**UNIVERSITY OF ZAGREB**

FACULTY OF LAW

**DEPARTMENT OF SOCIAL WORK**

B.A. PROGRAM, academic year 2019./20.

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**SYLLABUS**

**I. COURSE TITLE: SOCIAL WORK IN EDUCATION**

Spring Semester 2020

Wednesdays, 12.00-15.00

 Elective course

 **COURSE VALUE:** 3 Semester Credits

 **INSTRUCTOR:** Dr.Gordana Berc, Associate Professor

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 Or by appointment

**II. COURSE TEXTS:**

 ***Required:***

Allen-Meares, P. (2006). Social Work Services in

 Schools (5th Ed.) Pearson Education. Inc. ISBN 0-205-48469-7

Dupper, D. R. (2003*). School Social Work – Skills & Interventions for Effective Practice.* John Wiley & Sons, Inc. ISBN 0-471-39571-4

 ***Recommended****:*

 Bye, L. Alverez, M. (2007). *School Social Work – Theory to Practice.* Thomson Books/Cole. ISBN 0-534-54797-4

 Constable, R., Massat, C.R., McDonald, S., & Flynn, J. (2006).

 School Social Work: Practice, Policy, and Research. (6th Ed.), Chicago: Lyceum Press. ISBN 0-925065-95-1

**III. COURSE DESCRIPTION:**

Social work in education course examines the school as a social institution charged with educating and socializing children into society; and the role of the social worker in such a host setting. Attention is placed on social work with children and adolescents in school setting and on school as a supportive environment for all students.

 This course emphasizes roles and tasks of social workers in assisting students, families and schools in cases of social issues that families and students are facing with. The course explores the process of integrating social work values into a school setting and represents school social work interventions in order to minimize the risks that students (and their families) are facing with and to maximize the protective factors of important subjects in the student’s surroundings. The role of social worker as a moderator between school, family and resources of local community and team work in school will be examined and discussed.

1. **CONCEPTUAL FRAMEWORK**

 The theoretical base used for this course is the eco-system perspective, family and social support theory, school-based prevention theory.

**V. COURSE OBJECTIVES:**

***A. Knowledge of the following***:

1. The school as a complex eco-system.
2. The multiple roles school social workers can assume within the school and community.
3. The history of school social work
4. The application of social work ethics and values to a school setting.
5. Consultations and team work with teachers, administrators, and community services (centers for social welfare) in order to maximize learning potential of students.

***B. Skills in the following:***

1. Understanding the school environment in the context of risk and protective factors
2. Evidence-based intervention strategies to assist students, families, schools, and communities.
3. Recognizing possible student, school, family and community resources and networking

**VI. COURSE CONTENT PLANNED OUTLINE**

 **A. Introduction to School Social Work**

1. Definition of School Social Work

2. History of Social Work in Schools

3. Eco-Systems Perspective

4. Interdisciplinary Teams

**B. Ethics**

1. Values

2. Ethical Decision Making

3. Confidentiality

**C. Legal Mandates**

1. Student Rights

2. Individuals with Disabilities Education Act and other vulnerable group of students’

**D. Assessments**

 1. Risk factors on individual and family level

 3. Behavior Intervention Plans

**E. Populations at Risk**

1. Race

2. Culture

3. Gender

4. Class

5. Sexual Orientation

6. Poverty

7. Religion

8. Foreign-Born Students

9. Cultural Sensitivity

**F. Best Practices**

1. Accountability

2. School-Based Research

**VII. COURSE OUTLINE:**

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| **DATE** | **PLANNED COURSE TOPICS** |
| **04.03.2020.** Class 1  | Introduction, Course Overview |
| **11.03.2020.** Class 2 | School Social Work – definition, purpose & valuesHistory of School Social WorkPrinciples and ethics of school social work |
| **18.03. 2020.**Class 3 | Role of school social workers  Ecological Theory Due to: Assigement 1 |
| **25.03. 2020.**Class 4 | Populations At-Risk Case studyFamily interventions  |
| **01.04. 2020.** Class 5 | Assessments of risks and interventions in school Movie: Take the lead! Due to: Assigement 2 |
| **08.04. 2020.**Class 6 | Community InterventionsDrop-outs (example from Croatia)Movie: Homeless youth (movie) |
| **15.04. 2020.** Class 7 | Preventive programsInternational school social workPerspective of school social work  Due to: Assignment 3 |

**VIII. ASSIGNMENTS:**

Course grading will come from each of **three** assignments (see below). All papers should be prepared in the following format: Font: Times New Roman 12, paragraph 1,5. Page margins: Left and right 2,5 cm; Top and bottom: 2,5 cm. *Please, be prepared to present each paper in front of the group.*

The length of paper depends of the particular assignment. The papers based on arguments and personal, critical overviews are more than preferable (in part *Conclusions and Recommendations*).

