

PSY 312

Interventions with Children and Families, ages 0-6



Syllabus: This is an “at will” syllabus and is subject to change at the will of the instructor. All changes are binding.

Session: PSY 312: Interventions With Children and Families, ages 0-6

Class Dates: September 1, 2009 - November 17, 2009 **Day/Time:** Tuesday, 6 pm – 9 pm

Instructor: Gale Sylvester, M.S.W., M.A., L.M.S.W.,

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Classroom: C-210

University Mission

The mission of Siena Heights, a Catholic University

Founded and sponsored by the Adrian Dominican Sisters, is to assist people to become more competent, purposeful, and ethical through a teaching and learning environment which respects the dignity of all.

Department / Division Learning Outcomes

Siena Heights University Lake Michigan College Program Outcome Statement

Graduates of Siena Heights University LMC programs will have gained the knowledge, skills, and attitudes necessary to continue developing as a professional with high standards of ethics and excellence. They will be capable of:

- Making sense out of their daily work and personal lives;
- Taking appropriate actions;
- Realizing that their search for final answers must be lifelong.

General Studies Learning Outcomes

“While a general education curriculum seeks to be both expansive and incisive, at Siena Heights University it may best be characterized as challenging students in these areas:

- A. Liberal Arts Learning**
- B. Modes of Learning**

- C. Communication Skills**
- D. Diversity in Community**
- E. Ethical and Moral Understanding**
- F. Social Responsibility**
- G. Life-long Learning”**

(Please consult the Undergraduate Catalogue for a more detailed outline of these learning outcomes.)

Community Services Program Learning Outcomes

- 1. Develop an interdisciplinary and ethical approach to the professional practice of community service.**
- 2. Develop skills to access, evaluate and utilize social research in community service work, and be able to link theory and practice.**
- 3. Develop effective communication and interpersonal skills appropriate for use in the roles of community service practice.**
- 4. Know and utilize methods appropriate for the process of planned change in communities and agencies.**

Relationship of CSV Outcomes to General Education Program Outcomes

	General Education Program Outcomes (Siena Heights University 2000-02 Undergraduate Catalogue, p. 10)					
	A1, A3	B1, B2	C1	C2	D1 D2	E1, E 3
1. Ethics/Interdisciplinary	X X					X X
2. Learning Skills		X X				
3. Communication/Personal Skills			X	X	X X	
4. Methods for change		X X				

Course Description

Interventions with Children and Families is an introductory course regarding intervention techniques and assessments with children, age 0 – 6, and with parents. Students will learn to use a comprehensive developmental approach to assessment and intervention. This course is designed 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 Objectives

1. Students will develop an understanding of the social, emotional, behavioral, and developmental problems in infancy and early childhood and how to apply a variety of interventions.
2. Students will learn how to use the developmental biopsychosocial model of assessment and treatment for infancy and early childhood problems.
3. Students will develop skills to serve families with infants and young children for use in community or organizational settings.

4. Students will be able to identify community resources and appropriate procedures for referrals.
5. Students will demonstrate the ability to research related topics and apply theories and practices from that research.
6. Students will display enhanced self-knowledge and growth in interpersonal skills with children.

Required Text(s) and Materials

Greenspan, S. I., & Wieder, S. (2006). *Infant and early childhood mental health: A comprehensive developmental approach to assessment and intervention*. Washington, DC: American Psychiatric Publishing, Inc. ISBN: 1-58562-164-1

Maimon, E.P. & Peritz, J.H. (2006). *A Writer's Resource: A Handbook for writing and research* McGraw-Hill. ISBN: 0-07-294405-6

Supplemental Text :

Guidelines for comprehensive assessment of infants and their parents in the child welfare system. 2nd Ed. (2005). Michigan Association for Infant Mental Health.

Shirilla, J.J. & Weatherston, D.J. (2002). *Case Studies in Infant Mental Health*. Washington, D.C. Zero To Three Publishers. ISBN: 0-943657-57-1

Disorders of Behavioral and Emotional Regulations in The first Years of Life. (2008). Washington D.C. Zero To Three Publishers. ISBN: 978-1-934019-17-7

PRE CLASS ASSIGNMENT

Write a paper introducing yourself. Provide a brief history of your life experiences and your current work opportunities. Discuss your life goals – career, personal, family – within 5 years, 10 years, and 20 years. Identify the strategies you plan to take to achieve these goals. Discuss why you are taking this class and how it will benefit your learning experience and the ultimate achievement of your goals. Explore what do you expect to learn from this class and how do you intend to achieve that outcome. Feel free to discuss your individual learning style. Be prepared to discuss this assignment with the class the first night. Minimum 5 pages, typed, double spaced, Times New Roman, size 12 font. Feel free to be creative.

