Course Description

This course focuses on the knowledge, skills and values appropriate for social work practice within the school setting. Understanding of the school context and its politics are highlighted. Special attention is given to working with pupils, teachers, parents and administrators as well as interfacing with the community. Emphasis is placed on the tasks of social assessment for educational planning, the formulation of goals and objectives, record keeping and accessing school resources and external referrals. Theoretical approaches include evidence based practice, problem solving, brief and group treatment.

Place of Course in The Curriculum

Students are able to choose this course as an elective. The course is in the domain of the Clinical Practice Area. It provides academic content for students who have an interest in the practice of social work in school settings.

Course Overview

This elective course is designed to help students acquire knowledge, values and skills appropriate for social work practice within primary and secondary school settings. In the School setting, the social worker is a member of the pupil personnel support team. Whose function is to facilitate pupils' maximum use of educational opportunities. Students will focus on understanding of the school context and its politics. There will be discussions of social work practice in schools as implementing educational policy. The concept of diversity will be integrated into the context, content and processes of school social work practice. Special attention will be given to working with students, teachers, parents, administrators and interfacing with the community. Selected service modalities (i.e. advocacy, interpersonal processes, indirect processes, team work, outreach, home visiting, case management, conflict resolution) will be examined. Emphasis will be placed on the tasks of: social assessment for educational planning purposes; goal and objective formulation, school procedures; record keeping; accessing internal school resources and external referrals.

Course Objectives

Upon completion of this course, students are expected to:

• Appreciate the history of social work in schools;
• Understand the functions of the school as a complex social system within a community and the broader society;

• Gain awareness of legal and policy issues that influence the educational process and define social work practice in schools;

• Develop skills in engagement, assessment and intervention with varied school constituents, including pupils, parents, administrators, support staff families and community;

• Increase awareness of social problems that interfere with pupils' ability to learn, including poverty, violence, homelessness, child abuse and maltreatment, substance abuse and AIDS;

• Understand the multiple roles social workers can assume and selectively use within the home-school-community domain;

• Increase their capacity to accept and communicate with diverse individuals;

• Expand knowledge of the strengths and educational needs of diverse children, adolescents and families in order to improve the pupil's ability to use opportunities, and

• Develop a realistic perspective about social work practice in schools that balances an appreciation for its creative potential with understanding of its inherent challenges.

Course Outcomes
At the conclusion of this course, the expected concrete outcomes are that each student will be able to:

• Describe educational settings and its influences as an appropriate context for social work practice;

• Provide service as a social work practitioner in an educational setting;

• Illustrate social assessment and intervention in support of meeting the educational needs of children or adolescents, specifically those pupils who come from identified populations at risk;

• Share a paper demonstrating his/her developed conceptual framework for social work practice in an educational setting;

Required Texts:
Supplemental Readings:

Just the Facts for NY Parents - The No Child Left Behind Act of 2001

Course Requirements:

2. Final paper - The final paper focuses on having the student select a school related issue/ problem and develop a social work practice approach to reducing the problem.
3. Guided instruction
4. Reading assignments
5. Other assignments (e.g. quizzes, psychosocial assessments, etc.), to be decided by the instructor.

To successfully complete this course, students will be expected to participate in 15 sessions of one hour and fifty minute class and 10 hours of guided instructional time. In addition, students are expected to average approximately 5 hours per week doing the assigned reading and working on the required written assignments for this class.

Students will be expected to be familiar with the use of ERs, Blackboard and the school’s plagiarism policy.

Grading Criteria

The instructor will specify grading and the weights given to each assignment.
Course Outline

(** Required Readings, all others are recommended)

Unit I. The Context of Social Work Practice in Schools (2 weeks)

A. The Societal Function of Education; History of Social Work in Schools

B. The Organizational Context of Social Work Practice in Schools
   The School As A Social System
   Bureaucracy and Meritocracy
   Characteristics of the School's culture
   Education As An Entitlement
   Special Education
   Pupil Services Personnel
   Social Work Practice in a Host Setting
   Interface of School and Community
   The School's External and Internal Political Environment

Readings:


Recommended Guided Instruction:
PBS: Education Podcast with John Merrow
George Miller – Nation at Risk – 25 years later - "Democracy at Risk" is a new report that documents where we are with education today, and it’s not good news. Last week we attended an event at the National Press Club that highlighted the release of this new publication. Four part program (Program #102 to #105). (50 minutes)

