

SW 592: Macro Practice Skills and Interventions

Instructor: Telephone:
Office: E-mail:
Office Hours: fessional valu

6. Assess how social problems are identified, defined and impact low-income communities and oppressed populations.
7. Analyze how ethical conflicts and dilemmas arise in macro practice and how ethical frameworks can be used in addressing ethical dilemmas facing macro practitioners.

Course Format

This course will include a variety of teaching methods, such as:

- x Lecture (instructor and guest speakers)
- x Small group discussions
- x Large group discussions
- x Experiential exercises
- x Specific applications of the text and handouts
- x Text and supplemental reading materials
- x Professional journal article content analysis
- x Collaborative (students and instructor) questions generating dialogue and debate
- x Multimedia presentations, including videos, PowerPoint, and overheads

Textbook

Hardina, D. (2013). *Interpersonal social work skills for community practice*. New York, NY: Springer Publishing Company. ISBN: 978-0-8261-0811-1

Additional reading materials listed in the syllabus for each week will be available on library reserve or BeachBoard.

Course Schedule

Date	Week	Topic	Assignment
	1	Intro to the Course: Overview of Macro Practice	
	2	Models/Roles of Macro Social Workers	
	3	Collaboration and Networking	
	4	Defining and Engaging Diverse Communities	
	5	Community Assessment: Community Strengths & Challenges (lab)	
	6	Defining Social Problems and Contributors From Multiple Perspectives	
	7	Midterm	Midterm
	8	Power, Privilege, Oppression, Social, and Economic Justice	
	9	Analyzing Community Data for Change	Reflection Paper on Power, Oppression, and Social Justice
		Spring Break	
	10	Group Community Observations and In-person Data Gathering	

11 Group Community Observations and In-person Data Gathering
 Strengths Assessment Paper
 Community Challenges and
 Strengths Assessment Paper

Community Challenges and Strengths Assessment Paper

Each group will select a zip code, census tract, or clearly defined neighborhood in Southern California. Each group will complete an 18-20 page paper on the strengths and challenges of the community. The purpose of the assignment is for project groups to gain a beginning understanding of a community and explore its social/cultural, political, economic, and environmental aspects of a neighborhood. This research will include an assessment of assets, needs, and responses to social problems. Each group will complete a Community Challenges and Strengths Assessment of their chosen area, using secondary data, community observations (at least 3 hours), social service agency and community resident interviews (at least 3 each). Secondary data will be compared against other locations to facilitate a better understanding of the relative strengths and challenges in the community. Interviews and secondary data presentation should consider cultural differences when appropriate.

<p>The aim of this rating scale is for students to reflect upon and evaluate the own and classmates' contributions throughout the course of the semester. It is an opportunity for students to honestly reflect upon their contributions to the applied project process and to provide honest feedback to their group mates regarding their contributions. It is expected that the feedback will give students the chance to identify opportunities for growth to be realized in their work on future group projects. Detailed guidelines will be handed out during class.</p>		
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SSW PE 2.1 ASSESSED

Reflection Paper on Power, Oppression, and Social Justice

Students will participate in two activities during the semester. Each of these activities will require the students to reflect, analyze, and assess their stance as a macro social worker, stance based on their social identities, access to power

Social Work Competencies

The Council on Social Work Education (CSWE) accredits the School of Social Work. Below are the specific social work competencies and behaviors in this course (SW 592) that meet the Educational Policy and Accreditation Standards (EPAS).

EPAS Competencies and Behaviors Assessed in this Course*

Competencies Addressed	Course Objectives	Behaviors	Assessments/Assignments
C1. Demonstrate ethical and professional behavior	4, 7	Use reflection and self regulation to manage personal values and maintain professionalism in practice situations; Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	Community Challenges & Strengths Assessment Paper Reflection Paper on Power, Oppression, and Social Justice, Presentation
C2. Engage diversity and difference in practice	1, 6	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; Apply self-awareness and self regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Midterm Exam, Community Challenges & Strengths Assessment Paper, Community Evidence based Practice Group Paper, Reflection Paper on Power, Oppression, and Social Justice
C3. Advance human rights and social and economic justice.	3, 4	Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	Community Challenges & Strengths Assessment Paper, Community Evidence based Practice Group Paper, Reflection Paper on Power, Oppression and Social Justice
C4. Engage in practice-informed research and	1, 3, 5, 6	Use practice experience and theory to inform scientific inquiry and research;	Community Evidence based Practice Group Paper

