

**Course SOWK 642: Integrative Social Work Practice: Assessment and Interventions with Children, Youth, and Families**

**Section #61153**

3 Units

Spring 2025 Tuesday 1:00-3:50pm PST

Location: DMC 257

**SYLLABUS**

(Subject to change)

**Instructor:**

Lily Ross

**E-Mail:**

[lilyross@usc.edu](mailto:lilyross@usc.edu)\*

\*Replies can be expected within 2 business days

**Office Location:**

SWC 204

**Office Hours Days & Times:**

TBA

**Zoom Meeting Link:**

**Course Lead:**

Lily Ross

**Email:**

[lilyross@usc.edu](mailto:lilyross@usc.edu)

**IT Help Hours of Service:**

24 hours, 7 days/week

**IT Help Contact Information:**

UPC: 213-740-5555, [consult@usc.edu](mailto:consult@usc.edu)

VAC: 833-740-1273,

[techsupport@digitalcampus.2u.com](mailto:techsupport@digitalcampus.2u.com)

**I. Course Prerequisites and/or Co-Requisites**

SOWK 523, SOWK 525

**II. Catalogue Description**

The course focuses on interventions with children, youth, and families. Topics covered: assessment and evidence-based interventions when working with children youth and families.

**III. Course Description**

The course uses biopsychosocial, culturally responsive, and systems/ecological perspectives in viewing children and youth in the context of their family and social environment to advance practice skills. Current research and theory that informs practice will be considered and applied in interventions. Students will develop in-depth knowledge and skills to apply evidence-based practices and interventions with children, youth, and families.

**IV. Course Objectives**

By the completion of this course, students will be able to:
1. Use critical thinking and a developmental lens to assess and intervene with children, youth, and families.
2. Demonstrate understanding of settings and systems to fully assess and intervene with children, youth, and families.
3. Apply current research, theory and evidence- based practice knowledge when working with children, youth and families, to formulate anti-oppressive culturally responsive treatment plans.
4. Demonstrate skills in intervening with children, youth and families across settings.

**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:
<p><b>Competency 3.</b> Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice</p> <p>3a. Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community level particularly when working with youth and young adults with complex biopsychosocial needs.</p> <p>3b. Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies across settings and systems, acknowledging them as</p>

experts of their own lived experience particularly when working with youth and young adults with complex biopsychosocial needs.

**Competency 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 settings and systems particularly when working with youth and young adults with complex biopsychosocial needs.

7b. Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan across settings and systems, particularly when working with youth and young adults with complex biopsychosocial needs.

**Competency 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 youth and young adults 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 youth and young adults 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 class format consists of a combination of didactic lecture, class discussion, small group discussions and experiential exercises. Role-plays, case vignettes, small group discussions, and videos will also be incorporated to facilitate learning. Students will be invited to share case materials from practicum to illustrate and deepen content of class discussion, and to provide integration of knowledge and experience between the classroom and the field. Confidentiality of information shared in class will always be observed.

**\*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 (Lily Ross, [lilyross@usc.edu](mailto:lilyross@usc.edu)). If their concerns remain unresolved, then students can contact the MSW Program Director, Dr. Lewis at [j.lewis@usc.edu](mailto: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 possible 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.

Assignment	Course Objectives Assessed by Assignment	Unit Due <sup>11</sup>	% of Grade
<b>Assignment 1</b> <i>Developmental Assessment, Analysis, and Treatment Paper</i>	1,2,3	5	35%
<b>Assignment 2</b> <i>Cultural Considerations in Interventions Summary Brief Presentation</i>	1,2	TBD	15%
<b>Assignment 3</b> <i>Practice Demonstration and Paper</i>	3,4	14	40%

<b>Active and Proactive Learning, &amp; Meaningful Participation</b>	Ongoing	10%
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<sup>[1]</sup> 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- Developmental Assessment, Analysis, and Treatment Paper (35% of Course Grade) Due Unit 5**

This is a 5–7-page paper where you are asked to choose a vignette (choices will be provided to you in class) of a client or family to assess.

1. You will complete an assessment and develop a case analysis using a developmental lens.
2. You will explain the issues in the case from a theoretical and developmental perspective
3. You will discuss your intervention in a comprehensive treatment plan.

Detailed guidelines, rubric, and case vignettes will be provided by the instructor.

This assignment aligns with competency 3 and 7.