PSY 312 – INTERVENTIONS WITH CHILDREN AND FAMILIES
CLASS SCHEDULE

This is an **“at will”** class schedule and is subject to change by the instructor.
All changes are binding.

September 1: INTRODUCTIONS

- INTRODUCTION OF SELF
- REVIEW: Syllabus
- PRE CLASS ASSIGNMENT: Self Introduction
- VIDEO REVIEW #1: The Secret Life of the Brain, part 1
- ASSIGNMENT: STUDY GUIDE #1: Greenspan & Wieder, pg ix – p 11
ABSTRACT #1: Pre Natal Development
CRITICAL ANALYSIS-Video Review: Ready for Life

September 8: IMH & PRE NATAL DEVELOPMENT

- REVIEW: QUIZ #1 – Greenspan & Wieder, pg ix – pg 11
- LECTURE TOPIC - ABSTRACT #1: Pre Natal Development
- CRITICAL ANALYSIS #1-VIDEO REVIEW: Ready for Life
- HOMEWORK: STUDY GUIDE # 2: Greenspan & Wieder, Chapter #2
ABSTRACT #2: Healthy infant-toddler development, Ages 0 – 5
CRITICAL ANALYSIS-Video Review: The Happiest Baby on the Block

September 15: HEALTHY DEVELOPMENT

- REVIEW: QUIZ #2- Greenspan & Wieder, Chapter #2
- LECTURE TOPIC – ABSTRACT #2: Healthy infant-toddler development, Ages 0 – 5
- CRITICAL ANALYSIS #2: -VIDEO REVIEW The Happiest Baby on the Block
- HOMEWORK: STUDY GUIDE #3 – Greenspan & Wieder, Chapter #3
ABSTRACT #3 – Obtain copies from Instructor (P,S,&W, c 1, 2,4)
CRITICAL ANALYSIS-Video Review: The Happiest Toddler on the Block

September 22: DEVELOPMENTAL DIFFICULTIES

- REVIEW: QUIZ #3 - Greenspan & Wieder, Chapter #3
- LECTURE TOPIC – ABSTRACT # 3: Typical Developmental Difficulties, P,S,W, c 1,2 4
- CRITICAL ANALYSIS #3-VIDEO REVIEW: The Happiest Toddler on the Block
- ASSIGNMENT: STUDY GUIDE #4 – Greenspan & Wieder, Chapter #4
ABSTRACT #4: Obtain copies from Instructor (P,S,&W, c 5,6,7,8)
CRITICAL ANALYSIS-Video Review: Toddler Brain Development

September 29: ASSESSMENT & THERAPEUTIC PRINCIPLES

- REVIEW: QUIZ #4 - Greenspan & Wieder, Chapter #4
- LECTURE TOPIC – ABSTRACT #4: Clinical Syndromes; P,S,&W, c 5,6,7,8
- CRITICAL ANALYSIS #4-VIDEO REVIEW: Toddler Brain Development
- ASSIGNMENT: STUDY GUIDE #5: Greenspan & Wieder, Chapter #5
ABSTRACT # 5: Obtain copies from Instructor (P,S, & W, c 9,10,11)
CRITICAL ANALYSIS-Video Review: How Caring Relationships Support

Self Regulation

*****TOPICS AND GROUP ASSIGNMENTS FOR FINAL PROJECT IS DUE*****

October 6: INTERVENTION STRATEGIES WITH PARENTS & FAMILIES

- REVIEW: QUIZ #5 - Greenspan & Wieder, Chapter #5
- LECTURE TOPIC – ABSTRACT # 5: Treatment Modalities; P,S, & W, c 9,10,11)
- CRITICAL ANALYSIS #5-VIDEO REVIEW: How Caring Relationships Support Self Regulation
- ASSIGNMENT: STUDY GUIDE # 6: Greenspan & Wieder, Chapter #6
ABSTRACT # 6: Obtain copies from Instructor (S & W, C 1, 2,3,4)
CRITICAL ANALYSIS-Video Review: The Whole Child

October 13: INTERVENTION STRATEGIES WITH YOUNG CHILDREN

- REVIEW: QUIZ #6 - Greenspan & Wieder, Chapter #6
- LECTURE TOPIC – ABSTRACT #6: S & W, C 1,2,3,4
- CRITICAL ANALYSIS #6-VIDEO REVIEW: The Whole Child
- ASSIGNMENT: STUDY GUIDE # 7: Greenspan & Wieder, Chapter #11
ABSTRACT # 7: Obtain copies from Instructor, S & W, C 5,6,7,8
CRITICAL ANALYSIS: Specific DSM Childhood Disorders (see instructor)