researchinformed
practice

Use and translate research
evidence to inform and
improve practice, policy, and

Detailed Course Schedule and Reading Assignments

Week 1: Intro to the Course: Overview of Macro Practice

Hardina, D. (2013). *Interpersonal social work skills for community practice*. New York: Springer Publishing Company. Chapter 1.

Staples, L. (2009). In praise of community organizers. *Social Work with Groups*, 32(4), 270-273.

Week 2: Models/Roles of Macro Social Workers

Required Readings:

Association for Community Organization and Social Administration (ACOSA). (2014). Retrieved from <http://www.acosa.org>

Fisher, R., & Corcuillo, D. (2011). Rebuilding community organizing education in social work. *Journal of Community Practice*, 19(4), 355-368.

McKnight, J.

Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community

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Quon Huber, M. S., Frommeyer, J., Weisenbach, A., & Sazan (2003). Giving youth a voice in their own community and personal development. In F. A. Villarruel, D. F. Perkins, L. M. Borden, & J. G. Keith. (Eds).

Week 10:

Weeks 10 & 11:

Weeks 10 & 11:

Weeks 10 & 11 Group Community Observations and In-person Data Gathering

Required Readings:

Brooke-Weiss, B. Haggerty, K. P., Fagan, A. A., Hawkins, J. D., & Cady, R. (2008). Creating community change to improve youth development: The communities that care system. *The Prevention Researcher, 15*(2), 21-24.

Ohmer, M. (2008). Assessing and developing the evidence base of macro practice interventions with a community and neighborhood focus. *Journal of Evidence-Based Social Work, 5*(3-4), 519-547.

Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work With Groups, 35*(3), 287-296.

Su, C. (2007). Cracking silent codes: Critical race theory and education organizing. *Discourse: Studies in the Cultural Politics of Education, 28*(4), 531-548.

Week 11:

Weeks 10 & 11:

Weeks 10 & 11:

Weeks 10 & 11 Group Community Observations and In-person Data Gathering

Required Readings:

Alex-Assenshoh, Y. M. (2004). Taking the sanctuary to the streets: Religion, race and community development in Columbus, Ohio.

Banks, J. (2006). *Practical Research Methods in Social Work*. London: Sage.

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W 1 Ethics and Evaluation of Community Prac(W/ka)tic(W/ka)e

Required Readings:

