

Social Work 623

Social Work Practice in Early Care and Education Settings

3 Units

“What transpires before kindergarten—in the first “school,” the family, as well as in preschool—influences everything that happens later in kids’ lives.”

—David Kirp, *Kids First*

“Early education” isn’t just about pre-K but rather an umbrella term for all interventions between pregnancy and age 5. . . Why are these early interventions so effective? Apparently because the first few years are the window when the brain is forming and when basic skills like self-control and grit are developed.”

—Nicholas Kristof, *New York Times* (November 20, 2014)

2021 VAC

Section# 67233

INSTRUCTOR: Dr. Michal Sela-Amit **COURSE DAY:** Wednesday

E-Mail: mselaami@usc.edu

Course Day/Time: 5:45 pm – 7:00 pm

Telephone: 213-821-4402 **Course Location:** Online

Office Hours: 7:00 pm- 7:30 pm and by appointment

I. COURSE PREREQUISITES

Social Work generalist courses.

II. CATALOGUE DESCRIPTION

Provides tools for social work practice supporting children birth to 5 and their families, and preparation for leadership in early care and education systems.

III. COURSE DESCRIPTION

The field of Early Care and Education (ECE) is expanding rapidly in line with increasing knowledge about the importance of early brain development and the potential impact of Adverse Childhood Experiences and trauma on young children. The roles for social workers in ECE systems and settings are also expanding, with social workers teaming with other professionals from child development, education, and behavioral health to support families and teachers in creating brighter futures for all children. This

advanced elective course for MSW students is designed to highlight the multiple roles of social workers in a variety of ECE settings and to integrate and enhance micro, mezzo and macro skills for social work practitioners in this complex field. ECE settings include community-based early childhood education programs, schools, early intervention programs, as well as programs in child welfare, mental health and healthcare systems. Just as the scope of services offered in such programs varies, the roles and skills of social workers employed in these programs vary. We will focus on parent education, school readiness, family engagement and support, multi-disciplinary collaboration, quality improvement, policy advocacy and fund development.

Students will assess the changing policy environment for programs serving 0-5-year olds and their families, including the multiple funding streams that support this work, and the government, political and administrative entities that oversee this changing field. They will review the science of brain development, which is powering policy and practice change, and examine research on the long-term benefits of participation in high-quality early childhood programs. MSW students enrolled in this course will enhance their practice and advocacy skills through appreciation of the context of research, and policy and culture. Skills will include: collaborating with teachers and program staff; working in multi-disciplinary collaborative environments; and strengthening and supporting families so that they are prepared to advocate effectively for their children’s education and development.

IV. COURSE OBJECTIVES

Objective Number	Course Objectives
1	Describe the spectrum of developmental, educational, and health/mental health policies and service systems that support children 0–5 and their families from diverse social and cultural backgrounds, and the evidence base for them.
2	Delineate how 0–5 service systems interface, and the economic and political landscapes in which they operate (e.g., funding, regulatory, administrative, and legislative contexts).
3	Examine the science of early childhood brain development and analyze its implications for children, families, communities, services systems, and policies.
4	Apply different models, strategies, and skills for advocating for 0–5 related services, programs, and policies at the mezzo level, with families, teachers, and service providers; and at the macro level, with policy makers in local, state, and federal government.

V. COURSE FORMAT/INSTRUCTIONAL METHODS

The format of the course will include didactic instruction and experiential exercises. Videos and role-plays will also be used to facilitate student learning. Exercises may include the use of videotapes, role-play, or structured small-group activities. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. STUDENT LEARNING OUTCOMES

The following table lists the nine Social Work core competencies as defined by the Council on Social Work Education's 2015 Educational Policy and Accreditation Standards. Student learning in this course will highlight core competencies number four and five as indicated by asterics in the table below:

Social Work Core Competencies	
1	Demonstrate Ethical and Professional Behavior
2	Engage in Diversity and Difference in Practice
3	Advance Human Rights and Social, Economic, and Environmental Justice
4	* Engage in Practice-informed Research and Research-informed Practice
5	* Engage in Policy Practice
6	Engage with Individuals, Families, Groups, Organizations, and Communities
7	Assess Individuals, Families, Groups, Organizations, and Communities
8	Intervene with Individuals, Families, Groups, Organizations, and Communities
9	Evaluate Practice with Individuals, Families, Groups, Organizations and Communities

* Highlighted in this course

The highlighted core competencies in this course, are related to course objectives, student learning outcomes, and the dimensions of each competency measured. The final column provides the location of course content related to the competency.

