

Social Work 274 Advanced Social Work Practice in Schools (3 Units)

Catalog Statement

Addresses the specific knowledge and skills required for advanced social work practice in school settings. A requirement for the Pupil Personnel Services credential in school social work and child welfare and attendance services.

Course Rationale

An understanding of how to work effectively in schools is essential to any area of social work practice with youth. This seminar, taken concurrently with Field Instructed Practice (SWrk 282/283), is designed to provide the student with specific knowledge and skills required for social work practice in school settings. It focuses on the theories, principles, procedures, skills, policies and laws that are specific to practice in the schools. As such, this course is part of a program of studies satisfying the requirements for the California Pupil Personnel Services Credential (P.P.S.C.) with Advanced Specialization in School Social Work and Advanced Specialization in Child Welfare and Attendance. The course is also offered as an elective to students who are not P.P.S. Credential candidates but are engaged in field instructed practice with youth.

Course Description

In keeping with California Title 5 regulations pertaining to Pupil Personnel Services professional preparation programs, this course is the first of two courses that cover the generic requirements for all pupil personnel services specializations as well as those specific to school social work and child welfare and attendance services. The theoretical framework through which this content is presented is the ecological perspective, examining human behavior and development as it occurs in the social environment. The mission of the Department of Social Work Education is infused throughout the course with consideration of social justice and cultural/diversity phenomena from an empowerment perspective. The seminar format of the course allows students to share field placement experiences and assist in problem solving and contributing to the learning of others.

Educational Goals

1. To acquire a comprehensive knowledge base of the school system as a context for social work practice, including the roles and responsibilities of the school social worker.
 2. To understand the influence and social justice implications of biological, psychological, social, cultural and legal factors on the educational process and school social work services.
 3. To acquire knowledge of the legal and policy parameters of public education as it relates to the practice of social work and child welfare and attendance in schools.
 4. To develop knowledge and skills in the delivery of school social work and child welfare and attendance services at multiple systems levels that demonstrates a commitment to social justice, diversity/cultural competency and empowerment.
 5. To develop knowledge and skills in the evaluation of school social work practice.
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Learning Objectives/Outcomes

Based upon class discussions, class presentations, written examinations and/or papers, each student will be able to demonstrate:

- 1.1 An understanding of the school system as a formal organization and social system.
- 1.2 Knowledge of the history of school social work, including child welfare and attendance services.
- 1.3 An understanding of the ecological approach to social work services in schools.
- 1.4 An understanding of social work process in host settings, specifically the educational setting.
- 1.5 An understanding of the multiple roles of social workers in schools.
- 1.6 Applied knowledge of the NASW Code of Ethics and the NASW Standards for School Social Work Services.
- 2.1 An understanding of the effect of the school setting, school climate and culture on youth development, academic success and resiliency.
- 2.2 Applied knowledge of personnel and programmatic factors affecting school climate.
- 2.3 Knowledge of how to develop positive, culturally relevant learning environments, including basic components of classroom management and effective school discipline.
- 2.4 Knowledge of the effects of grade retention on achievement, learning and social/emotional development.
- 2.5 An understanding of how feelings and emotions affect learning.
- 2.6 Knowledge of systematic school safety planning.
- 2.7 Knowledge of school programs for peer mediation, conflict management and school violence prevention.
- 3.1 Knowledge of state and federal laws governing school attendance, including alternative education options.
- 3.2 Knowledge of the requirements for completion of education through high school.
- 3.3 Knowledge of state and federal laws governing pupil rights.
- 3.4 Knowledge of state and federal laws governing special education and the right to a free and appropriate public education.
- 3.5 Knowledge of state and federal laws pertaining to equal educational opportunity: language, race/ethnicity/culture, and gender.
- 3.6 Knowledge of appropriate compliance procedures relating to pupil personnel services.

