**UNIVERSITY OF SARGODHA**

**DEPARTMENT OF SOCIAL WORK**

COURSE OUTLINE Winter 2020

Course Title: School Social Work

Course Code:SOWK-411

Credit Hours: 3

Instructor: DR. MALIHA GULL TARAR

Email: maliha.gul@uos.edu.pk

DESCRIPTION AND OBJECTIVES

This course is designed to impart student’s knowledge about the role of school as an agency outside home, its role in personality development and socialization. This course offers a wide range of theories related to social work and school social work practice. By understanding ethical dimensions, ecological framework and student’s issues and challenges in school setting, the students will be able to understand code values of social work practice and scope of school social work practice in Pakistan.

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INTENDED LEARNING OUTCOMES

At the end of the course the students are expected to have:

* Understanding about historical development of school social work and the role of National Association of Social Workers.
* An understanding of key concepts and theories relating to social work and school social work practice.
* Knowledge about organizational structure and processes of the school
* Understanding of learning disabilities and role of local and international development organizations.

COURSE CONTENTS

**Introduction**

1. Concept, meaning and scope of social work in educational institutions.
2. History and development of social work services in educational institution in Pakistan and abroad.

**Concept and Methods**

1. Information about educational institution: Regular education, Special education and integrated education.
2. Consolation theories: theories of dealing with child, like behaviour modification, cognitive and learning theories.
3. Knowledge and understanding of learning disabilities.
4. Knowledge of community resources, and role of school in socialization.

**Services and Organization**

1. Guidance and counseling with children.
2. Tutorial system.
3. Parent teacher associations.
4. Government and non-Government agencies related to child welfare.

**Social Work Methods and Role of Social Worker**

1. Use of social work methods in dealing with individual and groups in Educational institutions.
2. Services and special programmes rendered to students by social workers.
3. Mobilization and utilization of community resources for student’s welfare, development of parent-teacher rapport.
4. Role of social worker in helping to solve the psyco-social and economic problems of students (individual and groups).

READINGS

1. Constable, R. (2009). The role of the school social worker. *School social work: Practice, policy, and research*, 3-29.
2. Dupper, D. (2002). *School social work: Skills and interventions for effective practice*. John Wiley & Sons.
3. Franklin, C., & Kelly, M. S. (2009). Becoming evidence-informed in the real world of school social work practice. *Children & Schools*, *31*(1), 46-56.
4. Kelly, M. S., Berzin, S. C., Frey, A., Alvarez, M., Shaffer, G., & O’Brien, K. (2010). The state of school social work: Findings from the national school social work survey. *School Mental Health*, *2*(3), 132-141.
5. Khalid, M. (2001). *Social Work Theory and Practice with Special Reference to Pakistan*. Karachi: Kifayat Academy Educational Publishers.
6. National Association of Social Workers, Washington, DC.(2003). *NASW Standards for School Social Work Services*. ERIC Clearinghouse. Available At <http://www.naswdc.org/practice/standards/NASWSchoolSocialWorkStandards.pdf>
7. Openshaw, L. (2008). *Social work in schools: Principles and practice*. Guilford Press.
8. Raines, J. C. (2004). Evidence-based practice in school social work: A process in perspective. *Children & Schools*, *26*(2), 71-85.
9. Whitted, K. S., &Dupper, D. R. (2005). Best practices for preventing or reducing bullying in schools. *Children & Schools*, *27*(3), 167-175.