#### **Assignment 2 – Cultural Considerations in Interventions Summary Brief Presentation (15% of Course Grade) Due TBA**

This assignment has three components:

1. You will review one article that describes a cultural adaptation of an evidenced based or promising intervention for use with children, youth, and families.
2. You will create a one page handout for a presentation about the article: summarizing the intervention, the cultural adaptations, and specific practice elements. What norms, practices and values are considered in the adaptation? This should critically analyze the findings from an anti-racist, anti-oppressive, and culturally responsive lens.
3. You will present the summary of the article in a 5-7 minute presentation for the class on your assigned week and provide the handout for your classmates.

Detailed guidelines, and rubric will be provided by the instructor.

This assignment aligns with competency 3

### **Assignment 3 – Practice Demonstration and Paper (40% of Course Grade)**

#### **Due: Unit 14**

In this assignment, you will be asked to select one intervention skill used with a child, adolescent, or family that you wish to demonstrate.

1. You will submit a 15-20 minute video of yourself demonstrating how you would implement the evidence informed intervention skill with an adolescent, young adult, or family member (a list of interventions will be provided).
2. You will also support the video with a 2-3 page paper which outlines the context of the intervention skill and support for the intervention skill using relevant literature as well as your reflections about your video.

This assignment aligns with competency 8.

Detailed information, guidelines, rubric, will be provided by the instructor.

### **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
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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 are 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 the 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 the instructor.

## **XVIII. Required Textbooks**

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 or Lead Instructor's last name (Ross).

## **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>

### **Sample List of 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**

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

#### **Unit 1 – Week of month/day Introduction – Review of child development**

##### **Topics**

- Introduction to the course
- Overview of child development

This unit relates to course objective(s) 1 and 2.

##### **Required Readings**

Branje, S. (2022). Adolescent identity development in context. *Current Opinion in Psychology*, 45, 101286.

Henry, D. A., Votruba-Drzal, E., & Miller, P. (2019). Child development at the intersection of race and SES: An overview. *Advances in Child Development and Behavior*, 57, 1-25.  
<https://doi.org/10.1016/bs.acdb.2019.05.002>

Núñez, L., Fernández, S., Alamo, N., Midgley, N., Capella, C., & Krause, M. (2022). The therapeutic relationship and change processes in child psychotherapy: A qualitative, longitudinal study of the views of children, parents and therapists. *Research in Psychotherapy: Psychopathology, Process, and Outcome*, 25(1).

#### **Unit 2 – Week of month/day Principles of Practice with Children, Youth, and Families: Part 1**

##### **Topics**

- Overarching considerations in interventions for CYF

- Strengths and family focused assessments
- Developmental and theoretical considerations in assessment and case conceptualization
- Goal setting and treatment planning with youth
- Using an Anti-Racism, Diversity, Equity, and Inclusion (ADEI) lens in Practice

This unit relates to course objective(s) 1-4

**Required Readings**

Barnes, M. D., Hanson, C. L., Novilla, L. B., Magnusson, B. M., Crandall, A. C., & Bradford, G. (2020). Family-centered health promotion: Perspectives for engaging families and achieving better health outcomes. *INQUIRY: The Journal of Health Care Organization, Provision, and Financing*, 57, 0046958020923537.

Miller-Cotto, D., Smith, L. V., Wang, A. H., & Ribner, A. D. (2022). Changing the conversation: A culturally responsive perspective on executive functions, minoritized children and their families. *Infant and Child Development*, 31(1), e2286.

Corcoran, J. (2023). *Child and Adolescent Mental Health in Social Work: Clinical Applications* (1st ed.). Oxford University Press. Chapters 1 and 4  
<https://doi.org/10.1093/oso/9780197653562.001.0001>

**Recommended Reading**

Toros, K., & Falch-Eriksen, A. (2021). Strengths-based practice in child welfare: A systematic literature review. *Journal of Child and Family Studies*, 30, 1586-1598.

**Unit 3 – Week of month/day – Principles of practice with Children, Youth, and Families: Part 2**

**Topics**

- Basics of practice with children, youth & families
- Using play and art in treatment
- Applying a theoretical, developmental, and trauma informed lens to practice
- Practice skills examples

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This unit relates to course objective(s) 1-4

**Required Readings**

Celik, B., & Sahiner, N. C. (2024). The effects of preoperative therapeutic play on anxiety and fear levels in preschool children. *Journal of Pediatric Nursing*, 78, e244-e249.

Schoonover, T., & Perryman, K. (2023). Child-centered play therapy and adverse childhood experiences: A single-case research design. *Journal of Child and Adolescent Counseling*, 9(1), 1-20.