- 3.7 Knowledge of methods to keep informed regarding changing laws, regulations, and procedures related to California public education.
- 4.1 Knowledge and skills in the assessment of the effects of bio-psycho-social, cultural, spiritual and legal factors on the lives of pupils and on the educational process.
- 4.2 Skills in securing the participation of pupils, family, community groups, human service agencies and school personnel in the definition, assessment and amelioration of problems encountered by students and families.
- 4.3 Knowledge and skills in inter professional collaboration that facilitates individual and team consultation with teachers, staff and parents.
- 4.4 Knowledge and skills in forming and sustaining effective inter and intra agency collaborative relationships.
- 4.5 Knowledge and skills for effective pupil advocacy at multiple systems levels.
- 4.6 Knowledge of principles and methods to help pupils learn effective ways to plan and give direction to their own learning.
- 4.7 Skills conducting assessment of student attendance, interpreting attendance laws to students and parent(s)/guardian(s), and intervening effectively to resolve attendance problems of students.
- 4.8 Knowledge of existing remedial, developmental and special programs available to pupils in the school and the community.
- 4.9 Knowledge of methods and skills in working with school staff and parents, including planned prevention programs, to prevent school failure of pupils with special physical, social, intellectual and emotional problems and needs and to increase pupil success in school.
- 5.1 Knowledge through self-assessment of the effect of the school social worker's values and biases upon the manner in which he/she provides services to pupils who come from differing socioeconomic, racial and cultural backgrounds.
- 5.2 Knowledge and skills in utilizing various tools for the evaluation of one's professional social work practice in the schools.

Course Content: (See attached Course Schedule for details)

Part One: The School as a Context for Social Work and Child Welfare and Attendance Practice

- I. Overview of School Social Work
 - A. PPS Competencies and Professional Dispositions
 - B. Current Trends in Education: Funding, School Reform, etc.
 - C. History of school social work, including child welfare and attendance services.
 - D. Models of school social work practice.
 - E. Defining the role of social workers in schools.

- II. The School as an Educational, Political and Social System
 - A. The social organization of schools.
 - B. The ecological perspective in school social work.
 - C. Social work process in host settings, specifically educational settings, and the ethical issues inherent to this context.

III. School Climate

- A. Assessing school climate
- B. Principles of classroom management; state adopted curriculum frameworks.
- C. Theories of learning.
- D. School safety and violence prevention.
- E. Peer mediation and conflict resolution.
- F. Personnel, programmatic and community factors in school climate.

IV. Consultation and Collaboration with School Personnel, Families and the Community

- A. Models of consultation.
- B. Issues in consultation and collaboration.
- C. Parental involvement: Family-school collaboration.
- D. Community-school collaboration.

Part Two: The Legal and Policy Parameters of School Social Work and Child Welfare and Attendance Services and Implications for Practice

V. Attendance

- A. Laws related to school attendance.
- B. Absenteeism, truancy, and dropout.
- C. Alternative enrollment options.
- D. Promotion and retention policies.
- E. Strategies for intervention.

VI. Student Rights and Issues

- A. Student discipline and corporal punishment.
- B. Child abuse reporting responsibilities.
- C. Family Educational Rights and Privacy Act of 1974.
- D. Suspension and expulsion.

VII. Special Education

- A. Federal legislation pertaining to disabled children.
- B. Seven principles of IDEA and due process.
- C. Learning disabilities and Attention Deficit Hyperactivity Disorder.
- D. Special education services.

VIII. Securing Equal Educational Opportunity: Language, Culture and Gender

- A. Issues related to language.
- B. Issues related to race/ethnicity/culture.
- C. Issues related to gender.

Required Purchases

Allen-Meares, P. (2010). Social work services in schools (6th ed.). Boston: Allyn & Bacon/Longman.

Franklin, C., Harris, M.B., & Allen-Meares, P. (Eds.). (2006). The school services sourcebook. New York: Oxford University Press.

Note: Both of the above texts will be utilized for the two semester sequence of advanced social work practice in schools, SWrk 274 and SWrk 275. However, different reading corresponding with each course syllabus will be assigned.

NASW Standards for School Social Work Services (2002). Silver Spring, MD.: National Association of Social Workers, Inc.

http://www.socialworkers.org/practice/standards/NASW_SSWS.pdf

Method of Instruction

The class will meet once a week for three hours. There will be a combination of lectures by the instructor, student presentations, guest speakers, discussion of assigned readings and use of audio-visual materials as arranged by the instructor. Many of the delivery mechanisms will include specific content related to the unique social and learning needs of educationally disadvantaged youth such as the poor, specific ethnic/cultural groups, and learning disabled pupils.

