Lansing Community College Campus

PSY 312
Interventions with Children and Families, Ages 0-6
Winter II, 2010
March 3-April 21, 2010
Wednesdays, 6:00 p.m. – 9:00 p.m.

Instructor: Stephanie Hirchert-Walton, LMSW, ACSW
School Social Worker
E-mail: shircher@sienaheights.edu
Phone: 517-614-1533
Credits: 3 hours

This is an at will syllabus and is subject to change at the discretion of the instructor.

COURSE SYLLABUS

Course Description:
The main purpose of this course is to provide undergraduate students in the Social Sciences with an introductory knowledge of intervention techniques and assessments with children, ages 0 to 6, and their families to prepare students for work in community services for this population. Students will gain knowledge of childhood problems in infancy and early childhood, assessment, appropriate interventions and treatment, and resources for children and parents.

Course Texts:
1) Is It a Big Problem or a Little Problem? : When to Worry, When Not to Worry, and What to do / Amy Egan ... [et al.].Egan, Amy/ Freedman, Amy/ Greenberg, Judi/ Anderson, Sharon/ Glickman, Jessica (ILT)

2) Case Studies in Infant Mental Health: Risk, Resiliency, and Relationships
Joan J. Shirilla and Deborah J. Weatherston (Eds.) 2002 ISBN: 9780943657578 Item No.: 266-OLB

Performance Criteria:
Student achievement of the course objectives is assessed through classroom discussions, group exercises/projects, oral presentations, and written assignments.
Americans with Disabilities Policy:
Siena Heights University is committed to providing a learning environment that benefits all students. Pursuant to the Americans with Disabilities Act of 1990, all reasonable accommodations will be made to meet the documented needs of students. The policy requires students to provide written documentation of his/her disability to the Academic Advising Office. If you require special accommodations, it is your responsibility to notify each instructor during the first two weeks of the semester. Review the policy in the University Catalog 2008-2010 (page 194).

Academic Dishonesty Policy:
Academic dishonesty is unethical behavior, which in any way violates the standards of scholarly conduct. It includes such behavior as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of all instructors concerned, misappropriating library materials, or the destroying of or tampering with computer files. Review the policy in the University Catalog 2008-2010 (page 179).

Student Responsibilities:
- Students are expected to attend every class session.
- Students are expected to be adequately prepared for class discussions.
- Students are expected to engage in class discussions and share views, opinions, and comments in a respectful manner.
- Students are expected to not be disruptive in class – this includes rude and/or obnoxious behavior, arriving to class late, and use of cell phones/ text messaging and ipods during class. All electronic devices should be in a non-audible mode.
- Students are expected to submit assignments on or before their due date. E-mailed papers will be accepted until class time. Papers received after the due date will be marked down 20% and no assignment will be accepted more than one week late.

Instructor Responsibilities:
1. Read and provide feedback on all written assignments in a timely fashion.
2. Facilitate an environment conducive for the adult learner.
3. Design lectures for every class session.
4. Arrange time to meet with students individually when needed.

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100</td>
<td>313-330 pts</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9</td>
<td>297-312 pts</td>
</tr>
<tr>
<td>B+</td>
<td>87-89.9</td>
<td>287-311 pts</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9</td>
<td>274-286 pts</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9</td>
<td>264-273 pts</td>
</tr>
<tr>
<td>C+</td>
<td>77-79.9</td>
<td>254-263 pts</td>
</tr>
<tr>
<td>C</td>
<td>73-76.9</td>
<td>241-253 pts</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9</td>
<td>231-240 pts</td>
</tr>
<tr>
<td>D+</td>
<td>67-69.9</td>
<td>221-230 pts</td>
</tr>
</tbody>
</table>
Course Requirements:

Class Participation and Attendance 80 pts.
Regular attendance and participation in class discussions will be expected. It is important that students read assigned chapters and handouts prior to scheduled class discussions. The points will be earned through a combination of attendance for the entire class and active participation during class. (i.e. 5 points for attendance, 5 points for participating each class period.).

Review * 50 pts.
Students will find an article written in a newspaper/magazine/journal, listen to a podcast or watch a video that discusses 1) child development or 2) a treatment and/or intervention technique and prepare a 1 - 3 page paper on the article. *
Due: 3-10-09

Community Resource Summary and Presentation* 35pts/15pts
Identify a local or state resource that families can be referred to in order to get help with children ages 0-6. Provide a one page summary about the needs addressed by that resource. Prepare a 5 minute presentation for your peers/colleagues outlining the resource’s mission, accomplishments, accessibility and any other pertinent information.
Due: 3-24-09

Case Study Paper * 50 pts.
Students will prepare a 2 - 4 page typed paper on a case study. Papers should concretely detail the child’s development and issues, including family/environmental dynamics, and also reflect the student’s feelings, thoughts, and opinions.
Due: 3-31-09

Research Paper * 100 pts.
Prepare a 7 - 10 page paper on an issue, disorder or problem related to children ages 0-6 and outline successful intervention(s) or best practices in addressing the issue and helping the family and children. Final class session will be roundtable discussions, a portion led by each individual student regarding their research topic.
Topic must be submitted by 3-1-09
Due: 4-14-09

Bonus Assignment 15 pts.
Optional – students will prepare a 2 – 3 page typed commentary of what you have learned from this course and how it relates to you personally, to society, and to your professional development.
Due: 4-21-09

* See pages 4-6 for more specific details re: expectations and points for each assignment.
**Course Outline:**