Competency	Objectives	Behaviors	Dimensions	Content
<p>Competency 4: Engage In Practice-informed Research and Research-informed Practice</p> <p>Social workers understand quantitative and qualitative research methods and their respective roles in advancing scientific knowledge related to practice and evaluation of practice with children, youth, and families. Social workers use scientific, ethical, and culturally informed approaches to building knowledge related to practice with children, youth, and families. Social workers utilize various forms of data such as agency administrative data, public data and empirical data sources, to inform their practice within the field of children, youth and families. They understand that evidence that informs practice derives from multiple domains and ways of knowing. They understand the processes for translating research findings into effective practice, and use the knowledge to inform research inquiry through critical analysis. Social workers utilize data to inform and evaluate practice with this population and understand how to measure outcomes as part of the evaluation process evaluations.</p>	<p>3, 4</p>	<p>4a. Critically appraises research evidence in order to improve service delivery with regard to child, youth, and family services.</p> <p>4b. Applies various forms of data to inform practice with children, youth, and families.</p>	<p>Skills</p>	<p>4a. Assignment 2 Assignment 3 Assignment 4 Class participation</p> <p>4b. Assignment 1 Assignment 2 Assignment 3 Assignment 4 Class participation</p> <p>Competencies 4a and 4b are also highlighted in units 1-14 of the course.</p>

<p>Competency 5: Engage in Policy Practice Social workers understand that human rights, social justice and social welfare of children, youth and families are mediated in the larger social environment and particularly by policy and its implementation at the federal, state, and local levels. Social workers understand how the history and current structures of social policies and services affect service delivery to children, youth, and families, specifically focused on vulnerable, oppressed and those living in poverty. They understand their role in policy development, implementation and evaluation within child and family practice settings at micro, mezzo, and macro levels. Social workers understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy, and are knowledgeable about policy formulation, implementation, and evaluation.</p>	<p>1, 2, & 4</p>	<p>5a. Identifies policy and resource contexts of child, youth, and family services at the local, state, and federal levels.</p>	<p>Skills</p>	<p>Assignment 1 Assignment 2 Assignment 3 Assignment 4 Class participation</p> <p>Competency 5a is also highlighted in unit # 3 - 14</p>
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VII. COURSE ASSIGNMENTS, DUE DATES & GRADING

Assignment	Due Date	% of Final Grade
1. ECE Site Interview - Oral Report & Handout	Unit 3-5	20%
2. Take Home Exam	Unit 8	20%
3. ECE Program Description and Analysis- Paper	Unit 13	30%
4. Making the Case for ECE- Oral Presentation	Unit 14,15	20%
5. Class Participation	On-going	10%

A brief summary of each of the major assignments is provided below. Detailed descriptions of the assignments will be distributed during the course.

Assignment 1 - ECE Interview and Oral Report with a Handout (20% of Course Grade)

Each student will identify and interview staff at a local early childhood education program. A brief oral report will be presented in class along with a brief written handout summarizing the highlights. *A full description of this assignment and the requirements will be distributed in class.*

Due: Units 3-5

This assignment relates to student learning outcome 4.

Assignment 2 - Exam (20% of Course Grade)

This take home, short-answer essay exam requires student to integrate multiple sources of information on policy, research, funding, and service delivery issues as explored in the course during the first part of the semester. Students will select three questions to respond to in a brief, about one page written responses. *Assignment will be posted in week 7 and will be due on unit 8. A study guide will be distributed in class.*

Due: Unit 8

This assignment relates to student learning outcomes 4 and 5.

Assignment 3 - ECE Program Description and Analysis (30% of Course Grade)

This written research-based paper (7-8 pages) will provide a full description and analysis of an early care and education program model. The paper will include a brief history of the development of this program model, information on the evidence base of the program, its funding, and an explanation of how this program fits within the overall context of ECE programs. Issues related to public policy that have impacted the program as well as a description of the family’s perspective, including access, eligibility criteria, assessment, and other potential impacts on the family and child(ren) will be included. Students will be provided the opportunity to select whether they will complete this assignment as individuals or with a classmate partner. If electing to work with a classmate, the same grade will be given to both partners. *A full description of this assignment and the requirements will be distributed in class.*

DUE: Unit 13

This assignment relates to student learning outcomes 4 and 5.

