

Social Work 688
Section 60543

School Violence

3 Units

Spring 2020

Instructor:	Cherie Hudson	Course Day:	Thursday
E-Mail:	cheriedh@usc.ed	Course Time:	8:00 – 10:50 a.m.
Office:	MRF 306	Course Location:	SW 106
Office	Thursday		
Hours:	11:00 a.m. – 12:00 p.m. or by appointment		

I. COURSE PREREQUISITES

NONE

II. CATALOGUE DESCRIPTION

Examines theoretical, empirical and practice-based literature on school violence including how students' physical well-being, academic functioning, social relations, and emotional and cognitive development are affected.

III. COURSE DESCRIPTION

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

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

IV. COURSE OBJECTIVES

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

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

V. COURSE FORMAT / INSTRUCTIONAL METHODS

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

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards:

Social Work Core Competencies	
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
5	Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities*
8	Intervene with Individuals, Families, Groups, Organizations, and Communities*
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The following table shows the competencies highlighted in this course, the related course objectives, student learning outcomes, and dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities</p> <p>Social workers use their knowledge of theories of human behavior and the social environment to inform ongoing assessment as they work with diverse children, youth, and families, as well as with the groups, organizations, and institutions that play important parts in their lives. Social workers use culturally informed and varied assessment methods to capture the diverse strengths, resources, and needs of children, youth and families, which in turn advances the effectiveness of their practice. Social workers work collaboratively with other service providers involved in the family's life in order to obtain a comprehensive understanding of the family system to enhance the assessment process. Social workers are mindful of the potential influence of their personal experiences and affective reactions on the processes of assessment with children, youth, and families.</p>	<p>5. Apply threat assessment, safety monitoring, and evaluation, for strengthening school safety in an actual school environment.</p>	<p>7b. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of children, youth and families and the communities in which they live. (Exercise of judgment)</p>	<p>Cognitive and Affective Processes</p>	<p>Unit 3: School Climate and Culture</p> <p>Unit 10: School Shootings: Lessons Learned</p> <p>Unit 11: Shift the Focus to School Safety</p> <p>Unit 12: Critical Review of Available Program Models</p> <p>Unit 13: Planning the Program</p> <p>Assignment 3: Violence Assessment and Plan of Intervention</p>

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Social workers are knowledgeable about the evidence-informed interventions for children, youth, and families that can best help them to achieve the goals of their diverse clients. Social workers are able to critically evaluate and apply theories of human behavior and the social environment to intervene effectively with their clients in child and family practice settings. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve family and agency goals. Social workers understand the importance of inter-professional teamwork and communication in interventions, and employ strategies of interdisciplinary, inter-professional, and inter-organizational collaboration to achieve beneficial outcomes for children, youth, and families.</p>	<p>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.</p>	<p>8b. Critically select and apply interventions for their practice with children, youth, and families, based on thoughtful assessment of needs and the quality of available evidence.</p>	<p>Knowledge, Skills, Cognitive and Affective Processes</p>	<p>Unit 2: Theories and Responses to Violence</p> <p>Unit 6: Bullying Prevention and Intervention</p> <p>Unit 8: Effective Gang Intervention</p> <p>Unit 12: Critical Review of Available Program Models</p> <p>Assignment 2: Group Research Paper</p>

VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
Assignment 1: Field Visits Report	Unit 5: February 13, 2020	25%
Assignment 2: Research Paper	Unit 10: March 26, 2020	25%
Assignment 3: Violence Assessment and Plan of Intervention Presentation	TBA	40%
Class Participation	Ongoing	10%

Each of the major assignments is described below.

Assignment 1

Due: Unit 5 – February 13, 2020 by 11:59 p.m. (PST)

Field Visits Report

Students **will conduct two field visits to local schools** outside of class time to examine violence prevention/ intervention programs. Interviews with at least two different stakeholders at each school are required and can be done with students, teachers, parents, administrators, pupil support staff, regarding their work and the effectiveness of their programs. **Each visit should be written up in a two-three page description and critique of the program. Students are expected to review peer reports in order to increase their knowledge and skill as related to the subject matter.** The assignment is designed to educate the class about formal programs, curricula, schools, that your group has researched.

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

Assignment 2

Due: Unit 10 – March 26, 2020 by 11:59 p.m. (PST)

Research Paper

Students will write a 5-6 page paper that critically examines their selected topic. They will inform the paper with a minimum of 10 credible scholarly sources, of which at least 7 are research reports. The paper will examine historical perspective, prevalence and etiology, policies governing or providing program resources, barriers to intervention and evaluation, and detailed presentation of two evidence-based or evidence-informed programs that are currently (since 2010) demonstrated to be most effective. *This assignment relates to student learning outcomes 3, 9*

Assignment 3

Due: TBA

Violence Assessment and Plan of Intervention

This assignment requires you to (1) select and apply one of the assessment methods you have learned in the course to develop a baseline assessment of violence in the school and (2) to develop a plan of prevention/intervention for the school based on the findings of your assessment. This assignment will require you to make assessment judgments and to form an interdisciplinary team in the school for intervention planning and developing. You will present a report of your assessment and intervention proposal with the class in a 15-minute presentation.

NOTE: Students will be assigned a presentation date during week 2. You will need access to a school for this assignment. If you are not currently in a school-based internship, you should make arrangements with a local school early in the semester where you can complete this assignment.