COURSE SCHEDULE

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| **Week** | Topics and Readings | Books with Page No. |
| 1. | Concept, meaning and scope of social work in educational institutions. | Constable, R. (2009). The role of the school social worker. *School social work: Practice, policy, and research*, 3-29.  Dupper, D. (2002).*3-7.*  Openshaw, L. (2008). *Pp.2-22* |
| 2 | Ecological Perspective as an Organizing Framework for School Social Work Practice | Dupper, D. (2002). *Pp.3-20*  Openshaw, L. (2008). .pp. 29-49.  Whitted, K. S., &Dupper, D. R. (2005). Pp.167-175. |
| 3 | Ethical Dimensions of School Social Work Practice | National Association of Social Workers,(2003).pp.5-20  Dupper, D. (2002).*pp.3-20* |
| 4 | Roles and Tasks of School Social Workers and Other Professional Support Staff | Dupper, D. (2002). *Pp.3-20, 169-178.*  Openshaw, L. (2008). *Pp.2-22.*  Kelly, M. S., Berzin, S. C., Frey, A., Alvarez, M., Shaffer, G., & O’Brien, K. (2010). Pp.132-141. |
| 5 | A Brief History of School Social Work (International & National) | Dupper, D. (2002). *Pp.3-20*  Kelly, M. S., Berzin, S. C., Frey, A., Alvarez, M., Shaffer, G., & O’Brien, K. (2010). Pp.132-141.  Khalid, M. (2001). *Pp.186-208.* |
| 6 | The Organizational Structure and Processes of the School | Dupper, D. (2002). Pp.22-30  Openshaw, L. (2008). Pp.54-62  Eamon, M. K., &Altshuler, S. J. (2004).pp. 23-37. |
| 7 | The Culture and Climate of the School  The Political Environment of the School | Dupper, D. (2002). Pp.22-30  Openshaw, L. (2008). Pp.54-62.  Eamon, M. K., &Altshuler, S. J. (2004).pp. 23-37. |
| 8 | Information about educational institution: Regular education, Special education and integrated education. | Dupper, D. (2002). Pp.41-59.  Khalid, M. (2001). Pp.160-183 |
| 9 | Mid Term Exams |  |
| 10 | Theories related to social work and school social work practice | Whitted, K. S., &Dupper, D. R. (2005).pp. 167-175.  Frey, A. J., &Dupper, D. R. (2005). Pp. 33-44.  Openshaw, L. (2008). Pp.178-196.  Dupper, D. (2002). Pp.31-34  Turner, F. J. (Ed.). (2011). |
| 11 | Social Work theories related to school social work | Turner, F. J. (Ed.). (2011). Pp.387-497  Mishna, F. (2012). 29-41  Kelly, M. S., Frey, A. J., Alvarez, M., Berzin, S. C., Shaffer, G., & O'Brien, K. (2010). 201-209. |
| 12 | Social Work theories related to school social work | Turner, F. J. (Ed.). (2011). Pp.387-497  Mishna, F. (2012). 29-41  Kelly, M. S., Frey, A. J., Alvarez, M., Berzin, S. C., Shaffer, G., & O'Brien, K. (2010). 201-209. |
| 13 | Knowledge and understanding of learning disabilities. | Khalid, M. (2001). Pp.286-310.  Openshaw, L. (2008). Pp.280-291.  Dupper, D. (2002). Pp.110-127 |
| 14 | Knowledge of community resources, and role of school in socialization.  Guidance and counseling with children.  Tutorial system.  Parent teacher associations | Dupper, D. (2002).pp.187-193.  Khalid, M. (2001).pp.220-232  Kelly, M. S. (2008). Pp.55-71.  Mishna, F. (2012). Pp.131-146 |
| 15 | Social Work Methods and Role of School Social Worker  Government and non-Government agencies related to child welfare. | Dupper, D. (2002). Pp.21-38  Openshaw, L. (2008). Pp. 155-197.  Raines, J. C. (2004). Pp. 71-85.  Franklin, C., & Kelly, M. S. (2009). Pp.46-56.  Khalid, M. (2001). PP.220-232. |
| 16 | Presentations |  |

RESEARCH PROJECT /PRACTICALS/LABS/ASSIGNMENTS

* Learning disabilities & School Social Work Practice
* Violence prevention/ Treatment & School Social Work Practice
* Rationale of School Social Work Practice in Pakistan

ASSESSMENT CRITERIA

Sessional (Assignment +Presentation+ Class participation): 20

Midterm exam: 30

Final exam: 50