USC | School of Social Work

Social Work 688
Section #XXX

SOWK 688 School Violence
3 Units

Term Year

[optional photo]	**Instructor:** xxx		
	E-Mail: xxx	**Course Day:**	xxx
	Telephone: xxx	**Course Time:**	xxx
	Office: xxx	**Course Location:**	xxx
	Office Hours: xxx		

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

This course is a comprehensive study of school violence and school safety, 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 safe, 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 in the following ways:

Objective #	Objectives
1	Compare historical patterns and perceptions 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, community, and the school environment.
3	Analyze policies 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

This course will be presented through didactic instruction in school violence and school safety, and through videos illustrating various concepts, perspectives, and programs. It includes readings on theories, policies, and model programs. Weekly class sessions will include class discussions and group, as well as individual, exercises that apply concepts to practice.

As class participation is an integral part of the learning process, students are expected to come to class ready to discuss asynchronous content and required reading and their application to theory and 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	SOWK 688	Course Objective
1	**Demonstrate Ethical and Professional Behavior**		
2	**Engage in Diversity and Difference in Practice**		
3	**Advance Human Rights and Social, Economic, and Environmental Justice**		
4	**Engage in Practice-informed Research and Research-informed Practice**	*	4, 5
5	**Engage in Policy Practice**	*	1, 3
6	**Engage with Individuals, Families, Groups, Organizations, and Communities**		
7	**Assess Individuals, Families, Groups, Organizations, and Communities**	*	1, 2, 5
8	**Intervene with Individuals, Families, Groups, Organizations, and Communities**		
9	**Evaluate Practice with Individuals, Families, Groups, Organizations and Communities**	*	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
Demonstrate Ethical and Professional Behavior: - Understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels - Understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas - Recognize personal values and the distinction between personal and professional values and understand how their personal experiences and affective reactions influence their professional judgment and behavior - Understand the profession's history, its mission, and the roles and responsibilities of the profession - Understand the role of other professions when engaged in inter-professional teams - Recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective - Understand emerging forms of technology and the ethical use of technology in social work practice	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context	
	Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	
	Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication;	
	Use technology ethically and appropriately to facilitate practice outcomes;	
	Use supervision and consultation to guide professional judgment and behavior.	

Engage in Diversity and Difference in Practice: ▪ Understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. ▪ Understand 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. ▪ Understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;	
	Present themselves as learners and engage clients and constituencies as experts of their own experiences;	
	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	

Advance Human Rights and Social, Economic, and Environmental Justice: ▪ Understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education ▪ Understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels;	
	Engage in practices that advance social, economic, and environmental justice	<mark>Assignment 3: Threat Assessment and Intervention Plan in a School</mark>

Engage In Practice-informed Research and Research-informed Practice: ▪ Understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. ▪ Know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. ▪ Understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. ▪ Understand the processes for translating research findings into effective practice.	Use practice experience and theory to inform scientific inquiry and research.	Assignment 2 Assignment 3
	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Assignment 3 Class discussion and exercises in units 11, 12, 13, 14
	Use and translate research evidence to inform and improve practice, policy, and service delivery.	Assignment 3 Readings and class exercises in units 3, 5, 7, 9, 10, 11, 12, 13

Engage in Policy Practice: ▪ Understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. ▪ Understand 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. ▪ Understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. ▪ Recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. ▪ Knowledgeable about policy formulation, analysis, implementation, and evaluation.	Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.	Assignment 1 Assignment 2 Assignment 3 Class exercises in units 3, 4, 6, 9, 10
	Assess how social welfare and economic policies impact the delivery of and access to social services.	
	Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	

Engage with Individuals, Families, Groups, Organizations, and Communities: ▪ Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. ▪ Value the importance of human relationships. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. ▪ Understand strategies to engage diverse clients and constituencies to advance practice effectiveness. ▪ Understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. ▪ Value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.	Apply knowledge of human behavior and the social environment, person-in environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.	
	Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	

Assess Individuals, Families, Groups, Organizations, and Communities:	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	Assignment 1 Assignment 3 Class exercises in units 12, 13, 14
- Understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. - Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. - Understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. - Recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. - Understand how their personal experiences and affective reactions may affect their assessment and decision-making.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Assignment 1 Assignment 3
	Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.	Assignment 3
	Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.	Assignment 3

Intervene with Individuals, Families, Groups, Organizations, and Communities:	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	
- Understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. - Knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. - Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. - Understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. - Value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.		
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	
	Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	
	Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.	
	Facilitate effective transitions and endings that advance mutually agreed-on goals.	

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities: ▪ Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. ▪ Recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. ▪ Understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. ▪ Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.	Select and use appropriate methods for evaluation of outcomes.	Assignment 3 Class exercises in units 13 and 14
	Apply knowledge of human behavior and the social environment, person in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.	Assignment 3 Class exercises in units 13 and 14
	Critically analyze, monitor, and evaluate intervention and program Processes and outcomes.	
	Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	

VII.   COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Field Visits Report and Presentation	As Assigned Units 5 and 6	25%
Group Research Paper	Unit 10	25%
School Threat Assessment and Intervention Plan	As Assigned Units 14 & 15	40%

Each of the major assignments is described below.