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Supplemental Bibliography

Journal Articles

- Altschuler, J. (2004). Beyond money and survival: The meaning of paid work among older women. *International Journal Aging and Human Development*, 58(3), 223.
- California Budget Project. (2010). *Making ends meet: How much does it cost to raise a family in California?* Sacramento, CA: California Budget Project.
- California Budget Project. (2010). *Who pays taxes in California?* Sacramento, CA: California Budget Project.
- Hardina, D. (2005). Ten characteristics of empowerment-oriented social service organizations. *Administration in Social Work*, 29(3), 23-42.
- Martinez, E., & Garcia, A. (1996). What is neoliberalism: A brief definition for activists. *CorpWatch*. Retrieved from <http://www.corpwatch.org/article.php?id=376>
- McCarthy, J., & Walker, E. (2012). Continuity and change in community organizing. *Social Policy* 42(2), 3-7.
- Pray, K. L. M. (2003). When is community organization social work practice? *Journal of Community Practice*, 11(3), 91-101.
- Rothman, J. (2008). Multi modes of intervention at the macro level. *Journal of Community Practice* 15(4), 11-40.
- Sites, W., Chaskin, R. J., & Parks, V. (2007). Reframing community practice for the 21st century: Multiple traditions, multiple challenges. *Journal of Urban Affairs*, 29(5), 519-541.
- Solomon, A. (2014, December 14). Southeast Asian activists urge "solidarity with Black people" post Garner non-indictment. *ColorLines*. Retrieved from http://colorlines.com/archives/2014/12/southeast_asian_activists_urge_solidarity_with_black_people_post_garner_non-indictment.html
- Office of Migrant Education New Directors Orientation. (2001). *Comprehensive needs assessment*. Retrieved from http://www.ed.gov/admins/lead/account/comprehensive_needs_assessment.pdf
- US Government Accountability Office. (2014). *Best practices in collaboration*. Retrieved from http://www.gao.gov/key_issues/leading_practices_collaboration
- Wimpfheimer, S. (2004). Leadership and management competencies defined by practicing social work managers: An overview of standards developed by the National Network for Social Work Managers. *Administration in Social Work*, 28(1), 45-56.
- Yancy, G., & Butler, J. (2015). What's wrong with 'All Lives Matter'. Retrieved from http://opinionator.blogs.nytimes.com/2015/01/12/whats-wrong-with-all-lives-matter/?_r=0
- Zippay, A., & Demone, H. (2011). Initial macro-level job responsibilities among MSW graduates. *Administration in Social Work*, 35(4) (o)-1.7iTc -39.6social wor418-1.7 (tle)2.4 (r)0.6 (, J)2.1 (J9p03 (J9p03 (

organization and community building. In K. Glanz, B. K. Rimer, & K. Viswanath (Eds.). *Health behavior and health education*:

Specht, H., & Courtney, M. (1994). *Unfaithful angels: How social work has abandoned its mission*. New York: Free Press.

UNIVERSITY (U) SCHOOL(S) AND INSTRUCTOR (I) POLICIES

NEW UNIVERSITY POLICY (As of August 2, 2018) REGARDING EMAIL ADDRESS FOR ALL OFFICIAL UNIVERSITY EMAIL CORRESPONDENCE TO STUDENTS (U)

In response to increasing phishing attacks and cyber scams, the university will implement a change on August 2, 2018 that all official CSULB announcements and notices will be sent to your ~~provided~~ "BeachMail" (Outlook) email account. This change means that official University email communications will be sent to your @student.csulb.edu email account only.

As part of this change, you will no longer be able to assign a third party email address (e.g., Gmail, Hotmail, Yahoo, etc.) as your "preferred" email account in MyCSULB. However, if you wish to continue receiving official campus communication at your personal email account, you may use Rules to Automatically Forward Messages from your BeachMail account to your preferred personal email account. You can access your BeachMail(Outlook) account within the campus Single Sign (SSO) service. If you have any questions about this service update, please email ~~csulb-ServiceManagement@csulb.edu~~ or the Technology Help Desk at (562) 9959.

Statement of Nondiscrimination (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#nondiscrimination-policy>

Protected Status: Genetic Information, Marital Status, Medical Condition, Nationality, Race or Ethnicity (including color or ancestry), Religion or Religious Creed, and Veteran or Military Status.

The California State University does not discriminate on the basis of age, genetic information, marital status, medical condition, ~~nationality~~, race or ethnicity (including color and ancestry), religion (or religious creed), and veteran or military status as these terms are defined in CSU policies its programs and activities, including admission and access. Federal and state laws, including Title VI of the Civil Rights Act of 1964 and the California Equity in Higher Education Act, prohibit such discrimination. Larisa E. Hamada, Director of campus Equity & Diversity, has been designated to coordinate the efforts. 8 (o)-39gilc(s) 8 (o)2.3 (r)9 0 Td [(L)-2 (aic 0 Tw ()Tj -0.0fse t)-1.(d)-1.7 (ic)-3.1 -1.7 Sel T

Accommodation (U)

It is the student's responsibility to notify the instructor in advance of the need for accommodation of a university verified disability (PS 107, Course Syllabi and Standard Course Outlines). Students needing special consideration for class format and schedule due to religious observance or mitigations must notify the instructor in advance of those needs. Students who require additional time or other accommodation for assignments must secure verification/assistance from the CSULB Disabled Student Services (DSS) office located at 270 Brotman Hall. The telephone number is (562) 934-9351.