Assignment 4 – Oral Presentation – Making the Case for ECE (20% of Course Grade)

This is a role-play where students ask for funding for their program. Brief oral presentation in which teams of two students “Make the Case” for support for the Early Care and Education program that they researched for Assignment 3. Students will be graded on the persuasiveness of their “pitch,” as well as their accuracy and ability to integrate practice, research, and policy information. Presentations will be time-limited. *A full description of this assignment and the requirements will be distributed in class.*

Due: Unit 14-15

This assignment relates to student learning outcomes 4 and 5.

Class Participation (10% of Course Grade)

Students are expected to demonstrate knowledge of the required readings, critical thinking, grasp of key concepts, and ability to integrate multiple sources of information through their questions and comments in class and during small-group exercises aligned with subject matter explored during course sessions.

Class participation will be assessed according to the following criteria:

“A” range: Very Good to Outstanding: Contributions in class reflect thorough preparation, and participation is substantial. Ideas offered are always substantive. Regularly provides one or more major insights and comments that provoke deeper thought. If this person were not a member of the class, the quality of discussion and class activities would be diminished markedly.

“B” range: Good: Contributions in class reflect solid preparation. Ideas offered are usually substantive, and participation is regular. Provides generally useful insights and some comments that provoke thought. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

“C” range: Adequate: Contributions in class reflect some preparation. Ideas offered are somewhat substantive. Provides some insights, but seldom offers comments that provoke deeper thought. Participation is somewhat regular. If this person were not a member of the class, the quality of discussion would be diminished slightly. Please note: The minimum passing grade at the graduate level is “C”.

“C–” or “D” range: Inadequate: Says little in class and does not adequately participate in activities or present insights or ideas. Does not appear to be engaged. Submits late work. If this person were not a member of the class, the quality of discussion would not be affected.

“F”: **Nonparticipant/Unsatisfactory:** Misses class. When present, contributions in class, if any, reflect inadequate preparation. Ideas offered are seldom substantive, and behavior may be inappropriate and/or disrespectful. Unable to work effectively on in-class assignments/activities and detracts from the learning process. Regularly misses assignment deadlines, if work is submitted at all.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85–4.00	A	93–100	A
3.60–3.84	A–	90–92	A–
3.25–3.59	B+	87–89	B+
2.90–3.24	B	83–86	B
2.60–2.89	B–	80–82	B–
2.25–2.59	C+	77–79	C+
1.90–2.24	C	73–76	C
		70–72	C–

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A– are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student. (2) A grade of B+ will be given to work which 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 will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B– will denote 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 would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C– and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student’s performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

VIII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS AND RESOURCES

Required Readings

All other articles and readings will be available in ARES, course file or hyperlinked in the syllabus.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Recommended Websites

Center on the Developing Child at Harvard: <http://developingchild.harvard>

The Children's Data Network (Los Angeles): <http://www.datanetwork.org/>

ECE Landscape: <http://ecelandscape.org/>

Economic argument for high-quality child care: <https://heckmanequation.org>

Kirp, D.L. (2009) *The Sandbox Investment: The Preschool Movement and Kids-First Politics*. First Harvard University Press. 60696th ed ISBN: 978-0674032354

Georgetown Center for Child and Human Development: <https://gucchd.georgetown.edu/early-childhood.php>

Strengthening Families:

<http://www.cssp.org/reform/strengtheningfamilies>

<http://www.strengtheningfamiliesprogram.org>

Trauma-informed care: <https://www.integration.samhsa.gov/clinical-practice/trauma-informed>

Zero to Three: <http://www.zerotothree.org>

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit 1: Introduction to Social Work in Systems Serving 0–5 Year Old's and Their Families

- Overview of the syllabus and course expectations
- Overview of 0–5 service systems
- Key longitudinal 0–5 studies
- Emerging science on 0–5 brain development

Unit 2: Families as the First Environment

- Family context: family structure, culture, diversity, and functioning
- The Strengthening Families Approach
- Families at high risk

Unit 3: The Importance of the Early Years

- Attachment and nurturing parenting
- The science of early childhood brain development
- Impact of poverty and racism on development

Unit 4: 0–5 Service Settings: The Health Care System and the Individuals with Disabilities Education Act (IDEA)

