I. Purpose and Description of Course

This is a second year advanced direct practice course that seeks to build on systems theory and practice from prior coursework and the EPAS competencies detailed in the foundation year courses. The course will offer various school based intervention models including but not limited to the competencies of the Pupil Personnel Services Credential. Targeted topics for students' development of knowledge, understanding, and skill include: legal mandates in education; special education; English Language Learners; assessment of academic, social, and emotional problems; effects on pupil development and capacity to learn; health and developmental factors, language, diversity, socioeconomic factors, and resiliency; child welfare and attendance regulations; individual, family, and group work; parent-school relations; and school-based multidisciplinary approaches. Students will develop knowledge and skills for working with K-12 students, including cultural competencies that can be applied to students and their families of various cultural backgrounds.

Students are actively involved in this seminar through class discussion, experiential exercise, and “field trips”. Course content is designed to meet and exceed the Pupil Personnel Services Credential Program Standards set forth by the State of California.

II. Learning Outcomes

At the completion of SW 758, students are expected to achieve the following EPAS competencies:

1. Demonstrate Ethical and Professional Behavior
   a. Skillfully identify and apply ethical principles in making clinical practice decisions and articulate their application in routine and challenging ethical contexts (field trip summaries).
   b. Uses social work knowledge, supervision, and learning opportunities that arise in a diverse contextual framework (e.g., individual, family, community, or/and organizational factors) to resolve or acknowledge ambiguities and conflicts in making principled decisions (field trip summaries).

California Social Work Education Center (CALSWEC) Advanced Competencies (CA1.1)
   a. Able to articulate the roles of a professional school social worker and consistently demonstrate effective self-management, interpersonal interaction, service advocacy, and continuing professional development within those roles (field trip summaries).

2. Engage Diversity and Difference in Practice
a. Research and apply knowledge of diverse populations to enhance client well-being (paper).
b. Demonstrates strengths-based approaches to working with diverse clients in a culturally
sensitive school social work based practice (paper).

California Social Work Education Center (CALSWEC) Advanced Competencies (CP4.2)
a. Consistently demonstrate the skill of learning from client systems and from diverse cultures,
being informed by such differences, and applying the knowledge to school social work practice
(midterm exam, paper).

3. Advance Human Rights and Social, Economic, and Environmental Justice
   a. Use knowledge of the effects of oppression, discrimination, and historical trauma on client and
      client systems to guide treatment planning and intervention (exam).

4. Engage in Practice-Informed Research and Research-Informed Practice
   a. Demonstrate ability to critically analyze and evaluate benefits and limitations of evidence-
      based treatment models, as they inform behavioral health practice with consumers and family
      members from a perspective of wellness and resiliency, and contribute to professional
      knowledge base (exam).
   b. Demonstrate ability to analyze and evaluate evidence-based practice as it informs working with
      consumers/family members (paper).

California Social Work Education Center (CALSWEC) Advanced Competencies (CA 6.1)
a. Regularly assess and use research to guide school social work practice, to evaluate school
   social work practice and to disseminate findings to improve school social work practice (paper,
paper presentation).

6. Engagement with Individuals, Families, Groups, Organizations, and Communities
   a. Consciousely utilizes empathy, respect, understanding, and other interpersonal skills in
      establishing effective (therapeutic) relationship grounded in recovery, resilience, and wellness
      (field trip summaries).
   b. Establishes effective and collaborative working relationship with individuals, families, groups,
      and communities (field trip summaries)

California Social Work Education Center (CALSWEC) Foundation Competencies (CF10a)
a. Demonstrate the ability to work with individuals, families and group to identity and work
   towards accomplishment of shared goals (field trip summaries).

7. Assess Individuals, Families, Groups, Organizations, and Communities
   a. Select and modify appropriate intervention strategies based on continuous clinical assessment
      (exam).
   b. Assess client's coping strategies to reinforce and improve adaptation to life situations,
      circumstances, and events (exam).

8. Intervene with Individuals, Families, Group, Organizations, and Communities
   a. Critically evaluate, select, and apply best practices and evidence-based interventions (exam).
   b. Collaborate with other professionals to coordinate treatment interventions (field trip
      summaries).

California Social Work Education Center (CALSWEC) Foundation Competencies (CF 10c)
a. Demonstrate capacity to identify and prioritize challenges and to foster solutions that call on
   clients’ existing strengths (paper).

