Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
SCHOOL SOCIAL WORK DSE 14	4	3	0	1	12th Pass	NIL

Learning Objectives

The learning objectives of this course are as follows:
- To study the relevance and scope of School Social Work
- To familiarize with the challenges and opportunities to address needs of children at school
- To learn and practice the intervention with suitable methods and techniques of social work.

Learning Outcomes

At the end of the semester, the student will be able to:
- Develop understanding about School Social Work practice.
- Gain knowledge about the contemporary concerns and challenges faced by the School going children and explore opportunities of intervention as a social worker
- Understand the existing social work interventions to work with emerging need of School Social Work practice.

SYLLABUS of DSE 14

Unit I : Concept, Meaning and Development of School Social Work   15 Hours

Unit Description: This unit will provide a conceptual understanding of School Social Work. This will also focus on Growth and Development of School Social Work practice.

Subtopics:

- Meaning and Concept of School Social Work, Development of School Social Work in India and global context
- Status of School Education in India, Importance of Schools and its changing roles and responsibilities in changing scenario.
- School programmes- Child Guidance Centre, family life education, school counseling programme, referral services

Unit II: Issues of school going children and adolescents   15 Hours

Unit Description: This unit will introduce various issues faced by the

school going children and its impact on their overall development.

Subtopics:

- Behavioral Problems, learning disabilities and intellectual disabilities: causes, behaviour pattern, impact and interventions
- Emotional and psycho-social problems of children and adolescents
- Changing Life patterns, Overuse of digital devices and dependency

Unit III: Skills and models used by School Social Worker   **15 Hours**

Unit Description: This unit will introduce skills and models used by the school social worker. It will also discuss its usefulness in achieving goals of universalization of education and prevention of dropout.

Subtopics:

- Working with school system, Social Work methods in School setting
- Skills in counseling, communication and resilience building in school settings
- Models of School Social Work: Clinical Model, Environment Change Model, Community School, Social Interaction Model

Unit IV: Intervention by the School Social Worker   **30 Hours**

Unit Description: This unit will focus on intervention by the school social worker. Students will be required to prepare project work on any one of the sub-topic.

Subtopics:

- Ethical standards, Educational Enrichment Programme, development of student's attitude and personality
- Interpersonal issues and concerns of parents/teachers and children
- Case study of a child/adolescent from a school, prepare psycho-social study and suggest interventions to address the identified issues

Practical component– Unit IV application based

Essential Readings

- Agostino, C. (2013). Collaboration as an essential school social work skill. Children and Schools, 35(4), 248–251.
- Allen-Meares, P. (2015). Social work services in schools (7th ed.). Pearson Education.
- Allen-Meares, P. (2013). Children and adolescents, populations and practice settings: School social work. Encyclopedia of Social Work._____ https://doi.org/10.1093/acrefore/9780199975839.013.351
- Allen-Meares, P., Montgomery, K. L., & Kim, J. S. (2013). School-based social work interventions: A cross-national systematic review. Social Work, 58(3), 253–262.

- Bluestone-Miller, R., Greenburg, A., Mervis, B., & Kelly, M. (2016). School social work supervision. In C. R. Massat, M. Kelly, & R. Constable (Eds.), School social work: Practice, policy, and research (8th ed., pp. 76–79). Oxford University Press.
- Brake, A., & Livingston, L. (2016). Tackling oppression in schools: Orienting skills for school social workers. In C. R. Massat, M. S. Kelly, & R. T. Constable (Eds.), School social work: Practice, policy, and research (8th ed., pp. 157–174). Lyceum Books.
- Gandhi, A. (1990). School social work: The emerging models of practice in India. Commonwealth Publishers: Delhi.
- Hobday, A., & Ollier, K. (1999). Creative therapy with children and adolescents. Atascadero, CA: Impact Publishers.
- Massat, C. R., Kelly, M. S., & Constable, R. (Eds.). (2015). School social work: Practice, policy, and research. Oxford University Press.
- Ramachandran, V. (2003). Getting children back to school – Case Studies in Primary Education. New Delhi: Sage Publications
- Raines, J. C. (2019). Evidence-based practice in school mental health: Addressing DSM-5 disorders in schools. Oxford University Press.
- Winters, W., & Easton, F. (1983). The practice of social work in schools: An ecological perspective. Free Press.
- Wensley, K., & Brown, P. (2009). Child development and school social work. Social Work in Education, 37(4), 161-175.

Suggestive Readings
- Delpit, L. (2006). Other people's children: Cultural conflict in the classroom. New Press.
- Evans, T. (2015). Counselling skills for Becoming A wiser Practitioner-Tools, techniques and reflections For building practice wisdom. Jessica Kingsley Publishers.
- Nair, T. K. (1975). Social work education and development of weaker sections. Madras:Association of School of Social Work in India.
- Raper, D. L., & Lohr, L. J. (2015). Developing a trauma-informed approach to working with children. Child Welfare League of America.
- Watkins, W. (2001). The White architects of Black education: Ideology and power in America, 1865–1954. Teachers College Press.

Note: **Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**