Web-Based Instruction/Blackboard

Web-based instruction may take place as a delivery mechanism for course information. All students in this course are required to have an email account and access to the Internet. If you cannot afford or do not wish to purchase Internet service from your home, you may access the Internet through the library or one of the campus computer labs. However, you must have a campus email account to do so.

Grading Criteria

Grades for the course will be determined by performance on a combination of examinations, papers, class presentations, attendance and participation. See course outline for more specific information. The following is the grading scale that will be utilized:

90-100 = A	70-79 = C	0-59 = F
80-89 = B	69-60 = D	

Description of Exams/Major Assignments (See attached Course Schedule)

1. School Social Work Service Plan (20%)
2. School Practice Paper (30%)
3. Attendance Assessment (20%)
4. Final Exam (20%)

Course Policies

Late or Missing Assignments: Students are responsible for the completion of all reading, written, and course assignments on or before the due date. Late assignments are subject to grade reduction. Be sure to inform the instructor if an assignment is going to be late.

Attendance and Class Participation: Active and informed participation in this seminar are expected. Active participation includes regular attendance (no more than 2 absences) and a balance of talking and listening. Informed participation includes completion of readings before class and contributing your thoughts, feelings, questions and feedback regarding readings, presentations/discussions and/or school related field placement experiences. Attendance and class participation account for 10% of the final course grade. However, students that accumulate more than 3 absences will have their final grade reduced by a full letter grade and may jeopardize their qualification for the PPS credential. If a student is going to be late or absent, please extend the courtesy of calling the instructor to let her know.

Reserve Reading: All reserve readings are available via Black Board under Course Documents. Readings are organized in the folders that correspond to the week for which they are assigned.

University Policies

Students with Disabilities: California State University, Fresno is strongly committed to maintaining an environment that guarantees disabled students full access to its educational programs, activities and facilities. All faculty are required to provide "reasonable accommodation" to ensure full access of students with disabilities. Students are expected to completely fulfill all course requirements. Students who are certified as disabled through CSUF's Office of Services to Students with Disabilities (278-2811) are responsible for registering SWrk 274 with this office. Students are also responsible for informing the instructor of their disability and request for reasonable accommodation.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e. their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Schedule of Courses (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Code of Academic Integrity – Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. Students should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)

- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” For more information, refer to the Code of Academic Integrity – Honor Code, APM 236, www.csufresno.edu/aps/apm/236.pdf.”

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its [copyright web page](#):

http://www.lib.csufresno.edu/libraryinformation/campus/copyright/copyrtpolicy_full.pdf

Subject to Change Statement:

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Social Work 274
Advanced Social Work Practice in Schools
(3 units)
Course Schedule – Fall 2010

Course Expectations and Requirements

This class will be taught as a seminar. It will be an opportunity to integrate school related field placement experiences with the theory, policy and practice information pertaining to social work services in schools. The following is a list of course expectations and requirements for effective learning:

1. You are expected to demonstrate initiative and responsibility to learn the specialized and advanced practice content of this seminar.
2. Active and informed participation in this seminar are expected. Active participation includes regular attendance (no more than 2 absences) and a balance of talking and listening. Informed participation includes completion of readings before class and contributing your thoughts, feelings, questions and feedback regarding readings, presentations/discussions and/or school related field placement experiences. **Note:** Students that accumulate more than 3 absences will have their final grade reduced by a full letter grade and may jeopardize their qualification for the PPS credential.
3. Courteous and respectful conduct is expected of all seminar participants at all times. Please turn off cell phones, laptops, pagers, etc. and refrain from conduct that disrupts the learning environment when class is in session (i.e. texting, emailing, private conversations, etc.).
4. If you are going to be late or absent, please extend the courtesy of calling the instructor to let her know.
5. Completion of all reading, written, and course assignments on or before the due date. Late assignments are subject to grade reduction. Be sure to inform the instructor if an assignment is going to be late.

