USC | School of Social Work

Social Work 614 (3 Units)
Social Work Practice in School Settings
Spring 2022

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Office Hours/location: Thursday, 3-4 pm or by appointment
Course day and time: Thursday 4:10-7 pm
Course location: SOS B48

COURSE PREREQUISITES

None

I. CATALOGUE DESCRIPTION

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

II. COURSE DESCRIPTION

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

Course Objectives

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

Objective #	Objectives
1	Explain contemporary social, economic, and demographic dynamics in education that influence the developmental and academic needs of children and youth at various learning levels.

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

III. COURSE FORMAT / INSTRUCTIONAL METHODS

Relationship of the Course across Curricular Themes

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

Social Justice and Social Change. Social workers in educational settings strive to maximize educational opportunities for individuals, groups, neighborhoods, and communities, and to promote progressive local, state, and national policy. Relevant legislation and policies that seek to meet these goals will be reviewed, as well as the social justice implications of public and non-public schools.

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

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

Relationship of the Course to Social Work Ethics and Values

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

IV. STUDENT LEARNING OUTCOMES

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

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

* Highlighted in this course

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

Competencies/ Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
Professional Identity—Identify as a professional social worker and conduct oneself accordingly. Social workers competent in Professional Identity: ▪ Serve as representatives of the profession, its mission, and its core values. ▪ Know the profession's history. ▪ Commit themselves to the profession's enhancement and to their own professional conduct and growth.	1. Demonstrate professional demeanor in behavior, appearance, and communication.	Class participation Class Discussions Course Assignments Presentations Units 1, 2, 3, 5, 6

Critical Thinking—Apply critical thinking to inform and communicate professional judgments. Social workers competent in Critical Thinking: - Are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. - Use critical thinking augmented by creativity and curiosity. - Understand that critical thinking also requires the synthesis and communication of relevant information.	2. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.	Assignments 1, 2, and 3 Asynchronous classwork/readings Class participation
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Presentations Class participation and discussion Assignments 1, 2, and 3

Diversity in Practice—Engage diversity and difference in practice. Social workers competent in Diversity in Practice: - Understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. - Recognize that the dimensions of diversity reflect intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. - Appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.	4. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.	Assignments 1, 2, and 3 Class discussions Readings/Asynchronous classwork Units 7, 8, 10, 11, 13, 14
	5. Recognize and communicate understanding of the importance of difference in shaping life experiences.	Assignments 1, 2, and 3 Class discussions and participation Readings/Asynchronous classwork Units 7, 8, 10, 11, 13, 14

Practice Contexts—Respond to contexts that shape practice. Social workers competent in Practice Contexts: - Are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. - Recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively.	6. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.	Assignments 1, 2, 3 Asynchronous work Readings Presentations Class Discussions
	7. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	Assignments 1, 2, 3 Asynchronous work Readings Class Discussions Presentations

| Engage, Assess, Intervene, and Evaluate—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Social workers competent in the dynamic and interactive processes of Engagement, Assessment, Intervention, and Evaluation apply the following knowledge and skills to practice with individuals, families, groups, organizations, and communities.

▪ Identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals
▪ Using research and technological advances
▪ Evaluating program outcomes and practice effectiveness
▪ Developing, analyzing, advocating, and providing leadership for policies and services
▪ Promoting social and economic justice | 8. Engagement:

Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Use empathy and other interpersonal skills.

Develop a mutually agreed-on focus of work and desired outcomes. | Assignments 1, 2, and 3 Class discussions and participation Units 6, 7, 11, 13 Readings Presentations |
| | 9. Assessment:

Collect, organize, and interpret client data.

Assess client strengths and limitations.

Develop mutually agreed-on intervention goals and objectives.

Select appropriate intervention strategies. | Assignments 1, 2, and 3 Class discussions and participation Readings Presentations |

V. COURSE ASSIGNMENTS, DUE DATES, GRADING

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

Each of the major assignments is described below.

Assignment 1: *Unit Exercises: Due as assigned throughout semester.*

To further integrate readings, lectures, and media content into the learning experience of this course, you will complete 10 unit exercises throughout the semester. In the VAC class, these exercises are embedded in the asynchronous content, and you will write your responses in the space provided. In the campus-based class your instructor will post the exercise on Blackboard the week before it is due. Your responses should be critical and substantive and reflect your current knowledge and understanding of the subject.