Taylor, L., & Ray, D. C. (2021). Child-centered play therapy and social–emotional competencies of African American children: A randomized controlled trial. *International Journal of Play Therapy*, 30(2), 74.

## **Unit 4 – Week of month/day –Working with young children and their families: Part 1**

### **Topics**

- Common issues that bring parents of young children into care
- Overview and Research for PCIT
- Assessing to determine if the intervention is appropriate
- Skill Building: Psychoeducation for Parents

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This unit relates to course objective(s) 1-4

### **Required Readings**

Jent, J. F., Rothenberg, W. A., Peskin, A., Acosta, J., Weinstein, A., Concepcion, R., ... & Garcia, D. (2023). An 18-week model of Parent–Child Interaction Therapy: clinical approaches, treatment formats, and predictors of success for predominantly minoritized families. *Frontiers in Psychology*, 14, 1233683. <https://doi.org/10.3389/fpsyg.2023.1233683>

Scherpbier, I. C., Westerveld, M. M., Lindauer, R. J., & Abrahamse, M. E. (2024). Long-term effects of parent-child interaction therapy: A mixed-methods follow-up study of three and nine years later. *Children and Youth Services Review*, 107490. <https://doi.org/10.1016/j.childyouth.2024.107490>

Zisser, A., & Eyberg, S. M. (2017). Parent-child interaction therapy and the treatment of disruptive behavior disorders. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-based psychotherapies for children and adolescents* (3<sup>rd</sup> ed., pp. 103–121). New York, NY: Guilford Press.

## **Unit 5 – Week of month/day Working with young children and their families: Part 2**

### **Topics**

- Promoting the parent-child relationship
- Parenting skills and appropriate parent-child roles
- PCIT Tools
- Skill Building: Praise and Attending

This unit relates to course objectives 1-4

### **Required Readings**

Gunderson, E. A., Sorhagen, N. S., Gripshover, S. J., Dweck, C. S., Goldin-Meadow, S., & Levine, S. C. (2018). Parent praise to toddlers predicts fourth grade academic achievement via children's incremental mindsets. *Developmental psychology*, 54(3), 397.

Luis Sanchez, B. E., Klein, C. C., Corcoran, F., & Barnett, M. L. (2023). A mixed-methods study of clinician adaptations to parent-child interaction therapy-what about culture?. *Evidence-Based Practice in Child and Adolescent Mental Health*, 8(2), 269-285.

Peskin, A., Barth, A., Rothenberg, W. A., Turzi, A., Formoso, D., Garcia, D., & Jent, J. (2024). New therapy for a new Normal: comparing telehealth and in-person time-limited parent-child interaction therapy. *Behavior therapy*, 55(1), 106-121.

## **Unit 6 – Week of month/day Working with School-Aged Children: Part 1**

### **Topics**

- Overview of CBT with children
- Coping Cat
- Research for Coping Cat
- Skill Building: Fear Ladder

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This unit relates to course objectives 1-4

### **Required Readings**

Cepeda, S. L., Grassie, H. L., & Ehrenreich-May, J. (2022). Common treatment elements of manualized evidence-based treatments for youth anxiety disorders. *Advances in Psychiatry and Behavioral Health*, 2(1), 155-172.

Chavira, D. A., Bustos, C. E., Garcia, M. S., Ng, B., & Camacho, A. (2017). Delivering CBT to rural Latino children with anxiety disorders: A qualitative study. *Community Mental Health Journal*, 53, 53-61.

Kendall, P. C., Ney, J. S., Maxwell, C. A., Lehrbach, K. R., Jakubovic, R. J., McKnight, D. S., & Friedman, A. L. (2023). Adapting CBT for youth anxiety: Flexibility, within fidelity, in different settings. *Frontiers in psychiatry*, 14, 1067047.

Norris, L. A., & Kendall, P. C. (2020). A Close Look Into Coping Cat: Strategies Within an Empirically Supported Treatment for Anxiety in Youth. *Journal of Cognitive Psychotherapy*, 34(1).

## **Unit 7 – Week of month/day Working with School-Aged Children: Part 2**

### **Topics**

- Adapting practice skills for multiple presenting challenges
  - Cultural considerations in Coping Cat
  - Developmental considerations
  - Skill Building: Problem Solving Actions
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This unit relates to course objectives 1-4

### **Required Readings**

Barnett, M. L., Brookman-Frazee, L., Gonzalez, J. C., Zhan, C., Rodriguez, A., Stadnick, N. A., & Lau, A. S. (2019). Qualitative reports of how and when therapists adapt children's evidence-based practices during community implementation. *Journal of Clinical Child & Adolescent Psychology*.