 **Assignment I**: Due to Class 3 (18.03.2020.) (20% of the final grade)

 Title: **History** of (pre)school social work and school social work status in…in your own country.

The purpose of this assignment is to highlight the historical context of school social work in Europe and to put focus on the current position of school social workers in European countries and your country.

 **Contextual and technical instructions:** Write a paper, length 3-5 pages. The structure of the paper:

1. *Introduction* : Write basic information about the history of school social work in your country.
2. *Description and Discussion* : Write detailed description of the historical preview of school social work development in European countries and explain the comparison of school social work development in your country. Describe what is the current position of social worker in schools in your country and on which basis is regulated employment of social workers in schools. Discuss what additional professional contributions school social workers can give in educational system based on your country experience.
3. *Conclusions :* Write concussions about historical overview and explain your opinion about current position of school social workers based on historical perspective.)
4. *Bibliography* : minimum 5 references

**Assignment II**: Due to Class 5(1.4.2020.) (35% of the final grade)

Title: Application of the **Ecological theory** based on the case-study model.

The purpose of this assignment is to understand importance of the Ecological theory in school social work practice and to understand importance of networking between school, family and community based on school social work perspective.

**Write a paper, length 3-5 pages**. The structure of the paper:

1. *Introduction*: Write basic information about the Ecological Theory and write about the importance of networking between school, family and community from school social work perspective.
2. *Description and Discussion* : Describe the case study you’ve chosen and discuss protective (resilient) and risks factors that students and their families are facing with in your case. Also, describe characteristics of the school and community resources and their possible role in resolving the case study you have chosen. Define potentials and risks in making collaboration between school, family and community. Discuss the role of school social worker in purpose to connect school, family and community resources. Describe needed professional skills of school social workers in working on network between school, family and community. Put these facts in the context of Ecological Theory using micro, mezzo, and macro level perspective and discuss how elements of each level can influence on the student’s educational and behavioral (socialization) outcomes.
3. *Conclusions and Recommendations* : Write important recommendations based on your own opinion and arguments how the Ecological Theory can be useful for the school social work practice and define the role of school social worker as a mediator. Write recommendation for institutional networking based on your own opinion and explain the arguments how networking could be successful in purpose to enhance students’ outcomes.
4. *Bibliography* (minimum 5 references)

**Assignment III:** Due to Class 7 (15.4.2020.) (45% of the final grade)

Title: **School social work intervention** in work with students’ population in risk

The purpose of this assignment is to gain into the struggles that students’ population in risk have in integrating into society in general and, in particular, into the schools. Also, the purpose of the assignment is to apply the basic knowledge you gained during the ‘School social work in education’ class with highlights on observations based on Ecological perspective, planning, assessment, possible interventions, and evaluation. Describe the case-study by your choice.

Find an example from your personal or professional experience which represents one student or group of students in risk. Find out as much as you can using both written and web-based resources, about influences and consequences which specific risks can cause on micro, mezzo (and macro level if possible).

To describe your case-study you might look for such things as customs, values, religion, gender issues, individual versus collectivist culture, assimilation experiences, reasons for migration (for example, was it forced or voluntary?), the migration process (was it direct or through re-settlement camps? was it dangerous?), etc. Also, identify cultural values regarding mental illness/mental health and disabilities/handicaps, how they are identified and treated, etc. (if your case requires this aspects of assessments).

 **Write a paper, 8-10 pages**. Use the following structure:

 A. *Introduction* : Write short description of your case, and theory background

 B. *Description and Discussion* : Describe your planning, monitoring, interventions, and evaluations in your case-study.)

 C. *Conclusions and Recommendations* : Write important guidelines and define recommendations for work with the population in risk you described.)

 D. Bibliography (minimum 10 references)

**IX. GENERAL INFORMATION:**

**Attendance:**

It is expected that students attend on all classes and participate as part of the shared responsibility for group discussions and as a part of the responsibility that is expected of a professional social worker.

**Readings:**

Most of the readings will serve as background for group discussions and assignments, so it is quite important that you keep up with the readings.

**Ethics, Integrity, and Professional Behavior**

Papers for this class are to be original work. Handing in work other than your own or recycled personal work will result in an automatic failing grade.

**Electronic Devices:** Please turn off all cell phones during the class!!!

**Blackboard:** I will use the Department of social work Blackboard to communicate updates, reminders, changes, and web links. To use the blackboard please visit the web site: <http://www.pravo.unizg.hr/scsr/kppsr/social_work_in_education>.

 **Grading system:** The students’ papers will be graded by applying following grading system:

* Excellent (5)
* Very good (4)
* Good (3)
* Sufficient (2)
* Insufficient (1)

#### X. BIBLIOGRAPHY

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Alvarez, M., & Bye, L. (2007). *School Social Work: Theory to Practice.* United States: Thompson-Wadsworth**.**

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