Assignments

1. **School Social Work Service Plan** – 100 points (20%)
Due: September 14, 2010

In order to be considered valuable members of the educational team, school social workers must demonstrate the relevance of their services to the mission and goals of the school. The development of a School Social Work Service Plan provides direction for both the provision of needed services and the evaluation of these services.

In collaboration with your field instructor and a school site administrator, develop a School Social Work Service Plan for the 2010-11 school year for **one** of your school placement sites. The plan should be informed by assigned course readings on evaluation of practice. **The plan must include the following components:**

- A. **School Information** – provide a *focused discussion* (2-3 pages) of *relevant information* about the school such as name, location, grade levels, enrollment, demographics, staffing, community context, and the primary social service needs. This information provides the rationale for the objectives in the service plan. (20 points)
- B. **School Social Work Service Plan** – provide a heading for the plan that includes the school name and year. Present the Plan in a *table format* with the following column headings:
- Objectives (the “what”)** – outline *clear, specific, measurable objectives* that can be addressed in the provision of school social work services at this school site. Remember that objectives state the outcome desired, not the services to be provided. The objectives should address needs that have been identified in collaboration with your field instructor and school site administrator and must include multiple systems levels – individual, family, group, organization and community. Clearly indicate the system level being addressed for each objective. For example: Individual: Decrease truancy by 10% for 5 individual students. (30 points)
 - Interventions (the “how”)** – include the proposed school social work interventions to address the identified objectives. Be sure that the interventions listed are adequate to achieve the objective and reflect the advanced level of practice of a PPS practitioner. (20 points)
 - Evaluation** – for each objective outlined, list the specific data and the evaluation tool(s)/data source that will be used to measure the outcome of the services provided. Be sure that the data sought actually measures the outcome of the objective. (30 points)

The School Social Work Service Plan should be 5-7 pages in length. It is expected to be well organized, well written, typed and double spaced in APA format following the guidelines outlined above. It will provide the basis for evaluation of your school social work practice and will culminate in an End-of-the-Year Report. You will be graded on the organization and comprehensiveness of the paper as well as your understanding and application of relevant readings, course information and your writing skills. Submit **one paper and one electronic copy** of the plan by the due date.

2. **School Practice Paper** - 150 points
(30%) Due: October 12, 2010

One of the greatest challenges of school social work is learning to practice effectively in the host setting of the public schools. In order to meet this challenge, a social worker must understand the school as an organization (PPS Competency #2) and learn how to effectively “join” the educational team (PPS Competencies #4 and #5).

Using course readings and class discussions, write an 8-10 page paper (excluding title and reference pages) in which you address the challenges presented above. Be sure to organize the paper with the headings listed below for each required area.

- B. **The School as an Organization**: Describe the most important organizational components of the school (i.e. structures, procedures, policies) that must be understood by a school social worker to fit in as a member of the educational team. Support your ideas by explaining why each aspect described is critical to your ability to function effectively within the organizational culture of the school. (50 points)
- C. **Joining the Educational Team**: Describe what you will do to become an accepted member of the educational team. Provide **specific examples** of what you will do to establish your role and

build professional relationships at **ALL** systems levels: students, staff, faculty, parents and the community. (50 points)

- D. **“Old Tapes”**: Present the personal and/or professional school experiences, or “old tapes”, that may influence your practice as a school social worker. Discuss how they could affect your practice and how you will professionally manage their influence. (30 points)
- E. Be sure to utilize assigned readings and other relevant professional literature to support your ideas and reference them appropriately. (20 points)

The paper is expected to be well organized, well written, typed and double spaced in APA format. You will be graded on the organization and comprehensiveness of the paper as well as your understanding and application of relevant readings, course information and your writing skills. Submit **one paper and one electronic copy** of the school practice paper by the due date.

- 3. **Attendance Assessment** – 100 points (20%)
Due: November 9, 2010

Select a pupil from your PPS field placement caseload for whom the primary reason for referral is a **problem with attendance**. Conduct a multi dimensional assessment of the pupil. **Concisely** summarize your findings for each of the areas listed below using the Multi Dimensional Assessment electronic form provided by the instructor.

