

USC Suzanne Dworak-Peck

School of Social Work

Social Work 623

Section # 67143

Social Work Practice in Early Care and Education Settings

3 Units

Spring 2023

Instructor	Mara Ziegler, LCSW
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Office	Virtual
Office Hours	TBA
Course Day	Wednesday
Course Time	4:00pm-5:15pm PST
Course Location	VAC

Course Pre-requisites, Co-requisites, and Concurrent Enrollment

Social Work generalist courses.

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.

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.

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.

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.

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, which are the basis of the student learning outcomes in the MSW program:

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

See **Appendix A** for an expanded table, which details the competencies and dimensions of competence highlighted in this course. The table also shows the course objective(s), behaviors/indicators of competence, and course content and assignments related to each competency highlighted in the course.

Course Assignments, Due Dates, and Grading

Assignments	Due Date	% of Final Grade
1. ECE Site Interview and Analysis -Oral Report	Units 3-6	20%
2. Take Home Exam: Posted after Unit 7	Unit 8	20%
3. ECE Program Description and Analysis	Unit 12	30%
4. Making the case for ECE- Oral Presentation	Units: 13 & 15	20%
5. Class Participation	Units 1-15	10%

Each of the major assignments is described below.

Assignment 1. ECE Interview and Oral Report with a PowerPoint (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 PowerPoint summarizing the highlights. *A full description of this assignment and the requirements will be covered in class.*

Due: Units 3-6

This assignment relates to course objective 4 and social work competency 4.

Assignment 2. Take Home 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 each 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 course objectives 1, 2 & 3 and social work competency 4 & 5.

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

This written research-based paper (8-9 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. *A full description of this assignment and the requirements will be covered in class.*

Due: Unit 12

This assignment relates to course objective 1, 2, 3, 4 and social work competency 4 & 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.

Due: Units 1- 12

Class grades will be based on the following:

Grade Points		Letter Grades	
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-

See **Appendix B** for additional details regarding the definitions of grades and standards established by faculty of the School.

Attendance and Participation

Students' active involvement in the class is considered essential to their growth as practitioners. Consistent attendance, preparation for and participation in class discussions and activities, timely completion of coursework and assignments, and personal conduct that fosters a respectful, collegial, and professional learning environment are expected. Having more than 2 unexcused absences in class may result in the lowering of the grade. For VAC and remote/hybrid Ground courses, substantive participation includes maintaining an active screen in live sessions and completing all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete 2 or more asynchronous units before the live class, without prior instructor permission, also may result in a lowered grade.

Class participation will be assessed according to the following criteria:

"A" grade range: Very Good to Outstanding Participation: 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" grade range: Good Participation: 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+" or "C": Adequate Participation: 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": Inadequate Participation: 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 Participation: 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.

Required Instructional Materials and Resources

Course Reader

All required and recommended readings are available online through electronic reserve (ARES) under instructor name **Michal Sela-Amit** or have been hyperlinked in the syllabus.

Notes:

- Additional required and recommended readings may be assigned by the instructor throughout the course.
- See **Appendix C** for recommended instructional materials and resources

Course Overview

Unit/Week #	Date	Topics	Assignments
1	January 11	Introduction to Social Work in Systems Serving 0–5 Year Old's and Their Families	
2	January 18	Families as the First Environment	
3	January 25	The Importance of the Early Years	Assignment # 1 Presentations begin
4	February 1	0–5 Service Settings: The Health Care System and the IDEA Act	
5	February 8	0–5 Service Settings: Early Childhood Mental Health Systems	
6	February 15	0–5 Service Settings: Early Care and Education	Assignment # 1 Presentations end
7	February 22	ECE Policy Issues: Part I: Parents' Perspective	
8	March 1	ECE Policy Issues, Part II: Providers' Perspective	Assignment # 2 is Due
9	March 8	0–5 Service Settings: The Child Welfare System	
10	March 22	Family-Centered Policies: International Perspectives	
11	March 29	Advocacy in the Mezzo Level	
12	April 5	Advocacy in the Macro Level	Assignment # 3 is Due
13	April 12	Leadership: Policy and Systems Change Issues Across Sectors	
14	April 19	Leadership: Policy and Systems Change Issues for ECE	Assignment # 4 Presentations
15	April 26	Making <i>the Case for</i> Funding Early Care and Education: Student Presentations	Assignment # 4 Presentations

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.

Correia, N. Camilo, C. Aguiar, C. & Amaro, F. (2019). Children's right to participate in early childhood education settings: A systematic review. *Children and Youth Services Review*, 100. Pg. 76-88.
<https://doi.org/10.1016/j.childyouth.2019.02.031>

Morgan H. (2019). Does high-quality preschool benefit children? What the research shows. *Education Sciences* 9 (1)19. <https://doi.org/10.3390/educsci9010019>

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

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>

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

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

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

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- 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). *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=factors-framework_Branching-Out-and-Reaching-Deeper.pdf

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

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 Readings

Fedock, G. (2018). 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). *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

Shonkoff, J. & Williams, D. (2020). Thinking About Racial Disparities in COVID-19 Impacts Through a Science-Informed, Early Childhood Lens. The Center on the Developing Child. Harvard University. <https://developingchild.harvard.edu/thinking-about-racial-disparities-in-covid-19-impacts-through-a-science-informed-early-childhood-lens/>

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.

