Introduction to Course and Instructor:

SYLLABUS FOR ADVANCED SOCIAL WORK PRACTICE IN SCHOOLS (SWRK 274)	
Fall 2019	Department of Social Work Education, California State University, Fresno
Social Work 274	
Units: 3	Office Number:
Time:	Phone:
Location:	E Mail:
Website:	Office Hours:

Course Description: 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.

Prerequisites for the Course: None

Required Course Materials:

Allen-Meares, P. (2015). Social work services in schools (7th ed.). Boston: Pearson.

Franklin, C., Harris, M.B., & Allen-Meares, P. (Eds.). (2013). The school services sourcebook (2nd ed.).
     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 (2012). Silver Spring, MD.: National Association of
     Social Workers, Inc.

Course Specifics:

Summary of the Course: 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. Major topics covered in the course include the school as a context for practice, the laws and policies that inform public education and school social work/CWA practice. 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.

Course 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.

Student Learning 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 Requirements/Assignments:

Assignment	% of Grade
New SSW Training	20%
SSW Service Plan Paper	20%
Attendance Paper	20%
Policy Exam	30%
Attendance and Participation	10%
Total	100%

Instruction for Significant Assignments:

1.   **New School Social Worker Training** - 100 points (20%)
   <u>Due</u>:   September 26, 2019

   School social workers practice as guests in the host educational setting. Understanding the school as an organization and applying knowledge of this setting, public education, and social work practice is essential for a new school social worker to become an accepted and effective member of the educational team (PPS Competency #2). The school social worker uses this information to guide practice and to effectively "join" the educational team (PPS Competencies #4 and #5).

Using course readings and class content, develop a New School Social Worker Training presentation in which you address the areas listed below. Be sure to organize the presentation with the headings listed below and **note the PPS competencies addressed** for each required area.

A. **The School as an Organization:** Using specific concepts from course material, concisely present the *most relevant 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.* (35 points)
B. **Factors that Support SSW and CWA Practice:** Using specific concepts from course material, concisely present the *most relevant factors that support or facilitate effective social work and CWA practice in schools* (i.e. teacher collaboration, administrative support). (20 points)
C. **Challenges to Practice**: Using practice information from course material, concisely present the most relevant challenges to be faced by a new school social worker. Include practice tips for becoming an accepted member of the educational team at multiple systems levels. (30 points)
D. **References and Presentation Format:** Be sure to utilize assigned readings and other relevant professional literature to support your ideas and reference them appropriately. The final slide should be a reference list in APA format. (15 points)

The presentation is expected to be in Power Point format, 15-20 slides, with <u>font size no less than 20</u>. The presentation should be concise, well organized, well written, and effective for the intended audience of new school social work trainees/employees. You will be graded on the relevance and organization of the presentation content as well as your understanding and application of relevant readings, course information, PPS competencies and writing skills. Submit **one paper and one electronic copy (using Tunitin)** of the presentation by the due date.

2. **School Social Work Service Plan** – 100 points (20%)
   <u>Due</u>: October 24, 2019

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, identify social service needs at one of your assigned school sites. Based on these needs, formulate one service objective for each system level of practice. Be sure that the objective is realistic and can reasonably be addressed by the end of your internship.

Using the information gathered above, develop a School Social Work Service Plan for the 2019-20 school year for **one** of your school placement sites. The plan should be informed by assigned course readings on evaluation of practice as well as the PPS competencies. **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 <u>heading </u>for the plan that includes the <u>school name and year</u>. Present the Plan concisely in a ***table format*** with the following column headings:

   i. **Objectives (the "what")** – outline *clear, specific, measurable objectives* that can be addressed in the provision of school social work & CWA 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. List one objective for each system level – individual, family, group, organization and community. Clearly indicate the system level being addressed for each objective. For example: <u>Individual:</u> Decrease truancy by 10% for 5 individual students. (30 points)
   ii. **Interventions (the "how")** – include the proposed school social work & CWA 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)
   iii. **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. Also, be sure that your evaluation plan is realistic – you will be responsible for reporting this data for an assignment next semester. (30 points)

The School Social Work Service Plan should be 5-7 pages in length. It is expected to be well organized, concise, 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, the PPS competencies and your writing skills. Submit **one paper and one electronic copy (using Tunitin)** of the plan by the due date.

