Social Work 275 Advanced Social Work Practice in Schools II
(3 Units)

Catalog Statement

Prerequisite: SWrk 274, Advanced Social Work Practice in Schools. Addresses specific target populations, strategies for intervention and evaluation of 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 283), is designed to provide the student with specific knowledge and skills required for advanced social work practice in school settings. It focuses on target populations of at-risk students and strategies for intervention 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 second 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. Utilizing the ecological perspective, practice and policy content presented in SWrk 274, this course provides in depth examination of specific target populations in the public schools and strategies for intervention at multiple systems levels. 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 develop advanced knowledge and skills in addressing the influence and social justice implications of biological, psychological, social, cultural and legal factors on the educational process and school social work services.
2. To develop knowledge and skills in the development, coordination and evaluation of social work and child welfare and attendance services in schools, including the evaluation of one's own practice.
3. To develop knowledge and skills in identifying and working with specific groups of pupils who are at risk.
4. To develop advanced knowledge and skills in the delivery of advanced school social work and child welfare and attendance services at multiple systems levels that demonstrate a commitment to social justice, diversity/cultural competency and empowerment.

Learning Objectives/Outcomes

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

1.1 Applied understanding of developmental theories as they relate to pupil progress.

1.2 Knowledge of positive influences on pupil development such as nutrition and fitness, resiliency, peer and mentor relationships, and the home, school and community environments.

1.3 Knowledge of factors that may impede pupil development such as stereotyping, socioeconomic status, inadequate language development, negative school climate, and discrimination and their social justice implications.

1.4 An understanding of self-esteem, the benefits of positive self-esteem, and its impact on resiliency and learning.

1.5 An understanding of the role of schools, families and communities in the development and maintenance of positive self-esteem and a strong sense of personal and social responsibility.

1.6 Knowledge of appropriate models of assessment.

1.7 Knowledge and skills in communicating assessment information to parents, school staff and the community.

2.1 Knowledge of methods to design social work and child welfare and attendance services for pupils, families and school staff to increase pupil success in school.

2.2 Applied knowledge in developing, coordinating and evaluating curriculum components and programs designed to meet the needs of pupils.

2.3 Knowledge of methods to evaluate the effectiveness of one's practice, including 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.

3.1 Knowledge of methods to identify pupils who may be at risk of failing in school.

3.2 Knowledge of the bio-psychosocial, cultural, spiritual and legal barriers to educational success for specific groups of pupils at risk.

3.3 Knowledge of methods for effective intervention with specific groups of at risk pupils.

4.1 Knowledge and skills in the comprehensive assessment of strengths and assets as well as the effects of bio-psychosocial, cultural, spiritual and legal factors on the lives of pupils and on the educational process.

4.2 Knowledge and skills in crisis intervention and management.

4.3 Applied knowledge of a variety of individual, family and group interventions, including culturally appropriate communication styles and counseling techniques.

4.4 Skill in empowering parents as partners in education and facilitating the resolution of differences between the school, family and the community.

4.5 Skill in interpreting pupil's development, educational status, and potential in order to enhance families' understanding and cooperation.

4.6 Knowledge and skills in resource mapping and assisting pupils, families and school staff to utilize available school resources and community based services.

4.7 Knowledge and skills in planning and facilitating staff development.

Course Content (See attached Course Schedule for details)

I. Advanced Social Work Practice with Youth
    A. Youth development, resiliency and family support.
    B. Self-esteem, personal and social responsibility.
    C. Addressing child welfare and attendance concerns.

II. Designing and Implementing Various SSW Interventions
    A. Crisis intervention.
    B. Behavior management.
    C. Social skills training.
    D. Play therapy.
    F. Groups.
    G. Parent involvement.
    H. Community practice and school-linked services.

III. Identifying and Working with Students at Risk
    A. Abused and neglected youth; Foster youth.
    B. Adolescent parents.
    C. Delinquent youth.
    D. Educationally disadvantaged preschoolers and youth (Title I).
    E. Gay and lesbian youth/LGBTQ
    F. Gifted and talented youth.
    G. Homeless students and families.
    I. Migrant students and families.
    J. Racial/ethnic/cultural groups.
    K. Substance using/abusing youth.

IV. Evaluation and Termination of School Social Work Services
    A. Accountability.
    B. Developing and utilizing effective evaluation tools.
    C. Barriers to evaluation.
    D. The termination process.

Required Purchases

Allen-Meares, P. (2007). Social work services in schools (5th 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.