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)
http://www.brazeltontouchpoints.org/wp-content/uploads/2011/09/Touchpoints_Model_of_Development_Aug_2007.pdf

Health Services and Resources Administration (HRSA), Maternal and Child Health Branch (2017). Home visiting state fact sheets. Retrieved from [Home Visiting Program: State Fact Sheets | Maternal and Child Health Bureau \(hrsa.gov\)](https://www.hrsa.gov/maternal-child/visiting/factsheets/)

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

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.

Traube, D., Gozalians, S., & Duan, L. (2022). Transitions to virtual early childhood home visitation during COVID-19. *Infant Mental Health Journal*, 43(1), 69-81.

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

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

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
- 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. Use of Classroom Assessment Scoring System (CLASS). P.1-3.

Gaylord-Harden, N., Adams-Bass, V., Bogan, E., Francis, L., Scott, J., Williams, J., (2020). Addressing inequality in education: Black children and youth in the era of Covid-19. The society for Research in Child Development. <https://www.srcd.org/research/addressing-inequities-education-considerations-black-children-and-youth-era-covid-19>

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>

Tumbler, R., Engel, E., & Bartz, J. (2022). Strengthening emotional development and emotion regulation in Childhood—As a key task in early childhood education. *International Journal of Environmental Research and Public Health*, 19 (7), 1-11.

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.

Bradbury, A. (2019). Datafied at four: the role of data in the 'schoolification' of early childhood education in England. *Learning, Media and Technology*, 44:1 pp. 7-21.
DOI: [10.1080/17439884.2018.1511577](https://doi.org/10.1080/17439884.2018.1511577)

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/childcare programs in low-income communities
- Economic impact of subsidized early education/childcare 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.

Sussman, J., Melnick, H., Newton, E., Kriener-Althen, K., Draney, K., Mangione, P., & Gochyye, P. (2022). Preschool quality and child development: How are learning gains related to program ratings? The Learning Policy Institute. [Preschool Quality and Child Development: How Are Learning Gains Related to Program Ratings? \(learningpolicyinstitute.org\)](https://learningpolicyinstitute.org/preschool-quality-and-child-development-how-are-learning-gains-related-to-program-ratings/)

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

Evans Allvin, R. & Hogan, L. (2020). There is no going back in childcare after covid-19. *National Association for the Education of Young Children*. Position Statement. <https://www.naeyc.org/resources/blog/theres-no-going-back-child-care-after-covid-19>

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> 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.

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

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: Childcare 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

Egert, F., Dederer, V., & Fukkink, R. (2020). The impact of in-service professional development on the quality of teacher-child interactions in early education and care: A meta-analysis. *Review of Educational Research*, 88, 401-433.

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

This unit relates to course objectives 1,2,3, and 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
- Transnational 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>

Wechsler, M., E. & Kirp, D. L. (2018). On the road to high-quality early learning: Changing Children's lives. Chap 6: Building high quality programs: Lessons from the States. Pg. 226-236. Teachers College Press: NY. NY.

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 & 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 & 4.

Required Readings

Watson, E., Lara, A. M., Ringewald, C., Forouzan, L. (2020). *Building California’s Future: Tackling the Facilities Challenge for our youngest learners*. Policy Brief. Advancement Project, Los Angeles, CA. [Early Care & Education • Advancement Project California](#)

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). MHSA 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

Hardy, A. & Fortner, A. (2021). Shaping Equitable Early Childhood Policy. The Center for Law and Social Policy. [2021_Shaping Equitable Early Childhood Policy.pdf \(claspp.org\)](https://claspp.org/2021/Shaping-Equitable-Early-Childhood-Policy.pdf)

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 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 14 – Social work Leadership: Policy and Systems Change Issues in Early Care & 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 2. The landscape of ECE financing.

Unit 15 – Making the Case for Early Care and Education

Topics

- Students Presentations- Making the case for Early Care and Education

This unit relates to course objectives 1–4.

List of Appendices

- A. Detailed Descriptions of Social Work Core Competencies Highlighted in this Course
- B. Definitions of Grades and Standards Established by Faculty of the School
- C. Recommended Instructional Materials and Resources
- D. Suzanne Dworak-Peck School of Social Work DEI Statement
- E. Statement on Academic Conduct and Support Systems

Appendix A: Detailed Description of Social Work Core Competencies Highlighted in this Course

Competency	Objective(s)	Behavior(s)	Dimension(s)	Content
Competency 4: Engage in Practice-informed Research and Research-informed Practice 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.	3	4a. Critically appraises research evidence to improve service delivery to child, youth, and family services. 4b. Applies various forms of data to inform practice with children, youth, and families.	Skills	4a. Assignment 1 Assignment 2 Assignment 3 Class participation Units 1-12 4b. Assignment # 1 Assignment # 3 Class Participation Units 1 - 12

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.	1,2, 4,	5a. Identifies policy and resource contexts of child, youth, and family services at the local, state, and federal levels.	Skills	Assignment 1 Assignment 2 Assignment 3 Class participation Units 1, 3-12
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Appendix B: Definitions of Grades and Standards Established by Faculty of the School

Within the USC Suzanne Dworak-Peck 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.

