



Instructor: Dr. Diana Shepherd
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Student Office Hours: Tuesdays 2:00 pm – 3:30 pm in Modoc 216B
Preferred Email: Class Email / Messages in our BB Learn Course
My campus email: ddshepherd@csuchico.edu
Class Meetings: Tuesdays, 4:00-4:50 pm in Modoc 120

Description

This course is an independent study focused on understanding children’s development and current evidence-based practices in working with children. It is offered for 1 unit of academic credit. For the Fall 2022 semester, we will be meeting faculty and other professionals whose work focuses on children and families. We will read articles, watch videos, and engage in class discussions and activities related to children’s neurobiological development, current neurodevelopmental models for education and intervention, and careers that involve children from infancy through young adulthood.

The course is divided into three units, each unit lasts five weeks. Each unit concludes with an assignment that will be due the first week of the next unit and due finals week for Unit 3.

Unit 1 Development: focuses on understanding what development means in the four domains (i.e., physical development includes brain and neurodevelopment, social, emotional, and cognitive development). In this unit we will review important concepts related to child development, developmental research, and theories. We will discuss how professionals’ study and apply key information gained from research to support optimal development.

Unit 2 Developmental Periods/ Stages: focuses on infancy through young adulthood. We will learn about current neurodevelopmental approaches being used in education and trauma-informed interventions with children and discuss support for professionals who work with children and families.

Unit 3 Careers Working with Children: focuses on career options related to working with children within different developmental periods. This unit will include guest speakers from diverse academic disciplines and community-base programs and organizations. Students in this course will also engage in their own exploration of individual professional interests and careers.

Format

Each week of the semester, we will meet for 50 minutes: 1) to discuss the scheduled readings, videos, topics, 2) listen to guest speakers, and 3) engage in partnered and small-group class activities. This semester, we will be meeting **Tuesday afternoons from 4:00 - 4:50 pm in Modoc 120**. Our class materials are current scholarly articles, research studies, and videos by leading child development researchers and clinical experts. If you cannot attend a weekly meeting, you must discuss your absence with me prior to the meeting (or as soon after as possible). Fulfillment of the graded activities below requires attendance and participation in the class each week.

Grading Policy: Class percentage / points

- a) Attendance and participation (45%) (4 points per week x 15 weeks + 5 points Finals Week)
- b) Unit 1: Weekly Notes Assignment (27%) / 40 points
- c) Unit 2: Learning, Reflecting, Practicing Activity (14%) / 20 points
- d) Unit 3: Focus2: Career and Major Planning Assessments & Activity (14%) / 20 points
<https://www.csuchico.edu/careers/online-career-major-planning.shtml>

Total points possible: 145

CHLD 299 is a credit/no credit course. If you earn 60% of the total possible points you will earn credit.

Class Schedule

(All articles, handouts, and video links are in our Blackboard Learn Course CHLD 299)

Week & Class Dates	Topics / Assignments	Reading / Video
<p>Week 1 Unit 1 Tues 8/23</p>	<p>A, Child Development Domains B, Developmental Periods / Stages C, Developmental Theories D, Developmental Science/Research</p> <p>Assignment: Complete Week 1 notes by answering the questions and defining the key concepts listed in each week’s module page.</p>	<p>Reading: Bronfenbrenner’s Ecological Systems Theory by Guy-Evans (2020) in Simply Psychology https://www.simplypsychology.org/Bronfenbrenner.html</p> <p>Handout: Baby’s First Year Development Milestones</p> <p>Video: Why Developmental Science? Society for Research in Child Development (Nov 26, 2019) https://www.youtube.com/watch?v=tuUBCWKOnGk&ab_channel=SocietyforResearchinChildDevelopment</p>
<p>Week 2 Unit 1 Tues 8/30</p>	<p>Topics: Brain & Neurodevelopment, Neurodiversity</p> <p>Assignment: Complete Week 2 notes by answering the questions and defining the key concepts listed in each week’s module page.</p>	<p>Reading: Timing of Early-Life Stress and the Development of Brain-Related Capacities by Hambrick, Brawner, & Perry (2019) in <i>Frontiers in Behavioral Neuroscience</i> https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6691036/</p> <p>Handout: Dr. Dan Siegel’s Hand Model of the Brain</p> <p>Video: State-dependent Brain Functioning Dr. Bruce Perry (Mar 26, 2020)</p>