- Parenting education and support: policies and programs
- Developmental screenings/early identification of delays and supportive services
- Early intervention and special education

Unit 5: 0–5 Service Settings: Early Childhood Mental Health (ECMH) Systems

- Research on infant mental health
- Home visiting programs and politics
- Child care-based and community-based models of ECMH
- Mental health and brain development
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Unit 6: 0–5 Service Settings: Early Care and Education

- Overview of major ECE programs
- Research evidence of program effectiveness
- Quality: classroom assessments and benchmarks
- Serving diverse children and families

Unit 7: ECE Policy Issues, Part I: Parents' Perspective

- Mapping the need and distribution of early education/child care programs in low-income communities
- Economic impact of subsidized early education/child care programs on low income communities
- Questions of eligibility: universal and targeted programs

Unit 8: ECE Policy Issues, Part II: Providers' Perspective

- Licensed and license-exempt care
- Quality rating improvement system (QRIS)
- Wages and unionization
- Building a professional and diverse workforce for ECE

Unit 9: 0–5 Service Settings: The Child Welfare System

- Highest risk groups: What does the research show?
- Preventing maltreatment: the impact of high-quality child care and home visitation
- Trauma-informed care and policy
- Diversity considerations
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Unit 10: Family-Centered Policies: International Perspectives

- Review of systems framework to support emotional health and well-being in children and families
- Transnational comparisons of family-centered policies (e.g., family leave, child care) among diverse populations
- Research outcomes

Unit 11: Advocacy at the Mezzo Level

- Institutional change within programs, private/nonprofit agencies and industry
- Parents and providers as advocates for 0–5 year olds
- Skills and strategies

Unit 12: Advocacy at the Macro Level

- Systems change in large public agencies
- Making change through elected bodies: federal, state, and local
- Advocacy skills and strategies
- Using economic arguments

Unit 13: Leadership: Policy and Systems Change Issues Across Sectors

- Funding and sustainability
- Engaging research evidence
- Parent leadership and engagement in programs
- System and cross-agency collaboration and community partnerships

Unit 14: Leadership: Policy and Systems Change Issues for ECE

- Articulation of ECE with K–12 school curricula
- Collaboration with Child Protective Services
- Matching ECE supply with demand
- Consumer education, engagement, and empowerment

➤ **Making the Case for Funding Early Care and Education: Student Presentations**

Unit 15: Making the Case for Funding Early Care and Education: Student Presentations, continued

Course Schedule—Detailed Description

Unit 1: Introduction to Social Work in Systems Serving 0- to 5-Year Olds and Their Families

Topics

- Overview of the syllabus and course expectations
- Overview of 0–5 service systems
- Key longitudinal 0–5 studies
- Emerging science on 0–5 brain development

This unit relates to course objectives 1 and 3.

Required Readings:

Azzi-Lessing, L. (2010). Growing together: Expanding roles for social work practice in early childhood settings. *Social Work, 55*(3), 255–263.

Barnett, W. S., & Frede, E. (2010). The promise of preschool: Why we need early education for all. *American Educator, 34*(1), 21.

U.S. Department of Education. (2015). *A matter of equity: Preschool in America*. Retrieved from: <http://www2.ed.gov/documents/early-learning/matter-equity-preschool-america.pdf>

Garcia, J. (2016). The Lifecycle Benefits of an Influential ECE Program. www.heckmanequation.org

Reynolds, A. J., Ou, S. & Temple, J.A. (2018). A multi-component, Preschool-to-3rd grade Preventive intervention and educational attainment at age 35. *JAMA Pediatrics, 172*(3), 247-256. <https://jamanetwork.com/journals/jamapediatrics/fullarticle/2668645>

Recommended Readings:

Kirp, D.L. (2009) *The Sandbox Investment: The Preschool Movement and Kids-First Politics*. First Harvard University Press. Chapters 1 and 2: Small Miracles, P. 1-49; Life Way After Preschool. P.50-75

Unit 2: Families as the First Environment

Topics

- Family context: family structure, culture, and functioning
- Family centered care: The Strengthening Families Approach
- Families at high risk

This unit relates to course objective 1.

Required Readings:

Cannon, M. (2018) #Fund food with care: The impact on Children, Sacramento, CA. p1-2.