9. Evaluate with Individuals, Families, Groups, and Communities
   a. Understand the value of individual, program, and one's own practice outcome evaluation in

improving services and policies and contributes practice-based knowledge to inform evaluation process (paper).

III. Textbooks and Readings

A. Required

B. Internet Reference Material

Available at: http://www.safestate.org/shop/index.cfm?cat=2&navid=107&action=list

Research on Effectiveness of School Counseling. California Department of Education.
Available at: http://www.cde.ca.gov/ls/cg/rh/documents/couneffct.pdf

IV. Assignments
Course assignments are designed to give the students broad exposure to and understanding of the specialized field of school social work, and to provide opportunities for active participation in their education. The following assignments – due and weighted as indicated – are required for the successful completion of the course:

Assignment #1: Field Trips of School Related Activities
(2 Field Trips Total, 10% each-DUE 12/07/17 or sooner) 20%

Use Brief Field Trip Summary and Response Sheet for TWO observations.
   a) SST or IEP or 504 Plan Meeting
   b) SARB or SART Meeting
   (Coordinate with classmates early, usually October, November meetings)

Assignment #2: Midterm (in class November 2) 30%
The purpose of the midterm exam is to assist students in using the required readings to achieve the knowledge, values, and skills objectives of the course. Content will cover readings, lectures and application of content from 8/31-10/26. Students are expected to study all assigned readings, whether or not they are discussed in class.

Please bring green scantron to class.

Assignment #3: Analysis of School Social Work Issue Paper (due November 30) 30%
The purpose of this paper is to increase students’ awareness of school social work, children and youth in a school setting, and schools as organizational systems. Working in groups of 4-5, students will be assigned a topic to further explore related to the field of school social work. Demonstrate how your topic impacts the role of school social work; children and youth in a school setting; and schools as an
organizational system. Papers will be evaluated on the basis of demonstrated: (a) effort and thoughtfulness, and (b) understanding of the topic and how it impacts the role of school social worker. Note that spelling, grammar, and organization/clarity will be a consideration.

- 6-8 typed pages (double-spaced, 12 font)
- Include appropriate references to no fewer than six researched articles/books, at least four of which are not assigned class readings

September 28 – Topics are assigned
November 30 – Paper due

Assignment #4: Class Presentation of Paper/Interactive Workshop on Topic 20%
(Nov 30 and Dec 7)
The purpose of this assignment is to assist students in presentation skills in a specialized topic in school social work. Knowledge of a specific topic will demonstrate further skills and ethics as related to the school setting. Presentations will be 20 minutes in length and then there will be 5 additional minutes for questions and discussion.

Presentations should include:
- Agenda for participants
- Learning objectives for participants
- At least one experiential activity
- Relevant handouts (these should include your powerpoint slides)

Topics will be chosen through a lottery system.
Possible Topics:
- The Role of the School Social Worker (teacher audience)
- Common Core/LCAP (parent audience)
- PBIS (teacher audience)
- Impact of Trauma on Learning/Risk and Resiliency (teacher audience)
- Behavior Management (teacher audience/parent audience)
- Restorative Justice (teacher audience)

Course Grading Scale and Standards
Grades will be given in accord with policies set forth in the Graduate Bulletin, applying the following scale:

94 - 100% of possible points = A
90 - 93% = A-
87 - 89% = B+
84 - 86% = B
80 - 83% = B-
77 - 79% = C+
74 - 76% = C
70 - 73% = C-
67 - 69% = D+
64 - 66% = D
60 - 63% = D-
Individual assignments will be graded in accord with the following guidelines adapted from the grading policies of the University of Southern California School of Social Work and Fordham University:

1. Grades of A or A- are given for student work that not only demonstrates an excellent mastery of content, but also shows that the student has (a) undertaken complex tasks, (b) applied critical thinking skills to the assignment, and/or (c) demonstrated creativity in her or his approach to the assignment. The degree to which the student demonstrates these skills determines whether he/she receives an A or an A-.

2. A grade of B+ is given to work that is judged to be very good. This grade denotes that a student has demonstrated a more than competent understanding of the material being tested in the assignment.

3. A grade of B is given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets the basic expectations of the course.

4. A grade of B- denotes that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

5. A grade of C reflects a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

6. Grades between C- and F denote a failure to meet minimum standards reflecting serious deficiencies in a student's performance on the assignment.

