

# USC Suzanne Dworak-Peck

School of Social Work

## Course # 613 Social Work Practice with Children and Families in Early and Middle Childhood

**Section # 60911 & 60472**

# Units: 3

**Semester:** Fall 2023, Class Day **Tuesday @ 8-10:50am & 1-3:50pm**

**Location:** UPC MRF 330

### **SYLLABUS**

(Subject to change)

I am no longer accepting the things I cannot change. I am changing the things I cannot accept.

— Angela Davis, U.S. political activist, academic and author

<b>Instructor Photo</b>	<b>Instructor:</b> Dorothy Nieto Manzer, MSW, LCSW <a href="mailto:nietoman@usc.edu">nietoman@usc.edu*</a>
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<b>Office Location:</b>	SWC 216
<b>Office Hours Days &amp; Times:</b>	Tuesday 11-12 or by appointment
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## **I. Course Prerequisites and/or Co-Requisites**

SOWK 523 and 525

## **II. Catalogue Description**

Provides understanding of the development of problems in early childhood, and skills for engagement, assessment, intervention, and evaluation of effectiveness for treatment of these problems.

## **III. Course Description**

This advanced practice course builds on the skills learned in SOWK 523 and 525 to teach students to understand the causal factors in the development of problems with children and families in early childhood, how to do a thorough assessment, develop a treatment plan, choose an appropriate intervention, deliver that intervention, and evaluate its effectiveness within an ecological perspective. It will introduce several specific evidence-based interventions for problems, modularized interventions, and the skills to choose the appropriate intervention given factors in the child, family, worker, and agency constraints. Skills for making cultural adaptations and encouraging family choice are highlighted.

## **IV. Course Objectives**

### **By the completion of this course, students will be able to:**

1. Identify common difficulties encountered by children and families in early and middle childhood, what the evidence tells us about the multiple causes of these problems, and the role that cultural differences plays in the expression of these difficulties.
2. Describe the process of assessment and intervention with young children and their families and how this process is integrated into choosing empirically supported interventions that have been shown to be effective with specific kinds of problems.
3. Utilize tools for categorizing problems across service settings for reimbursement for services including the DSM, DC0-3, and ICD; the strengths and weakness of each; and the differences in application across practice setting.
4. Demonstrate knowledge on evidence-based interventions available for the problems, how to choose one of these interventions, skills for implementation, the role of culture in the application of these interventions, and opportunities for practicing skills.

5. Demonstrate by what means to evaluate the effectiveness of the intervention throughout the process.

## V. CSWE Core Competencies Addressed in this Course.

The following table lists the social work competencies, as established by the Council on Social Work Education (CSWE, 2022), that are highlighted and evaluated in this course.

### CSWE Core Competencies Highlighted in this Course:

- **Competency 2. Advance Human Rights and Social, Racial, Economic, and Environmental Justice**

- 2a. Advocate for human rights at the individual, family, group, organizational, and community system levels; and b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
- 2b. Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

- **Competency 5. Engage in Policy Practice**

- 5a. Use advanced social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services particularly when working with children, youth and families complex biopsychosocial needs.
- 5b. Apply advanced critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice particularly when working with children, youth and families with complex biopsychosocial needs.

- **Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities**

- 6a. Apply advanced knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies particularly when working with children, youth, and families with complex biopsychosocial needs.

- 6b. Use advanced empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies particularly when working with children, youth, and families with complex biopsychosocial needs.

### 7. Assess Individuals, Families, Groups, Organizations, and Communities

- 7a. Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies across populations, settings, and systems, particularly when working with children, youth, and families.

7b. Demonstrate respect for client self-determination.

## **8. Intervene with Individuals, Families, Groups, Organizations, and Communities**

8a. Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions across settings and systems to achieve client and constituency goals, particularly when working with children, youth, and families with complex biopsychosocial needs.

8b. Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies across settings and systems particularly when working with children, youth, and families with complex biopsychosocial needs.

## **VI. Course Format & Instructional Methods**

*This is a letter graded course offered in-person as well as online in the Virtual Academic Center (VAC). The web-based teaching and learning environment provided by the University's Blackboard Academic Suite™ System (<https://blackboard.usc.edu/>) will support access to course-related materials and communication for campus-based students; the Digital Campus virtual platform, Canvas, will support access to course-related materials, communication, and live Zoom sessions for VAC students. The course will encompass a combination of diverse instructional methods, which may include, but are not limited to, the following: didactic instruction and experiential exercises, presentations by the instructor, small- and large-group discussions, case studies, videos, and role plays, guest speakers, experiential exercises, and computer-based, online 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.*

**\*Please note:** It may be necessary for the instructor to adjust the syllabus and/or course during the semester. In such an instance, the instructor will inform the class both verbally and in writing.

### **Instructor's Oath**

*"As your instructor, to each of you, I pledge the following:*

- *To appreciate you, your time and your effort;*
- *To be available and responsible;*
- *To be encouraging and supportive;*
- *To be objective and fair;*
- *To be prompt and timely;*
- *To be respectful, professional and appropriate;*
- *To try to be an engaging and effective instructor; and*

- *To strive for excellence in carrying out my responsibilities as an instructor as described in the USC Faculty Handbook.*

If at any time students feel the instructor has not honored this oath, they should contact the instructor with their concerns so the instructor has an opportunity to address them. If they feel that they cannot discuss their concerns about the course with the instructor, students should contact the Course Lead (name, email). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at j.lewis@usc.edu for further assistance.

## **VII. Technology Proficiency & Hardware/Software Required**

This course requires the use of an online learning management system (LMS), as well as Microsoft Office (e.g., Word, PPT) and virtual meeting (e.g., Zoom) applications. The following links for USC technology support may be useful: [Zoom information for students](#), [Blackboard help for students](#), [Software available to USC Campus](#). VAC students should contact VAC tech support for assistance with Canvas: 833-740-1273, [techsupport@digitalcampus.2u.com](mailto:techsupport@digitalcampus.2u.com).

## **VIII. Course Assignments, Due Dates & Percent of Final Grade**

The table below presents all course assignments, due dates, and the percent of the final grade that each assignment is worth.

<b>Assignment</b>	<b>Course Objectives Assessed by Assignment</b>	<b>Unit Due<sup>[1]</sup></b>	<b>% of Grade</b>
<b>Assignment 1</b>  Activity Presentation and Resource Handout	1 & 2	TBA	20%
<b>Assignment 2</b>  Assessment and Case Conceptualization Paper	1-3	Week # 6	35%
<b>Assignment 3</b>  Treatment Plan, Evaluation Outcomes, and Therapeutic Intervention	1-5	Week #13	35%
<b>Assignment 4</b>  Active and Proactive Learning, & Meaningful Participation	1-5	Units 1-15	10%

[1] Please note that in some instances assignment due dates may differ slightly among sections of this course. In those instances, due dates have been adapted to reflect the number of lesson weeks and University holidays for particular course sections.

### **Descriptions of Assignments**

An overview of each assignment is presented below. Detailed instructions and grading guidelines for each assignment will be disseminated by the instructor.