Harper Browne, C. (2014, September). *The strengthening families approach and protective factors framework: Branching out and reaching deeper*. Washington, DC: Center for the Study of Social Policy pp. 1–51. www.cssp.org/reform/strengtheningfamilies/2014/the=strengthening=families=approach=and=protective=fa

[ctors-framework_Branching-Out-and-Reaching-Deeper.pdf](#)

Ramos Harris, V. (2018) *Uplifting the Assets of California's Dual Language Learners in the Early Years: Preparing California's Diverse Children for the Global Economy*, Policy Brief. Advancement Project, Los Angeles, CA.

Recommended Reading:

Fedock, G. (2018, Spring). Behind the numbers: Number of women in jails and prisons soars. *SSA Magazine*. Chicago: University of Chicago.

Unit 3: The Importance of the Early Years

Topics

- Nurturing parenting and attachment theory
- The science of early childhood brain development
- Impact of poverty and racism on development

This unit relates to course objective 3.

Required Readings:

Gruendel, J.M. (2015, January). *When brain science meets public policy: Strategies for building executive function skills in the early years*. Greenville, S.C.: Institute for Child Success. Retrieved from https://www.instituteforchildsuccess.org/themencode-pdf-viewer/?file=https://www.instituteforchildsuccess.org/wp-content/uploads/2016/07/brain_science.pdf

Kirp, D. L. (2009). Imprimatur of science. In *The sandbox investment: The preschool movement and kids-first politics* (pp. 93-106). Cambridge, M.A.: Harvard University Press.

Kirp, D. L. (2009). The futures market. In *The sandbox investment: The preschool movement and kids-first politics* (p76-92). Cambridge, M.A.: Harvard University Press.

Harvard Center on the Developing Child (2020). How Racism Can Affect Child Development <https://developingchild.harvard.edu/resources/racism-and-ecd/>

Unit 4: 0–5 Service Settings: The Health Care System and IDEA

Topics

- Perinatal Depression
- Inequities in Health Care and Health Outcomes
- Parenting education and support: policies and programs; Touchpoints
- Developmental screenings/early identification of delays and supportive services
- Early intervention and special education

This unit relates to course objectives 1 and 2.

Required Readings:

Committee on Psychosocial Aspects of Child and Family Health, Committee on Early Childhood, Adoption and Dependent Care, and Section on Developmental and Behavioral Pediatrics. (2011). Early childhood adversity, toxic stress, and the role of the pediatrician: Translating development science into lifelong health. *Pediatrics*, 129(1):e224-e231. Retrieved from

<http://pediatrics.aappublications.org/content/pediatrics/129/1/e224.full.pdf>

Developmental and Behavioral Pediatrics (Brazelton's Touchpoints theory)

https://www.brazeltontouchpoints.org/wp-content/uploads/2011/09/Developmental_and_Behavioral_Pediatrics.pdf

Health Services and Resources Administration (HRSA), Maternal and Child Health Branch (2017). Home visiting state fact sheets. Retrieved from <https://mchb.hrsa.gov/maternal-child-health-initiatives/home-visiting/home-visiting-program-state-fact-sheets>

Belfield, C. R., & Kelly, I. R. (2013). Early education and health outcomes of a 2001 US birth cohort. *Economics and Human Biology*, 11(3), 310–325.

Beltran, M., Beckmann, K., Buroff, A. (2016, May). *The impact of lead exposure in very young children*.

U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. Retrieved from

<https://eclkc.ohs.acf.hhs.gov/blog/impact-lead-exposure-very-young-children>

Recommended Readings:

Fox, M.D. (2010). The birth of child life: Creating a child-friendly, developmental hospital environment. In B.M. Lester & J.D. Sparrow (Eds.), *Nurturing children and families: Building on the legacy of T. Berry Brazelton* (pp. 309-320). UK: Wiley-Blackwell.

Substance Abuse and Mental Health Services Administration (SAMHSA) (2016). *A collaborative approach to the treatment of pregnant women with opioid use disorders*. Rockville, MD: Substance Abuse and Mental Health Services Administration. Retrieved from

https://ncsacw.samhsa.gov/files/Collaborative_Approach_508.pdf

Unit 5: 0–5 Service Settings: Early Childhood Mental Health Systems**Topics**

- Research on infant mental health
- Home visiting programs and politics
- Child care-based and community-based models
- Mental health and brain development

This unit relates to course objectives 1 and 2.