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

This assignment relates to student learning outcome 2, 3, 4, 5, 8, and 9.

Assignment 2: Response Paper to the book ***And Still We Rise*** **Due Week 8**

This book, written by Los Angeles journalist Miles Corwin, documents the struggles and successes of twelve public high school students and shows clearly that the barriers for students in previous decades are yet present for students in many American schools. The book is also a very personal account by the author. ==***Please begin reading the book immediately. You will submit a seven-page APA formatted response paper on the day of class Week 8.***== In the paper you will (1) critically explain issues of personal *trauma and institutional barriers and limitations* that affect the students and the school in the book, and (2) explain roles and interventions that a social worker in this school could provide on behalf of these students and school staff. You will receive a guide for the assignment. You should expect to inform this paper with knowledge you have gained from your Human Behavior and Practice courses, as well as your school-based (or other) internship.

This assignment relates to student learning outcomes 2, 3, 4, 5, 8, and 9.

Assignment 3: Problem Assessment, Intervention Plan, and Presentation

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

1. You will choose or be assigned to groups of 2-3 within the first three weeks of the semester. This is your work group to complete this assignment. You will be given time in class to discuss with your group.

2. The guide for this assignment is found below and will be given out as a separate document. It will also be discussed in further detail in class. In brief, the assignment involves (A) Selecting a problem that strongly impacts your schools, following the assignment guide to develop an assessment of the problem and an intervention plan to address the problem, and presenting this in a 10-page paper. (C) Explain the problem and the intervention you are planning, to three different stakeholder groups as if you are orienting or engaging them in the intervention. Each member of your group will present to a different group.

Due Week 10 (written); Weeks 11-14 (presentations)

This assignment relates to student learning outcomes 1, 2, 3, 4, 5, 8, and 9.

ASSIGNMENT 3 GUIDE

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

For this assignment, groups of up to three students will be formed as early as week 1 but no later than week 3. Groups will have time in class to discuss the assignment. Your target problem and presentation stakeholder groups should be identified by Week 3, when you will also be assigned a presentation date.

ASSIGNMENT PART 1: **DUE WEEK 11**

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

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

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

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

ASSIGNMENT PART 2

DUE AS ASSIGNED WEEKS 12-15

Your group will select three different stakeholder groups that you would need to inform and engage in order for your proposed intervention to be effective in the school. Each of you will present to one of these stakeholder audiences (teachers, parents, students of various ages, principal and administrative team, other school staff, the school board, community groups). <mark>Each individual presentation should be about 10 minutes in length.</mark>

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

Communicating effectively to different stakeholders requires a number of skills:

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

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

Class Participation (10% of Course Grade)

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

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

Active participation in this class means that you read the required readings (VAC or online, also review the asynchronous content) before every class and reflect your familiarity with the material in discussions. You verbally contribute ideas, questions, and observations, and relate the material to your own experiences in the field. Please come prepared to discuss what is relevant and happening today and be able to apply to week's readings, etc.

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

Holy Days: University policy permits students to be excused from class without penalty for the observance of religious holy days. This policy also covers scheduled final presentations that conflict with

student observance of a holy day. You must make arrangements in advance to complete class work, presentations, or any assignment that will be missed due to holy day observance.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	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-

VI.   REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

Required Textbooks

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

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

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

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

Required Readings on Reserve

Required readings that are not in the textbooks are available electronically in ARES under SOWK 614 Lead Instructor, Aimee Odette.