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

Class Participation

It is expected that students will attend class regularly, participate in the class discussions, and submit work promptly. Failure to meet these expectations may result in reduction in grades.

Guidelines for Evaluating Class Participation:

10: Outstanding Contributor: Contributions in class reflect exceptional preparation and participation is substantial. Ideas offered are always substantive, provides one or more major insights as well as direction for the class. Application to cases held is on target and on topic. Challenges are well substantiated, persuasively presented, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished markedly. Exemplary behavior in experiential exercises demonstrating on target behavior in role plays, small-group discussions, and other activities.

9: Very Good Contributor: Contributions in class reflect thorough preparation and frequency in participation is high. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Application to cases held is usually on target and on topic. Challenges are well substantiated, often persuasive, and presented with excellent comportment. If this person were not a member of the class, the quality of discussion would be diminished. Good activity in experiential exercises demonstrating behavior that is usually on target in role plays, small-group discussions, and other activities.

8: Good Contributor: Contributions in class reflect solid preparation. Ideas offered are usually substantive and participation is very regular, provides generally useful insights but seldom offer a new direction for the discussion. Sometimes provides application of class material to cases held. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive with good comportment. If this person were not a member of the class, the quality of discussion would be diminished somewhat. Behavior in experiential exercises demonstrates good understanding of methods in role plays, small-group discussions, and other activities.

7: Adequate Contributor: Contributions in class reflect some preparation. Ideas offered are somewhat substantive, provides some insights but seldom offers a new direction for the discussion. Participation is somewhat regular. Challenges are sometimes presented, and are sometimes persuasive with adequate comportment. If this person were not a member of the class, the quality of discussion would be diminished slightly. Occasionally applies class content to cases. Behavior in experiential exercises is occasionally sporadically on target demonstrating uneven understanding of methods in role plays, small-group discussions, and other activities.

6: Inadequate: This student says little in class. Hence, there is not an adequate basis for evaluation. The student doesn't participate actively in exercises and sits mostly silently in group activities and in class discussions.

5: Non-participant: Attends class only. Does not appear to be engaged.

Course grades are based on the following scale:

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

Within the USC Suzanne Dworak-Peck 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.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

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 Group.

On Reserve

All additional required readings that are not in the above required texts are available online through electronic reserve (ARES) under instructor name **Terence Fitzgerald**. The textbooks have also been placed on reserve at Leavey Library.

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

Recommended Text

Guidebook for APA Style Formatting

Recommended Websites

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

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

<http://www.safetyzone.org>

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

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

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

Course Schedule—Detailed Description

Unit 1: The Scope of School Violence: An Overview Thursday, January 16, 2020

Topics

- Prevalence and etiology
- Historical perspectives
- A nested context

This Unit relates to course objectives 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 Thursday, January 23, 2020

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.

NOTE: Assignment 3 presentation dates will be discussed

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 Application*. Chicago: Lexington Books.

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

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

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

Unit 3: School Climate and Culture

Thursday, January 30, 2020

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 Thursday, February 6, 2020

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 Thursday, February 13, 2020

ASSIGNMENT 1 DUE

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 Thursday, February 20, 2020

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

Thursday, February 27, 2020

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

Thursday, March 5, 2020

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 **Thursday, March 12, 2020**

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.

Spring Recess

Sunday, March 15, 2020 – Sunday, March 22, 2020

- No Class on Thursday, March 19

Unit 10: School Shootings: Lessons Learned

Thursday, March 26, 2020

ASSIGNMENT 2 DUE

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.

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

Thursday, April 2, 2020

Topics

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

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

Required Readings

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

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

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

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

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

Unit 12: Critical Review of Available Program Models Thursday, April 9, 2020

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

Thursday, April 16, 2020

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

Thursday, April 23, 2020

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: Discovering and Conclusions: Where We Go From Here **Thursday, April 30, 2020**

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*.

STUDY DAYS / NO CLASSES **Month Date**

FINAL EXAMINATIONS **Month Date**

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 (cheriedh@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 Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. 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>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
engemannshc.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline – 1 (800) 273-8255
www.suicidepreventionlifeline.org

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

USC Student Health Sexual Assault & Survivor Support: <https://studenthealth.usc.edu/sexual-assault/>

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED) / Title IX Compliance – (213) 740-5086
equity.usc.edu, titleix.usc.edu

Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran

status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Bias Assessment Response and Support – (213) 740-2421

USC Policy Reporting to Title IX: <https://policy.usc.edu/reporting-to-title-ix-student-misconduct/>

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response.

The Office of Disability Services and Programs (213) 740-0776

dsp.usc.edu

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, and assistance with architectural barriers, assistive technology, and support for individual needs.

USC Support and Advocacy - (213) 821-4710

studentaffairs.usc.edu/ssa

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC – (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

XII. ADDITIONAL RESOURCES

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

XIII. STATEMENT ABOUT INCOMPLETES

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

XIV. POLICY ON LATE OR MAKE-UP WORK

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

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

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

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

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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. ACADEMIC DISHONESTY SANCTION GUIDELINES

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and

criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

XVIII. COMPLAINTS

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)

- ✓ 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.

Avoid procrastinating or postponing work on assignments.