Required Readings:

Haskins, R., Paxton, C., Brooks-Gunn, J., & Brookings Institution. (2009). *Social science rising: A tale of evidence shaping public policy*. P.1-8

Smith, S., Granja, M., Ekono, M., Robbins, T., Nagarur, M. (2017). *Using Medicaid to Help Young Children and Parents Access Mental Health Services*. National Center for Children in Poverty. Columbia University.

Zero to Three. (2012). Making it happen: Overcoming barriers to providing infant-early childhood mental

health. Washington, DC: Author.p.1-19

www.zerotothree.org/resources/511-making-it-happen-overcoming-barriers-to-providing-infant-early-childhood-mental-health

Recommended Readings:

Olds, D.L.(2010). The Nurse-Family Partnership. In B.M. Lester & J.D. Sparrow (Eds.), *Nurturing children and families: Building on the legacy of T. Berry Brazelton* (pp. 192-203). UK: Wiley-Blackwell.

Zeanah, C.H. (2010). Infant Mental Health. In B.M. Lester & J.D. Sparrow (Eds.), *Nurturing children and families: Building on the legacy of T. Berry Brazelton* (pp. 231-241). UK: Wiley-Blackwell.

Unit 6: 0–5 Service Settings: Early Care and Education

Topics

- Overview of major ECE programs, e.g. Head Start, CCDBG, etc.
- Research evidence of program effectiveness
- Quality: classroom assessments and benchmarks
- Serving diverse children and families

This unit relates to course objective 1.

Required Readings:

Head Start Services. (2015). Office of Head Start: An office of the administration for children and families. <http://www.acf.hhs.gov/programs/ohs/about/head-start>

Head Start Services. (2015). Office of Head Start: An office of the administration for children and families. Use of Classroom Assessment Scoring System (CLASS). P.1-3.

Howell, K.P., (2018). Babies and toddlers in Los Angeles county: Prioritizing high quality early Care and education to set children on a path to success. Recommendations for decision makers. Policy Brief. Advancement Project, Los Angeles, CA. <http://advancementprojectca.org/wp-content/uploads/2018/03/AP-Infant-Toddler-Policy-Brief-Digital-Copy.pdf>

Wechsler, M., Melnick, H., Maier, A., & Bishop, J. (2016). The building blocks of high-quality early childhood education programs. California Policy Brief. Learning Policy Institute, Washington, D.C.(pp.1-5). <https://learningpolicyinstitute.org/product/building-blocks-high-quality-early-childhood-education-programs-ca>

NIEER The State of PreSchool (2019). Read the executive summary (pp.5-13). https://nieer.org/wp-content/uploads/2020/04/YB2019_Executive_Summary.pdf

Recommended Readings:

Cardoza, K. (2015). Military's preschool program considered a national model. All Things Considered, NPR-KCRW.

First 5 LA. (2015). The early care and education landscape of LA County: An overview of key findings. http://www.first5la.org/postfiles/files/ECE%20Landscape%20Overview_single%20pg.pdf p.89-141

Unit 7: Early Care and Education: Policy Issues, Part I**Topics**

- Mapping the need and distribution of early education/child care programs in low-income communities
- Economic impact of subsidized early education/child care programs on poor communities
- Questions of eligibility: universal and targeted models

This unit relates to course objectives 1 and 2.

Required Readings:

Child Care Aware of America (2018) Mapping the Gap: Infant and Toddler Child Care in America. p.1-5.

Elango, Garcia, Heckman, & Hojman. (2015). Early childhood education. <https://cehd.uchicago.edu/ECE-US>.

Dobbins, D., Ph.D., McCready, M., MPP, Rackas, L., MA (2016) Child Care Aware® of America. 2016 Robert Wood Johnson Foundation. Unequal Access: Barriers to Early Education for Boys of Color. (pp1-17) http://usa.childcareaware.org/wp-content/uploads/2016/10/UnequalAccess_BoysOfColor.pdf

Loeb, S., Fuller, B., Kagan, S. L., & Carrol, B. (2003). Child care in poor communities: Early learning effects of type, quality and stability. *Child Development*, 75, 47–65.

Transforming Early Childhood Community Systems: www.teccs.net

Recommended Readings:

DeGuzman, S., et al. (2015) LA's Early Care and Education Landscape. Advancement Project. <http://www.ecelandscapela.org/wp-content/themes/illustratr-savemyseat/files/ECE%20Landscape%20Q1%20FINAL%2011.5.15.pdf> Access, pp.6–43

Kirp, D. L. (2009). Who cares for the children? In *The sandbox investment: The preschool movement and kids-first politics*. Cambridge, MA: Harvard University Press. p.136-152.