Accommodation is a process in which the student, DSS, and instructor each play an important role. Students contact DSS so that their eligibility and need for accommodation can be determined. DSS identifies how much time is required for each exam. The student is responsible for discussing his/her need with the instructor and for making appropriate arrangements. Students who are eligible to receive accommodation should present an Accommodation Cover Letter and a DSS/Teacher Testing Agreement Form to the instructor as early in the semester as possible, but no later than a week before the first test. (It takes one week to schedule taking an exam at the DSS office.) The instructor welcomes the opportunity to implement the accommodations determined by DSS. Please ask the instructor if you have any questions.

Campus Behavior (U)

General Policies

CSULB Statement on Civility and Acts of Violence

<http://catalog.csulb.edu/content.php?catoid=2&navoid=34#csulb-statement-on-civility-and-acts-of-violence>

California State University, Long Beach, takes pride in its tradition of maintaining a civil and vibrant learning, working, and social environment. Civility and mutual respect toward all members of the University community are intrinsic to the establishment of excellence in teaching and learning. They also contribute to the maintenance of a safe and productive workplace and overall healthful climate. The University espouses and practices zero tolerance for violence against any member of the University community (i.e., students, faculty, staff, administrators, and visitors). Violence and threats of violence not only disrupt the campus environment, they also negatively impact the University's ability to foster open dialogue and a free exchange of ideas among all campus constituencies.

To fulfill this policy, the University strives: 1) to prevent violence from occurring; and 2) to enforce, state, and federal laws, as well as University regulations, regarding such conduct. The University also has established procedures for resolving and/or adjudicating circumstances involving violence, as well as threats of violence. A threat of violence is an expression of intention that implies impending physical injury, abuse, or damage to an individual or his/her belongings. All allegations of such incidents (i.e., acts and threats) will be aggressively investigated. Allegations that are substantiated result in disciplinary action up to and including dismissal from employment, expulsion from the University, and/or civil and criminal prosecution.

Members of the campus community are encouraged to promptly report any acts of violence, threats of violence, or other behavior which by intent, act, or outcome harm themselves or others. (Approved October 1997)

Classroom Expectations

All students of the California State University system must adhere to the Student Conduct Code as stated in Section 41301 of the Title 5 of the California Code of Regulations as well as all campus rules,

regulations, codes and policies. Students as emerging professionals are expected to maintain courtesy, respect for difference, and respect for the rights of others.

Unprofessional and Disruptive Behavior

It is important to foster a climate of civility in the classroom where all are treated with dignity and respect. Therefore, students engaging in disruptive or disrespectful behavior in class will be counseled about this behavior. If the disruptive or disrespectful behavior continues, additional disciplinary actions may be taken.

School of Social Work Policy Regarding Application of the NASW Code of Ethics in all Classes (S)

TheNASW Code of Ethics

Definition of Cheating

Cheating is defined as the act of obtaining or attempting to obtain or aiding another to obtain academic credit for work by the use of any dishonest, deceptive or fraudulent means. Examples of cheating during an examination would include, but not be limited to the following: copying, either in part or in whole,

- c. Religious reasons (California Education Code section 89320)
- d. Jury duty or government obligation
- e. University sanctioned or approved activities (examples include: artistic performances, forensics presentations, participation in research conferences, intercollegiate athletic activities, government, required class field trips, etc.)

Faculty are not obligated to consider other absences as excused and may require students to provide documentation for excused absences.

Attendance and Absences in Field Education Internship Placement

Please refer to the Field Education Manual for absences in field education internship placement and seminar requirements.

Extended or Multiple Absences

Attendance in all Social Work classes is crucial since student participation is essential. Absences impact a student's academic work and performance as well as the participation of other students. For Fall, Spring and Regular (12-week) Summer Session courses, students are allowed the same number of absences equal to the number of course meetings per week (e.g. two absences in courses meeting two times per week, one absence in courses meeting once a week, see Field Education Manual for specifics about absences in field education internships and seminars). For Summer Session I or III courses, which meet twice for only six weeks, students are allowed only one absence. The next absence after the maximum allowed may lower the final course grade by one full letter (or from Credit to No Credit in Field Education courses; each subsequent absence will continue to lower the final grade accordingly. Students are encouraged to save these absences for situations in which they may not be in control of circumstances.