C. Pupil Rights and Legislation

   Legal Framework- Public Laws;
   Mandated Reporter of Child Abuse/ Maltreatment;
   Suspension and Expulsion;
   Search and Seizure;
   Confidentiality: Parents and other Professionals

Readings:

Unit II. A conceptual framework for social work services in schools (3 weeks)

A. Conceptual Perspectives
   General Systems Theory
   An Ecological Perspective of Social Work Services in Schools

Readings:

** Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.). (2006) - Chapter 107-Licensing, certification and credentialing of school social workers

B. Defining, Planning and Implementing The Social Work Role
   Delivery of School Social Work Services
   Evaluating Practice and Programs
   Engaging with culturally and racially diverse families

Reading:

** Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.). (2006) - Chapter 76 – Engaging with culturally and racially diverse families

C. Social Assessment for Educational Purposes
   Social Assessment and Intervention Planning;
Individualized Educational Plan;
Assessment of Adaptive Behavior;
Assessment of Family and Community in Relation to populations at risk and individuation of diverse pupils.

Readings:


**Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.). (2006). - Chapter 19 – What does the research evidence say about inclusion?**


D. Psychosocial Assessments


Recommended Guided Instruction:

Autism is a world (Documentary 40 min)
For years, Sue Rubin says she was "her own worst nightmare." Sue has autism, and until age 13, she was unable to communicate or control her unusual behavior. Now in her late twenties, Sue has become a disabled-rights advocate and a college student with a top IQ. In the Academy Award-nominated documentary *Autism is a World*, filmmaker Gerry Wurzburg and CNN Presents take a rare look at autism through the words of a young woman who lives with it.

Readings:

Unit III. Effective interventions and resources for working with student with mental health diagnoses (1 weeks)

A. Effective interventions with student with ADHD
B. Effective interventions with student with ODD
C. Effective interventions for adolescent depression
D. School based, adolescent suicidality

Readings:


**Franklin, C., Harris, M. B., & Allen-Meares, P. (Eds.). (2006). – Chapters 8 & 1**
Unit IV. Promoting health and well-being (2 weeks)
   A. Effective interventions for substance abuse prevention
   B. Effective interventions for preventing STD and HIV infection
   C. Effective interventions primary prevention of teen pregnancy

Readings:

Recommended Guided Instruction:
Growing up on-line (60min)
Documentary
In Growing Up Online, FRONTLINE takes viewers inside the very public private worlds that kids are creating online, raising important questions about how the Internet is transforming childhood. "The Internet and the digital world was something that belonged to adults, and now it's something that really is the province of teenagers," says C.J. Pascoe, a postdoctoral scholar with the University of California, Berkeley's Digital Youth Research project.
Additional resources: Digital Youth Research Center
http://digitalyouth.ischool.berkeley.edu/

Unit V. Prevention of School Dropout & School Violence (2 weeks)
   A. Dropout prevention program design
   B. Increasing school attendance
   C. Violence prevention programming

Readings:

Recommended Guided Instruction:
School Safety video webcast
In the wake of recent school shootings and the subsequent White House Conference on School Safety, the U.S. Department of Education will present a one-hour Web cast to provide parents, educators, school administrators and local safety personnel with an opportunity to review their emergency management plans. The Department's Office of Safe and Drug-Free Schools will share successful strategies so that all who share the responsibility of protecting our children can learn more about how schools can help mitigate, prevent, prepare for, respond to and recover from a crisis. Join the broadcast to learn how to take positive steps to prevent school violence and respond quickly and effectively if an incident does occur. The Web cast will offer many opportunities for viewers to ask questions via email and get answers from the presenters.

Unit VI. Interfacing between systems (2 weeks)
   A. Connecting school-based practices to juvenile justice
   B. School Health Center Development
   C. Understanding the use of DSM-IV TR in schools
Readings:


**Recommended Guided Instruction:**

School Safety video webcast

In the wake of recent school shootings and the subsequent White House Conference on School Safety, the U.S. Department of Education will present a one-hour Web cast to provide parents, educators, school administrators and local safety personnel with an opportunity to review their emergency management plans. The Department's Office of Safe and Drug-Free Schools will share successful strategies so that all who share the responsibility of protecting our children can learn more about how schools can help mitigate, prevent, prepare for, respond to and recover from a crisis. Join the broadcast to learn how to take positive steps to prevent school violence and respond quickly and effectively if an incident does occur. The Web cast will offer many opportunities for viewers to ask questions via email and get answers from the presenters.