Unit 8: Early Care and Education: Policy Issues, Part II**Topics:**

- Licensed and license-exempt care
- Quality rating improvement system (QRIS)
- Wages and unionization
- Building a professional and diverse workforce for Early Care and Education

This unit relates to course objectives 2 and 4.

Required Readings:

National Women's Law Center. (2012) A count for quality: Child care center directors on rating and improvement systems. <http://www.nwlc.org/sites/default/files/pdfs/ACountforQualityQRISReport.pdf>

Child Care Aware of America. (2019). *The U.S. and the High Cost of Child Care*. (pp 7-53)
https://cdn2.hubspot.net/hubfs/3957809/2019%20Price%20of%20Care%20State%20Sheets/Final-TheUSandtheHighPriceofChildCare-AnExaminationofaBrokenSystem.pdf?utm_referrer=https%3A%2F%2Fwww.childcareaware.org%2Four-issues%2Fresearch%2Fthe-us-and-the-high-price-of-child-care-2019%2F

Whitebook (2017). Educator Expectations, Qualifications, and Earnings: Shared Challenges and Divergent Systems in ECE and K-12. Center for the Study of Child Care Employment (p.1-7)
<http://cscce.berkeley.edu/educator-expectations-qualifications-and-earnings/>

Recommended Readings:

DeGuzman, S. et al. (2015) LA's Early Care and Education Landscape. Advancement Project.
<http://www.ecelandscapela.org/wp-content/themes/illustrat-savemyseat/files/ECE%20Landscape%20Q1%20FINAL%2011.5.15.pdf> (pp.52-87)

Unit 9: 0–5 Service Settings: The Child Welfare System**Topics**

- Highest risk groups: What does the research show?
- Preventing maltreatment: the impact of high-quality child care and home visiting programs
- Trauma-informed care and policy

MIDTERM: WEEK 9 (Short-Answer Essays)

This unit relates to course objectives 1–4.

Required Readings:

Hammond, I., Eastman, A. L., Leventhal, J. M., & Putnam-Hornstein, E. (2017). Maternal Mental Health Disorders and Reports to Child Protective Services: A Birth Cohort Study. *International Journal of Environmental Research and Public Health*.p.1-12
<http://www.datanetwork.org/research/maternal-mental-health-disorders-and-reports-to-child-protective-services-a-birth-cohort-study/>

Putnam-Hornstein, E., Needell, B., Cederbaum, J., & King, B. (2014). *California's most vulnerable parents: When maltreated children have children*. Los Angeles, CA: Children's Data Network.
<http://www.datanetwork.org/research/1005>

McCroskey, J., Savage, S., Stanley, P., Prindle, J., Foust, R. & Putnam-Hornstein, E. (2018). At the Intersection of Two Systems: Child Welfare and Early Care and Education. Los Angeles, CA: Children's Data Network. P.1-16 and slides. <http://www.datanetwork.org/research/at-the-intersection-of-two-systems-child-welfare-and-early-care-and-education-in-los-angeles-county/>

How early head start prevents child maltreatment. (2018). Child Trends. Research Brief. p.1-6
<https://www.childtrends.org/.../how-early-head-start-prevents-child-maltreatment>

Unit 10: Family-Centered Policies in the United States and Abroad**Topics:**

- Review of systems framework to support emotional health and well-being in children and families
 - Trans-national comparisons of family centered policies (e.g., family leave, child care) among diverse populations
 - Research outcomes

This unit relates to course objectives 1 and 2.

Required Readings:

Oliveira-Formosinho, J., & Araujo, S. B. (2011). Early education for diversity: Starting from birth. *European Early Childhood Education Research Journal*, 19(2), 223–235.

OECD (2013). How do early childhood education and care (ECEC) policies, systems and quality vary across OECD countries? Education indicators in focus. DOI: <https://dx.doi.org/10.1787/5k49czkz4bq2-en>

Recommended Readings:

Olivetti, C, Petrongolo, B. (2017) The Economic Consequences of Family Policies: Lessons from a Century of Legislation in High-Income Countries. *Journal of Economic Perspectives—Volume 31, Number 1—Winter 2017—Pages 205–230*

Unit 11: Advocacy at the Mezzo Level**Topics:**

- Institutional change within programs, agencies and industries
- Parents and providers as advocates for 0–5-year old's
- Skills and strategies

This unit relates to course objectives 2 and 4.