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

Recommended Guidebook for APA Style Formatting

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

Recommended Websites

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

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

National Child Traumatic Stress Network: www.nctsn.org

National Center for Learning Disabilities: www.ncld.org

Response to Intervention Network: www.rtinetwork.org

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

SOWK 614	Fall 2020: Overview of Session Unit Topics	Async work by Week
Week 1	Scope and Context of Social Work in Education	Unit 1
Week 2	Education as an Institution	Unit 2
Week 3	A National View of Social Work in Education	Unit 3
Week 4	National Issues of School Mental Health and School Safety	Unit 4
Week 5	School as an Organization and Workplace	Unit 5
Week 6	Multiple Stakeholders: Agendas, Authority, and Power	Unit 6
Week 7	Engaging Students, Families, and Community	Unit 7
Week 8	Disparities and Access to Education *****Assignment 2 DUE*****	Unit 8
Week 9	School Culture and Climate: The School as Client	Unit 9
Week 10	Child Trauma and the Trauma-Informed School	Unit 10
Week 11	Supporting Students with Disabilities and Learning Needs *****Assignment 3, written portion, DUE*****	Unit 11
Week 12	School Wide Systems of Support *****Assignment 3 Presentations*****	Unit 12
Week 13	Supporting Students with Mental Health and Neurodevelopmental Disorders *****Assignment 3 Presentations*****	Unit 13
Week 14	Managing Behavior and Supporting Student Health *****Assignment 3 Presentations*****	Unit 14
Week 15	Accountability: Evaluating and Reporting School Social Work *****Assignment 3 Presentations*****	Unit 15

Course Schedule—Detailed Description

Topics (UNIT 1)

- Introduction to the class, discussion of class components, and assignment of projects
- Historical Development of Social Work in Education
- Primary Social Work Roles, Employment, and Employers
- State Licensing and other requirements
- Professional Organizations

This Unit relates to course objectives 1, 2.

Required Readings:

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

School Social Work: National Perspectives on Practice in Schools: Chapters 1, 3, and 15

Week 2:   Education as an Institution

Topics (Unit 2)

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

This Unit relates to course objectives 1 and 2.

Required Readings:

School Social Work: National Perspectives on Practice in Schools: Chapters 5, 6, and 8

ARES (Library Reserves): Valentine, J., & Prater, M. (2011). Instructional, transformational, and managerial leadership and student achievement: High school principals make a difference. *NASSP Bulletin, 95(3), 5-30.*

Week 3: A National View of Social Work in Education

Topics (Unit 3)

- The national school social work practice model
- Legal parameters for practice
- The Common Core
- Ethical challenges for social workers in schools
- Evidence-based practice in schools

This Unit relates to course objectives 1, 2, 4, and 5.

Required Readings:

School Social Work: National Perspectives on Practice in Schools: Chapters 2, 4, and 8

Week 4:   National Issues of School Mental Health and Safety
Topics (Unit 4)

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

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

Required Readings:

School Social Work: National Perspectives on Practice in Schools: Chapter 11

The School Services Sourcebook: Chapters 41, 42, 43, and 44

Week 5:   School as an Organization and Workplace

Topics (Unit 5)

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

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

Required Readings

The School Services Sourcebook: Chapters 49, 57, 58, 59

Recommended Readings:

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

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

The School Services Sourcebook: Chapters 51, 52, 53, 55, 60, 61, 62, 63

Week 6:   Multiple Stakeholders

Topics (Unit 6)

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

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

Required Readings:

The School Services Sourcebook: Chapter 48, 68

Week 7: Engaging Students, Families, and Community

Topics (Unit 7)

- Students as Clients: Issues of Confidentiality and Informed Consent
- Student Engagement with School
- Working with the Child Welfare System
- Working with the Juvenile Justice System
- A Network of Community Providers

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

Required Readings:

School Services Source Book: Chapters 26, 27, 28, 29, 49, 56, and 65

ARES: Berryhill, M.B. & Vennum, A. (2015). Joining Forces: Bringing Parents and Schools Together. Contemporary Family Therapy, pp. 351-363.

Week 8: Disparities and Access to Education ***Assignment 2 DUE***

Topics (Unit 8)

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

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

Required Readings:

School Services Sourcebook: Chapters 55, 57, 58, 59, 60, 61, 62, and 63.

Recommended Reading:

ARES:

Teasley, M.L. (2017). The Dynamics of Education Reform and School Choice. *Children & Schools* 39 (3), pgs. 131-135.

Williams, R.B. et al (2017). An Evidenced-Based Approach to Reducing Disproportionality in Special Education and Discipline Referrals. *Children & Schools* 39 (3), pgs. 248-251.

Flugaur-Leavitt, C. (2017). Helping Native American Students Succeed in School. *Children & Schools* 39 (3), pgs. 187-189.

Department of Education Resource Guide: Supporting Undocumented Youth. Pp. 3-17, 23-26, 48-49.

Week 9: School Culture and Climate: The School as a Client

Topics (Unit 9):

- Variations in School Culture and Climate

- School Engagement and Academic Achievement

- Traits of a Welcoming School

- Benefits and Outcomes of a Welcoming School

- Changing the School Environment

This unit relates to course objectives 3 and 4.