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 grading scale will be utilized:

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

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

1. Integration Assignment: 100 points (20%)
2. Quiz: 100 points (20%)
3. Class Presentation: 150 points (30%)
4. End-of-Year Report: 100 points (20%)

Course Policies

Late or Missing Assignments: Students are responsible for the completion of all reading, written, and course assignments <u>on or before</u> 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 <u>regular</u> 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 Electronic Reserves in the Henry Madden library. Log on to the library home page, www.lib.csufresno.edu and click on to Electronic Reserves. The password for this course is SSW 275.

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 (Library 1202, 278-2811) are responsible for registering SWrk 275 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.

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 <u>regular</u> 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, pagers, etc. and refrain from conduct that disrupts the learning environment when class is in session (i.e. using a computer, emailing, texting, 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 <u>on or before</u> 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. **Integration of PPS Competencies** – 100 points (20%)
    <u>Due:</u> February 16, 2010

    This assignment will focus on the integration of two specific PPS competencies with your practice as a school social worker. Read and respond, in order, to each of the requirements/questions listed below. Please state the requirement/question and provide your response directly below it. Repeat this format until all of the areas have been addressed.

I. <u>PPS Competency # 3:</u>

    a. Provide a <u>concise</u> summary of an experience from your PPS field placement that required you to interpret and apply knowledge of California school attendance laws and the rights of minors (PPS competency #3). Be sure to protect confidentiality in the presentation of client information (10 points)

    b. What law(s) were relevant to the practice situation summarized above? List the category and number of each specific law, i.e. EC 48200, Compulsory Attendance. (10 points)

    c. Explain how you interpreted and applied your knowledge of the law(s) at multiple systems levels to intervene in the example from I.a. Include <u>specific, relevant, evidence-based strategies</u> in your response. (20 points)

II. <u>PPS Competency # 11:</u>

    a. Provide a <u>concise</u> summary of an experience from your PPS field placement that required knowledge of learning theories and factors influencing learning (PPS competency #11) (10 points)

    b. What <u>specific, evidence-based, multi systems intervention strategies/techniques</u> would be appropriate for a school social worker to implement in the example above to assist the student in developing responsibility for his/her own learning? (30 points)

The responses are expected to be clear, concise, well written, well organized, and typed using APA format. The responses will be evaluated based on the points listed above as well as how clearly and thoroughly each of the questions is answered (10 points) and demonstrates understanding and application of relevant course information. Be sure to use and reference evidence-based strategies from course readings to support your responses. (10 points)

Submit **one paper and one electronic copy** of the assignment by the beginning of class on the due date.

2. **Quiz** – 100 points (20%)

Date: March 16, 2010

A quiz consisting of multiple choice, short answers, and/or essay questions will be given at the beginning of class. It will draw upon information from classes 4-7 of this course. Further information on the quiz will be discussed in class.

3. **Class Presentation** – 150 points (30%)
      <u>Due:</u> Week 12-14 (see course schedule for dates and topics)

The class will be divided into six groups of students for class presentations. Each group will choose a target group of pupils from those listed under weeks 12-14 in the course schedule and conduct research on that population. The group is expected to share their findings with the class in a 60-70 minute presentation. Presentations are required to address the following:

 A. <u>Content of Presentation</u> (120 points)

    1. <u>Background Information</u>: Provide a summary of identifying information, history and important characteristics of the target group. (20 points)

    2. <u>Risk Factors</u>: Discuss why the group is considered educationally "at risk". What are the obstacles/barriers to educational success? (15 points)

    3. <u>Legal and Policy Factors</u>: Address any legal or policy issues that may apply to this group.(15 points)

    4. <u>Interventions</u>: Present detailed information from the professional literature about effective interventions at all systems levels with this target group. Be sure to present this information in a concise and summative manner to maximize its usefulness for the audience. Provide enough

information so that your classmates would know how to implement the interventions. **(50 points)**

5. <u>Questions and Discussion</u>: Welcome questions and discussion of the information presented and demonstrate understanding of the subject matter in your responses. (10 points)

6. <u>Effectiveness of Presentation</u>: The presentation is well organized, relevant and maintains the interest of the audience. (10 points)

B. <u>Required Supporting Information</u> (30 points)

Note: A rough draft of the outline of the presentation is due to the instructor one week before the scheduled presentation. (10 points)

The remaining supporting information must be submitted to the instructor electronically (via email attachment) **24 hours in advance** of the scheduled presentation. The instructor will distribute the relevant information to the class.