<p>Week 3 Unit 1 Tues 9/6</p>	<p>Topics: Cognitive and Social Development</p> <p>Assignment: Complete Week 3 notes by answering the questions and defining the key concepts listed in each week’s module page.</p>	<p>Reading: Ideas for Showing Up by Moore (2020). https://www.epinsight.com/post/ideas-for-showing-up-being-present-using-the-4-s-s</p> <p>Handout: Providing Dr. Dan Siegel’s 4 Ss for Children</p> <p>Video: Understanding Regulation Dr. Bruce Perry (Apr 3, 2020)</p>
<p>Week 4 Unit 1 Tues 9/13</p>	<p>Topics: Interpersonal Neurobiology, Attachment, and Emotional Development</p> <p>Assignment: Complete Week 4 notes by answering the questions and defining the key concepts listed in each week’s module page.</p>	<p>Reading: Developmental Stages of Social Emotional Development in Children by Malik & Marwaha. NCBI (2021). https://www.ncbi.nlm.nih.gov/books/NBK534819/</p> <p>Reading: Developmental Interpersonal Neurobiology, Attachment Style and Mindsight by Ng (2017) in BB Learn</p> <p>Video: An Introduction to Interpersonal Neurobiology Dr. Dan Siegel (Jul 18, 2013)</p>
<p>Week 5 Unit 1 Tues 9/20</p>	<p>Topics: Polyvagal Theory & Approaches</p> <p>Assignment: Complete Week 5 notes by answering the questions and defining the key concepts listed in each week’s module page.</p>	<p>Reading: The COVID-19 Pandemic is a Paradoxical Challenge to our Nervous Systems: A Polyvagal Perspective by Dr. Stephen Porges (2020). <i>Clinical Neuropsychiatry</i>, 17, 135-38.</p> <p>Video: Vagus nerve massage for stress and anxiety relief by Sukie Baxter (Mar 7, 2021)</p> <p>Video: Vagus Nerve: Breathing for Relaxation (Mar 10, 2020)</p>
<p>Week 6 Unit 2 Tues 9/27</p>	<p>Topics: Prenatal and Infant Development</p> <p>Guest speaker: Dr. Gail Walton</p> <p>Unit 1 Notes Due this week</p>	<p>Reading: TBA</p> <p>Weblink: CDC Developmental Milestones Checklist from 2 months to 5 years</p> <p>Video: Why the First 2 Months are Crucial – Oprah Winfrey Network (Apr 23, 2021)</p>
<p>Week 7 Unit 2 Tues 10/4</p>	<p>Topics: Early Childhood Development</p> <p>Guest speaker: Dr. Yeojoo Yoon</p>	<p>Reading: Children’s Social and Emotional Development Starts with Co-Regulation (NICHQ, n.d.) https://www.nichq.org/insight/childrens-social-and-emotional-development-starts-co-regulation</p> <p>Video: Sequence of Engagement Dr. Bruce Perry (April 2, 2020)</p>