**Unit VII. School based practices for family intervention (1 weeks)**

A. Promoting parental involvement  
B. Building family support programs.

Readings:


**Unit IX. Managing Diverse relationships in school settings (1 weeks)**

A. Working with Multiple Hispanic families  
B. Working with Intercase & transrace students  
C. Working with GLBT students

Readings:


**Recommended Guided Instruction:**

When a kid is gay [videorecording] / producer, Kelly Hanley Goode. (60 min.)
W VHS 1805 Video material Audio Visual Collection

Additional resources:
Day of Silence (http://www.dayofsilence.org/)

The National Day of Silence brings attention to anti-LGBT name-calling, bullying and harassment in schools. This year's event was held in memory of Lawrence King, a California 8th-grader who was shot and killed Feb. 12 by a classmate because of his sexual orientation and gender expression
Unit IX. Program development and evaluation (2 weeks)

A. Linking school social work intervention to student educational outcomes
B. Identifying and using effective outcomes
C. Using school database to construct accountability tools.
D. Writing reports that demonstrate accountability

Readings:
TO successfully complete this course, students will be expected to participate in 15 sessions of one hour and fifty minute class and 10 hours of guided instructional time. In addition, students are expected to average approximately 5 hours per week doing the assigned reading and working on the required written assignments for this class.