Kagan, E. R., Frank, H. E., Palitz, S. A., & Kendall, P. C. (2023). Targeting parental accommodation in anxiety: An open trial of the coping cat accommodation reduction intervention. *Journal of Child and Family Studies*, 32(2), 398-408.

Norris, L. A., Rabner, J. C., Crane, M. E., Cervin, M., Ney, J. S., Benito, K. G., & Frank, H. E. (2023). What caregivers like the most (and least) about cognitive behavioral therapy for youth anxiety: A mixed methods approach. *Journal of Anxiety Disorders*, 98, 102742

## **Unit 8 – Week of month/day Social skills focused interventions in middle childhood: Part 1**

### **Topics**

- Assessing children for needs related to social skills
  - Overview of Social Skills Training
  - Research for Social Skills training across developmental stages for neurotypical youth
  - Skill Building: Pro-social skills development
-

This unit relates to course objectives 1-4

### **Required Readings**

Griffin, W., & Sam, A. (2016). Social Skills Training (SST). EBP Brief Packet. *National Professional Development Center on Autism Spectrum Disorders*.

Lau, N., Zhou, A. M., Yuan, A., Parigoris, R., Rosenberg, A. R., & Weisz, J. R. (2022). Social skills deficits and self-appraisal biases in children with social anxiety disorder. *Journal of child and family studies*, 1-12..

Olivares-Olivares, P. J., Ortiz-González, P. F., & Olivares, J. (2019). Role of social skills training in adolescents with social anxiety disorder. *International journal of clinical and health psychology*, 19(1), 41-48.

## **Unit 9 – Week of month/day Social skills focused interventions in middle childhood: Part 2**

### **Topics**

- Working with neurodiverse youth
  - Social skills training through the lens of neurodiversity
  - Skill Building: Executive functioning and direct skills training
- 

This unit relates to course objectives 1-4

### **Required Readings**

Cherewick, M., & Matergia, M. (2024). Neurodiversity in practice: A conceptual model of autistic strengths and potential mechanisms of change to support positive mental health and wellbeing in autistic children and adolescents. *Advances in Neurodevelopmental Disorders*, 8(3), 408-422.

Dawson, G., Franz, L., & Brandsen, S. (2022). At a crossroads—Reconsidering the goals of autism early behavioral intervention from a neurodiversity perspective. *JAMA pediatrics*, 176(9), 839-840.

O’Keeffe, C., & McNally, S. (2023). A systematic review of play-based interventions targeting the social communication skills of children with autism spectrum disorder in educational contexts. *Review Journal of Autism and Developmental Disorders*, 10(1), 51-81.

## **Unit 10 – Week of month/day Working with Adolescents: Part 1**

### **Topics**

- Understanding adolescent behavior
  - Overview of DBT
  - Theoretical Orientation
  - Research for DBT
  - Skill Building: Teaching Mindfulness and Radical Acceptance
- 

This unit relates to course objectives 1-4

### **Required Readings**

Rathus, J. H., Berk, M. S., Miller, A. L., & Halpert, R. (2020). Dialectical behavior therapy for adolescents: a review of the research. *The Handbook of Dialectical Behavior Therapy*, 175-208.

Stanley, B., Brodsky, B. S., & Gratch, I. (2021). Dialectical behavior therapy. *The American Psychiatric Association Publishing Textbook of Personality Disorders*, 361.

Swales, M., & Dunkley, C. (2020). Principles of skills assessment in dialectical behavior therapy. *Cognitive and Behavioral Practice*, 27(1), 18-29.

## **Unit 11 – Week of month/day Working with Adolescents: Part 2**

### **Topics**

- Adolescents and high risk behaviors.
  - Working with adolescents and families
  - DBT for high risk behaviors
  - Skill Building: Skills of Emotion Regulation and Distress Tolerance
- 

This unit relates to course objectives 1-4

### **Required Readings**

Poon, J., Galione, J. N., Grocott, L. R., Horowitz, K. J., Kudinova, A. Y., & Kim, K. L. (2022). Dialectical behavior therapy for adolescents (DBT-A): Outcomes among sexual minorities at high risk for suicide. *Suicide and Life-Threatening Behavior*, 52(3), 383-391.