Required Readings:

L.A. Partnership for Early Childhood Investment (2018). From principles to practice: Building a family engagement culture. Learning brief. p.1-8

Unit 12: Advocacy at the Macro Level**Topics:**

- Systems change in large public agencies
- Making change through elected bodies: federal, state, and local
- Advocacy skills and strategies
- Using economic arguments

This unit relates to course objectives 2 and 4.

Required Readings:

Brodkin, M. (2017) Funding the Next Generation: A Children's Fund Campaign Manual. P.5-18,31-37,71-75,88-91,109-110.

Sachnoff, K. (2011). MHSFA Factsheet, First 5 LA, Los Angeles, CA.

Recommended Readings:

Crutchfield, Leslie R., McCleod Grant, Heather. (2008). Chapter 2 Advocate and Serve. *Forces for Good: the six practices of high-impact non profits*. Wiley. (pp.30-54).

Netting, F. Ellen, Kettner, Peter M., McMurtry, Steven L., and Thomas, M.Lori (2012 or later edition). Chapter 1 *An introduction to macro practice in social work*. Social Work Macro Practice. Pearson.(pp.5-8).

Unit 13: Social Work Leadership: Policy and Systems Change Issues Across Sectors**Topics:**

- Funding and sustainability
- Engaging research evidence
- Parent engagement in program development and program monitoring
- System and cross-agency collaboration and community partnerships

This unit relates to course objective 4.

Required Readings:

Lester, B. M., & Sparrow, J. D. (Eds.). (2010). Nurturing children and families: Building on the legacy of T. Berry Brazelton. UK: Wiley-Blackwell. Part I, Section I Changing Paradigms, Chapter 2 Aligning Systems of Care with the Relational Imperative of Development; Building Community Through Collaborative Consultation (Sparrow), pp.15-25

Crutchfield, Leslie R., McCleod Grant, Heather. (2008). Chapter 8 Sustaining Impact. *Forces for Good: the six practices of high-impact non profits*. Wiley.(pp.179-206)

Recommended Readings:

National Academies of Sciences, Engineering, and Medicine. (2018). Transforming the Financing of Early Care and Education. Washington, DC: The National Academies Press. <https://doi.org/10.17226/24984>. Chapter 2, The landscape of ECE financing and Chapter 7, A vision for financing ECE.

Unit 14: Social Work Leadership: Policy and Systems Change Issues in Early Care and Education**Topics:**

- Articulation of ECE with K–12 school curricula
- Collaboration with Child Protective Services
- Matching ECE supply with demand
- Consumer education, engagement, and empowerment

Student Presentations: Making the case for early care and education

This unit relates to course objectives 2 and 4.

Required Readings:

Klein, S., Milhalec-Adkins, B., Benson, S., & Lee, S.Y. (2018). The benefits of early care & education for child welfare-involved children: Perspectives from the field. *Child Abuse & Neglect: The International Journal*, 79, 454-464. doi: 10.1016/j.chiabu.2018.02.105

Recommended Readings:

National Academy of Sciences, Engineering, and Medicine (2018). *Transforming the Financing of Early Care and Education*. Washington, D.C.: The national Academies Press.
<https://doi.org/10.17226/24984>. Chapter 2. The landscape of ECE financing and Chapter 7. A vision for financing ECE.

Unit 15: Student Presentations**Making the case for funding early care and education**

This unit relates to course objectives 1–4.

STUDY DAYS / NO CLASSES**FINAL EXAMINATIONS**

University Policies and Guidelines

XI. ATTENDANCE POLICY

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 (sachnoff@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

XI. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student
EX: personal, financial, and academic. <https://studentaffairs.usc.edu/ssa/>

Diversity at USC

Tabs for Events, Programs and Training, Task Force (including representatives for each school),
Chronology, Participate, Resources for Students. <https://diversity.usc.edu/>

XII. 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.”

XIII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

XIV. 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.

XV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

*Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly
[<http://www.socialworkers.org/pubs/Code/code.asp>]*

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession’s focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. “Clients” is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals’ needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession’s history, are the foundation of social work’s unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XVI. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

XVII. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