#### ***Assignment 1 – Activity Presentation and Resource Handout (20% of course grade) Due: TBD***

For this assignment, you will be responsible for leading a practice activity in class on a topic and population group relevant to the week identified in the course syllabus. The 10-15 minutes presentation will teach the class the activity “**As If**” you were introducing it within a clinical session. This can be an activity for use in a clinical session with a child and/or caregiver. Selection of presentation date will occur the second week of class.

This assignment will provide you with the opportunity to engage the class and demonstrate an activity considering the identified population group. The presentation should highlight a social work practice skill for working with a child and/or their caregiver(s), which include culturally responsive practices, empathy, active and reflective listening, praise, developmentally appropriate language.

The assignment guidelines and rubric will be provided to you in class.

#### ***Assignment 2 – Assessment and Case Conceptualization Paper (35 % of course grade) Due: 6<sup>th</sup> week of class***

This is a 5–6-page paper where you are asked to choose a vignette (choices will be provided to you in class), complete an assessment, and develop a case conceptualization. You will explain the issues in the case from a theoretical perspective and begin to highlight the areas for intervention.

The assignment guidelines and rubric will be provided to you in class.

#### ***Assignment 3 – Treatment Plan, Evaluation Outcomes, and Therapeutic Intervention paper (35% of course grade) Due: 13 week of class***

This assignment you will build on the assessment and case conceptualization from assignment 2 using an evidenced based intervention developing a treatment plan, evaluation/outcome measures and illustrating a therapeutic intervention (including practice components and strategies).

The assignment guidelines and rubric will be provided to you in class.

**Assignment 4 – Active and Proactive Learning, & Meaningful Participation (10% of course grade) Due: Units 1 – 15**

Students are expected to be active and proactive participants in their learning and meaningful contributors to a positive learning environment. This will require mental, physical and perhaps emotional effort, both inside and outside the formal classroom.

**Active learning** involves completing required readings, activities, and/or asynchronous materials prior to class, and engaging in the class session with thoughtful comments, reflections or questions about concepts, readings and assignments. For VAC courses, active learning also includes remaining visibly onscreen throughout the duration of the live session, unless one has the permission of the instructor to mute the screen.

**Proactive learning** involves assuming responsibility for learning, anticipating workload and challenges, being organized and meeting deadlines, and taking the initiative to reach out to the instructor with any questions or concerns.

**Meaningful participation** consists of thoughtful and substantive participation that not only contributes to but enhances class discussion and activities. Meaningful participation also includes efforts that **contribute to a positive learning environment**; that is, one that is open, respectful, professional, engaging, fun, challenging, supportive, and effective. “Environment” refers to the formal classroom, small group settings, other settings, in-person or virtual/remote, in which learning or teaching might occur, including office hours and communications with the instructor and fellow students, and the overall climate and culture of the class.

**Please note:** Course readings and classroom discussions will often focus on mature, difficult, and potentially challenging topics. As with any course in social work, course topics may at times be political and/or personal in nature. Course content, class discussions, and self-reflection might trigger strong feelings. Every member of the class is responsible for creating a space that is both civil and intellectually rigorous. Even when strongly disagreeing with another’s point of view, it is important to remain respectful and mindful of the ways that personal identities shape lived experiences. Disrespectful language or behavior based on protected class (e.g., ability, age, race, ethnicity, sex, gender identity, sexual orientation, religion, pregnancy, etc.) disrupts and detracts from the learning environment and will not be tolerated. All such behavior will be reported to the Office for Equity, Equal Opportunity, and Title IX (EEO-TIX). An inclusive learning environment values the diversity in the class as an asset to the educational experience. Students should inform the instructor of any concerns that they have in this regard.

Furthermore, it is each student’s responsibility and right to determine how much personal information they disclose in class discussions, activities, and assignments. Students should be aware that complete privacy or confidentiality cannot be guaranteed

in an on-line platform or classroom setting. Students also should note that since this is an academic and professional setting, the instructor may follow up with any student that discloses safety concerns. Students are encouraged to review the list of support resources at the end of the syllabus and to contact the instructor with any questions or concerns.

Please refer to the rubric below for the **criteria that will be used to determine the participation grade**. For each of five criteria, between 0 and 2 points can be earned, for a maximum of 10 points.

Criteria	Never or Rarely	Regularly	Often or Always
a. Student demonstrates active learning.	0	1	2
b. Student demonstrates proactive learning.	0	1	2
c. Student meaningfully participates.	0	1	2
d. Student contributes to a positive learning environment.	0	1	2
e. Student's participation aligns with course expectations inside and outside of the classroom, synchronously and asynchronously.	0	1	2

### Grading Scale

Assignment and course grades will be based on the following:

Grade Point Average / Letter Grade	Corresponding Numeric Grade / Letter 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 – 2.87 B-	80 – 82 B-
2.25 – 2.50 C+	77 – 79 C+
1.90 – 2.24 C	73 – 76 C
1.89 & below C-	70 – 72 C-

**Please note:** A grade below “C” is considered a failing grade for graduate students at USC.

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.

## **IX. Assignment Submissions, Extensions & Extra Credit Policy**

By the specified deadlines, assignments should be submitted through the course’s learning management system (LMS). Students are responsible for ensuring successful submission of their assignments and are encouraged to maintain a copy of the submission confirmation for their records.

Prior to the due date, extensions may be granted for extenuating circumstances at the instructor’s discretion. The instructor will confirm an extension and revised due date in writing/email. If the instructor accepts a late submission, it could be marked down for each day late. Assignments submitted more than one week past the posted due date may not be accepted for grading; however, this is at the instructor’s discretion, assuming extenuating circumstances. The instructor may require documentation of the extenuating circumstance in considering an extension request.

Once an assignment is graded, the grade is final, unless there are extenuating circumstances (e.g., error in determining grade, academic integrity violation). Extra credit on an assignment is not permitted. Re-doing an assignment with the expectation that it will be re-graded is not permitted.

## **X. Grading Timeline**

Students should expect grading and feedback from the instructor within two weeks of assignment submission. The instructor will notify students of any extenuating circumstances that might affect this grading timeline.

## **XI. Statement about Incompletes and In Progress Grades**

The grade of Incomplete (IN) can be assigned only if a student is in good standing in the course and there the work left to be completed is due to 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 by the instructor and reported on the official "Incomplete Completion Form."

*[For Practicum courses only]* At the discretion of the instructor, In Progress (IP) grades may be granted, given extenuating circumstances.

## **XII. Attendance**

As a professional school, class attendance and participation are essential to students' professional training and development at the USC Suzanne Dworak-Peck School of Social Work. Students are expected to attend every class and to remain in class for the duration of the class. Students cannot actively, proactively, or meaningfully contribute to a positive learning environment if they are not in attendance. Students are expected to notify the instructor by email 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 that will be missed or to reschedule an examination, due to holy days observance.

Please refer to the [USC Student Handbook](#) and to the USC School of Social Work Student Handbook for additional information on attendance policies.

## **XIII. Classroom Norms**

Class ground rules help to promote a positive learning environment by specifying behaviors that are encouraged and discouraged. The instructor will facilitate a class discussion to generate mutually agreed upon ground rules for the learning environment.