3. **Attendance Paper** – 100 points (20%)
    <u>Due:</u> November 14, 2019

    Select a student from your PPS field placement caseload for whom the primary reason for referral is a **problem with attendance**. Write a 5-7 page paper that addresses the following three required areas:

    A. **Case Formulation** – Provide a <u>concise</u> summary of the case upon which your paper is based. A case formulation is a *brief snapshot of the major points of an assessment*. It must include identifying information, reason for referral, and highlights regarding relevant academic, social, family, medical and any other key aspects of the assessment. It should also include a summary of the attendance concern and the primary reasons identified as contributing to the attendance problem. A good case

formulation is about 1-2 paragraphs long but every sentence is carefully and concisely written to contain only critical information. For example, an opening sentence might read, "Jose is a 15 year old Mexican-American male in the 10th grade at Hoover High school in Fresno who was referred for social work services by his history teacher for poor academic performance and habitual truancy for the past month." (20 points)

B. **Attendance Laws** – Identify the <u>PPS competencies, education code(s) and/or district policies</u> for attendance that apply to the case presented. Discuss *how* the school district applies the laws/policies and the *school social work/CWA role* in addressing attendance issues. (30 points)

C. **Evidence-Based Interventions** – Present <u>evidence-based interventions from course readings</u> that are *appropriate* to address the identified issues in the case presented. Be sure to identify the *systems levels to be targeted* for each proposed intervention. Select interventions that are *specific, evidence-based, and appropriate to the case context*. The interventions are expected to be *comprehensive* enough to address the identified reasons for the attendance issue. (40 points)

The paper is expected to be 5-7 pages in length. It is also expected to be well-organized, well-written, typed and double-spaced in APA format following the guidelines outlined above. The paper will be evaluated based on how well each of the above areas is addressed, including your understanding and application of relevant course information, PPS competencies, use of relevant references and your writing skills (10 points). Submit **one paper and one electronic copy (using Turnitin)** of the attendance paper by the due date.

4. **Policy Exam** - 150 points (30%)
   Date: **THURSDAY, December 5, 2019**

    An exam consisting of short answer and matching questions will be given at the beginning of class. It will draw upon information from classes 11-15 of this course. Further information on the exam will be discussed in class.

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

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.

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.

Assigned Reading: All journal article readings are available via Canvas. Readings are organized in the folders that correspond to the week for which they are assigned.

Grading Policy:
Grades for the course will be determined by performance on a combination of examinations, papers, class presentations, attendance and participation. The following grading scale will be utilized:

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

Assignment and Examination Schedule

Due Date	Assignment	Points/Percent
9/26/19	New SSW Training	100 points/20%
10/24/19	SSW Service Plan	100 points/20%
11/14/19	Attendance Paper	100 points/20%
12/5/19	Policy Exam	150 points/30%
Weekly	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.

Course Policies & Safety Issues

Policies and Expectations: 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 policies and expectations 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, tablets, 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 contacting the instructor in advance to let her know.

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.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at
http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html

Plagiarism Detection: The campus subscribes to Turnitin and the SafeAssign plagiarism prevention services through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. You may indicate in writing to the instructor that you refuse to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of your work. Turnitin/SafeAssign Originality Reports will not be available for your viewing.

University Policies and Services:

Students with Disabilities:
Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

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." You 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."

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 Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

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.fresnostate.edu/adminserv/technology/) 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 and 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://libguides.csufresno.edu/copyright).

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the [Learning Center](http://fresnostate.edu/studentaffairs/lrc) (http://fresnostate.edu/studentaffairs/lrc) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052. Graduate students can also

access support for writing at the Graduate Writing Studio (Henry Madden Library 2119; 278-2450) and for data analysis, the Graduate Statistics Studio (Henry Madden Library, Room 2120, 278-2451).

Our campus has developed SupportNet (http://fresnostate.edu/studentaffairs/lrc/supportnet) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

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.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at: http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/.

California State University, Fresno
Dept. of Social Work Education
Fall 2019

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Schedule of Classes and Assignments
Fall 2019