1. <u>PowerPoint Presentation</u> - provide an electronic copy of the presentation in PowerPoint format. (5 points)

2. <u>Reference List</u> - provide a reference list of the professional resources used by the group to prepare the presentation. (10 points)

3. <u>Group Process Summary</u> - provide <u>one summary from all group members</u> of the group process that took place in preparing the presentation. (5 points)

The presentations are expected to be well organized, professional and effective. This includes **working together as a group, maintaining the interest of the audience, and adhering to the allotted time frame**. Be creative in your style, presentation and use of supporting materials. Be sure to work together with your group throughout the preparation and presentation or your effectiveness will be compromised. You will be **graded as a group** on the usefulness, comprehensiveness and effectiveness of the presentation as well as your mastery of relevant information using the criteria outlined above.

4. **End-of-Year Report** - 100 points (20%)
   <u>Due:</u> May 11, 2010

Using the SSW Service Plan developed in September, 2009, write a 5-7 page End-of-Year Report in which you present the outcomes of your work as a PPS credential candidate at the selected school site. The Report must include the following components and be organized using the headings for each required area:

A. <u>Introduction</u> – provide an introductory paragraph to orient the reader to the purpose of the Report and the specifics of the placement (i.e. school name, location, year, etc.).   (5 points)

B. <u>Overview of SSW Services Provided</u> – provide a summary of the school social work services that you provided at the school as an intern this year. Include total hours, number of contacts at each system level, and the types of services provided. (15 points)

C. <u>Outcomes of SSW Services</u> – present the outcomes in <u>table format</u> with a heading and the following column headings:

    a. <u>Objectives</u> – use the objectives from your SSW Service Plan, including any necessary revisions so that they are clear, measurable and address multiple systems (individual, family, group, organization and community). (20 points)
    b. <u>Interventions</u> – list the interventions provided to meet the objective. (10 points)
    c. <u>Data Collection Methods</u> – list the tools/data sources utilized to measure outcomes. (5 points)
    d. <u>Outcome</u> – concisely present the aggregated outcome data for each objective. (15 points)

D. <u>Summary</u> – present a summary paragraph of the major points and findings of the Report. (5 points)

E. <u>Recommendations</u> – present your recommendations for next school year based on the outcome information presented. (15 points)

F. <u>Signature</u> – the Report is signed by your field instructor

G. The End-of Year Report is expected to be well organized, well written, typed and double spaced in APA format. It will be evaluated based on the points listed above as well as how clearly and thoroughly each content area is addressed (5 points) and your ability to demonstrate knowledge and application of relevant course information (5 points). **Note: Submit one paper and one electronic copy** of the Report by the start of class on the due date.

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. <u>Attendance</u> – 2 points per class session; maximum of 30 points.
B. <u>Participation</u> – 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 occasionally contributes to class discussions.
20 points:	Participates in class activities and contributes regularly and thoughtfully to class discussions.

Grading

1. Class Attendance and Participation	50 points	(10%)
2. Assignment #1: Integration of PPS Competencies	100 points	(20%)
3. Assignment #2: Quiz	100 points	(20%)
4. Assignment #3: Class Presentation	150 points	(30%)
5. Assignment #4: End-of-Year Report	100 points	(20%)

** 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 points
F	299 or less points

Week 1:   1/26
Topic: Introduction of Course: Course Overview, Expectations and Requirements
        (Focus on PPS Competency 8)

Overview of youth development and implications for school social work practice.

Week 2:   2/2
Topic: Advanced Social Work Practice with Youth *(Focus on PPS Competencies 2 and 7)*

Read:
1.   Reserve Reading:

   ❖ Corcoran, J. (1998). Solution-focused practice with middle and high school at-risk
      youth. Social Work in Education, 20(4), p. 232-243.
   ❖ Early, T.J. & Vonk, M.E. (2001). Effectiveness of school social work from a risk
      and resilience perspective. Children and Schools, 23(1), p. 9-32.
   ❖ Minnard, C.V. (2002). A strong building: Foundation of protective factors in
      schools. Children & Schools, 24(4), p. 233-246.

      Role Plays

Week 3:   2/9
Topic: Assessment and Interventions to Address Child Welfare and Attendance Concerns
        (Focus on PPS Competencies 1, 3, 6 and 10)
Read:
1.   Allen-Meares, Ch. 11
2.   Franklin et al., Ch. 6 and 67
3.   Reserve Reading:

   ❖ Kearney, C.A. & Bates, M. (2005). Addressing school refusal behavior: Suggestions
      for frontline professionals. Children & Schools, 27(4), p. 207-216.