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<tr>
<th>TOPIC</th>
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<tbody>
<tr>
<td>The needs of families with special needs children</td>
<td>Autism is a world (Documentary 40 min) For years, Sue Rubin says she was &quot;her own worst nightmare.&quot; Sue has autism, and until age 13, she was unable to communicate or control her unusual behavior. Now in her late twenties, Sue has become a disabled-rights advocate and a college student with a top IQ. In the Academy Award-nominated documentary Autistic is a World, filmmaker Gerry Wurzburg and CNN Presents take a rare look at autism through the words of a young woman who lives with it.</td>
<td>Class assignment</td>
<td>Call number: W DVD 3184, Location: Lincoln Center--Quinn Library, Video collection Supplemental reading: Elinor Ochs, Tamar Kremer-Sadlik, Olga Solomon, Karen Gainer Sirota (2001) Inclusion as Social Practice: Views of Children with Autism Social Development 10 (3) , 399–419 doi:10.1111/1467-9507.00172 Autism Speaks <a href="http://www.autismspeaks.org/">http://www.autismspeaks.org/</a> Facilitated Communications Institute <a href="http://thefci.syr.edu/Index.html">http://thefci.syr.edu/Index.html</a></td>
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<td>School Reform</td>
<td>Cooperation with families (28 min. video)</td>
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<td>Class assignments</td>
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<td>Critical Issues in School reform</td>
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<td>Annenberg Institute for School Reform</td>
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<td><a href="http://www.learner.org/resources/series109.html">http://www.learner.org/resources/series109.html</a></td>
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<td>Stories of Public Engagement: Patrick O'Hearn School</td>
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<td>A Boston elementary school has enhanced student success through close</td>
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<td>cooperation with families (28 min. video)</td>
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<td>See how schools and communities are turning talk about school reform into</td>
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<td>action by adapting, implementing, or even inventing tools to make real</td>
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<td>improvements in student achievement. This workshop takes you to eight</td>
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<td>places around the country where teachers, parents, administrators, civic</td>
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<td>leaders, and others are collaborating on new practices in public engagement</td>
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<td>• Stories of Public Engagement: B.U.I.L.D.</td>
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<td>Baltimoreans United in Leadership Development (B.U.I.L.D.), a local</td>
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<td>community organizing agency, has helped urban parents set up after-school</td>
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<td>learning centers and become advocates for their children’s learning.</td>
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<td>Prescription Drug &amp; school age Children’s mental health</td>
<td>The Medicated Child Frontline Documentary In “Medicating Kids,” FRONTLINE examines the dramatic increase in the prescription of behavior-modifying drugs for children. Are these medications really necessary--and safe--for young children, or merely a harried nation's quick fix for annoying, yet age-appropriate, behavior?</td>
<td>Class assignment</td>
<td>Program script <a href="http://www.pbs.org/wgbh/pages/frontline/medicatedchild/etc/script.html">http://www.pbs.org/wgbh/pages/frontline/medicatedchild/etc/script.html</a></td>
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<td>Emergency Management for Schools</td>
<td>School Safety video webcast In the wake of recent school shootings and the subsequent White House Conference on School Safety, the U.S. Department of Education will present a one-hour Web cast to provide parents, educators, school administrators and local safety personnel with an opportunity to review their emergency management plans. The Department's Office of Safe and Drug-Free Schools will share successful strategies so that all who share the responsibility of protecting our children can learn more about how schools can help mitigate, prevent, prepare for, respond to and recover from a crisis. Join the broadcast to learn how to take positive steps to prevent school violence and respond quickly and effectively if an incident does occur. The Web cast will offer many opportunities for viewers to ask questions via email and get answers from the presenters.</td>
<td>Class assignment</td>
<td><a href="http://www.connectlive.com/events/depteduphilly0207/">http://www.connectlive.com/events/depteduphilly0207/</a></td>
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Dr. Marleen Wong is Director of the Los Angeles Unified School District (LAUSD) Crisis Counseling and Intervention Services and the LAUSD/RAND/University of California Los Angeles Trauma Services Adaptation Center for Schools. Dr. Wong presented information on the prevalence of trauma in children's lives, its impact on learning and the role of caring adults in promoting healthy coping strategies following a trauma. Additionally, Ms. Wong provided guidelines for bereavement memorials.
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<td>Anti-LGBT &amp; our schools</td>
<td>When a kid is gay [videorecording] / producer, Kelly Hanley Goode. (60 min.) W VHS 1805 Video material Audio Visual Collection Additional resources: Day of Silence (<a href="http://www.dayofsilence.org/">http://www.dayofsilence.org/</a>) The National Day of Silence brings attention to anti-LGBT name-calling, bullying and harassment in schools. This year’s event was held in memory of Lawrence King, a California 8th-grader who was shot and killed Feb. 12 by a classmate because of his sexual orientation and gender expression</td>
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<td>Youth Development</td>
<td>Internet and youth development Growing up on-line (60min) Documentary In Growing Up Online, FRONTLINE takes viewers inside the very public private worlds that kids are creating online, raising important questions about how the Internet is transforming childhood. &quot;The Internet and the digital world was something that belonged to adults, and now it's something that really is the province of teenagers,&quot; says C.J. Pascoe, a postdoctoral scholar with the University of California, Berkeley's Digital Youth Research project. Additional resources: Digital Youth Research Center <a href="http://digitalyouth.ischool.berkeley.edu/">http://digitalyouth.ischool.berkeley.edu/</a></td>
<td>Class assignment</td>
<td>Growing up on-line web access: <a href="http://www.pbs.org/wgbh/pages/frontline/kidsonline/">http://www.pbs.org/wgbh/pages/frontline/kidsonline/</a> Program transcripts: <a href="http://www.pbs.org/wgbh/pages/frontline/kidsonline/etc/script.html">http://www.pbs.org/wgbh/pages/frontline/kidsonline/etc/script.html</a></td>
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<td>Current Issues in public education</td>
<td>NPR: Education Podcast National Public Radio podcast and downloadable MP3 files of 30 minutes discussion of issues facing the nation’s education system. Can search an on-line archival of broadcasts. Student will be asked to use the program’s to gain understanding of the challenges and opportunities faced by today's public education professionals.</td>
<td>Class assignment</td>
<td>NPR: Education Podcast <a href="http://www.npr.org/rss/podcast/podcast_detail.php?siteId=17350298">http://www.npr.org/rss/podcast/podcast_detail.php?siteId=17350298</a></td>
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<td>The Present and Future of Education</td>
<td>PBS: Education Podcast with John Merrow Special Programs: A Principal's Perspective - Principal L. Nelson Burton must raise test scores at Washington, DC's troubled Coolidge Senior High School – but he says that half of his teachers are not effective. (11 minutes) George Miller – Nation at Risk – 25 years later - &quot;Democracy at Risk&quot; is a new report that documents where we are with education today, and it’s not good news. Last week we attended an event at the National Press Club that highlighted the release of this new publication. Four part program (Program #102 to #105). (50 minutes) Democracy at Risk How Political Choices Undermine Citizen Participation, and What We Can Do About It Stephen Macedo, Brookings Institution Press 2005</td>
<td>Class assignment</td>
<td>Learning Matters, Inc. <a href="http://www.pbs.org/merrow/">http://www.pbs.org/merrow/</a></td>
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FORDHAM UNIVERSITY GRADUATE SCHOOL OF SOCIAL SERVICE

Guide for Grading Policy and Recommended Grade Equivalents

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<th>Score Range</th>
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<td>90-94</td>
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**Students With Disabilities**

Any student with a documented disability (e.g. physical, learning, visual, hearing, psychiatric, etc.) and who has registered with the Office of Disability Services at 718-817-0655 may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.
What is Plagiarism?