## **XIV. Zoom Etiquette and Use of Technology in the Classroom**

For campus-based students, the use of laptops, tablets, smart phones during class generally is not recommended. Students may use these devices, however, if doing so contributes to their learning and is not disruptive to others in the class. For both campus and VAC students, permitted uses of technology include using laptops, tablets, smart phones to access course readings and materials, to take notes, and to complete small group activities and discussions. Non-permitted uses of technology include using laptops, tablets, smart phones to check email and social media, and to text or communicate with others who are not members of the class. Use of smart phones during class is not permitted except in an emergency or during a break. To minimize disruptions, students should place their phones on mute or in airplane mode before coming to class.

## **XV. Academic Integrity**

The University of Southern California is foremost a learning community committed to fostering successful scholars and researchers dedicated to the pursuit of knowledge and the transmission of ideas. Academic misconduct is in contrast to the university's mission to educate students through a broad array of first-rank academic, professional, and extracurricular programs and includes any act of dishonesty in the submission of academic work (either in draft or final form).

This course will follow the expectations for academic integrity as stated in the [USC Student Handbook](#). All students are expected to submit assignments that are original work and prepared specifically for the course/section in this academic term. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s). Students suspected of engaging in academic misconduct will be reported to the [Office of Academic Integrity \(OAI\)](#).

Other violations of academic misconduct include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see the [Student Handbook](#), the [Office of Academic Integrity's website](#), and [university policies on Research and Scholarship Misconduct](#).

### **Special Note on the Use of AI Generators**

AI generators, such as such as ChatGPT4 and Bard, can be useful tools. However, AI programs do not replace human creativity, originality, and critical thinking. AI text generators also may present incorrect or biased information and incomplete analyses. Within limited circumstances, with instructor permission and proper disclosure and attribution (see [USC Libraries' generative AI guide](#)), AI generators may be permitted in this course, per the University's academic integrity regulations. Using these tools without the instructor's permission, and without proper attribution and disclosure, constitutes a violation of academic integrity and will be reported to the [Office of Academic Integrity](#).

## **XVI. Course Content Distribution and Synchronous Session Recordings**

USC has policies that prohibit recording and distribution of any synchronous and asynchronous course content outside of the learning environment. Recording a university class without the express permission of the instructor and announcement to the class, or unless conducted pursuant to an Office of Student Accessibility Services

(OSAS) accommodation, is prohibited. Recording can inhibit free discussion in the future, and thus infringe on the academic freedom of other students as well as the instructor (Living our Unifying Values: [The USC Student Handbook](#), page 13).

Distribution or use of notes, recordings, exams, or other intellectual property based on university classes or lectures without the express permission of the instructor for purposes other than individual or group study is prohibited. This includes but is not limited to providing materials for distribution by services publishing course materials. This restriction on unauthorized use also applies to all information, which had been distributed to students or in any way had been displayed for use in relationship to the class, whether obtained in class, via email, on the internet, or via any other media (Living our Unifying Values: [The USC Student Handbook](#), page 13).

## XVII. Course Evaluations

The USC Learning Experience evaluation occurs at the end of each semester. This evaluation is an important review of students' experiences in the class. The process and intent of the end-of-semester evaluation will be discussed in class by your instructor. In addition to the end-of-semester evaluation, a mid-semester evaluation is implemented in the School of Social Work. The process and intent of the mid-semester evaluation also will be discussed by your instructor.

## XVIII. Required Textbooks

1. Zeanah, C. H., Jr. (2019). *Handbook of infant mental health* (4th ed.). New York, NY: Guilford Press.

**The Zeanah book is available online at the USC Library at no cost to students:**

[https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi\\_proquest\\_ebookcentral\\_EBC5500255&context=PC&vid=01USC\\_INST:01USC&lang=en&search\\_scope=MyInst\\_and\\_CI&adaptor=Primo%20Central&tab=Everything&mode=Basic](https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_ebookcentral_EBC5500255&context=PC&vid=01USC_INST:01USC&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&mode=Basic)

2. Weisz, J. R., & Kazdin, A. E. (2017). *Evidenced-based psychotherapies for children and adolescents*, 3<sup>rd</sup>.Ed. New York, NY: Guilford Press.

**The Weisz and Kazdin book is available online at the USC Library at no cost to students:**

[https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi\\_askewsholts\\_vlebooks\\_9781462530076&context=PC&vid=01USC\\_INST:01USC&lang=en&search\\_scope=MyInst\\_and\\_CI&adaptor=Primo%20Central&tab=Everything&mode=Basic](https://uosc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_askewsholts_vlebooks_9781462530076&context=PC&vid=01USC_INST:01USC&lang=en&search_scope=MyInst_and_CI&adaptor=Primo%20Central&tab=Everything&mode=Basic)

3. **MATCH-ADTC digital version**

[https://www.practicewise.com/portals/0/MATCH\\_public/purchase.html](https://www.practicewise.com/portals/0/MATCH_public/purchase.html)

**MATCH Online \$85.00**

Includes electronic, interactive access to the entire manual, reproducible handouts and worksheets, Spanish handouts for caregivers, and a downloadable PDF of the complete manual.

To purchase, you will need to go to [www.practicewise.com](http://www.practicewise.com), create a free account, and log in. Once logged in, you can find MATCH available under the Store menu item. Click on "MATCH" and follow the instructions from there.

**\*THIS ASTERISK SYMBOL ON THE SYLLABUS INDICATES READING IS FROM THE TEXTBOOK**

In addition to the required texts, other required readings are available through USC's online reserves system, ARES, and/or in the USC Libraries. A USC email address and password are required to access the system: <https://reserves.usc.edu/ares/ares.dll>. Use the search bar to locate the course by School, course number (613) or Lead Instructor's last name. (Nietoman)

## **XIX. Recommended Materials & Resources**

### **Guides for Academic Integrity, APA Style Formatting, Writing & Research**

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Publisher.

APA formatting and style guide: The OWL at Purdue.  
<https://owl.purdue.edu/>

USC guide to avoiding plagiarism:  
<https://libguides.usc.edu/writingguide/plagiarism>

USC guide to APA 7<sup>th</sup> writing style <https://libguides.usc.edu/APA7th>

### **Professional Social Work Organizations**

National Association of Social Workers. Available at <http://www.naswdc.org>

Institute for the Advancement of Social Work Research.  
Available at <http://www.iaswresearch.org>

Society for Social Work and Research. Available at <http://www.sswr.org>

Council on Social Work Education (CSWE). Available at <https://www.cswe.org/>

## XX. Course Schedule

The table below presents the topics for each unit of instruction. Students are expected to attend class having completed the required reading and, if applicable, the asynchronous course material.