October 20: COMPREHENSIVE TREATMENT PROGRAMS

- REVIEW: QUIZ #7 – Greenspan & Wieder, Chapter #11
- LECTURE TOPIC – ABSTRACT #7: S & W, C 5, 6,7,8,
- CRITICAL ANALYSIS #7: Specific DSM Childhood Disorders
- ASSIGNMENT: LITERATURE REVIEW: The Foster child, The Adopted child
ABSTRACT # 8: Obtain copies from Instructor, P,S,W, C 13, 14, 15
CRITICAL ANALYSIS #2: Play Therapy vs Theraplay

October 27: SYNDROMES AND INTERVENTIONS

- LITERATURE REVIEW: The Foster Child, The Adopted Child
- LECTURE TOPIC - ABSTRACT #8: P,S,W, c 13, 14, 15
- CRITICAL ANALYSIS #8: Play Therapy & Theraplay
- ASSIGNMENT: LITERATURE REVIEW: Dyadic Developmental Therapy
ABSTRACT #9: Obtain copies from Instructor, S & W 9,10 & 11
CRITICAL ANALYSIS #3: Childhood Trauma

November 3: SYNDROMES AND INTERVENTIONS

- LITERATURE REVIEW: Dyadic Developmental Therapy
- LECTURE TOPIC ABSTRACT #9: S & W, 9, 10, 11
- CRITICAL ANALYSIS #9: Childhood Trauma
- ASSIGNMENT: STUDY GUIDE # 8: Guidelines For Comprehensive Assessment, p8-39
ABSTRACT # 10: Physical Therapy, Occupational Therapy
CRITICAL ANALYSIS - VIDEO REVIEW: Is Inequality Making Us Sick?

November 10: SYNDROMES AND INTERVENTIONS

- REVIEW: Guidelines For Comprehensive Assessment, p8-39
- CRITICAL ANALYSIS #10-VIDEO REVIEW: **Unnatural Causes –Is Inequality Making Us Sick?**
- ABSTRACT #10: Physical Therapy, Occupational Therapy
- ASSIGNMENT: Final Report

November 17: LAST CLASS – Final report

ASSIGNMENTS AND CLASS EXPECTATIONS

1. ATTENDANCE: CLASS ATTENDANCE AND PARTICIPATION IS VITAL. Because this class is built on lecture and group projects, it is advised that if a student should miss 2 classes/day, he/she should drop the class. Attendance will be checked each session. **Missing three classes is an automatic failing grade.**

If a student is more than 15 minutes late to class or leaves class early (for any reason), he/she will be expected to make up the time. Each 15 minutes missed must be made up by 1 page (typed, double-spaced) covering the topic covered within that time period. More than 2 tardies or early departures will also result in a deduction of 10 points per 15 minutes. (12 classes =10 pts. each)

2. QUIZZES & STUDY GUIDE: There will be 7 STUDY GUIDE based upon the chapters from the text or assigned reading. There will be a quiz over each study guide at the beginning of each class period. (7 Quizzes = 20 pts. each)

3. ABSTRACTS: Write a one page abstract on the designated subject topic. At the top of the page, include your name, date, class number (Psy 360), and Please cite the source, APA style. Articles from professional journals should be written within the past 3 year. At the bottom of the abstract include 3 community referral resources (see item #4 below) that addresses the topic. Many of the articles will be obtained from the instructor. **PLEASE DO NOT SUBMIT AN ABSTRACT WITHOUT RECEIVING APPROVED TOPIC FROM THE INSTRUCTOR. YOU WILL NOT RECEIVE CREDIT FOR UNAUTHORIZED ASSIGNMENTS.** (10 abstracts =20 pts each).

4. REFERRAL RESOURCES: Develop a list of referral resources for each of the class topics. Have the name of the resource, the address and phone number, and the fees for services. Minimum of three resources. To be included with abstract on subject topic on the last page. Also, to be included in final paper.

5. CRITICAL ANALYSIS: There will 7 media presentation and 3 articles on reserve at the library to be reviewed at the library **ONLY**. Students will complete a 2 page Critical Analysis on the presentation and submit it at the designate class period. (10 Critical analysis = 20 pts each).

6. FINAL PAPER: Write an assessment and an intervention plan for an infant/child/family following the model learned in class and designated by instructor. The infant/child/family will have

a problem based upon a particular disorder or problem in childhood. You can choose a problem/disorder, but it must be approved by the instructor. (Choose a topic, such as failure to thrive infants, abuse, foster children, ADD/ADHD, autism, etc.)

