

## Introduction to Course and Instructor:

SYLLABUS FOR <b>SWRK 275</b> <b>ADVANCED SOCIAL WORK PRACTICE IN SCHOOLS II</b>	
Spring 2020	Dept. of Social Work Education California State University, Fresno
SWrk 275	Instructor Name:
Units: 3	Office Location:
Time:	E-Mail:
Location:	Phone:
Website	Office Hours:

### Course Description:

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.

### Prerequisites for the Course:

SWRK 274, Advanced Social Work Practice in Schools

### Required Course Materials:

Allen-Meares, P. (2015). Social work services in schools (7<sup>th</sup> ed.). Boston: Allyn & Bacon/Longman.

Franklin, C., Harris, M.B., & Allen-Meares, P. (Eds.). (2013). The school services sourcebook (2<sup>nd</sup> 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.

### 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 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. Major topics covered in the course include: advanced practice methods for assessment, crisis intervention, behavioral interventions, play therapy, groups, working with teachers, parents and the community. 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 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.

**Student Learning 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 Requirements/Assignments** (See attached Course Schedule)

- |    |                           |                  |
|----|---------------------------|------------------|
| 1. | MTSS Interventions Paper: | 100 points (20%) |
| 2. | Quiz:                     | 100 points (20%) |
| 3. | Case Presentation:        | 150 points (30%) |
| 4. | End-of-Year Report:       | 100 points (20%) |

**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.

**Assigned Reading:** All non-textbook readings are available via Blackboard. Readings are organized in the folders that correspond to the week for which they are assigned.

**Instructions for Significant Assignments:**

1. **MTSS Interventions Paper** – 100 points (20%)  
Due: February 20, 2020

Multi-Tiered System of Supports (MTSS) is a framework that brings together Response to Intervention/Instruction, the Common Core State Standards, and other systems in schools that support academic, behavioral and social success. It addresses the needs of all students by taking a more comprehensive and systemic approach to the organization and delivery of support services.

Understanding and application of appropriate, multi-tiered system of supports (MTSS) are essential to effective social work practice in schools. This assignment requires you to write a **6-8-page paper**, excluding title and reference pages, describing how you would organize school social work and CWA services and align them to the MTSS interventions at ONE of your school sites. Be sure to address the required content areas outlined below and **format the paper with sub-headings that correspond to these content areas:**

- A. **Introduction** – Present your understanding of MTSS and clearly identify the intent of the MTSS process. Identify: 1) how the school you are presenting utilizes the MTSS approach and 2) how it addresses the needs of all students. Also address 3) how the school aligns its initiatives, supports, and resources. (25 points)

- B. **Practice Focus** – Select TWO of the following areas of practice: Social-Emotional Learning and Support; Attendance; School Discipline; or Special Populations (i.e. Foster Youth/Homeless). Using information from course readings, 1) describe the types of presenting problems from your selected practice area that are common reasons for school social work/CWA referrals. 2) Provide current data from the literature to support your discussion. (25 points)
- C. **MTSS Interventions** – 1) Describe how you would organize school social work/CWA services for the two practice areas selected and 2) how you would align them with the MTSS interventions at your school site. 3) Include both evidence-based and promising practices from course material and cite your references. (40 points)
- D. **Use of Relevant Course Material** – demonstrate understanding and appropriate application of relevant course material. (10 points)

The paper is expected to be clear, concise, well-written, well-organized and **typed using APA format**. The paper will be evaluated based on the points listed above depending on how clearly and thoroughly each content area is addressed and demonstrates understanding and application of relevant course information. Submit **one paper and one electronic copy** of the assignment via Canvas/Turnitin by the beginning of class on the due date.

2. **Quiz** – 100 points (20%)

**Date:** March 19, 2020

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 4-8 of this course**. Further information on the quiz will be discussed in class.

3. **Case Presentation** – 150 points (30%)

**Due:** Week 11-13 (see course schedule for dates and topics)

The class will be divided into six groups of two students for case presentations. Each group will choose a target group of pupils from those listed under weeks 11-14 in the course schedule (**Homeless Pupils and Families; School-Age Parents; Foster Youth; Substance Using/Abusing Youth; LGBTQIA2S+ Youth; Delinquent Youth**) and will plan and conduct a **60 minute** presentation during class that addresses the following requirements:

A. **Case Presentation** (30 points)

1) Select a case from your field placement that fits the target group selected. 2) Present a clear, concise, well-organized summary of the case that includes: identifying information; reason for referral; background information (history of presenting problem; school adjustment; peer relationships; health history; strengths); neighborhood information; and family and support system information. Be sure to protect client confidentiality in the presentation of information.