Assignment 1: 25% Semester Grade

DUE AS ASSIGNED WEEKS 5 AND 6

Field Visits: Report and Summary Presentation

Each student will conduct two field visits to local schools to examine violence prevention/ intervention programs and school policies and philosophy re. discipline and safety. The student will conduct ***Interviews with at least two different stakeholders*** at each school. Interviews can be done with students, teachers, administrators, pupil support staff, or volunteers, regarding the school's policies and program interventions around discipline and safety/violence prevention, and the effectiveness of the programs. **Each visit will be written in a two-three page report of the visit and interviews. VAC students will post the report as an attachment on the course wall. Campus-based students will email the report to the class.** Each student will briefly summarize findings in a 10-15 minute presentation to the class. The assignment is designed to inform you and the class about programs, interventions, and the policies and philosophies of the schools that you have researched. A detailed assignment guide will be provided by the instructor and discussed further in the first class session.

This assignment relates to student learning outcome 1,2,3.

Assignment 2: 25% Semester Grade

DUE WEEK 10

Group Research Paper

Each student will pair with another student based on their mutual interest in researching a particular domain of school violence and school safety. The team will write a 12-14 page paper that critically examines their selected topic. They will inform the paper with information and data from a minimum of ***14 scholarly sources, of which at least 7 should be 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 effective. A detailed guide for the assignment will be provided by the instructor and discussed in class.

This assignment relates to student learning outcomes 2, 3.

Assignment 3: 40% Semester Grade

DUE AS ASSIGNED 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 threat assessment methods presented in the course, to develop a baseline assessment of violence in an actual school and (2) to develop a plan of prevention/intervention for the school based on the conclusions of your assessment. This assignment will require you to work independently in making assessment judgments, using assessment to inform planning, and selecting or developing a recommended program . 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 15-minute presentation in one of the final four class sessions of the semester. A more detailed guide will be distributed mid-semester, and the assignment will be discussed in class.

This assignment relates to student learning outcomes 3,4,5.

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, texting, or being otherwise engaged (for VAC students this includes leaving off or freezing one's 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.

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

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

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, 2nd Edition. New York: Routledge, Francis & Taylor G

Required Readings on Reserve

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

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

www.cbitsprogram.org

www.ssetprogram.org

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 Overview

Unit	Topics	Assignments
1	The Scope of School Violence: An Overview	
2	Theories and Responses to Violence	
3	School Climate and Culture	
4	Student Social and Behavioral Contributors	Assignment 1 Presentations
5	Bullying Across the Continuum of Violence	Presentations
6	Bullying Prevention and Intervention	
7	Gang Presence in the School	
8	Effective Gang Intervention	
9	Hate Crimes	
10	School Shootings: Lessons Learned	
11	Shift the Focus to School Safety	
12	Review of Available Program Models	Assignment 3 Presentations
13	Planning the Program	Presentations
14	How will you know? Planning for Evaluation	Presentations
15	Discoveries and Conclusions: Where We Go from Here	Presentations
	STUDY DAYS / NO CLASSES	
	FINAL EXAMINATIONS	

Course Schedule—Detailed Description

Unit 1:	The Scope of School Violence: An Overview	Month Date

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.

Unit 2:	Theories and Responses to Violence	Month Date

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

Barak, G. (2006). A critical perspective on violence, in W. Keseredy and B. Perry (Eds.) *Advancing Critical Criminology: Theory and Applicatio*n. 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 PAPERS AND PRESENTATIONS DUE AS ASSIGNED THIS UNIT

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

ASSIGNMENT 1 PAPERS AND PRESENTATIONS DUE AS ASSIGNED THIS UNIT

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, 3rd 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, 2nd Edition.* New York: Oxford Press.

Unit 9:	Hate Crimes	Month Date

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, 2nd 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, 2nd 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

Assignment 3 Presentations

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:	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.

Unit 15:	Discoveries and Conclusions: Where We Go From Here	Month Date

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) 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. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Section 11, *Behavior Violating University Standards*https://scampus.usc.edu/1100-behavior-violating-university-standards-and-appropriate-sanctions/. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, http://policy.usc.edu/scientific-misconduct/.

Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to the *Office of Equity and Diversity* http://equity.usc.edu/ or to the *Department of Public Safety* http://capsnet.usc.edu/department/department-public-safety/online-forms/contact-us. This is important for the safety whole USC community. Another member of the university community – such as a friend, classmate, advisor, or faculty member – can help initiate the report, or can initiate the report on behalf of another person. *The Center for Women and Men* http://www.usc.edu/student-affairs/cwm/ provides 24/7 confidential support, and the sexual assault resource center webpage sarc@usc.edu describes reporting options and other resources.

XI. SUPPORT SYSTEMS

A number of USC's schools provide support for students who need help with scholarly writing. Check with your advisor or program staff to find out more. Students whose primary language is not English should check with the *American Language Institute* http://dornsife.usc.edu/ali, which sponsors courses and workshops specifically for international graduate students. *The Office of Disability Services and Programs* http://sait.usc.edu/academicsupport/centerprograms/dsp/home_index.html provides certification for students with disabilities and helps arrange the relevant accommodations. If an officially declared emergency makes travel to campus infeasible, *USC Emergency Information* *http://emergency.usc.edu/*will provide safety and other updates, including ways in which instruction will be continued by means of blackboard, teleconferencing, and other technology.

XII.   STATEMENT ABOUT INCOMPLETES

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

XIII.   POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

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

Preamble

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

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

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

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

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

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the School Social Work Sub-Concentration. If you do not receive a satisfactory response or solution, contact your advisor and/or Vice Dean Dr. Paul Maiden for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE

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