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

Week	Date	Topic and Assignments
1	8/22	**Introduction of course: Course overview, expectations and requirements.** **PPS Competencies and Professional Dispositions** **Current Trends in Education, School Social Work & CWA.** **Read:** 1. Allen-Meares, Chapter 2 2. Sherman, M.C. (2016). The School Social Worker: A Marginalized Commodity within the School Ecosystem. *Children & Schools*, Volume 38, Issue 3, Pages 147–151, https://doi.org/10.1093/cs/cdw016 3. Ravitch, D. (2014) Reign of Error: The Hoax of the privatization movement and the danger to American's public schools. The Contradiction of Charters. p. 156-180 (Suggested Reading)
2	8/29	**Overview of School Social Work and Joining the Educational Team** (***Focus on PPS Competency 2***) **Read:** 1. Allen-Meares, Chapter 1 2. <u>NASW Standards for School Social Work Services</u> (2012). Silver Spring, MD.: National Association of Social Workers, Inc. 3. Teasley, M., Canifield, J.P., Archuleta, A.J., Crutchfield, J. & Chavis, A.M. (2012). Perceived barriers and facilitators to school social work practice: A mixed methods study. <u>Children & Schools</u>, 34(3), p. 145-153. 4. 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.). <u>School social work: Practice, policy and research (6th ed.).</u> Chicago: Lyceum Books, p. 58-66.
3	9/5	**The School as an Educational, Political & Social System** (***Focus on PPS Competency 2***) **Read:** 1. Allen-Meares, Chapters 3 & 4 2. Hamedani, M. G., & Darling-Hammond, L. (2015). Social Emotional Learning in High School: How Three Urban High Schools Engage, Educate, and Empower Youth. Retrieved at https://edpolicy.stanford.edu/publications/pubs/1310

Week	Date	Topic and Assignments
		3. Avant, D.W. & Lindsey, B.C. (2015). School social workers as response to intervention change champions. Advances in Social Work, 16(2), p. 276-291.
4	9/12	**Multidimensional Assessment of School-Age Youth** *(Focus on PPS competencies 1, 6 and 10)* <u>**Read:**</u> 1. Constable, R. & Thomas, G. (2009). Assessment, multidisciplinary teamwork, consultation, and planning in school social work. In R. Constable, C.R. Massat, S. McDonald & J.P. Flynn (Eds.). <u>School social work: Practice, policy and research (7th ed.).</u> Chicago: Lyceum books, p. 321-338.
Wee k	**Date**	**Topic and Assignments**

5	9/19	**Social Work Practice in Schools: Evaluation of Practice and Ethical Issues**
		(Focus on PPS Competencies 1 and 5)
		<u>**Read:**</u>
		    1. Allen-Meares, Chapter 12
		    2. Franklin et al., Chapter 4
		    3. Gudeman, R. (2016<u>). Minor Consent, Confidentiality & Mandated Reporting of Child Abuse in California</u> (4th ed.). Oakland: National Center for Youth Law.
		    4. Alvarez, M., Bye, L., Bryant, R., & Mumm, A. (2013) School Social Workers and Educational Outcomes. *Children & Schools*, Volume 35, Number 4 October 2013.

6	9/26	**School Climate: Classroom Management**
		(Focus on PPS Competencies 2, 4 and 11)
		<u>**Read**</u>:
		    1. Franklin et al., Chapters 2 & 37
		    2. Thompson, A.M. & Webber, K.C. (2010). Realigning student and teacher perceptions of school rules: A behavior management strategy for students with challenging behaviors. <u>Children & Schools</u>, 32 (2), p. 71-79.
		    3. Hopson, L. & Lawson, H. (2011). Social workers' leadership for positive school climates via data-informed planning and decision making. <u>Children & Schools</u>, 33(2), p. 106-118.
		    4. Bear, G.G., Yang, C., Mantz, L.S. & Harris, A.B. (2017). School-wide practices associated with school climate in elementary, middle and high schools. <u>Teacher & Teacher Education</u>, 63, p. 372-383.
		    5. Coon, D. & Mitterer, J.O. (2013). Conditioning and learning. In *Introduction to psychology: Gateways to mind and behavior*. Wadsworth, Cengage Learning: Belmont, CA, p. 205-240.
		
		==**New SSW Training Assignment Due!**==

7	10/3	**School Climate: Violence in Schools** *(Focus on PPS Competency 9)* <u>**Read:**</u> 1. Allen-Meares, Chapter 11