Yeo, A. J., Germán, M., Wheeler, L. A., Camacho, K., Hirsch, E., & Miller, A. (2020). Self-harm and self-regulation in urban ethnic minority youth: a pilot application of dialectical behavior therapy for adolescents. *Child and adolescent mental health*, 25(3), 127-134.

Zapolski, T., Whitener, M., Khazvand, S., Crichlow, Q., Revilla, R., Salgado, E. F., & Wu, W. (2022). Implementation of a Brief Dialectical Behavioral Therapy Skills Group in High Schools for At-Risk Youth: Protocol for a

Mixed Methods Study. *JMIR Research Protocols*, 11(5), e32490.

## **Unit 12 – Week of month/day Working with Adolescents: Part 3**

### **Topics**

- Adolescents and relationships
  - Interpersonal Effectiveness, communication, assertiveness
  - Application of DBT tools across settings
  - Skill Building: Teaching tools for Interpersonal Effectiveness/ DEARMAN
- 

### **Required Readings**

Camp, J., Morris, A., Wilde, H., Smith, P., & Rimes, K. A. (2023). Gender-and sexuality-minoritised adolescents in DBT: a reflexive thematic analysis of minority-specific treatment targets and experience. *The Cognitive Behaviour Therapist*, 16, e36.

Haft, S. L., O'Grady, S. M., Shaller, E. A., & Liu, N. H. (2022). Cultural adaptations of dialectical behavior therapy: A systematic review. *Journal of Consulting and Clinical Psychology*, 90(10), 787-801.

Gillespie, C., Murphy, M., Kells, M., & Flynn, D. (2022). Individuals who report having benefitted from dialectical behaviour therapy (DBT): a qualitative exploration of processes and experiences at long-term follow-up. *Borderline Personality Disorder and Emotion Dysregulation*, 9(1), 8.

## **Unit 13 – Week of month/day Working with Families: Part 1**

### **Topics**

- Working with families
  - Overview of BSFT
  - Theoretical Orientation
  - Research for BSFT
  - Assessing to determine if the intervention is appropriate
  - Skill Building: Joining with a whole family and family interaction diagnosis
- 

This unit relates to course objectives 1-4.

### **Required Readings**

Jiménez, L., Hidalgo, V., Baena, S., León, A., & Lorence, B. (2019). Effectiveness of Structural–Strategic Family Therapy in the treatment of adolescents with mental health problems and their families. *International journal of environmental research and public health*, 16(7), 1255.

Larner, G. (2022). Integrative dialogues in family therapy. *Australian and New Zealand Journal of Family Therapy*, 43(1), 54-69.

Szapocznik, J., & Hervis, O. E. (2020). Applying brief strategic family therapy to different circumstances. In J. Szapocznik & O. E. Hervis, *Brief strategic family therapy* (pp. 157–172). American Psychological Association. <https://doi.org/10.1037/0000169-009>

## **Unit 14 – Week of month/day Working with Families: Part 2**

### **Topics**

- Developing change strategies
- Intervening to adjust family interactions
- Conflict resolution skills – communication skills
- Skill Building: Family Restructuring

This unit relates to course objectives 1-4

### **Required Readings**

Lebensohn-Chialvo, F., Rohrbaugh, M. J., & Hasler, B. P. (2019). Fidelity failures in brief strategic family therapy for adolescent drug abuse: a clinical analysis. *Family process*, 58(2), 305-317.

Lee, Y. (2024). Exploring the Application of Structural Family Therapy in Addressing Adolescent Behavioral Issues: A Case Study Perspective. *International Journal of Education and Humanities*, 13(2), 17-25.

McKlindon, A., & Sun, S. (2020). Considerations for Scaling Evidence-Based Prevention Programs under the Family First Prevention Services Act. *Child Trends*, 1-12.

## **Unit 15 – Week of month/day Summarizing Social Work Practice with Children, Youth, and Families**

### **Topics**

- Review of the developmental needs and strengths
  - Special considerations for Social Workers/ defining our professional roles
  - Wrap-up and termination
- 

This unit relates to course objectives 1-4

### **Required Readings**

Jay Miller, J., Lee, J., Niu, C., Grise-Owens, E., & Bode, M. (2019). Self-compassion as a predictor of self-care: A study of social work clinicians. *Clinical Social Work Journal*, 47, 321-331.

Dalphon, H. (2019). Self-care techniques for social workers: Achieving an ethical harmony between work and well-being. *Journal of Human Behavior in the Social Environment*, 29(1), 85-95.

## **XXI. 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](https://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!