Week 4:   2/16
Topic: Crisis Intervention
        (Focus on PPS Competencies 1, 5 and 9)
Read:
1.   Franklin et al., Ch. 1, 52, and 53
2.   Reserve Reading:

   ❖ Joe, S. & Bryant, H. (2007). Evidence-based suicide prevention screening in schools.
      Children & Schools, 29(4), p. 219-227.

Vignettes

Assignment # 1 Due – One electronic and one paper copy!

Week 5: 2/23
Topic: Behavior Management and Social Skills Training
   (Focus on PPS Competencies 2, 7 and 11)
Read:
1. Franklin et al., Ch. 5 and 58
2. Reserve Reading:

 ❖ Anderson-Butcher, W., Newsome, S. & Nay, S. (2003). Social skills intervention during elementary school recess: A visual analysis. Children & Schools, 25(3), p. 135-146.
 ❖ Phillips, J.H., Corcoran, J. & Grossman, C. (2003). Implementing a cognitive-behavioral curriculum for adolescents with depression in the school setting. Children & Schools, 25(3), p. 147-158.
 ❖ LeCroy, C.W. (2006). Social skills training in school settings: Some practical considerations. 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. 599-617.

Week 6: 3/2 National School Social Work Week!!!
Topic: Groups
   (Focus on PPS Competency 7)
Read:
1. Franklin et al., Ch. 56
2. Reserve Reading:

 ❖ Johnson, J. (2006). The no-fault school: Understanding groups-understanding schools. 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. 579-698.

Week 7: 3/9
Topic: Play Therapy
   (Focus on PPS Competencies 7 and 10)
Read:
1. Reserve Reading:

 ❖ Drewes, A.A., Carey, L.J. & Schaefer, C.E. (Eds.) (2001). School-based play therapy. New York: Wiley, p. 41-80.
 ❖ Hall, T.M., Kaduson, H.G. & Schaefer, C.E. (2002). Fifteen effective play therapy techniques. Professional Psychology: Research and Practice, 33(6), p. 515-522.
 ❖ Hinman, C. (2003). Multi cultural considerations in the delivery of play therapy services. International Journal of Play Therapy, 12(2), p. 107-122.

Week 8: 3/16QUIZ
   (Focus on all PPS competencies)

Week 9:   3/23
 Topic: Parent Involvement
            (Focus on PPS Competencies 1, 3 and 8)
 Read:
1.   **Franklin et al., Ch. 61, 62 and 63**
2.   **Reserve Reading:**

   ❖ Broussard, C.A. (2003). Facilitating home-school partnerships for multi-ethnic
      families: School social workers collaborating for success. <u>Children & Schools</u>, 25(4),
      p. 211-217.
   ❖ Allen, S.F. & Tracy, E.M. (2004). Revitalizing the role of home visiting by school
      social workers. <u>Children & Schools</u>, 26(4), p. 197-208.
   ❖ Sar, B.K. & Wulff, D.P. (2003). Family builders approach: Enhancing the well-being
      of children through family-school partnerships. <u>Children & Schools</u>, 25(4), p. 241-251.

Week 10: 3/30
         No Class – Spring Break!!!!

Week 11: 4/6
Topic: Community Practice and School Linked Services
            (Focus on PPS Competencies 1, 4 and 5)
<u>**Read**</u>:
1.   Franklin et al., Ch. 93 and 95
2.   Reserve Reading:

   ❖ Anderson-Butcher, D., Lawson, H.A., Bean, J. Flaspholer, P. Boone, B. & Kwiatkowski, A.
      (2008). Community collaboration to improve schools: Introducing a new model from
      Ohio. <u>Children & Schools</u>, 30(3), p. 161-172.
   ❖ Wooley, M.E., Grogan-Kaylor, A., Gilster, R.A. Karb, L.M., Reischl, T.M. & Alaimo,
      K. (2008). Neighborhood social capital, poor physical conditions and school
      achievement. <u>Children & Schools</u>, 30(3), p. 133-145.