		2. Franklin et al., Chapters 34, 35 & 36 3. Johnson, S.L., Burke, J.G. & Gielsen, A.C. (2012). Urban students' perceptions of the school environment's influence on school violence. <u>Children & Schools</u>, 34(2), p. 92-102. 4. Letendre, J. & Smith, E. (2011). "It's murder out today": Middle school girls speak out about girl fighting. <u>Children & Schools</u>, 33(1), p. 47-57.
8	10/1 0	**Consultation and Collaboration with School Personnel, Families and Community** *(Focus on PPS Competencies 4, 5 and 8)* <u>Read:</u> 1. Franklin et al., Chapter 59 2. Kaiser, L., Rosenfield, S. & Gravois, T. (2015). Teachers' perceptions of satisfaction, skill development, and skill application after instructional consultation services. <u>Journal of Learning Disabilities</u>, 42(5), p. 444-457. 3. Koonce, D.A. & Harper, W. (2011). Engaging African-American parents in schools: A community-based consultation model. <u>Journal of Educational and Psychological Consultation</u>, 16(1-2), p. 55-74. 4. Lott, B. (2009). Diversity in consultation: "Recognizing and welcoming the standpoint of low-income parents in the public schools. <u>Educational and Psychological Consultation</u>, 14(1), p. 91-104.
		Part Two: The Legal and Policy Parameters of School Social Work and Child Welfare and Attendance Services and Implications for Practice
Wee k	Date	**Topic and Assignments**
9	10/1 7	**Attendance** *(Focus on PPS Competencies 3 and 10)* <u>Read:</u> 1. Allen-Meares, Chapter 10, p. 254-263 2. Franklin et al., Chapters 29 & 30 3. Dube, S.R. & Orpinas, P. (2009). Understanding excessive school absenteeism as school refusal behavior. <u>Children & Schools,</u> 31(2), p. 87-95. 4. 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. <u>Children & Schools</u>, 30(1), p. 49-62.
10	10/2 4	**Child Welfare and Attendance Intervention** *(Focus on PPS Competencies 3 and 10)* <u>Read:</u> 1. Franklin et al., Chapters 27 & 28 2. Epstein, J.L. & Sheldon, S.B. (2002). Present and accounted for: Improving school attendance through family and community. <u>Journal of Educational Research</u>, 95(5), p. 308-320. 3. Zammitt, K.A. & Anderson-Ketchmark, C. (2012). Understanding dropout recovery. <u>Children & Schools</u>, 33(4), p. 249-251.

Week	Date	Topic and Assignments
		4. Elsherbiny, M. (2017). Using a preventive social work program for reducing school refusal. Children & Schools, 39(2), p. 81-88. **School Social Work Service Plan Due!!**
11	10/31	**Student Rights and Issues** *(Focus on PPS Competencies 1, 2 and 3)* <u>Read:</u> 1. Allen-Meares, Chapter 10, p. 228-253 2. Franklin et al., Chapter 24 3. Dupper, D.R., Theriot, M.T. & Craun, S.W. (2009). Reducing out-of-school suspensions: Practice guidelines for school social workers. <u>Children & Schools</u>, 31(1), p. 6-14. 4. Krase, K.S. (2015). Child maltreatment reporting by educational personnel: Implications for racial disproportionality in the child welfare system. <u>Children & Schools</u>, 37(2), p. 89-99.
12	11/7	**Special Education: Key Areas of Federal Legislation (IDEA) & Implications for Discipline** *(Focus on PPS Competencies 1, 2, 3, 7 and 8)* <u>Read:</u> 1. Allen-Meares, Chapter 9 2. Franklin et al., Chapter 15 & 67 3. Morgan, P.L., Farkas, G. Hillemeier, M.M., Mattison, R. Maczuga, S. Li, H. & Cook, M. (2015). Minorities are disproportionately underrepresented in special education: Longitudinal evidence across disability conditions. Educational Researcher, 20(10), p. 1-15.
Week	**Date**	**Topic and Assignments**
13	11/14	**Special Education: Learning Disabilities and ADHD** *(Focus on PPS Competencies 8 and 11)* <u>Read:</u> 1. Franklin et al., Chapters 3, 14 and 50 **Attendance Assessment Due!!**
14	11/21	**Striving for Equal Educational Opportunity** *(Focus on PPS Competencies 1, 2 and 7)* <u>Read</u>: 1. Allen-Meares, Ch. 9 2. Franklin et al., Chapter 57 & 62 3. Frey, A. & Wilson, M. (2009). The resegregation of public schools. <u>Children & Schools</u>, 31(2), p. 79-86. 4. Letendre, J. & Rozas, L.W. (2014). "She can't fight 'cause she's White": Identity and coping for girls of color in middle school. <u>Children & Schools</u>, 37(1), p. 46-53. <u>Read</u>: 1. Franklin et al. Chapter 55

		2. Becerra, D. (2012). Perceptions of educational barriers affecting the academic achievement of Latino K-12 students. <u>Children & Schools</u>, 34(3), p. 167-177. 3. Berzin, S.C. (2010). Educational aspirations among low-income youths: Examining multiple conceptual models. <u>Children & Schools</u>, 32(2), p. 112-124.
15	**11/2 8**	**No Class – Thanksgiving Break!!**
16	**12/5**	**Policy Exam**