All readings and assignments are to be COMPLETED by the date given. Be prepared to discuss all readings and turn in assignments at the beginning of class or as otherwise indicated.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assigned Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 3, 2010</td>
<td>Prologue &amp; Chapters 1&amp;2 (pg. 1-42)/Case Studies pg. 1-13</td>
<td>First Day of Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Overview and Introductions</td>
</tr>
<tr>
<td>March 10, 2010</td>
<td>Chapters 3&amp;4 (pg. 43-105)/ Case Studies pg. 85-103</td>
<td>Child Development or Intervention/Treatment Article Review Due</td>
</tr>
<tr>
<td>March 17, 2010</td>
<td>Chapters 5&amp; 6 (pg. 106-161)</td>
<td>Sign up for Community Resource Presentation &amp; Identify Research Paper Topic</td>
</tr>
<tr>
<td>March 24, 2010</td>
<td>Chapters 7&amp;8 (pg. 165-214)</td>
<td>Community Resource Summary Due and Class Presentations</td>
</tr>
<tr>
<td>March 31, 2010</td>
<td>Case Studies to be determined.</td>
<td>Case Study Paper Due</td>
</tr>
<tr>
<td>April 7, 2010</td>
<td>Chapters 9-12 (pg. 215-269)</td>
<td>Research Paper Due</td>
</tr>
<tr>
<td>April 14, 2010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>April 21, 2010</td>
<td></td>
<td>Last Day of Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Roundtable Research Topic Discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bonus Assignment Due</td>
</tr>
</tbody>
</table>

**Review Paper (1-3 page paper) = 50 points**

a. Select an article written in a newspaper, magazine, or journal or a podcast or a video that discusses child development or treatment/intervention methods =5 points  
b. Explain the issue that is the focus of the article; what are the concerns; who is effected and how - this should the concentrated area of your paper =15 points  
c. What is your opinion of the article – was it thorough in explaining-describing the issue? = 5 points  
d. Discuss the article conclusions – explain why you are in agreement or disagreement, connecting to what you have heard in class or read in texts = 10 points  
e. Is this article a helpful tool in understanding child development and/or the treatment method? Explain why or why not =5 points  
f. Are there views/opinions expressed that you agree or disagree with? = 5 points  
g. Reference article in the introduction of your paper, but it is not necessary to cite or include a reference page.  *An example: The Summer, 2006*
volume of the Zero to Three Journal featured the article, Preparing Children for Formal Education by Rita Taylor. The article discusses the developmental needs of children at the age of three and was based on a study conducted by the RRW Research Institute.) = 5 points

Community Resource Summary=35 points (1 page typed summary)
   a. Choose a local or state community resource for families with children ages 0-6. Describe the mission or needs addressed by that resource in a few sentences =5 points.
   b. List the full name of the organization & provide local contact information including address/locations, telephone number, and web address=5 points.
   c. Identify key people in the organization, their credentials and/or roles within the organization and email addresses (if applicable) that would assist you in describing the resource to the family. Include an estimate of the time frame from an initial referral to actual access of the service by the family. =10 points.
   d. Provide some background of the resource (i.e. Years in operation, funding sources, current challenges and accomplishments, numbers of children/families served, unique factors, community partnerships, etc.)=10 points
   e. Identify ways in which the community resource/organization uses interns and/or volunteers.=5 points

Community Resource Presentation=15 points (5 minute presentation)
   a. Demonstrates knowledge of community resource’s mission, accomplishments, ongoing needs, accessibility, and other pertinent information as described in summary rubric. = 5 points.
   b. Effectively communicates knowledge of the community resources peers/colleagues within the time frame allotted. = 5 points.
   c. Complete written feedback on each peer’s presentation = 5 points.

Case Study Paper (2-4 page paper) = 50 points
   a. Develop a case study/scenario, real or invented = 10 points
   b. Detail and examine in specific and behavioral terms the child’s developmental stage, family structure, dynamics and environmental factors, including class text and discussion reference = 20 points
   c. Reference a minimum of 2 specific best practice recommendations supported by research for the case study = 10 points
   d. Formulate recommendations for treatment and interventions, including local, state and national resource from this previous information =10 points
Research Paper and Roundtable Presentation (7-10 page paper) = 100 points

a. Choose a topic such as failure to thrive infants, impact of neglect and/or abuse, Fetal Alcohol Syndrome Disorder, Auditory Sensory Processing Disorder, ADHD, autism, Pervasive Developmental Disorder, etc. that is related to children ages 0-6.

b. Discuss the problem: history of disorder, symptoms, diagnosis, treatment, etc. = 20 points

c. Describe the impact of the problem on parents and family members = 10 points

d. Discuss interventions. Describe where the interventions take place (in home, school, and other facilities); who is involved (parents, teachers, social workers, physicians, etc.) and the extent of their involvement (assessment, treatment, etc.) = 20 points

e. Describe any policies have been implemented to address concerns relative to the topic (i.e. mandatory health care for children with diabetes) = 10pts

f. Describe the challenges in caring for and educating a child with such a problem. = 10 points

g. Discuss the types of support available to the child, parents, and other family members. Provide a list of no less than 3 resources in your community. You must include name of resource, address, phone number, fees of services, and a brief summary of the program. = 20 points

h. Paper must include at least 8 references, with no more than 2 websites used. Most references should be less than 10 years old, with some exceptions= 10 points

All papers must be typed, double-spaced, and follow current APA guidelines. All assignments are due in class or may be submitted as an email attachment by class time on its respective due date. However, it is the student’s responsibility to ensure that the instructor received the electronic submission successfully on or before the deadline.