B. **Intervention Needs** (15 points)

Using PPS competency 3 (CWA laws) and PPS competency 9 (promoting pupil well-being), identify the intervention needs for the case presented.

C. **MTSS Intervention** (50 points)

Research (evidence-based) and present effective MTSS interventions at the **micro, mezzo and macro levels** to address the target group and the needs identified for the case presented.

D. **Discussion** (30 points)

Facilitate a thoughtful discussion with the class regarding the case presented, the target group, the needs identified, and the interventions.

E. **Supporting Information** (25 points)

Provide a detailed outline of A, B and C above (i.e. copy of PowerPoint) and a list of professional resources used to prepare the presentation. The outline and reference list are due to the instructor electronically (via Canvas or email attachment) 24 hours in advance of the scheduled presentation.

The presentations are expected to be well organized, professional and effective. This includes **working together, 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%)

Due: April 30, 2020

Using the SSW Service Plan developed in October, 2019, 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. **Introduction** – 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, grade levels, enrollment, year, etc.). (5 points)
- B. **Overview of SSW Services Provided** – provide a summary of the school social work and CWA 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. **Outcomes of SSW and CWA Services** – present the outcomes in table format with a heading and the following column headings:
  - a. **Objectives** – 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. **Interventions** – list the interventions provided to meet the objective. (10 points)
  - c. **Data Collection Methods** – list the tools/data sources utilized to measure outcomes. (5 points)
  - d. **Outcome** – concisely present the aggregated outcome data for each objective. (15 points)
- D. **Summary** – present a summary paragraph of the major points and findings of the Report. (5 points)
- E. **Recommendations** – present your recommendations for next school year based on the outcome information presented. Be sure that your recommendations are related to your

findings. Additional recommendations based on your overall experience may also be included. (15 points)

F. **Signature** – the Report is signed by your field instructor

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 via Canvas/Turnitin by the beginning 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, is 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 attended; 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 occasionally contributes to class discussions.
20 points	Participates in class activities and contributes regularly and thoughtfully to class discussions.

**Grading Policy:**

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:

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

**Assignment and Examination Schedule**

Due Date	Assignment	Points/Percent
2/20/20	MTSS Interventions Paper	100 points/20%
3/19/20	Practice Methods Quiz	100 points/20%
Week 11-13	Case Presentation	150 points/30%
4/30/20	End-of-the-Year Report	100 points/20%
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 Work and Make-Up Work Policy:** 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. Make-up work due to extenuating circumstances is to be completed as soon as possible on a date agreed upon by the student and instructor.

**Plagiarism Detection:** The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You will need to submit written assignments to Turnitin. 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 Originality Reports will not be available for your viewing.

## University Policies:

### 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).

The following University policies can be found at:

- [Adding and Dropping Classes](#)
- [Cheating and Plagiarism](#)
- [Computers](#)
- [Copyright Policy](#)
- [Disruptive Classroom Behavior](#)
- [Honor Code](#)
- [Students with Disabilities](#)
- [Title IX](#)

## UNIVERSITY SERVICES:

The following University services can be found at:

- [Associated Students, Inc.](#)
- [Dream Success Center](#)
- [Learning Center Information](#)
- [Student Health and Counseling Center](#)
- [Writing Center](#)

## 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.

### Schedule of Classes and Assignments Spring 2020

Week	Date	Topic and Assignments
1	1/23	<b>Introduction of Course: Course Overview, Expectations and Requirements</b> <i>(Focus on PPS Competency 8)</i>  Overview of youth development and implications for school social work and CWA practice.
2	1/30	<b>Advanced Social Work Practice with Youth</b> <i>(Focus on PPS Competencies 2 and 7)</i> <b>Read:</b> <ol style="list-style-type: none"><li>1. Franklin, C. Moore, K. &amp; Hopson, L. (2008). Effectiveness of solution-focused brief therapy in a school setting. <i>Children &amp; Schools</i>, 30(1), p. 15-26.</li><li>2. Felver, J.C., Doerrer, E., Jones, J., Kaye, N.C., Merrell, K.W. (2013). Mindfulness in school psychology: Applications for intervention and professional practice. <i>Psychology in the Schools</i>, 50(6), p. 531-547.</li><li>3. Yeager, D.S. (2017). Social and emotional learning programs for adolescents. <i>The Future of Children</i>, 27(1), p. 73-93.</li></ol> <b>Role Plays</b>
3	2/6	<b>Assessment and Interventions to Address Child Welfare and Attendance Concerns</b> <i>(Focus on PPS Competencies 1,3, 6 and 10)</i> <b>Read:</b> <ol style="list-style-type: none"><li>1. Allen-Meares, Ch. 5 &amp; 7</li></ol>



