University of Gondar

College of Social Sciences and Humanities

Department of Social Work

Under graduate Program

Course Syllabus for School Social Work

Course Name: **School Social work**

Course Code: BSWK-3032

Credit hour: 3

COURSE ECTS: **5 ECTS**

Academic year: 2020

Target groups: 2nd year

Instructor's name: Yeshuminesh B. (MSW)

Email:**yeshuminesh@*gmail.com***

Course Description
This course provides students with basic understanding of practice in the school setting. The course primarily focuses on problems related to school children.   It covers the history of school social work, school social worker roles, ecological perspective, and political environment. Moreover this course includes external and internal behavior problems, social problems, school based prevention and intervention programs. Therefore, this course provides the opportunity to students to understand the definitions and meanings of school social work, to identify the problems of school children and possible social work interventions and roles to address those existing problems.

Learning Outcomes
After the successful completion of this course, students will be able to:

- Understand the meanings and definitions of school social work
- Identify Ethics and Values of school social work
- Comprehend the ecological perspectives of school social work
- Understand the organization structure and process of the school
- Identify the culture and climate of the school
- know about the political environment of the school
- Know externalizing behavior problems
- Identify the different external bullying factors of school children
- To know the proven students focused intervention programme

- Understand the internal behavior problems like anxiety, loneliness, shyness, depression and suicide
- Identify the importance of promising students focused intervention designs on solving internal behavior problems of the school children
- Understand how to deal social problems of the children
- Know how to address the different social issues like dropout, homelessness, foster care, neglect ,divorce and substance abuse
- Understand how to do school based intervention program
- Develop the skills for prevention and intervention of school based issues like truancy, sexual abuse, teenage pregnancy and prevention of violence in school
- Understand how to work for innovative intervention programme to transform schools
- Know the meanings of consultant ,school team and strategies of school
- How to prevent class room behavior problems
- To know the influence of school team

Contents of the course

Chapter one: **definition and history of school social work, Ecological Perspective**

Roles of SSWr and other supportive teams, and Ethical Dimensions of School Social Work Practice,

- ❖ Defining school social work
- ❖ Historical background of school social work
- ❖ Ecological Perspective as an Organizing Framework for School Social Work Practice
- ❖ Ethical Dimensions of School Social Work Practice
- ❖ Roles and Tasks of School Social Workers and Other Professional Support Staff

Chapter two: **the Organizational Structure and Processes of the School**
- ✓ Organizational concepts that help to increase school social workers' understanding of the social organization and processes of schools
  - ➢ general systems theory
    - ✓ open systems
    - ✓ boundaries
    - ✓ subsystems
  - ➢ The Culture and Climate of the School
  - ➢ Formalization, Standardization and Centralization.

- ✓ School Risk Factors
- ✓ School Protective Factors
- ✓ The Political Environment of the School

Chapter Three: **Behavioral Problems in schools**
- ❖ Externalizing behavioral problems
- ❖ The Nature and Extent of Classroom Behavior Problems
- ❖ The Nature and Extent of Bullying/intimidation in Schools

- ❖ The Nature and Extent of Peer Sexual Harassment in Schools
- ❖ Guidelines for Assessing PotentiallyViolent Students
- • Proven Student-Focused Interventions/Programs That Focus onExternalizing Behavior Problems
- ✓ Cognitive-behavioral (C-B) interventions
- ✓ School Survival Group
- ✓ Interpersonal Cognitive Problem Solving (ICPS)
- ✓ Multisystemic Therapy (MST)
- ✓ Promoting Alternative Thinking Strategies (PATHS)
- ✓ The Promoting Alternative Thinking Strategies (PATHS) curriculum
- ✓ Positive Adolescents Choices Training (PACT)

Chapter Four: **Internalizing Behavior Problems**
- ❖ Anxiety and Fearfulness
- ❖ Loneliness/Shyness
- ❖ Grieving
- ❖ Depression and Suicide
- • Proven or Promising Student-Focused Interventions Designed to Address Internalizing Behavior Problems such as;
  - ✓ Anxiety and Fearfulness
  - ✓ Loneliness/Shyness
  - ✓ Grieving
  - ✓ Depression and Suicide

Chapter five: **Social Problems**
- ❖ Truancy
- ❖ Dropouts/Pushouts

Dropouts' Reasons for Leaving School Early
  - ✓ School factors
  - ✓ Personal factors
- ❖ Homelessness
- ❖ Foster Care
- ❖ Abuse and Neglect
- ❖ Divorce and Separation
- ❖ Substance Abuse
- ❖ Teen Sexual Behavior/Pregnancy/Parenthood

Chapter six: School-Based Prevention Programs
- ❖ Essential Elements Employed in Successful School-Based Prevention Programs
- ❖ Exemplary School-Based Prevention Programs
- ❖ Programs for Prevention *of Violence*
- ❖ Resolving Conflicts Creatively Program
- ❖ Linking the Interests of Families and Teachers
- ❖ Metropolitan Area Child Study
- ❖ Teaching Students to be Peacemakers
- ❖ Bullying Prevention Program
- ❖ Programs for Prevention of Bullying

- ❖ Programs for Prevention *of Substance* Abuse
- ❖ Programs for Prevention *of Truancy*
- ❖ Prevention of Teenage Pregnancy and Sexually Transmitted Disease
- ❖ Programs for Prevention *of Sexual* Abuse
- ❖ Innovative Programs *Designed to Transform Schools*
- ❖ School Development Program
- ❖ School Transitional Environment Project
- ❖ Seattle Social Development Project
- ❖ Child Development Project

Chapter seven: The School Social Worker as Consultant and Team Member

- ❖ Definition of consultation
- ❖ Steps to Facilitate the Consultation Process
- ❖ Pitfalls to Avoid in Consultative Relationships
- ❖ School Teams and Effective Collaboration
- ❖ Good Behavior Game (GBG)
- ❖ Consistency Management and Cooperative Discipline
- ❖ The Grood Behavior Grame (GBG)
- ❖ Behavioral Consultation to Reduce Violence/Vandalism
- ❖ Effective Classroom Management

Course policy

Students' active class participation is mandatory and crucial to meet over all objectives of the course.

Students are expected to attend all classes and be on time. All cell phones must be set to silent.

General assessment and evaluation mechanisms

Quiz:	5%
Test:	20%
Individual assignment:	10%
Group Assignment:	15%
Final exam:	50%
Total:	**100%**

Reference Materials

Dupper, D.R.(2003). School Social Work: skills and Interventions for effective practice. Hoboken, New Jersey: Wiley.

Roberts, A. & G(2002) Social Workers desk reference. New York: oxford university press.

Gary L shaffer (2007). A tool box for new school social workers. University of North Carolina

Jeane W.Anastes(2014) Standard for school social work services, New York: NASW press.

Franklin,C., & Streeter, C(1995) .School reform: Linking public schools with human service social work, 40(6),733-782

Linda openshaw(2008) Social work in schools ,principles and practice. New York: The Guilford press.

Franklin, C(2006). The future of school social work practice: current trends and opportunities Advances in Social work,6(1),167-181.

Frey, A.J. and Dupper(2005) A broader conceptual approach to clinical practice for the 21st century . Children and School ,2791), 33-44.

Powers, J. Bowen, D.R.(2005) Using social environment assets to identify intervention strategies for promoting school success. Children and School,27(3),177-187

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Constable, R.S.Mcdonald and J.Flynn(2002) School social work: practice , Policy, and research perspectives, Lyceum Books.Inc

John Holland and Catherine Randerson(2005). Supporting children in Public care in Schools. Jessica kingsley Publishers: UK

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