Unit/Date	Topic	Readings	Assignment Due Dates
<b>1</b> <b>8/22/23</b>	<b>Course Introduction &amp; Introduction to Infant, Early and Middle Childhood Mental Health</b> <ul style="list-style-type: none"> <li>■ Syllabus review</li> <li>■ Theories that help us understand children:</li> <li>■ MATCH-ADTC in clinical practice</li> </ul>	<b>Required</b> Chorpita, Daleiden, E. L., Park, A. L., Ward, A. M., Levy, M. C., Cromley, T., Chiu, A. W., Letamendi, A. M., Tsai, K. H., & Krull, J. L. (2017). Child STEPs in California: A Cluster Randomized Effectiveness Trial Comparing Modular Treatment With Community Implemented Treatment for Youth With Anxiety, Depression, Conduct Problems, or Traumatic Stress. <i>Journal of Consulting and Clinical Psychology</i> , 85(1), 13–25. <a href="https://doi.org/10.1037/ccp0000133">https://doi.org/10.1037/ccp0000133</a>  Kolivoski, Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. <i>Families in Society</i> , 95(4), 269–276. <a href="https://doi.org/10.1606/1044-3894.2014.95.36">https://doi.org/10.1606/1044-3894.2014.95.36</a>  Van Hook, M. P. (2014). <i>Social work practice with families: A resiliency-based approach</i> . Chicago, IL: Lyceum. Chapter 3 Assessment of Families, pp. 64–108  Suárez-Orozco, M. (2018). An Integrative Risk and Resilience Model for Understanding the Adaptation of Immigrant-Origin Children and	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>Youth. <i>The American Psychologist</i>, 73(6), 781–796.  <a href="https://doi.org/10.1037/amp0000265">https://doi.org/10.1037/amp0000265</a></p> <p><b>Recommended</b>  Halle, T., Zaslow, M., Wessel, J., Moodie, S., &amp; Darling-Churchill, K. (2011). Understanding and choosing assessments and developmental screeners for young children ages 3–5 years: Profiles of selected measures. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.</p> <p><a href="http://www.acf.hhs.gov/sites/default/files/opre/screeners_final.pdf">http://www.acf.hhs.gov/sites/default/files/opre/screeners_final.pdf</a></p> <p><b>Excellent resources</b></p> <ul style="list-style-type: none"> <li>• Center on the Developing Child Harvard University <a href="http://developingchild.harvard.edu/">http://developingchild.harvard.edu/</a></li> <li>• <a href="http://www.cebc4cw.org/">California Evidence Based Clearinghouse for Child Welfare (CEBC)</a></li> <li>• <a href="http://www.cebc4cw.org/">http://www.cebc4cw.org/</a></li> <li>• National Child Traumatic Stress Network: <a href="https://www.nctsn.org/">https://www.nctsn.org/</a></li> <li>• Zero to Three: <a href="https://www.zerotothree.org/">https://www.zerotothree.org/</a></li> </ul> <p><a href="https://www.zerotothree.org/resources/2221-dc-0-5-manual-and-training#chapter-1536">https://www.zerotothree.org/resources/2221-dc-0-5-manual-and-training#chapter-1536</a></p>	
2 8/29/23	Assessment and Conceptualization of Child-Related Issue	<p><b>Required</b></p> <p>*Finelli, J., Zeanah, C. H. Jr., &amp; Symke. (2019). Attachment Disorders in early childhood. In Zeanah, C.H., Jr. (Ed.), <i>Handbook of infant mental health</i> (4th ed., 452-466). New York, NY: Guilford Press</p>	