		<ol style="list-style-type: none"> <li>2. Franklin et al., Ch. 8 and 31</li> <li>3. Kearney, C.A. &amp; Graczyk, P. (2014). A response to intervention model to promote school attendance and decrease school absenteeism. <u>Child Youth Care Forum</u>, (43), p. 1-25.</li> <li>4. Orthner, D.K., Akos, P., Rose, R., Jones-Sanpei, H., Mercado, M. &amp; Wooley, M.E. (2010). CareerStart: A middle school engagement and academic achievement program. <u>Children &amp; Schools</u>, 32(4), p. 223-234.</li> <li>5. Hobbs, A.H., Kotlaja, M. &amp; Wylie, L. (2018). Absenteeism interventions: An approach for common definitions in statewide program evaluations. <u>Justice Evaluation Journal</u>, <a href="https://doi.org/10.1080/24751979.2018.1517584">https://doi.org/10.1080/24751979.2018.1517584</a></li> </ol>
<b>Week</b>	<b>Date</b>	<b>Topic and Assignments</b>
<b>4</b>	<b>2/13</b>	<p><b>Behavior Management and Social Skills Training</b> <i>(Focus on PPS Competencies 2, 7 and 11)</i></p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Franklin et al., Ch. 7, 10 and 47</li> <li>2. Rao, P.A., Beidel, D.C. &amp; Murray, M.J. (2008). Social skills interventions for children with Asperger’s syndrome or high functioning autism: A review and recommendations. <u>Journal of Autism &amp; Developmental Disorders</u>, 38, p. 353-361.</li> <li>3. LeCroy, C.W. (2009). Social skills training through groups in schools. In R. Constable, C. R. Massat, S. McDonald &amp; J.P. Flynn (Eds.). <u>School social work: Practice, policy and research</u> (7<sup>th</sup> ed.). Chicago: Lyceum Books, p. 621-637.</li> <li>4. Weist, M.D., Eber, L., Horner, R., Splett, J., Putnam, R., Barrett, S., Perales, K., Fairchild, A.J., &amp; Hoover, S. (2018). Improving multitiered systems of support for students with “internalizing” emotional/behavioral problems. <u>Journal of Positive Behavior Interventions</u>, 00(0), p. 1-13.</li> <li>4. Behavior Worksheets on line at: <a href="http://www.worksheetplace.com/index.php?function=DisplayCategory&amp;showCategory=Y&amp;links=1&amp;id=31&amp;link1=31">http://www.worksheetplace.com/index.php?function=DisplayCategory&amp;showCategory=Y&amp;links=1&amp;id=31&amp;link1=31</a></li> </ol>
<b>5</b>	<b>2/20</b>	<p><b>Crisis Intervention</b> <i>(Focus on PPS Competencies 1, 5 and 9)</i></p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Franklin et al., Ch. 4, 41, 42, and 43</li> <li>2. Joe, S. &amp; Bryant, H. (2007). Evidence-based suicide prevention screening in schools. <u>Children &amp; Schools</u>, 29(4), p. 219-227.</li> <li>3. Beck-Cross, C. &amp; Cooper, R. (2015). Micro and macrosystem predictors of high school male suicidal behaviors. <u>Children &amp; Schools</u>, 37(4), p. 231-239.</li> <li>4. Kelly, M.S., Freed, H., Kubert, P. &amp; Griebler, S. (2018). Depression education as primary prevention: The Erika’s Lighthouse school-based program for high school students. <u>Advanced in Social Work</u>, 18(4), p. 1206-1217.</li> </ol>