<p>Week 8 Unit 2 Tues 10/11</p>	<p>Topics: Middle Childhood Development Guest speaker: Dr. Lindsey Nenadal</p>	<p>Reading: Ways to Promote Children’s Resilience to the COVID-19 Pandemic by Bartlett and Vivrette (April 2020). <i>Child Trends</i>.</p> <p>Video: Six Core Strengths for Healthy Child Development by Dr. Bruce Perry (2014)</p>
<p>Week 9 Unit 2 Tues 10/18</p>	<p>Topics: ACEs, Toxic Stress, and Multi-level Trauma Informed Approaches, Patterns of Stress & Resilience: NMT</p>	<p>Reading: The Neurosequential Model of Therapeutics (Perry & Hambrick, 2008)</p> <p>Video: Adverse Childhood Experiences (ACEs): Impact on brain, body & behavior by Dr. Gonzalez (Oct 31, 2018)</p> <p>Video: Patterns of Stress & Resilience: NMT Dr. Bruce Perry (March 23, 2020) 16:23 mins</p>
<p>Week 10 Unit 2 Tues 10/25</p>	<p>Topics: Adolescent Development Guest speaker: Dr. Shrija Dirghangi</p>	<p>Reading: RADAR: A Re-engagement Program for Youth (Drinkwater, 2020)</p> <p>Video: The Adolescent Brain Dr. Dan Siegel (Nov 5, 2018)</p>
<p>Week 11 Unit 3 Tues 11/1</p>	<p>Topics: Child Development Research Guest speaker: Dr. Shelley Hart</p>	<p>Reading: TBA</p> <p>Video: Explore Health: Adverse Childhood Experiences with Dr. Bruce Perry (Oct. 29, 2018) (26:46 mins)</p>
<p>Week 12 Unit 3 Tues 11/8</p>	<p>Topic: Careers Working with Children Guest speaker: Career Center Staff Presentation Unit Two Activity due this week</p>	
<p>Week 13 Unit 3 Tues 11/15</p>	<p>Career spotlight: PreK and TK Guest speaker: Laura Manning</p>	
<p>Tues 11/22</p>	<p>Fall Break – Campus is closed</p>	
<p>Week 14 Unit 3 Tues 11/29</p>	<p>Career Spotlight: School Psychologist, Counseling, Art Therapy, MFT – Guest speaker: Faculty in PSYC</p>	
<p>Week 15 Unit 3 Tues 12/6</p>	<p>Career spotlight: Intervention and Advocacy Work. Guest speaker: Scott Dinitis</p>	

Week 16 Finals Week Tues 12/13	Local Community Organizations: Butte Quality, ACEs coalition, Youth for Change, CAPC, BCOE National Organizations: NAEYC, NCFR, SRCF, SRA Focus2 Activity due this week	Healthy Habits. Learn ways you can promote healthy eating and activities with your kids! Weblink: https://mailchi.mp/946b6c308aec/child-abuse-prevention-month-week-1-healthy-habits?e=f4ad18c2a6
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Department of Child Development Mission statement

Within the context of the broader university commitment to higher education, the Department of Child Development offers opportunities for students to engage in the purposeful acquisition and integration of child development theory, research, and practical field experience. Specifically, the program centers on learning the foundations of child development (prenatal through adolescence); assessing children and environments (developmental needs, behavioral guidance, home, school, community); analyzing developmental contexts (including gender, ethnicity, social class, family, peers, culture); applying critical thinking skills in personal and professional settings; and influencing character and behavior.

Department of Child Development Vision Statement

Students in the Department of Child Development understand the development and environments that affect children and families. Students apply this knowledge, personally and professionally, in a variety of settings, including human services and education. Faculty facilitate students' professional development by fostering collaborative learning environments that integrate high-quality teaching, mentoring, promoting scholarly activities, guiding relevant practical experiences, and modeling leadership. Graduates of the program are knowledgeable and reflective professionals with field experience, who recognize and value the uniqueness and diversity of children and families within and across multiple contexts.

Department of Child Development Student Learning Outcomes (SLOs)

1. Critical Thinking in Child Development

Critical thinking is a habit of mind, characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Students will use higher order thinking to evaluate information regarding child development.

2. Written Communication in Child Development

Written communication is the development and expression of ideas through iterative experiences which may include mixing texts, data, and images across the curriculum. Students will effectively articulate the scientific foundations of human development using professional style guidelines.

3. Oral Communication in Child Development

Oral communication is the ability to effectively share purposeful information designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, beliefs, or behaviors. Students will prepare and orally present information regarding children's development in professional contexts.