	<ul style="list-style-type: none"> <li>■ Integrative Social Work assessment</li> <li>■ Issues that influence family engagement and treatment</li> </ul>	<p>Hays-Grudo, J. &amp; Sheffield Morris, A. (2020). Promoting Positive Development in Children with ACEs. In <i>Adverse and protective childhood experiences: A developmental perspective</i> (pp. 98-112). Washington, D.C.: American Psychological Association.  <a href="https://doi.org/10.2307/j.ctv1chrxb.12">https://doi.org/10.2307/j.ctv1chrxb.12</a></p> <p>Webb, N. B. (2019). The biopsychosocial assessment of the child. In <i>Social Work with Children, 4<sup>th</sup> edition</i> (pp. 58-97). Guilford Press: New York, NY</p> <p>Wilson, J., (2023) Assessment. In Cross-Denny, B. (Ed), <i>Integrated Social Work Practice: Bridging Micro, Mezzo, and Macro Practice</i> (pp. 179-203). San Diego, CA: Cognell</p> <p><b>Recommended</b></p> <p>Zero to Five (2016). DC0-5: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood. Washington, DC (Authors).  <a href="https://www.zerotothree.org/our-work/learn-professional-development/dc0-5-manual-and-training/">https://www.zerotothree.org/our-work/learn-professional-development/dc0-5-manual-and-training/</a></p> <p>Axis IV: Psychosocial Stressors (pp154-158)</p> <p>Axis V: Developmental Competence (pp159-185)</p> <p>Egger, H. L., &amp; Emde, R. N. (2011). Developmentally sensitive diagnostic criteria for mental health disorders in early childhood: The diagnostic and statistical manual of mental disorders—IV, the research diagnostic criteria—preschool age, and the diagnostic classification of mental health and developmental disorders of infancy and early childhood—Revised. <i>American Psychologist</i>, 66(2), 95–106.  <a href="https://psycnet.apa.org/doi/10.1037/a0021026">https://psycnet.apa.org/doi/10.1037/a0021026</a></p> <p>*Piccoio, L.R., &amp; Noble, K.G (2019). Poverty, Early Experience, and Brain Development. In C. H.</p>	
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Unit/Date	Topic	Readings	Assignment Due Dates
		<p>Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed., pp. 157–171). New York, NY: Guilford Press.</p> <p>Webb, N. B. (2019). Contracting, planning interventions, and tracking progress In <i>Social Work with Children, 4<sup>th</sup> edition</i> (pp. 98-105). Guilford Press: New York, NY</p>	
<b>3 9/5/23</b>	<b>Child Development Theories Overview 0-10y/o</b> <ul style="list-style-type: none"> <li>■ Issues which influence Attachment and Development</li> <li>■ Parental Mental Health</li> </ul>	<p><b>Required</b></p> <p>Acevedo-Garcia, R. (2013). Future directions in research on institutional and interpersonal discrimination and children's health. <i>American Journal of Public Health</i> (1971), 103(10), 1754–1763.  <a href="https://doi.org/10.2105/AJPH.2012.300986">https://doi.org/10.2105/AJPH.2012.300986</a></p> <p>*Boris, N., Renk, K., Lowell, A., &amp; Kolomeyer, E., (2019). Parental Substance Use. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed., pp. 187-197). New York, NY: Guilford Press.</p> <p>Maggi, Irwin, L. J., Siddiqi, A., &amp; Hertzman, C. (2010). The social determinants of early child development: An overview. <i>Journal of Paediatrics and Child Health</i>, 46(11), 627–635.  <a href="https://doi.org/10.1111/j.1440-1754.2010.01817.x">https://doi.org/10.1111/j.1440-1754.2010.01817.x</a></p> <p>Mennen, F. E., Pohle, C., Monro, W. L., Duan, L., Finello, K. M., Ambrose, S., Poulsen, M. K., &amp; Arroyo, W. (2015). The Effect of Maternal Depression on Young Children's Progress in Treatment. <i>Journal of Child and Family Studies</i>, 24(7), 2088–2098.  <a href="https://doi.org/10.1007/s10826-014-0010-9">https://doi.org/10.1007/s10826-014-0010-9</a></p> <p><b>Recommended</b></p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>Becker-Haimes, T. (2020). Evidence Base Update for Brief, Free, and Accessible Youth Mental Health Measures. <i>Journal of Clinical Child and Adolescent Psychology</i>, 49(1), 1–17.  <a href="https://doi.org/10.1080/15374416.2019.1689824">https://doi.org/10.1080/15374416.2019.1689824</a></p> <p>Claypool, &amp; Moore de Peralta, A. (2021). The Influence of Adverse Childhood Experiences (ACEs), Including the COVID-19 Pandemic, and Toxic Stress on Development and Health Outcomes of Latinx Children in the USA: a Review of the Literature. <i>International Journal on Child Maltreatment: Research, Policy and Practice</i>, 4(3), 257–278.  <a href="https://doi.org/10.1007/s42448-021-00080-y">https://doi.org/10.1007/s42448-021-00080-y</a></p> <p>*Murray, L; Halligan, S; &amp; Cooper, P. (2019). Postnatal Depression and Young Children's Development, In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4rd ed., pp. 172–186). New York, NY: Guilford Press</p>	
4 9/12/23	<b>Infant Mental Health Assessment</b> <ul style="list-style-type: none"> <li>■ Child Development: Infants and Toddlers</li> <li>■ Assessment Measures</li> <li>■ Adaptations for Assessment &amp; Case Conceptualization</li> <li>■ Relevant Systems for Assessment</li> </ul>	<p><b>Required</b></p> <p>* Godoy, L., Davis, A., Heberie, A, Gowan-Briggs, M &amp; Carter, A.S (2019). Caregiver reports and infant-toddler mental health assessment. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed., pp. 259–278). New York, NY: Guilford Press.</p> <p>*Larrieu, J.A; Middleton., Kelley, A.C. &amp; Zeanah, C.H. Jr. (2019). Assessing the relational context of infants and young children. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> (ed.), pp. 279-295). New York, NY: Guilford Press.</p> <p>*Gosh Ippen, C. M. (2018). Wounds from the past: Integrating historical trauma into a multicultural infant</p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>mental health framework. In C. H, Zeanah, Jr. (Ed). <i>Handbook of infant mental health</i> (4th ed., pp. 134-156). New York, NY: Guilford Press.</p> <p>*Zeanah, C.H.; &amp; Zeanah, P.D. (2019). The Science of Early Experience. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed., pp. 5–24). New York, NY: Guilford Press.</p> <p><b>Recommended</b></p> <p>Achenbach, T. M. (2017). Future directions for clinical research, services, and training: evidence-based assessment across informants, cultures, and dimensional hierarchies. <i>Journal of Clinical Child &amp; Adolescent Psychology</i>, 46(1), 159-169.  <a href="https://doi.org/10.1080/15374416.2016.1220315">https://doi.org/10.1080/15374416.2016.1220315</a></p> <p>*Schechter, D S., Willheim, E. Suardi, F., &amp; Serpa, S.R. (2019). The Effects of violent experiences on Infants and young children. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> (ed.), pp. 279.–238). New York, NY: Guilford Press</p>	
5 9/19/23	<p><b>Common Issues That Bring Parents of Infants and Young Children into Care</b></p> <ul style="list-style-type: none"> <li>■ Child Development: Preschool</li> <li>■ Affect regulation/temper tantrum</li> <li>■ Transitions/routines</li> </ul>	<p><b>Required</b></p> <p>*Biedzio, D., Wakschlag, L., (2019). Developmental emergence of disruptive behaviors beginning in infancy: Delineating normal-abnormal boundaries to enhance early identification. In C. H, Zeanah, Jr. (Ed). <i>Handbook of infant mental health</i> (4th ed., pp. 407-425). New York, NY: Guilford Press.</p> <p>*Gleason, MM., &amp; Humphreys, K.L. (2019). Hyperactivity, impulsivity, and inattention in young children. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed., pp. 301-312). New York, NY: Guilford Press.</p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>*Zeanah, C. H., &amp; Lieberman, A.F. Relationship-specific disorder of early childhood. (2019). In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4th ed., pp. 467–479). New York, NY: Guilford Press.</p> <p><b>Recommended</b></p> <p>Hauser-Cram, P., Nugent, J. K., Thies, K., &amp; Travers, J. F. (2014). Psychosocial development in early childhood. In <i>The development of children and adolescents</i> (p. 355–391). Hoboken, NJ: John Wiley &amp; Sons.</p>	
<b>6</b> <b>9/26/23</b>	<b>Child Maltreatment</b> <span style="color: brown;">■</span> SAFECARE	<p><b>Required</b></p> <p>Edwards, A., &amp; Lutzker, J. R. (2008). Iterations of the SafeCare® model. An evidence-based child maltreatment prevention program. <i>Behavior Modification</i>, 32, 736–756.</p> <p>*Humphreys, K. L., King, L. S., &amp; Gotlib, I. H. (2018). Neglect. In C. H. Zeanah, Jr. (Ed.). <i>Handbook of infant mental health</i> (4th ed., pp. 239–258). New York, NY: Guilford Press.</p> <p>*Symke, A. T., &amp; Breidenstine, A. S. (2019). Foster care in early childhood. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed. pp. 553–565). New York, NY: Guilford Press.</p> <p>Naylor, M. W., Wakefield, S. M., Morgan, W., &amp; Aneja, A. (2019). Depression in children and adolescents involved in the child welfare system. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 28(3), 303-314.  <a href="http://dx.doi.org.libproxy2.usc.edu/10.1016/j.chc.2019.02.001">http://dx.doi.org.libproxy2.usc.edu/10.1016/j.chc.2019.02.001</a></p> <p>Treisman, K., (2017). Relational and Developmental Trauma. In</p>	<b>Assignment 2</b>