Required Readings:

The School Services Source Book: Chapter 2, 28, and 29

Week 10:   Child Trauma and Trauma-Informed School ***Assignment 3 paper DUE***

Topics (Unit 10)

- Social and Emotional Indicators of complex trauma
- The Trauma-Informed, Trauma-Sensitive School
- Creating a Trauma-Sensitive School
- Vulnerable Student Profiles
- Students At-Risk for Dropout
- CBITS and other Programs that Work

This Unit relates to course objectives 3 and 4

Required Readings:

School Social Work: National Perspectives on Practice in Schools: Chapter 12

School Services Sourcebook: Chapters 24, 25, and 26

cbitsprogram.org

ARES: *Creating and Advocating for Trauma-Sensitive Schools,* Executive Summary and Ch. 1, 5-25.Case Examples from a Trauma-Informed Public Middle School Program. *Children & Schools* 39 (4), 238-247.

Week 11:   Supporting Students with Disabilities and Learning Needs

Topics (Unit 11)
- IDEA and Special Education Law
- Legal Mandates
- Categories and Services
- Referral and Qualifying
- Learning Disability, Self-Esteem, and Behavior
- Functional Behavioral Assessment
- Roles of the Social Worker

This Unit relates to course objectives 3 and 4.

Required Readings:

School Social Work: National Perspectives on Practice in Schools: Chapter 7

The IDEA Law, National Individuals with Disabilities Act (www.ncid.org)

The School Services Sourcebook: Chapter 3 and 17

Harrison, K. & Harrison, R. (2009). The Social Worker's Role in the Tertiary Support of Functional Assessment. *Children & Schools* 31 (2), 119-127.

Week 12:   School Wide Systems of Support

Topics (Unit 12)

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

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

Required Readings:

School Social Work: National Perspectives on Practice in Schools: Chapters 9, 10, 11, and 12

School Serviced Sourcebook: Chapter 37

SEL Reading: http://www.gse.harvard.edu/news/uk/17/06/se;ecting-right-sel-program

***Additional handouts will be posted by instructor

Week 13:   Supporting Students with Mental Health and Neurodevelopmental Disorders

Topics (Unit 13)

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

This Unit relates to course objectives 3 and 4.

Required Readings:

School Services Sourcebook: 5, 10, 12, 14, 15, 41, 50, and 54

Week 14:   Managing Behavior and Supporting Student Health

Topics (Unit 14)
- Frequent Threats to Health of Children and Youth
- School-Based Health Services
- School Policies for Managing Student Behavior
- Bullying and other Forms of Aggression

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

Required Readings:

ARES: Eliot, M., Cornell, D., Gregory, A., & Fan, X (2010). Supportive school climate and student willingness to seek help for bullying and threats of violence. *Journal of School Psychology*, pp. 533-553.

School Services Sourcebook: Chapter 35, 36, 37

Recommended Reading:

School Services Sourcebook: Chapters 20, 21, 22, 23, 32, 33, 39, 40

Week 15: Accountability: Evaluating and Reporting

Topics (Unit 15)

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

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

Required Readings:

School Social Work: National Perspectives on Practice in Schools: Chapters 13 and 14

School Services Sourcebook: Chapters 69, 70, and 72

IX. Attendance Policy

The USC Suzanne Dworak-Peck School of Social Work is a professional school, class attendance and participation is an essential part of your professional training and development. You are expected to attend all classes and meaningfully participate. More than 2 unexcused absences from class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC students, attendance requires maintaining an active presence during live sessions with clear and reliable video and audio. Unless otherwise directed by your instructor, VAC students are expected to complete all asynchronous content and activities prior to the scheduled live session. Failure to complete two asynchronous units prior to the scheduled live session will result in the lowering of your final course grade by one grade segment. Not completing additional asynchronous units will result in further grade deductions.

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 and Support Systems

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.

Support Systems

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call
Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

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: https://studenthealth.usc.edu/sexual-assault/

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

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

Bias Assessment Response and Support
Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs
Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

USC Support and Advocacy (USCSA) – (213) 821-4710
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

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

USC Emergency Information
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu \

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC) ombuds.usc.edu
A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

XI.   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.

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 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.

XVI.

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.

XVII.   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.

XVIII.   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.

Don't procrastinate or postpone working on assignments.