		<b>Vignettes</b> <b>Assignment #1 Due</b>
6	2/27	<b>Groups</b> <i>(Focus on PPS Competency 7)</i> <u>Read:</u> <ol style="list-style-type: none"> <li>Franklin et al., Ch. 45 &amp; 46</li> <li>Letendre, J. (2009). Working with groups in schools: Planning for and working with group process. In R. Constable, C. R. Massat, S. McDonald &amp; J.P. Flynn (Eds.). <u>School social work: Practice, policy and research</u> (7<sup>th</sup> ed.). Chicago: Lyceum Books, p. 595-609.</li> </ol>
<b>Week</b>	<b>Date</b>	<b>Topic and Assignments</b>
7	3/5	<b>Play Therapy</b> <i>(Focus on PPS Competencies 7 and 10)</i> <u>Read:</u> <ol style="list-style-type: none"> <li>Blanco, P.J. &amp; Ray, D.C. (2011). Play therapy in elementary schools: A best practice for improving academic achievement. <u>Journal of Counseling and Development</u>, 89, p. 235-243.</li> <li>Hall, T.M., Kaduson, H.G. &amp; Schaefer, C.E. (2002). Fifteen effective play therapy techniques. <u>Professional Psychology: Research and Practice</u>, 33(6), p. 515-522</li> <li></li> </ol>
8	3/12	<b>Parent Involvement</b> <i>(Focus on PPS Competencies 1, 3 &amp; 8)</i> <u>Read:</u> <ol style="list-style-type: none"> <li>Franklin et al., Ch. 49 &amp; 56</li> <li>Tran, Y. (2014). Addressing reciprocity between families and schools: Why these bridges are instrumental for student success. <u>Improving Schools</u>, 17(1), p. 18-29.</li> <li>Alameda-Lawson, T., Lawson, M.A., &amp; Lawson, H.A. (2010). Social workers' roles in facilitating the collective involvement of low-income, culturally diverse parents in an elementary school. <u>Children &amp; Schools</u>, 32(2), p. 172-182.</li> </ol>
9	3/19	<b>Quiz</b> <i>(Focus on all PPS Competencies)</i>
10	3/26	<b>Community Practice and School Linked Services</b> <i>(Focus on PPS Competencies 1, 4 and 5)</i> <u>Read:</u> <ol style="list-style-type: none"> <li>Franklin et al., Ch. 64 and 66</li> </ol>

		<p>2. Beckett, L.A., Glas, R.D. &amp; Moreno, A.P. (2012). A pedagogy of community building: Re-imagining parent involvement and community organizing in popular educational efforts. <u>Association of Mexican-American Educators Journal</u>, 6(1), p. 5-14.</p> <p>Wooley, M.E., Grogan-Kaylor, A., Gilster, R.A. Karb, L.M., Reischl, T.M. &amp; Alaimo, K. (2008). Neighborhood social capital, poor physical conditions and school achievement. <u>Children &amp; Schools</u>, 30(3), p. 133-145.</p>
Week	Date	Topic and Assignments
11	4/2	<p><b>Identifying and Working with Students and Families At-Risk</b>  <b>(Focus on PPS Competencies 1, 3, 6 &amp; 7)</b></p> <p><b>Case Presentations: Homeless Pupils and Families; School-Age Parents</b></p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Allen-Meares, Ch. 8</li> <li>2. Franklin et al., Ch. 32, 33, &amp; 53</li> <li>3. Canfield, J.P. (2014). Examining perceived barriers and facilitators to school social work practice with homeless children. <u>Children &amp; Schools</u>, 36(3), p. 165-174.</li> <li>4. Wilkins, B.T., Mullins, M.H., Mahan, A. &amp; Canfield, J.P. (2016). Homeless liaisons' awareness about the implementation of the McKinney-Vento act. <u>Children &amp; Schools</u>, 34(3), p. 179-185.</li> <li>5. Asheer, S. Berger, A., Meckstroth, A., Kisker, E. &amp; Keating, B. (2014). Engaging pregnant and parenting teens: Early challenges and lessons learned from the evaluation of adolescent pregnancy prevention approaches. <u>Journal of Adolescent Health</u>, 54, p. S84-S91.</li> <li>6. Robbers, M.L.P. (2008). The caring equation: An intervention program for teenage mothers and their male partners. <u>Children &amp; Schools</u>, 38(1), p. 57-64.</li> </ol>
12	4/9	<b>No Class- Spring Break!</b> 😊
13	4/16	<p><b>Identifying and Working with Students and Families At-Risk</b>  <b>(Focus on PPS Competencies 1, 3, 6 &amp; 7)</b></p>