Unit/Date	Topic	Readings	Assignment Due Dates
		<p><i>Working with relational and developmental trauma in children and adolescents (pp.1-20).</i> Routledge, Taylor &amp; Francis Group.</p> <p><b>Recommended</b></p> <p>Bernard, K., Dozier, M., Bick, J., Lewis-Morrarty, E., Lindhiem, O., &amp; Carlson, E. (2012). Enhancing attachment organization among maltreated children: Results of a randomized clinical trial. <i>Child Development</i>, 83(2), 623–636. doi:<a href="http://dx.doi.org/10.1111/j.1467-8624.2011.01712.x">http://dx.doi.org/10.1111/j.1467-8624.2011.01712.x</a></p> <p>Chinitz, S., Guzman, H., Amstutz, E., Kohchi, J., &amp; Alkon, M. (2017). Improving outcomes for babies and toddlers in child welfare: A model for infant mental health intervention and collaboration. <i>Child Abuse &amp; Neglect</i>, 70, 190.</p> <p>Dozier, M., Bick, J., &amp; Bernard, K. (2011). Intervening with foster parents to enhance biobehavioral outcomes among infants and toddlers. <i>Zero to Three</i>, 31(3), 17–22.</p>	
7 10/3/23	<p><b>Trauma and Trauma Theories in Children and Youth</b></p> <ul style="list-style-type: none"> <li>■ Child Development: School Age</li> <li>■ Trauma reactions and manifestations in children and youth</li> <li>■ Community Violence</li> <li>■ Domestic violence</li> </ul>	<p><b>Required</b></p> <p>Ford, J.D., Greene, C.A. (2017). Psychological and Biological Theories of Child and Adolescent Traumatic Stress Disorders. In Landolt, M., Cloitre, M., Schnyder, U. (Eds.) <i>Evidence-Based Treatments for Trauma Related Disorders in Children and Adolescents</i> (97-117). Springer, Cham. <a href="https://doi.org/10.1007/978-3-319-46138-0_5">https://doi.org/10.1007/978-3-319-46138-0_5</a></p> <p>*Miron, D., &amp; Sturdy, W. (2019). Posttraumatic stress disorder in young children. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed., p. 438-451). New York, NY: Guilford Press.</p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>Nader, K. (2019). Trauma's Impact on Life and Developmental Domains Ages 6-12 years. In <i>Handbook of Trauma, Traumatic Loss, and Adversity in Children: Development, Adversity's Impacts, and Methods of Intervention</i>. (1<sup>st</sup> ed., pp. 257 – 279). New York, NY: Taylor and Francis.  <a href="https://doi.org/10.4324/9780429456367">https://doi.org/10.4324/9780429456367</a></p> <p>Valentina, C., Schmitz, J., &amp; Sood, A. B. (2021). Effects of Mass Shootings on the Mental Health of Children and Adolescents. <i>Current Psychiatry Reports</i>, 23(3)  <a href="https://doi.org/10.1007/s11920-021-01222-2">https://doi.org/10.1007/s11920-021-01222-2</a></p> <p>Zilberman. (2022). Trauma in Context: an Integrative Treatment Model. <i>Journal of Child &amp; Adolescent Trauma</i>, 15(2), 487–500.  <a href="https://doi.org/10.1007/s40653-021-00416-3">https://doi.org/10.1007/s40653-021-00416-3</a></p> <p><b>Recommended</b></p> <p>DiGangi, J. A., Gomez, D., Mendoza, L., Jason, L. A., Keys, C. B., &amp; Koenen, K. C. (2013). Pretrauma risk factors for posttraumatic stress disorder: A systematic review of the literature. <i>Clinical Psychology Review</i>, 33(6), 728–744.  <a href="http://dx.doi.org/10.1016/j.cpr.2013.05.002">http://dx.doi.org/10.1016/j.cpr.2013.05.002</a></p> <p>Greeson, Briggs, E. C., Layne, C. M., Belcher, H. M. E., Ostrowski, S. A., Kim, S., Lee, R. C., Vivrette, R. L., Pynoos, R. S., &amp; Fairbank, J. A. (2014). Traumatic Childhood Experiences in the 21st Century: Broadening and Building on the ACE Studies With Data From the National Child Traumatic Stress Network. <i>Journal of Interpersonal Violence</i>, 29(3), 536–556.  <a href="https://doi.org/10.1177/0886260513505217">https://doi.org/10.1177/0886260513505217</a></p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>Hauser-Cram, P., Nugent, J. K., Thies, K., &amp; Travers, J. F. (2014). Psychosocial development in middle childhood milestones. In <i>The development of children and adolescents</i> (pp. 475-513). Hoboken, NJ: John Wiley &amp; Sons.</p>	
<b>8 10/10/23</b>	<b>Trauma Focused Interventions for Children and Youth</b> <ul style="list-style-type: none"> <li>■ Diagnosing of trauma and trauma symptoms</li> <li>■ CPP</li> <li>■ MATCH: Trauma</li> </ul>	<p><b>Required</b></p> <p>Carrion, V. G., &amp; Kletter, H. (2012). Posttraumatic stress disorder: Shifting toward a developmental framework. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 21, 573–591.</p> <p>*Lieberman, A. F., Hernandez, M.D., &amp; Ippen, C.M.G. (2019). Child-parent psychotherapy: A trauma-informed treatment for young children and their caregivers. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4th ed., pp. 485-499). New York, NY: Guilford Press.</p> <p>Gonzalez, C. L., &amp; Bell, H. (2016). Child-centered play therapy for Hispanic children with traumatic grief: Cultural implications for treatment outcomes. <i>International Journal of Play Therapy</i>, 25 (3), 146.</p> <p><b>Recommended</b></p> <p>Ippen, C. G., Noroña, C. R., &amp; Lieberman, A. F. (2014). Clinical considerations for conducting Child-Parent Psychotherapy with young children with developmental disabilities who have experienced trauma. <i>Pragmatic Case Studies in Psychotherapy</i>, 10(3), 196-211.</p> <p>Lieberman, A. F., Ippen, C. G., &amp; Van Horn, P. (2015). <i>Don't hit my mommy!</i> 2<sup>nd</sup> Ed.) Washington, DC: Zero to Three. (<b>Note: This is the manual for Child parent psychotherapy).</b></p> <p><b>Websites</b></p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<ul style="list-style-type: none"> <li>Child Parent Psychotherapy (CPP)  <a href="https://childparentpsychotherapy.com/">https://childparentpsychotherapy.com/</a></li> </ul>	
<b>9</b> <b>10/17/23</b>	<b>Anxiety in Children and Youth</b> <ul style="list-style-type: none"> <li>Explanatory Theories</li> <li>Developmental differences and manifestation of anxiety</li> </ul>	<p><b>Required</b></p> <p>Drake, K. L., &amp; Ginsburg, G. S. (2012). Family factors in the development, treatment, and prevention of childhood anxiety disorder. <i>Clinical Child and Family Psychology Review</i>, 15, 144–162.</p> <p>Lyneham, H. J. (2014). Case formulation and treatment planning for anxiety and depression in children and adolescents. In E. E. S. Surlati, H. J. Lyneham, C. A. Schniering, &amp; R. M. Rapee (Eds.), <i>Evidence-based CBT for anxiety and depression in children and adolescents: A competencies-based approach</i> (pp. 114–127). Hoboken, NJ: Wiley-Blackwell</p> <p>Washington, W. (2017). Family-level factors, depression, and anxiety among African American children: A systematic review. <i>Child &amp; Youth Care Forum</i>, 46(1), 137–156.  <a href="https://doi.org/10.1007/s10566-016-9372-z">https://doi.org/10.1007/s10566-016-9372-z</a></p> <p><b>Recommended</b></p>	
<b>10</b> <b>10/24/23</b>	<b>Interventions to Address Anxiety in Children and Youth</b> <ul style="list-style-type: none"> <li>MATCH-Anxiety</li> </ul>	<p><b>Required</b></p> <p>Friedberg, R. D., &amp; McClure, J. M. (2015). Working with anxious children and adolescents. In R. D. Friedberg &amp; J. M. McClure (Eds.), <i>Cognitive therapy with children and adolescents: The nuts and bolts</i> (2nd ed., pp. 266–315). New York, NY: Guilford Press.</p> <p>Kudryk, K., &amp; Lewin, A. B., (2023) Parent Training for Childhood Anxiety. In McKay, &amp; Storch, E. A. (Eds.), <i>Handbook of child and adolescent anxiety disorders</i> ( 2<sup>nd</sup> ed., pp. 411-424). Springer.</p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p><a href="https://doi.org/10.1007/978-3-031-14080-8_28">https://doi.org/10.1007/978-3-031-14080-8_28</a></p> <p>Park, A.L., Kim, R.E. (2022). Incorporating Play into Cognitive Behavioral Therapy for Youth. In: Friedberg, R.D., Rozmid, E.V. (eds) Creative CBT with Youth. Springer, Cham.  <a href="https://doi.org.libproxy1.usc.edu/10.1007/978-3-030-99669-7_6">https://doi.org.libproxy1.usc.edu/10.1007/978-3-030-99669-7_6</a></p> <p><b>Recommended</b></p>	
<b>11 10/31/23</b>	<b>Depression in Children and Youth</b> <ul style="list-style-type: none"> <li>■ Explanatory Theories</li> <li>■ Developmental differences and manifestations of depression</li> </ul>	<p><b>Required</b></p> <p>Friedberg, R. D., &amp; McClure, J. M. (2015). Working with depressed children and adolescents. In R. D. Friedberg &amp; J. M. McClure (Eds.), <i>Cognitive therapy with children and adolescents: The nuts and bolts</i> (2nd ed., pp. 213–265). New York, NY: Guilford Press.</p> <p>Lindsey, M. A., Brown, D. R., &amp; Cunningham, M. (2017). Boys do(n't) cry: Addressing the unmet mental health needs of African American boys. <i>American Journal of Orthopsychiatry</i>, 87(4), 377-383. doi:<a href="http://dx.doi.org.libproxy2.usc.edu/10.1037/ort0000198">http://dx.doi.org.libproxy2.usc.edu/10.1037/ort0000198</a></p> <p>*Luby, J. L., &amp; Whalen, D. (2019). Depression in early childhood. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4<sup>th</sup> ed., pp. 426–437). New York, NY: Guilford Press.</p> <p><b>Recommended</b></p>	
<b>12 11/7/23</b>	<b>Interventions to Address Depression in Children and Youth</b> <ul style="list-style-type: none"> <li>■ PCIT-ED</li> <li>■ MATCH-Depression</li> </ul>	<p><b>Required</b></p> <p>Friedberg, R. D., &amp; McClure, J. M. (2015). Identifying and connecting feelings and thoughts. In R. D. Friedberg &amp; J. M. McClure (Eds.), <i>Cognitive therapy with children and adolescents: The nuts and bolts</i> (2nd ed., pp. 97–120). New York, NY: Guilford Press.</p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>Luby, J. L. (2013). Treatment of anxiety and depression in the preschool period. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>, 52(4), 346-358.  doi:<a href="http://dx.doi.org.libproxy2.usc.edu/10.1016/j.jaac.2013.01.011">http://dx.doi.org.libproxy2.usc.edu/10.1016/j.jaac.2013.01.011</a></p> <p><b>Recommended</b></p> <p>Pandya, S. P. (2017). Childhood depression and spirituality: Insights for spiritually sensitive child-centred social work interventions. <i>Social Work in Mental Health</i>, 15(4), 373–396.  <a href="https://doi.org/10.1080/15332985.2016.1222982">https://doi.org/10.1080/15332985.2016.1222982</a></p>	
<b>13 11/14/23</b>	<b>Behavioral Challenges in Children and Youth</b> <ul style="list-style-type: none"> <li>■ Manifestations of behavioral problems across the developmental continuum</li> </ul>	<p><b>Required</b></p> <p>*Biedzio, D., Wakschlag, L., (2019). Developmental emergence of disruptive behaviors beginning in infancy: Delineating normal-abnormal boundaries to enhance early identification. In C. H., Zeanah, Jr. (Ed). <i>Handbook of infant mental health</i> (4th ed., pp. 407-425). New York, NY: Guilford Press.</p> <p>Hatch, V., Swerbenski, H., &amp; Gray, S. (2020). Family Social Support Buffers the Intergenerational Association of Maternal Adverse Childhood Experiences and Preschoolers' Externalizing Behavior. <i>American Journal of Orthopsychiatry</i>, 90(4), 489–501.  <a href="https://doi.org/10.1037/ort0000451">https://doi.org/10.1037/ort0000451</a></p> <p>Kaminski, J. W., &amp; Claussen, A. H. (2017). Evidence base update for psychosocial treatments for disruptive behaviors in children. <i>Journal of Clinical Child and Adolescent Psychology</i>, 46(4), 477-499.  <a href="http://dx.doi.org.libproxy2.usc.edu/10.1080/15374416.2017.1310044">http://dx.doi.org.libproxy2.usc.edu/10.1080/15374416.2017.1310044</a></p>	<b>Assignment 3</b>