Appendix C: Recommended Instructional Materials and Resources

Recommended Guidebook for APA Style Formatting

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

ALSO SEE SCHOOL LIBRARY WEBSITE: <https://libguides.usc.edu/APA7th>

and

FOR A SAMPLE ANNOTATED PAPER: https://libguides.usc.edu/ld.php?content_id=51859810

Field Code Changed

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://ecelandscapela.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>

Appendix D: Suzanne Dworak-Peck School of Social Work Diversity, Equity, and Inclusion Statement

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote diversity, equity and inclusion in our courses and professional practice. We value the diverse backgrounds and perspectives that our students bring into the classroom as strengths and resources that enrich the academic and learning experience. We offer and value inclusive learning in the classroom and beyond. We integrate readings, materials and activities that are respectful of diversity in all forms, including race, ethnicity, culture, gender identity and expression, sexual orientation, age, ability and disability, socioeconomic status, religion, and political perspectives. Collectively, we aspire to co-create a brave space with students and instructors to critically examine individual and collective sources of bias, prejudice, discrimination, and systematic oppression that affect the ability of people and communities to thrive. In this way, we fulfill our professional responsibility to practice the [NASW Code of Ethics](#), abide by the [CSWE Educational Policy and Accreditation Standards](#), and address the [American Academy of Social Work and Social Welfare, Grand Challenges for Social Work](#).

Appendix E: University Policies and Guidelines

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 (mziegler@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 Policies and Procedures](#) for additional information on attendance policies.

Statement on 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. Recording a university class without the express permission of the instructor and an announcement to the class, as well as distributing or using recordings of university lectures or classes without the express permission of the instructor, for purposes other than individual or group study, also constitute violations of the USC Student Conduct Code.

Please familiarize yourself with the discussion of plagiarism, unauthorized recording of university classes, and other forms of academic dishonesty and misconduct in SCampus, Part B, Section 11, “Behavior Violating University Standards,” as well as information in SCampus and in the university policies on scientific misconduct.

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.”

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.

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.

Code of Ethics of the National Association of Social Workers (Optional)

Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Preamble

The primary mission of the social work profession is to enhance human well-being 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 well-being in a social context and the well-being 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.

Academic Dishonesty Sanction Guidelines

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by the

instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

Complaints

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

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.

Appendix F: Support Systems and Additional Resources

Counseling and Mental Health

<https://studenthealth.usc.edu/counseling/>

Phone number (213) 740-9355

On call 24/7

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline

<https://suicidepreventionlifeline.org/>

Phone number 1 (800) 273-8255

On call 24/7

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP)

<https://studenthealth.usc.edu/sexual-assault/>

Phone Number (213) 740-9355(WELL), press “0” after hours

On call 24/7

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

USC Office of Equity, Equal Opportunity, and Title IX

<https://eeotix.usc.edu/>

Phone number (213) 740-5086

Title IX Office (213) 821-8298

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment

https://usc-advocate.symlicity.com/care_report/index.php/pid422659?

Phone number (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity, Equal Opportunity, and Title IX for appropriate investigation, supportive measures, and response.

Office of Student Accessibility Services

<https://osas.usc.edu/>

osasfrontdesk@usc.edu.

Phone number (213) 740-0776

OSAS is the unit at USC responsible for ensuring equal access for students with disabilities in compliance with state and federal law. OSAS serves undergraduate, graduate, and professional students; on-ground and on-line students; and students in all credit-granting courses and programs of study.

USC Campus Support and Intervention

<https://campussupport.usc.edu/>

Phone number (213) 821-4710

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity at USC

<https://diversity.usc.edu/>

Phone number (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency

<https://dps.usc.edu/>

UPC phone number (213) 740-4321

HSC phone number (323) 442-1000

On call 24/7

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety

<https://dps.usc.edu/>

UPC phone number (213) 740-6000

HSC phone number (323) 442-120

On call 24/7

Non-emergency assistance or information.

Additional Resources

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

Emergency Preparedness and Response Resources

USC Earthquake Procedures:

<https://fsep.usc.edu/usc-emergency-procedures/emergency-procedures-for/during-an-earthquake/>

USC Emergency Procedures Video:

<https://usc.edu/emergencyvideos>

Campus Building Emergency Information Fact Sheets:

<https://fsep.usc.edu/emergency-planning/building-emergency-fact-sheets/>

USC Shake Office of Student Accessibility Services Out Drill: (morning of October 21, 2021)

<https://fsep.usc.edu/shakeout/>

Personal Preparedness Resources, such as preparing your home, etc.

<https://fsep.usc.edu/personal-preparedness/>