		<p><b>Case Presentations: Foster Youth; Substance Using/Abusing Youth</b></p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Franklin et al., Ch. 20, 21, 25 &amp; 26</li> <li>2. Day, A., Edwards, H., Pickover, S. &amp; Leever, M. (2013). When does confidentiality become an impediment rather than a pathway to meeting the educational needs of students in the foster care system? <u>Journal of Social Work Values and Ethics</u>, 10(2), p. 30-47.</li> <li>3. Tyre, A.D. (2012). Educational supports for middle school youths involved in the foster care system. <u>Children &amp; Schools</u>, 34(4), p. 231-238.</li> <li>4. Singh, N., McCann, H., Weber, M.K., Gonzalez, S.J. &amp; Alzate, M.M. (2018). Adolescent screening, brief intervention, and referral to treatment for substance abuse: An application for school social workers. <u>Children &amp; Schools</u>, 40(4), p. 249-251.</li> <li>5. Center for Mental Health in Schools at UCLA (2016). Substance Abuse Resource Aid Packet. Available at <a href="http://smhp.psych.ucla/pdffdocs/substance/substance.pdf">http://smhp.psych.ucla/pdffdocs/substance/substance.pdf</a></li> <li>6. Flaherty, C.W., Sutphen, R.D. &amp; Ely, G.E. (2012). Examining substance abuse in truant youths and their caregivers: Implications for truancy intervention. <u>Children &amp; Schools</u>, 34(4), p. 201-211.</li> </ol>
<b>Week</b>	<b>Date</b>	<b>Topic and Assignments</b>
14	4/23	<p><b>Identifying and Working with Students and Families At-Risk (Focus on PPS Competencies 1, 3, 6 &amp; 7)</b></p> <p><b>Case Presentations: LGBTQIA2S+ Youth; Delinquent Youth</b></p> <p><b>Read:</b></p> <ol style="list-style-type: none"> <li>1. Franklin et al., Ch. 40 &amp; 63</li> <li>2. Craig, S.L., Austin, A. &amp; Alessi, E. (2013). Gay affirmative cognitive behavioral therapy for sexual minority youth: A clinical adaptation. <u>Clinical Social Work Journal</u>, (2013) 41, p. 258-266.</li> <li>3. Craig, S.L., McInroy, L.B. &amp; Austin, A. (2018). "Someone to have my back": Exploring the needs of racially and ethnically diverse lesbian, gay, bisexual and transgender high school students. <u>Children &amp; Schools</u>, 40(4), p. 231-239.</li> <li>4. Ryan, C., Russell, S.T., Huebner, D., Diaz, R. &amp; Sanchez, J. (2010). Family acceptance in adolescence and the health of LGBT young adults. <u>Journal of Adolescent Psychiatric Nursing</u>, 23(4), p. 205-213.</li> <li>5. Lucero, J.L., Barrett, C. &amp; Jensen, H. (2015). An examination of family and school factors related to early delinquency. <u>Children &amp; Schools</u>, 37(3), p. 165-173.</li> <li>6. Mallett, C.A. (2014). The learning disabilities to juvenile detention pipeline: A case study. <u>Children &amp; Schools</u>, 36(3), p. 147-156.</li> </ol>

15	4/30	<p><b>Evaluation and Termination of School Social Work and Child Welfare and Attendance Services</b>  <b>(Focus on PPS Competency 7)</b>  <u>Read:</u></p> <ol style="list-style-type: none"> <li>1. Allen-Meares, Ch. 12 - Review</li> <li>2. Franklin et al., Ch. 68 &amp; 69</li> <li>3. Bye, L., Shepard, M., Partridge, J. &amp; Alvarez, M. (2009). School social work outcomes: Perspectives of school social workers and school administrators. <i>Children &amp; Schools</i>, 31(2), p. 97-108.</li> <li>4. Presentation of Major Findings from End-of-Year Reports</li> </ol> <p style="text-align: center;"><b>End-of-Year Report Due – One electronic and one paper copy!!</b></p>
	TBD	<p><b>PPS Candidate Exit Information</b></p> <p><u>Note:</u> PPS Candidate Portfolios Submitted to Andrea Carlin</p>