Unit/Date	Topic	Readings	Assignment Due Dates
		<p><b>Recommended</b></p> <p>Dozier, M., Zeanah, C. H., &amp; Bernard, K. (2019). Infants and toddlers in foster care. <i>Child Development Perspectives</i>, 7(3), 166–171.  <a href="http://dx.doi.org/10.1111/cdep.12033">http://dx.doi.org/10.1111/cdep.12033</a></p>	
<b>14 11/21/23</b>	<p><b>Interventions to Address Behavioral Challenges in Children and Youth</b></p> <ul style="list-style-type: none"> <li>■ PCIT</li> <li>■ Parent Management Training: PMT</li> <li>■ MATCH: Conduct</li> </ul>	<p><b>Required</b></p> <p>Feindler, E.L., Schira, A.M. (2022). Playful Approaches to CBT with Aggressive Children. In: Friedberg, R.D., Rozmid, E.V. (Eds.) Creative CBT with Youth. Springer, Cham.  <a href="https://doi-org.libproxy1.usc.edu/10.1007/978-3-030-99669-7_7">https://doi-org.libproxy1.usc.edu/10.1007/978-3-030-99669-7_7</a></p> <p>*Kazdin, A. E. (2017). Problem-solving skills training and parent management training for oppositional defiant disorder and conduct disorder. In J. R. Weisz &amp; A. E. Kazdin (Eds.), <i>Evidenced-based psychotherapies for children and adolescents</i> (3<sup>rd</sup> ed., pp. 142-158). New York, NY: Guilford Press.</p> <p>Kim, J., Nicodimos, S., Kushner, S. E., Rhew, I. C., McCauley, E., &amp; Vander Stoep, A. (2018). Comparing mental health of US children of immigrants and non-immigrants in 4 Racial/Ethnic groups. <i>The Journal of School Health</i>, 88(2), 167-175.  doi:<a href="http://dx.doi.org.libproxy1.usc.edu/10.1111/josh.12586">http://dx.doi.org.libproxy1.usc.edu/10.1111/josh.12586</a></p> <p>*Stevens, &amp; N'z., (2019). Parent-child interaction therapy. In C. H. Zeanah Jr. (Ed.), <i>Handbook of infant mental health</i> (4th ed., pp. 543-552). New York, NY: Guilford Press.</p> <p><b>Recommended</b></p>	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p>Frick, P. J. (2012). Developmental pathways to conduct disorder: Implications for future directions in research, assessment, and treatment. <i>Journal of Clinical Child and Adolescent Psychology</i>, 41(3), 378–389.</p> <p>Forgatch, M. S., &amp; Patterson, G. R. (2017). Parent management training—Oregon model: An intervention for antisocial behavior in children and adolescents. In J. R. Weisz &amp; A. E. Kazdin (Eds.), <i>Evidenced-based psychotherapies for children and adolescents</i> (3rd ed., pp. 85-102). New York, NY: Guilford Press.</p> <p>Johnston, O., &amp; Burke, J. (2020). Parental Problem Recognition and Help-Seeking for Disruptive Behavior Disorders. <i>The Journal of Behavioral Health Services &amp; Research</i>, 47(1), 146– 163.  <a href="https://doi.org/10.1007/s11414-018-09648-y">https://doi.org/10.1007/s11414-018-09648-y</a></p> <p>*Zisser, A., &amp; Eyberg, S. M. (2017). Parent-child interaction therapy and the treatment of disruptive behavior disorders. In J. R. Weisz &amp; A. E. Kazdin (Eds.), <i>Evidence-based psychotherapies for children and adolescents</i> (3<sup>rd</sup> ed., pp. 103–121). New York, NY: Guilford Press.</p> <p><b>Websites</b></p> <p>Parent Management Training (PMT) :  <a href="http://www.parentmanagementtraininginstitute.com/">http://www.parentmanagementtraininginstitute.com/</a></p> <p>PCIT <a href="http://www.pcit.org/">http://www.pcit.org/</a></p>	
<b>15</b> <b>11/28/23</b>	<b>Wrap Up</b> <ul style="list-style-type: none"> <li>■ Evaluating Your Practice</li> <li>■ Self-reflection in clinical practice</li> </ul>	<b>Required</b> Acker, G., (2018). Self-care practices among social workers: do they predict job satisfaction and turnover intention? <i>Social Work in Mental Health</i> , 16(6), 710–724.	