- A. **Identifying Information** – fictitious name, gender, age, grade, primary language, reason for referral, etc. (10 points)
- B. **Background Information** – reason for referral, history of presenting concerns (include time frames), academic performance and school adjustment, peer relationships, health history, student strengths, etc. (25 points)
- C. **Neighborhood Information** – summary of the neighborhood environment and the condition of the home environment. (10 points)
- D. **Family and Support System Information** – family members and family in the house hold, extended family support systems and summary of family interaction, including parenting skills and parent/guardian response to the presenting problem(s). (15 points)
- E. **Case Formulation** – provide a *concise summary paragraph* of the major points of the assessment. The case formulation provides the rationale for the service plan. Be sure to include the problems/needs to be addressed in the plan.(15 points)
- F. **Service Plan** – LIST short-term goals with timelines and the intervention plan. Be sure that the service plan logically follows the case formulation and includes specific, evidence-based interventions (i.e. refer to relevant assigned readings) to address the identified problems/needs. (25 points)

The assessment is expected to be clear, concise, well-organized, and typed using the electronic form provided by the instructor. The assessment will be evaluated based on how well each of the above areas is addressed, including your understanding and application of relevant course information and your assessment writing skills. Submit **one paper and one electronic copy** of the assessment by the due date.

- 4. **Final Exam** - 100 points (20%)
Date: December 14, 2010 (**Final Exam Schedule**)

An exam consisting of short answer questions will be given at the beginning of class. It will draw upon information from classes 10-16 of this course. Further information on the exam will be discussed in class.

5. **Attendance and Class Participation** – 50 points (10%)

Regular class attendance, as well as active and informed participation in this seminar, are expected as described under Course Expectations and Requirements. The following criteria will be utilized to determine points earned for attendance and participation:

A. Attendance – 2 points per class session; maximum of 30 points.

B. Participation – maximum of 20 points:

0 points	Does not participate in class discussions or activities.
5 points	Participates only in structured class activities.
10 points	Participates in class activities and <i>occasionally</i> contributes to class discussions.
20 points	Participates in class activities and contributes <i>regularly and thoughtfully</i> to class discussions.

Grading

1. Assignment # 1:	SSW Service Plan	100 points	(20%)
2. Assignment # 2:	School Practice Paper	150 points	(30%)
3. Assignment # 3:	Attendance Assessment	100 points	(20%)
4. Assignment # 4:	Final Exam	100 points	(20%)
5. Assignment # 5:	Attendance and Participation	50 points	(10%)

NOTE: Students that accumulate more than 3 absences will have their final grade reduced by a full letter grade and may jeopardize their qualification for the PPS credential.

The following point ranges correspond with the final letter grade listed below:

A	450-500 points
B	400-449 points
C	350-399 points
D	300-349
F	299 or less

Social Work 274
Advanced Social Work Practice in Schools
(3 Units)

Fall 2010
Schedule of Classes and Assignments

Part One: The School as a Context for Social Work and Child Welfare and Attendance Practice

Week 1: 8/24

Topic: Introduction of course: Course overview, expectations and requirements.
PPS Competencies and Professional Dispositions
Current Trends in Education and School Social Work.

Read: Allen-Meares, Chapter 1

Week 2: 8/31

Topic: Overview of School Social Work, Assessment and Evaluation of Practice
(*Focus on PPS Competencies 2 and 6*)

Read:

Allen-Meares, Chapters 2 & 12
Franklin et al., Chapter 90 & 103
NASW Standards for School Social Work Services – (2002). Silver Spring, MD.:
National Association of Social Workers, Inc.

<http://www.socialworkers.org/practice/standards/NASWSSWS.pdf>

Reserve Reading:

McCullagh, J.G. (1982). Survival strategies for school social workers. Social Work in Education, 4(3), p. 5-15.

Goren. S.G. (2006). The wonderland of social work in schools, or how Alice learned to cope. In R. Constable, C.R. Massat, S. McDonald & J.P. Flynn (Eds.). School social work: Practice, policy and research (6th ed.). Chicago: Lyceum Books, p. 58-66.