V. Course Policies and Guidelines

A. ATTENDANCE POLICY

Student participation in class is crucial to the learning process. Due to the often critical nature of the material being presented, as well as the requirements for the Pupil Personnel Services Credential, weekly attendance is required. Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email sdooling@sdsu.edu of any anticipated absence or reason for tardiness.

SDSU School of Social Work policy permits students to be excused from class for the observance of religious holy days. Students must make arrangements in advance to complete class work which will be missed, due to holy days observance.

STATEMENT ON ACADEMIC INTEGRITY

SDSU seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one’s own academic work from misuse by others as well as to avoid using another’s work as one’s own. Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty.
Additionally, it should be noted that violations of academic integrity are not only violations of SDSU principles and policies, but also violations of the values of the social work profession.

B. STATEMENT FOR STUDENTS WITH DISABILITIES: SDSU FACULTY SENATE DISABILITY POLICY

If you are a student with a disability and believe you will need accommodations for this class or your field placement, it is your responsibility to contact Student Disability Services at 619 594-6473. To avoid any delay in the receipt of your accommodations, you should contact SDS as soon as possible. Please note that accommodations are not retroactive, and that accommodations based on disability cannot be provided until you have presented your instructor with an accommodation letter from SDS. Your cooperation is appreciated. If you need accommodations at your field placement, a letter from SDS must specify what accommodations are needed and this should be discussed with your field instructor and your field faculty.

Accommodation for Religious Observances: Students will be allowed to complete examination or other requirements in advance of a religious observance. However, it is the students’ responsibility to contact the instructor or field instructor in advance, so that necessary arrangements can be made.

Statement about Incompletes: The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

C. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

D. ACADEMIC MISCONDUCT

Academic Misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization of citation, uses unauthorized materials for fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists another student in any of these acts.

Academic misconduct, including plagiarism, is a serious offence in academia and will be treated according to the university policy, as written in the SDSU Catalog/Graduate Bulletin. Any Academic misconduct, including plagiarism infractions, will be reported to the SDSU Office of Student rights and Responsibilities as is mandated by the CSU Chancellor.

If you are unsure as to what plagiarism is: Students can take the 30 minute pre and post online quiz: SDSU Plagiarism: the crime of intellectual property, by SDSU librarian Pamela Jackson, found at http://infotutor.sdsu.edu/plagiarism/index.cfm. For more information visit the Office of Student Rights and Responsibility: http://studentaffairs.sdsu.edu/srr/academics1.html.

Teaching Methods and Additional Policies

A. Teaching Methods

Class format will include lecture, class discussion, experiential exercises, guest speakers, video, and
presentations by students. Class content will include material from the required texts and Blackboard, as well as presented material that is not in the reading. Not all assigned reading will be discussed in class, yet students are responsible for all assigned reading as well as other material presented in class.

In our classroom community, we will endeavor to create a safe and tolerant environment where differences in opinion may be expressed and explored respectfully.

B. Course Policies

1. General course policies can be reviewed in the SDSU School of Social Work handbook.

2. NASW Code of Ethics is an academic standard of SDSU School of Social Work. Students are expected to maintain a high standard of professionalism and to follow the principles of the Code of Ethics.

VI. Course Topics

Pupil Services Credential Standards (PPSC) as set forth by the State of California– Commission on Teacher Credentialing
Systems Theory
School Social Work Frameworks
   Ecological Perspective
   Response to Intervention
   Positive Behavior Supports
Educational Policy
Function of Behavior Analysis
Special Education & Intensive Individual Services
Barriers to School Success
   Attendance
   Poverty
   Discipline Practices
Learning Theory
Collaboration & Coordination of Pupil Support Systems
   Teacher Consultation
   Collaboration Models
   Child Welfare
School Safety – Best Practices
   Restorative Practices
   Trauma Informed Schools
Wellness & Resiliency Promotion