Unit/Date	Topic	Readings	Assignment Due Dates
		<p><a href="https://doi.org/10.1080/15332985.2018.1494082">https://doi.org/10.1080/15332985.2018.1494082</a></p> <p>Cross-Denny, B., Thomson, I., &amp; Cone, V., (2023) Evaluation and Self Reflection of Integrated Practice. In <i>Integrated Social Work Practice: Bridging Micro, Mezzo, and Macro Level Practice</i>. (pp. 495- 508). Cognella.</p> <p>National Association of Social Workers (2021) NASW Code of Ethics Code of Ethics 2021 Amendments from  <a href="https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics">https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Highlighted-Revisions-to-the-Code-of-Ethics</a></p>	
		<b>Recommended</b>	

## XX. University Statement on Academic Conduct And Support Systems

### Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, comprises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university's mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. Students may not submit work written by others or "recycle" work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts

of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity's website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask the instructor if unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

## **Students and Disability Accommodations**

USC welcomes students with disabilities into all of the University's educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers in the classroom or in practicum. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course/practicum placement. The LOA must be given to each course/practicum instructor by the student and followed up with a discussion. This should be done as early in the semester as possible, as accommodations are not retroactive. More information can be found at [osas.usc.edu](http://osas.usc.edu). Students may contact OSAS at (213) 740-0776 or via email at [osasfrontdesk@usc.edu](mailto:osasfrontdesk@usc.edu).

## **Support Systems**

Students' health and well-being are important. Reaching out for assistance with physical, emotional, social, academic, spiritual, financial, and professional wellbeing is encouraged. USC has resources and support systems in place to help students succeed. Additional resources can be found on the USC Suzanne Dworak-Peck School of Social Work Website at: <https://dworakpeck.usc.edu/student-life/we-care-student-wellness-initiative> or by reaching out to the Student Wellness Coordinator in the SDP Office of Associate Dean of Academic Affairs ([sdp.adc@usc.edu](mailto:sdp.adc@usc.edu)).

### *Counseling and Mental Health - (213) 740-9355 – 24/7 on call*

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

### *VAC Students: Uwill Counseling Services*

Uwill is a counseling service available to VAC students. It is designed to support students during their time in the program. Uwill is a leading teletherapy platform that

enables college students nationwide to receive real-time counseling online from a network of licensed mental health professionals. Students (enrolled or on leave of absence) can access up to six sessions (180 credits) per year with a licensed clinician at no cost to them.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

*Office for Equity, Equal Opportunity, and Title IX (EEO-TIX)* - (213) 740-5086

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* - (213) 740-5086 or (213) 821-8298

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

*The Office of Student Accessibility Services (OSAS)* - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

*Kortschak Center for Learning and Creativity* - 213-740-7884, [kortschakcenter@usc.edu](mailto:kortschakcenter@usc.edu)

The Kortschak Center offers academic coaching and resources.

*The Writing Center* - 213-740-3691, [writing@usc.edu](mailto:writing@usc.edu)

The Writing Center offers individualized feedback on any kind of writing.

*USC Campus Support and Intervention* - (213) 740-0411

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

*Diversity, Equity and Inclusion* - (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 - UPC*: (213) 740-4321, *HSC*: (323) 442-1000 – 24/7 on call

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 - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or [otfp@med.usc.edu](mailto:otfp@med.usc.edu)

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

## **XXII. List of Appendices**

- A. Suzanne Dworak-Peck School of Social Work ADEI Statement
- B. Preamble to the NASW Code of Ethics
- C. Tips for Maximizing Your Learning Experience

### **Appendix A: Suzanne Dworak-Peck School of Social Work Anti-Racism, Diversity, Equity, and Inclusion Statement**

At the USC Suzanne Dworak-Peck School of Social Work, we aspire to promote anti-racism, 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 B: National Association of Social Workers Code of Ethics**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*

#### **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.

### **Appendix C: Tips for Maximizing Your Learning Experience in this Course**

- ✓ Be proactive! TOGETHER, let's do everything we can to make this an educational and enjoyable experience for you. Try to anticipate issues that could present challenges and PLEASE REACH OUT TO ME so that we can problem-solve before rather than after the fact.
- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Create a professional self-care plan.
- ✓ Complete required readings, assignments and activities before coming to class.
- ✓ Keep up with the assigned readings and assignments. Don't procrastinate!!
- ✓ Come to class and participate in an active, respectful and meaningful way.
- ✓ Come to class prepared to ask any questions you might have. If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Stay offline while in class.
- ✓ Form study groups with other students in the class or in another section of the class.
- ✓ Take advantage of office hours and extra review/discussion sessions offered by your instructor. Contact me if you are concerned about or are struggling in class.
- ✓ If you believe it is necessary to receive support from a content tutor or Writing Support, please inform or involve me. I want to be able to help and support you in any way possible, but I need to know that you want/need support!! I am also happy to meet with you and your tutor.
- ✓ Keep an open mind and positive attitude!