Garrett, K.J. (2006). Making the case for school social work. Children & Schools, 28(2), p. 115-121.

Week 3: 9/7

Topic: The School as an Educational, Political & Social System (*Focus on PPS Competency 2*)

Read:

Allen-Meares, Chapters 4 and 10

Reserve Reading:

Frey, A.J. & Dupper, D.R. (2005). A broader conceptual approach to clinical practice for the 21st century. Children and Schools, 27(1), p. 33-44.

Pawlak, E.J. & Cousins, L. (2006). School social work: Organizational perspectives. In R. Constable, C.R. Massat, S. McDonald & J.P. Flynn (Eds.). School social work: Practice, policy and research (6th ed.). Chicago: Lyceum books, p. 225-239

Week 4: 9/14

Topic: Social Work Practice in Schools: Ethical Issues (*Focus on PPS Competencies 1 and 5*)

Read:

Franklin et al., Chapters 88 & 89
Review PPS Dispositions
Reserve Reading:

Reamer, F.G. (2005). Update on confidentiality issues in practice with children: Ethics risk management. Children & Schools, 27(2), p. 117-120.

School Social Work Service Plan Due!!

Week 5: 9/21

Topic: School Climate: Classroom Management (*Focus on PPS Competencies 2, 4 and 11*)

Read:

Franklin et al., Chapter 75
California Curriculum Frameworks: <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>
Reserve Reading:

Jackson, L. & Panyan, M.V. (2002). Positive behavioral support in the classroom: Principles and practices. Baltimore, MD: Paul H. Brookes Publishing Co., p. 21-40.
Thompson, A.M. & Webber, K.C. (2010). Realigning student and teacher perceptions of school rules: A behavior management strategy for students with challenging behaviors. Children & Schools, 32 (2), p. 71-79.
Frey, A.J., Lingo, A. & Nelson, C.M. (2008). Positive behavior support: A call for leadership. Children & Schools, 30(1), p. 5-14.

Week 6: 9/28

Topic: School Climate: Violence in Schools (*Focus on PPS Competency 9*)

Read:

Allen-Meares, Chapter 6
Franklin et al., Chapter 44
Reserve Reading:

Trager, M., Jack, D.E., Ince, W., & Goecke, J. (2003). A perspective on school social workers' roles in preventing and responding to school violence. School Social Work Journal, 27(2), p. 32-56.
Whitted, K.S. & Dupper, D.R. (2005). Best practices for preventing or reducing bullying in schools. Children & Schools, 27(3), p. 167-175.

Week 7: 10/5

Topic: Consultation with School Personnel (*Focus on PPS Competencies 4 and 5*)

Read:

Franklin et al., Chapters 60 & 94

Week 8: 10/12

Topic: Collaboration with School Personnel, Families and Community
(*Focus on PPS Competencies 4, 5 and 8*)

Read:

Franklin et al., Chapter 77
Reserve Reading:

Bronstein, L. (2003). A model for interdisciplinary collaboration. *Social Work*, 48(3), p. 297-306.

Anderson-Butcher, D. & Ashton, D. (2004). Innovative models of collaboration to serve children, youths, families and communities. *Children & Schools*, 26(1), p. 39- 53.

School Practice Paper Due!!

Part Two: The Legal and Policy Parameters of School Social Work and Child Welfare and Attendance Services and Implications for Practice

Week 9: 10/19

Topic: Attendance (*Focus on PPS Competencies 3 and 10*)

Read:

Allen-Meares, Chapter 5, p. 115-124

Franklin et al., Chapters 36 & 38

Reserve Reading:

Epstein, J.L. & Sheldon, S.B. (2002). Present and accounted for: Improving school attendance through family and community. *Journal of Educational Research*, 95(5), p. 308-320.

Baker, D. & Jansen, J. (2000). Using groups to reduce elementary absenteeism. *Social Work in Education*, 22(1), p. 46-53.

Dube, S.R. & Orpinas, P. (2009). Understanding excessive school absenteeism as school refusal behavior. *Children & Schools*, 31(2), p. 87-95.