One additional absence will be allowed without consequence to the final grade **ONLY** illness, injury, or other University established excused absences (as specified above in A. Excused Absences) and only when documentation is provided.

1. Students who anticipate extended or multiple absences, beyond the maximum of two absences allowed as specified above, during a particular semester should consult with the Director of Field Education (if they will be in their field education internship or seminar) and Graduate Program Coordinator before enrolling in any classes to determine whether it will be possible to complete field education placement/seminar requirements and course requirements and develop alternatives to making up missed work as required.
2. Students who realize after enrollment that they will have extended or multiple absences, beyond the maximum of two absences allowed as specified above, should consult with the Director of Field Education (if they are in a field education in internship placement/seminar) and Graduate Program Coordinator to see whether it will be possible to complete field education placement/seminar and course requirements and develop alternatives to making up missed work as required.

Medical-Restriction and Disability-Related Absences

Attendance related matters involving a medical restriction or disability must be reviewed and approved as

http://web.csulb.edu/divisions/aa/catalog/current/academic_information/class_attendance.html

Academic Senate Attendance Policy, Policy Statement-01

http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01/

Visitors to Classes (U)

Only students registered for the class either as regular students or as auditors and invited guests of the instructor may attend classes at CSULB. Persons wishing to become guests of the instructor should seek the instructor's permission prior to the beginning of the class session.

Withdrawal (U)

<http://catalog.csulb.edu/content.php?catoid=2&navoid=30#cancellation-registration-or-withdrawal-from-csulb>

Cancellation of Registration or Withdrawal from CSULB

Students who find it necessary to cancel their registration or to withdraw from all classes after enrolling for any academic term are required to follow the university's official withdrawal procedures. Failure to follow formal university procedures may result in an obligation to pay fees as well as the assignment of failing grades in all courses and the need to apply for readmission before being permitted to enroll in another academic term. Information on canceling registration and withdrawal procedures is available online at the [Enrollment Services website](#)

Students who receive financial aid funds must consult with the Financial Aid Office prior to withdrawing from the university regarding any required return or repayment of grant or loan assistance received for that academic term or payment period. Students who have received financial aid and withdraw from the institution during the academic term or payment period may need to return or repay some or all of the funds received, which may result in a debt owed to the institution.

Withdrawal Policy (U)

Regulations governing the refund of student fees in the California State University system are prescribed by the CSU Board of Trustees; see California Code of Regulations, Title 5, Education, Section 41802.

Withdrawal during the first two weeks of instruction:

Students may withdraw during this period and the course will not appear on their permanent records.

Withdrawal after the second week of instruction and prior to the final three weeks of the regular semester (20% of a nonstandard session) of instruction:

Withdrawals during this period are permissible only for serious and compelling reasons. The approval signatures of the instructor and department chair are required. The request and approvals shall state the reasons for the withdrawal. Students should be aware that the definition of "serious and compelling reasons" as applied by faculty and administrators become narrower as the semester progresses. Copies of such approvals are kept on file by Enrollment Services.

Withdrawal during the final three weeks of instruction:

Withdrawal during the final three weeks of instruction are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student's control

These requests must be approved by the instructor of record, department chair (or designee), college dean (or designee), and the academic administrator appointed by the president to act in such matters. Copies of such approvals are kept on file by Enrollment Services.

Limits on Withdrawal:

No undergraduate student may withdraw from more than a total of 18 units. This restriction is throughout the entire undergraduate enrollment of a student at CSULB for a single graduation, including special sessions, enrollment by extension, and re-enrolling after separation from the University for any reason. The following exceptions apply:

Withdrawals prior to the end of the second week of a semester (13%) of instruction at CSULB,

Withdrawals in terms prior to fall 2009 at CSULB,

Withdrawals at institutions other than CSULB, and

Withdrawals at CSULB for exceptional circumstances such as illness or accident (the permanent academic record will show these as a WE to indicate the basis for withdrawal).