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<td>PPS Standards (<a href="http://www.ctc.ca.gov/educator-prep/standards/pps.pdf">http://www.ctc.ca.gov/educator-prep/standards/pps.pdf</a>)</td>
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| Class 2  | September 7 | **School Social Work Framework/Models: Ecological Perspective**  
|**Overview of PPSC**  
| Amalia Hernandez, MSW  
| PPSC Coordinator  
|  
| **Required Reading:**  
| Massat, et al:  
| - Ch. 1-Role of the SSWer  
|  
| Class 3  | September 14 | **School Social Work Framework/Models: Response To Intervention/Positive Behavior Supports**  
|  
| **Required Reading:**  
| Review RTI Action Network website:  
| (http://www.rtinetwork.org/learn/what/whatisrti)  
| Massat, et al:  
| - Ch. 4-Evidence-Informed Practice in the Real World of School Social Work  
| - Ch. 26-Tier 2 Behavioral Interventions for At-Risk Students.  
|  
| Class 4  | September 21 | **Current Educational Policy**  
|  
| **Required Reading:**  
| (http://www.mindfully.org/Reform/2005/American-Apartheid-Education1sep05.htm)  
| (www.academia.edu)  
|  
| Class 5  | September 28 | **Avenues to School Success- PART I**  
| **Student Referrals--Most common reasons**  
|  
| **Required Reading:**  
| Massat, et al:  
| - Ch. 14-SSWs and the Prereferral Process: Problem-Solving Teams and Data-Driven Decision Making  
| - Ch. 16-The Screening and Assessment of Adaptive Behavior  
| - Ch. 7-Ethical and Legal Complexities of Confidentiality for SSWs  
|  
| Class 6  | October 5 | **Avenues to School Success- PART II**  
| **Family-School Collaboration**  
|  
| **Required Readings:**  
| Massat, et al:  
| - Ch. 15- SSWs and the Special Education Process: From Assessment to Individualized Education Programs to School Social Work Services  
| - Ch. 9- Educational Mandates for Children with
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<td>- RTI - Universal, Targeted, Intensive</td>
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<td>- Over-identification of African-American males and other ethnic groups</td>
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<td>- ADA, IDEA, Accountability</td>
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<td><strong>Disabilities: School Policies, Case Law, and the SSWer</strong></td>
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<td>- Ch. 11- A History of Education of African American Children</td>
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<td>- Student Attendance Review Boards (SARB)</td>
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<td>- Legal Implications for Truancy</td>
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<td><strong>Guest Lecturer:</strong></td>
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<td>Maria Osborn, MSW</td>
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**Required Reading:**
- Ch. 30-SSW Practice with Families of At-Risk Students

**CTC Child Welfare and Attendance Standards**
(http://www.ctc.ca.gov/educator-prep/standards/pps.pdf; Pgs. 112-124)

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<td>- Ch. 8—SSWs: School Based Consultants Supporting a Multitiered System of Indirect Service</td>
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**Learning Theory – Understanding Barriers to School Success**

**Required Readings:**
- Ch. 32—Evidence Informed Mental Health Practice in Schools

**Massat, et al:**

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<td>Center for Collaborative Problem Solving website</td>
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<td>(<a href="http://www.ccps.info/">http://www.ccps.info/</a>)</td>
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<td>Massat, et al:</td>
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### Class 11
**November 9**

**Group Work in the School Setting:**
- Beginning a Group in School
- Types of Groups
- Groups with Elementary School Students
- Groups with Adolescents
- Stages of Group work
- Evaluation of Group Work

*Introduce Wellness and Resiliency Promotion*
*Child Welfare, Advocacy for all Families*
*Educational Liaison Role*

**Required Readings:**
- Massat, et al:
  - Ch. 33—School Based Trauma Informed Care
  - Ch. 28—Working with Groups in Schools: Planning for and Working with Group Process

### Class 12
**November 16**

**School Safety and Violence Prevention**
- Restorative Practices
- Levels of Intervention
- Crisis Plans

*Wellness & Resiliency Promotion*
- Developmental Assets
- Risk and Resiliency

**Guest Lecturer:**
Kelly Dwyer, MSW, PPS-C

**Required Readings:**
- Review ACES Study ([https://www.cdc.gov/violenceprevention/acesstudy/about.html](https://www.cdc.gov/violenceprevention/acesstudy/about.html))

### Class 13
**November 23**

**Thanksgiving Day -- NO CLASS**

### Class 14
**November 30**

**School Social Work Issue/Opportunity Paper Presentations**

**Assignment Due:**
- School Social Work Issue/Opportunity Paper
  (Late Papers receive automatic 1 grade lowering)

**Assignment Due:**
- School Social Work Issue/Presentations (half of class presents)

### Class 15
**December 7**

**School Social Work Issue/Opportunity Paper Presentations**

*It is a Wrap!*
- Summary
- Evaluation
- What’s Next

**Assignment Due:**
- School Social Work Issue/Presentations (half of class presents)

**Assignment Due:**
- Field Trip Summaries

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**Bibliography**

Additional references (excluding the course text) are given below.