Hernandez Jozefowicz-Simbeni, D. (2008). An ecological and developmental perspective on dropout risk factors in early adolescence: Role of school social workers in dropout prevention efforts. *Children & Schools*, 30(1), p. 49-62.

Week 10: 10/26

Topic: Student Rights and Issues (*Focus on PPS Competencies 1, 2 and 3*)

Read:

Allen-Meares, Chapter 5, p. 88-115

Franklin et al., Chapters 32 & 34

Reserve Reading:

Cameron, M. (2006). Managing school discipline and implications for school social workers: A review of the literature. *Children & Schools*, 28(4), p. 219-227.

Dupper, D.R., Theriot, M.T. & Craun, S.W. (2009). Reducing out-of-school suspensions: Practice guidelines for school social workers. *Children & Schools*, 31(1), p. 6-14.

Week 11: 11/2

Topic: Special Education: Key Areas of Federal Legislation (IDEA)
(*Focus on PPS Competencies 1, 3 and 8*)

Read:

Allen-Meares, Chapter 7
Franklin et al., Chapter 86 & 91
Reserve Reading:

Nystrom, J.F., Medina-Gutierrez, B. & Acosta, V. (1991). Spanish-speaking families and the special education system: analysis & guidelines for practitioners. Social Work in Education, 13(5), p. 328-335.

Week 12: 11/9

Topic: Special Education: Discipline and Policy Practice
(*Focus on PPS Competencies 2 and 7*)

Read:

Reserve Reading:

Hartwig, E.P. & Ruesch, G.M. (2000). Disciplining students in special education. The Journal of Special Education, 33(4), p. 240-247. Gottlieb, J. & Polirstok, S. (2005). Programs to reduce behavioral infractions and referrals to special education. Children & Schools, 27(1), p. 53-57. Massat, C.R. & Constable, R. (2009). The school social worker as policy practitioner. In C.R. Massat, R. Constable, S. McDonald & J.P. Flynn (Eds). School social work: Practice, policy and research, (7th ed). Chicago: Lyceum Books, p. 155-175.

Attendance Assessment Due!!

Week 13: 11/16

Topic: Special Education: Learning Disabilities and ADHD
(*Focus on PPS Competencies 8 and 11*)

Read:

Franklin et al., Chapters 4, 17 and 66
Reserve Reading:

Thomas, C. & Corcoran, J. (2003). Family approaches to attention-deficit hyperactivity disorder: A review to guide school social work practice. Children and Schools, 25(1), p. 19-34.
Dane, E. (1990). Painful passages. Silver Spring:NASW Press, p. 27-52.
Massat, C.R., Constable, R. & Thomas, G. (2009). Response to intervention and the school social worker. In C.R. Massat, R. Constable, S. McDonald & J.P. Flynn (Eds). School social work: Practice, policy and research, (7th ed). Chicago: Lyceum Books, p. 522-532.

Week 14: 11/23

No Class Meeting – Review and study course material from weeks 10-13 in preparation for final exam.

Week 15: 11/30

Topic: Striving for Equal Educational Opportunity (*Focus on PPS Competencies 1, 2 and 7*)

Read:

Allen-Meares, Chapter 9
Reserve Reading:

Kozol, J. (1991). Savage inequalities. New York: Crown Publishers, Inc., p. 1-39.

Frey, A. & Wilson, M. (2009). The resegregation of public schools.

Children & Schools, 31(2), p. 79-86.

Joseph, A.L. & Broussard, C.A. (2001). School social workers and structured inequality: A survey of attitudes and knowledge of tracking. School Social Work Journal, 25(2), p. 59-75.

Berzin, S.C. (2010). Educational aspirations among low-income youths: Examining multiple conceptual models. Children & Schools, 32(2), p. 112-124.

Week 16: 12/7

Topic: Striving for Equal Educational Opportunity (*Focus on PPS Competencies 1, 2 and 7*)

Read:

Allen-Meares, Chapter 9
Reserve Reading:

Reimer, M. (2002). Gender, risk and resilience in the middle school context. Children and Schools, 24(1), p. 35-47.

Week 17: 12/14

Final Exam: The final class meeting time is on TUESDAY, 12/14, from 11:00-1:00.