES: Jensen, E. (2013) How poverty affects classroom engagement. *Educational Leadership*. Retrieved Feb. 26, 2016 from www.ascd.org.

Social Work Services in Schools, Chapter 6, The design of social work services: Responding to needs of culture, race, gender, language, and sexual orientation. pp. 109-123

Read **chapter 57 and one of the other following chapters** from the School Services Sourcebook:

- Chapter 57 Working with Culturally/Racially Diverse Students to Improve Connection to School and Academic Performance
- Chapter 58 Mental Health Interventions with Latino Students in Multi-Cultural School Environments: A Framework for Assessing Biases & Developing Cultural Competence
- Chapter 62 Working collaboratively with African American students, their families, cultural networks, and school environments
- Chapter 55 Effectively working with Latino immigrant families in the schools

Unit 11: Securing Equal Education Opportunity: Culture, Gender, and Sexual Orientation

Topics

- Supporting students who are gay, lesbian, bisexual, transgender, and questioning
- Supporting students who are immigrants or refugees

This Unit relates to course objectives 3 and 4.

Required Readings

The School Services Sourcebook, Chapter 63, Working with lesbian, gay, bisexual, transgender, queer, and questioning students. pp. 821-836

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).

Unit 12: Responding to School/Community-Wide Crisis Assignment 5 Presentations as Assigned.

Topics

- Crisis intervention and crisis response in schools
- Grief work with students
- Assignment 5 presentations

This Unit relates to course objective 4.

Required Readings

ARES: Cowan, K.C. and Rossen, E. (2013). Responding to the unthinkable: School crisis response and recovery. *The Phi Delta Kappan*, 95(4), pp. 8-12.

The School Services Sourcebook:

Chapter 42, Developing School Wide and District Crisis Prevention/ Intervention Protocols for Natural Disasters

Chapter 43, Immediate School-Based Intervention Following Violent Crises.

Chapter 44, Best Practice Grief Work with Students in the Schools.

Unit 13: School Aggression/Violence/Bullying**Assignment 5 presentations as assigned.****Topics**

- Laws and policies on student rights
- Threat assessment
- Bullying and other forms of aggression
- Dating violence
- *Student Assignment 5 presentations*

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

Required Readings

Social Work Services in Schools, Chapter 10, Student rights and control of behavior. pp. 228-264

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*, pp. 533-553.

ARES: Cornell, D., Sheras, P., and Gregory, A. (2009). A retrospective study of school safety conditions in high schools using the Virginia Threat Assessment Guide. *School Psychology Quarterly*, 24(2), pp. 119-129.

Read chapters 34 and 35 in the School Sourcebook:

Chapter 34 Evidence-Based Violence Prevention Programs and Best Implementation Practices

Chapter 35 Bullying: Best Practices for Prevention & Intervention in Schools

Recommended Readings

Chapter 37 Improving Classroom Conflict Management through Positive Behavior Interventions

Chapter 39. Effective Interventions with Dating Violence and Domestic Violence

Chapter 40, Effective Intervention with Gangs and Gang Members

Unit 14: Accountability/Reporting/Grants and Funding

Assignment 5 Presentations as Assigned

Topics

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

This Unit relates to course objectives 4 and 5.

Required Readings

Social Work Services in Schools, Chapter 12, Evaluating School Social Work. pp. 298-325.

The School Services Sourcebook:

Chapter 72 Understanding the New Environment of Public School Funding: How Student Support Services are Funded

Chapter 70 Using the School Success Profile to assess outcomes

Chapter 68 Using data to communicate with school stakeholders

Recommended Readings

The School Services Sourcebook:

Chapter 69 Constructing data management systems for tracking accountability

Chapter 71 How to write a successful grant and obtain business and foundation support

Unit 15: Considering the Future of Social Work in Education

Assignment 5 Presentations

Unit Topics

- Schools in the 21st century
- Considerations for the future of school social work
- Course Evaluation

This Unit relates to course objectives 4 and 5.

Required Readings

Frey, A. & Dupper, D. (2005). Towards a 21st century model of school social work practice. *Children & Schools*, 26(2), pp. 33-44.

Haynes, K. & Mickelson, J. (2010). *Affecting change: Social workers in the political arena* (7th ed.) Boston: Allyn & Bacon.

Kelly, M. (2008). *The domains and demands of school social work practice*, New York: Oxford University Press.



University Policies and Guidelines

IX. ATTENDANCE POLICY

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

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

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

X. STATEMENT ON ACADEMIC INTEGRITY

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

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

XI. STATEMENT FOR STUDENTS WITH DISABILITIES

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

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

XII. EMERGENCY RESPONSE INFORMATION

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

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

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

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

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

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

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

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

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

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

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

Preamble

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

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

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

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

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

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

XVII. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If 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, Dr. Marybeth Harris or Prof. Steve Hydon. If the issue is yet unresolved, you may contact your advisor for further guidance. If you are a VAC student, you may contact Dr. June Wiley, Director of the VAC, at (213) 821-0901 or june.wiley@usc.edu for further guidance.

XVIII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ 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!