Catastrophic Withdrawal

CSULB may allow a student to withdraw without academic penalty from classes if the following criteria are met:

- a. The Petition to Withdraw from Classes in the Final Three Weeks of Instruction and the appropriate Catastrophic Withdrawal Request (Medical or Beyond Student's Control) is submitted to Enrollment Services by the published deadlines, and
- b. The student presents evidence to demonstrate that a severe medical condition or other circumstances beyond the student's control prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

Incomplete Grades (U)

An "Incomplete" grade ("I") signifies that a portion of the required coursework (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons, and there is still a possibility of earning credit. In cases where more than one-third of the work is outstanding, but the instructor feels that an "I" is appropriate, a justification must be provided. It is the responsibility of the student to bring pertinent information to the instructor to reach agreement on the means by which the remaining course requirements will be satisfied. Agreement to the conditions for removal of the incomplete shall be in writing with the instructor.

Absenteeism (I)

Students are responsible to attend all class meetings and associated project group meetings. A student attendance sheet will be provided at every class. It is your responsibility to ensure that you sign the sheet when you attend the class.

If you plan to miss a class, you (not a classmate) must notify the instructor and cc: your Group mates via email at least 24-hours prior to the beginning of the class you will miss (e.g., if you plan to miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than the previous day, Thursday, by 1:00 p.m.).

If you miss a class because of sickness, an emergency, or unforeseen family obligations, you (not a classmate) must notify the instructor and cc: your Group mates via email within 36-hours of the beginning of the class you miss (e.g., if you unexpectedly miss a Friday class that starts at 1:00 p.m., you will need to contact the instructor no later than, Sunday, by 1:00 a.m.).

In addition, it is expected that all students arrive to class on time, and remain in class the entire duration of the class. Excessive tardiness or early departure from class will impact your overall grade.

Accessibility (I)

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the CSULB Emergency Intervention and Wellness Program for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

https://web.csulb.edu/divisions/students/studentdean/emergency_grant/

Laptops/Texting Devices/Cell phones (I)

Laptop computers may be used in the class to take notes **ONLY** if computers are used for any other reason (i.e., checking emails, Facebook, online surfing or shopping, googling etc.) then the student is not being “present” for class and will be marked absent which can affect their class participation grade.

Messaging Devices (I)

Due to the disruptive nature of messaging devices (e.g., cell phones, iPods, iPads, iPhones, Blackberrys and smartphones) it is required that all such devices are turned off while in class. Use of devices will imply the student is not being “present” for class and will be marked absent which can affect your class participation grade.

In the event of a crisis that requires the student to be accessible to employers or significant others, please inform the instructor at the beginning of class and select a silent means for being alerted. Adhering to this policy demonstrates respect for and commitment to the learning process and environment as well as colleagues.

Confidentiality and Respect (I)

Students should know that social workers are expected to maintain confidentiality. Stuct.3 (p)-3.8 (a) 17.8 (h) 17.8 (h) 17.8 (h)

processing software capable of reading Microsoft Word and PowerPoint files. Whatever Internet service provider is used, it must be capable of accessing BeachBoard, and Acrobat files.

Use of Turnitin Technology (I)

Students agree that by taking this course all required papers will be subject to submission for textual

students could also examine secondary data to better understand schools in that particular zip code as compared to other schools in other locations. (Course Objectives 1, 3, 4, 6)

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SSW PE 4.3 ASSESSE

SSW PE 6.4 ASSESSE

SSW PE 9.1 ASSESSE

SSW PE 9.3 ASSESSE



For PPSC student, this final presentation presents an opportunity to highlight the role of the school, children and families key stakeholders in the community. Students could provide evidence of strengths or challenges that focus on the school setting and as part of the proposed intervention strategies, the PPSC students could provide ideas that are focused on school needs and resources. (Course Objectives 1, 2, 3, 4, 5, 6, 7)