- Plagiarism is a form of academic dishonesty, which involves using someone else’s written work or even ideas without giving proper credit or presenting as one’s own, work that has been partially or wholly prepared by someone else. “Someone else” may be another student, a published author, a professor, a friend, or a business or on-line service that sells or distributes such papers or materials. These ideas and words can come from an Internet source, a newspaper article, an unpublished dissertation, a conference presentation, the popular press and scholarly journals as well as other sources.
- The nature of the “work” most commonly plagiarized is written work. However, it also can be ideas, concepts, organizational structure, data sets, electronic media, logos and other graphics.
- Plagiarism is considered a form of fraud or lying. One does not have to intentionally attempt to deceive the reader to be guilty of plagiarism. Plagiarism also can happen inadvertently by not knowing how and when to cite sources.
- Plagiarism prevents students from learning new material and skills. It cheats students of learning opportunities by not allowing them to be challenged and to grow intellectually.

Examples of plagiarism include:

- Copying someone else’s text verbatim, without using quotation marks and giving credit to the source. It is no defense to claim one has “forgotten” to do so.
- Paraphrasing someone else’s work without giving him or her credit.
- Rewriting borrowed material by simply dropping a word here and there, substituting a few words for others, or moving around words or sentences, without giving proper credit.
- With the advent of the Internet, plagiarism has taken two forms:
  - Buying a term paper and trying to pass it off as one’s own. [These are relatively easy to spot.]
  - Downloading or cutting and pasting text directly from on-line sources without giving proper credit.
- Copying a classmate’s work or using a former student’s paper. Even copying one sentence constitutes plagiarism.
- Making up a citation or making up data.

Can one plagiarize one’s self?

- Yes! Typically, self-plagiarism takes one of two forms.
  - Either the person submits work for a course that was written for a previous course, or she or he turns in the same paper (or sections of the paper) for two different courses simultaneously.
- Self-plagiarism is considered as serious as plagiarizing someone else’s work.

What are the penalties for plagiarism?

- Plagiarism is not only a serious academic offense, it is also considered to be a breach of professional ethics. Consequently, the penalties can be quite severe.
- The student who plagiarizes can receive a failing grade not only for the assignment, but also for the entire course. This is up to the discretion of the professor teaching the course.
- The matter may also referred to Dean Susan Egan at Lincoln Center. In Tarrytown, the matter may be referred to Dean Jane Edwards. The Deans determine what other actions to take, including whether dismissal of the student from the program is warranted. Please refer to the GSSS Student Handbook for an explanation of the consequences of plagiarism.

Why do some students plagiarize if it can potentially cost them their careers?

- Most students who do plagiarize are not secure with either their knowledge of the material or their writing skills. They fear receiving a bad grade for the assignment. They consider themselves as good or excellent students. The thought of receiving a bad grade is emotionally threatening.
- Many students who plagiarize are overwhelmed and have not allotted enough time to research and write the paper.
- Some students who plagiarize do so to save time and effort.
They do not realize that many professors have electronic search engines designed to detect plagiarism.

How can you maintain your academic integrity and avoid plagiarism?

- Plan your time wisely. Give yourself ample time to research and write your first draft of your paper.
- Know when to use quote marks, single quote marks, and when you may simply give the name of the author and the date of publication of the source. This means you have to know the difference between a paraphrase and a quotation. There is a distinct difference.
- Have someone who is familiar with academic writing read early drafts of your paper.
- Buy a copy of the American Psychological Association’s Publication Manual. This manual contains the standards that faculty at GSSS adhere to when writing and publishing papers.
- Attend APA writing workshops offered at GSSS.
- Use the writing clinic at GSSS.
- When in doubt as to whether or not you are citing a source properly, consult your course instructor.