1. Discussion of the problem: history of disorder, symptoms and diagnosis, alternative treatment methods or medications used (if applicable), impact on parents and family, etc. 25 pts.
2. Discussion of interventions: possible interventions at home or at school or daycare involving the child, parents, other family members, social workers/counselors and teachers. 25 pts.
3. Discussion of prognosis for the child's future: research on outcomes. Identify a minimum of three referral resources for this problem. 25 pts.
5. Presentation of assessment on the night assigned, using visual aids and handouts. You will be given a handout that describes in detail the project. 25 pts. (See above)

Length of paper: **5 - 8 pages** (100 pts total)

***All papers must be typed in Times New Roman, 12 font. All papers must be double spaced. APA Style.**

For students who may be having special challenges with assignments, please see instructor for assistance.

Dean Debra Carter stated in a letter to the faculty, "Good writing usually reflects well-ordered thinking...and results when students are avid readers." Therefore, to enhance your knowledge and skills, for all written assignments, you are required to follow the guidelines as set forth in the book, A Writer's Resource, Section 7 – APA Documentation Style, page 333-367. Please become very familiar with all aspects of this resource as it will benefit you in all your class work, and will be used by this instructor to correct your assignments.

LATE ASSIGNMENTS: All late assignments will be dropped 10%. No assignments more than one week late will be accepted. All assignments must be handed in by the last day of class. Nothing will be accepted after the last class. There are no exceptions.

CANCELLED CLASSES: If a class is cancelled due to weather, assignment will be due as required. You will be required to meet class expectation for all assignments.

GRADING POLICY

Class attendance and participation (12 classes 10 pts. each)	120
Quizzes (7 quizzes, 20 pts. each)	140
Abstracts (10 abstracts, 20 pts. each)	200
Critical Analysis (10 Critical analysis, 20 pts. each)	200
Paper & presentation	<u>100</u>
	760

GRADING SCALE:

684 -760 (90—100%) = A
607-683 (80—89%) = B
530-606 (70—79%) = C
453-529 (60—69%) = D
453 points or less = F

Students with Learning Disabilities

“Siena Heights University is committed to providing a learning environment that benefits all students. In accordance with University policy and the equal access laws all reasonable accommodations will be made to meet the documented needs of students. Siena’s Accommodation Policy for Students with Disabilities requires a student to provide written documentation of his/her disability to the Academic Advising Office. If you require special accommodations, it is your responsibility to notify this instructor during the first two weeks of the semester. I am available to discuss appropriate academic accommodations that you may be eligible for as a student with a disability. Please contact me for an appointment to discuss possible accommodations. Students must register with the Office for Students with Disabilities for disability verification and determination of reasonable accommodations. Requests for accommodations are not retroactive.”

Academic Dishonesty

“**Academic dishonesty** is unethical behavior which in any way violates the standards of scholarly conduct. It includes such behaviors as cheating on assignments or examinations, plagiarizing, submitting the same or essentially the same papers for more than one course without the consent of the instructors concerned. Also included in academic dishonesty is knowingly or intentionally helping another violate any part of this policy.

Plagiarism is the failure to give credit for the use of material from outside sources. It includes, but is not limited to, verbatim use of a quote without quotation marks and adequate documentation, submission of a paper prepared by another person as one’s own work, using the ideas, facts, words or data of someone else and claiming them as your own, or not documenting ideas, facts, words or data gathered during research.”

Academic dishonest will result in a failing grade for the course and written notification to the Dean of the College for Professional Studies.

Student Responsibilities

Students are expected to be adequately prepared for each class session. It is reasonable in a 15-week session to expect at least one (1) hour of outside study for every hour spent in the classroom.

Students must successfully complete the necessary prerequisite course(s) prior to taking higher-level courses. If you are not sure a prerequisite has been met, contact your advisor for assistance.

Students are expected to uphold the principles of academic integrity. It is assumed that academic honesty and ethical behavior will be exercised by students at all times. In cases where it is not (cheating, plagiarism, inability to complete assignments and in accordance with instructor expectations, etc.) instructors are expected to take appropriate action. This action may result in a failing grade for the assignment or for the course.

Students are not permitted to bring guests to class without prior permission from their instructor.

Rude and/or obnoxious behavior toward another student and/or an instructor will not be tolerated under any circumstances.

Smoking is not permitted anywhere in the building.

Child care arrangements are the responsibility of the student. Thus, children are not allowed in the classroom nor can they be left unattended in any room or hallway in the suite.

Cell phones and pagers must not disrupt a class. Therefore, all pagers and cell phones must be turned off or set to 'vibrate' or "silent" when the student is in a class session.