Week 12: 4/13
Topic: Identifying and Working with Students and Families At-Risk
            (Focus on PPS Competencies 1, 3, 6 and 7)
<u>**Read:**</u>
1.   Allen-Meares, Ch. 8
2.   Franklin et al., Ch. 29, 70
3.   Reserve Reading:

   ❖ Hernandez Jozefowicz-Simbeni, D. & Israel, N. (2006). Service to homeless students and
      families: The McKinney-Vento act and its implications for school social work practice.
      <u>Children & Schools,</u> 28(1), p. 37-44.
   ❖ Corcoran, J., & Franklin, C. (2004). Adolescent pregnancy and parenting: A bio-
      psychosocial framework. In P. Allen-Meares & M.W. Fraser (Eds.). <u>Intervention with
      children and adolescents: An interdisciplinary perspective</u>. Boston: Pearson/Allyn-Bacon, p.
      398-416.
   ❖ Robbers, M.L.P. (2008). The caring equation: An intervention program for teenage mothers
      and their male partners. <u>Children & Schools</u>, 30(1), p. 37-47.

Class Presentations: Homeless Students and Families; Adolescent Parents
Week 13: 4/20
Topic: Identifying and Working with Students & Families At-Risk
            (Focus on PPS Competencies 1, 3, 6 and 7)
Read:
1.   Franklin et al., Ch. 22, 23, and 35
2.   Reserve Reading:

   ❖ Zetlin, A.G., Weinberg, L.A. & Shea, N.M. (2006). Seeing the whole picture: Views from
      diverse participants on barriers to educating foster youth. Children & Schools, 28(3), p.
      165-173.
   ❖ Jonson-Reid, M., Kim, J., Barolak, M., Citerman, B., Lawdel, C., Essma, A., Fezzi, N.,
      Green, D., Kontak, D., Mueller, N. & Thomas, C. (2007). Maltreated children in
      schools: The interface of school social work and child welfare. Children & Schools,
      29(3), p. 182-191.
   ❖ Griffin, K.W. & Botvin, G.J. (2004). Prevention and treatment of adolescent drug abuse.
      In P. Allen-Meares & M.W. Fraser (Eds.). Intervention with children and adolescents: An
      interdisciplinary perspective. Boston: Pearson/Allyn-Bacon, p. 335-355.
   ❖ Marsiglia, F.F., Holleran, L. & Jackson, K.M. (2000). Assessing the effect of external
      resources on school-based substance abuse prevention programs. Children & Schools,
      22(3), p. 145-161.

Class Presentations: Foster Youth; **Substance Using/Abusing Youth**

Week 14: 4/27
Topic: Identifying and Working with Students & Families At-Risk
            (Focus on PPS Competencies 1, 3, 6 and 7)
Read:
1.   Franklin et al., Ch. 50, 51 and 83
2.   Reserve Reading:

   ❖ Elze, D.E. (2003). Gay, lesbian and bisexual youths' perceptions of their high
      school environments and comfort in school. Children & Schools, 25(4), p. 225-240.
   ❖ Longres, J.F. & Etnyre, W.S. (2004). Social   work practice with gay and lesbian children
      and adolescents. In P. Allen-Meares & M.W. Fraser (Eds.). Intervention with children
      and adolescents: An interdisciplinary perspective. Boston: Pearson/Allyn-Bacon, p. 80-
      105.
   ❖ Williams, J.H., Ayers, R.A., Van Dorn, A. & Arthur, M.W. (2004). Risk and protective
      factors in the development of delinquency and conduct disorder. In M.W. Fraser (Ed.),
      Risk and resilience in childhood: An ecological perspective, 2nd ed., p. 209-249.
      Washington, D.C.: National Association for Social Workers.
   ❖ Koffman, S. et al. (2009). Impact of a comprehensive whole child intervention
      and prevention program among youths at risk of gang involvement and other
      forms of delinquency. Children & Schools, 31(4), p. 239-245.
Class Presentations: Gay, Lesbian and Bisexual Youth (LGBTQ); **Delinquent Youth**

Week   15:   5/4
Topic: Panel of School Social Workers
(Focus on PPS Competency 4)

Week 16: 5/11
**Topic: Evaluation and Termination of School Social Work and Child Welfare
            and Attendance Services**
(Focus on PPS Competency 7)

Read:
1.   Allen-Meares, Ch. 12 - Review
2.   Franklin et al., Ch. 103 – Review
3.   Presentation of Major Findings from End-of-Year Reports

End-of-Year Report Due – One electronic and one paper copy!!

Week 17:   5/18, 11:00-1:00   Topic:
            PPS Candidate Exit Information

Note: PPS Candidate Portfolios Submitted Semester, year