4. Information Literacy in Child Development

Information literacy includes the ability to know when there is a need for information, and to be able to identify, locate, evaluate, and effectively and responsibly use and share that information with appropriate

audiences. Students will evaluate and disseminate information across contexts regarding the diversity that exists within human development.

5. Quantitative Literacy in Child Development

Quantitative literacy is a "habit of mind," competency, and comfort in working with data in order to reason and solve problems, and the ability to communicate information using words, tables, graphs, and equations. Students will analyze data as critical consumers of information regarding child development.

6. Professionalism in Child Development

Professionalism includes a multitude of behaviors that communicate respect, cultural humility, competence, and ethical behaviors. Students will demonstrate appropriate professional behavior in professional contexts.

This CHLD 299 course emphasizes SLO 1: Critical Thinking and SLO 4: Information Literacy in Child Development. Students will demonstrate this knowledge through class readings, videos, in-class activities, and assignments, specifically the Unit 1 Notes and the Unit Two Activity.

University Policies and Campus Resources

COVID-19 Vaccination Self-Certification Reminder

I am required to include this reminder for you all. The CSU requires all students to complete their COVID-19 Vaccination Self-Certification by 8/15/2022. For additional information regarding this requirement, please visit <https://www.csuchico.edu/coronavirus/vaccine-certification-student.shtml>

Currently, Chico State is **no longer requiring** everyone on campus to wear an approved face. Students are free to wear an appropriate face mask covering the nose and mouth while attending class if they so choose. Chico State may at any time require the use of an approved face covering which covers the nose and mouth in all indoor campus spaces and in order to participate in in-person classes. You will be notified if face coverings are required. Policies and requirements regarding COVID-19 are subject to change pursuant to campus, local, state and/or federal guidelines.

Please note that dishonesty relating to the vaccination policy and/or your failure to comply with any other COVID-19 related safety policy or mandate, including the face covering requirement, may result in disciplinary action against you through the office of Student Conduct, Rights and Responsibilities, which can include suspension or expulsion from the California State University system.

It is very important for students to contact the COVID-19 hotline if they become symptomatic, believe they have been exposed, or have tested positive for COVID-19. The hotline can be reached at (530) 898-2222 or covidhotline@csuchico.edu

Literacy Requirements

All major writing assignments will be graded for literacy, spelling, and grammar. Please read the University Catalog regarding the University's literacy requirements. A substantial amount of the grade related to these assignments will be related to the legibility of your paper. *Proofreading is essential.* If you have difficulties with spelling and grammar, please take advantage of campus resources (e.g., Student Learning Center – see below and the Child Development Writing Tutor-please ask about hours).

Academic integrity

All written work is to be individually produced unless otherwise noted in the assignment.

Plagiarism occurs when a [student] deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source."

(EM04-36).

Misuse of sources is defined as “carelessly or inadequately citing ideas and words borrowed from another source. [. . .] Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (EM04-36)

When there is evidence that a student has committed plagiarism, misused sources of information, copied the work of others, allowed others to copy their work, cheated on an exam, altered class material or scores, or has inappropriate possession of exams, or sensitive material, the incident will be investigated by Student Judicial Affairs. The consequences for academic dishonesties are severe. Students are expected to be familiar with the University’s Academic Integrity Policy. Your own commitment to learning, as evidenced by your enrollment at California State University, Chico, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Judicial Affairs. The policy on academic integrity and other resources related to student conduct can be found at: [Student Judicial Affairs](#).

Student Learning Center

The mission of the Student Learning Center (SLC) is to provide services that will assist CSU, Chico students to become independent learners. The SLC prepares and supports students in their college course work by offering a variety of programs and resources to meet student needs. The SLC facilitates the academic transition and retention of students from high schools and community colleges by providing study strategy information, content subject tutoring, and supplemental instruction. The SLC is online at: [Student Learning Center](#). The University Writing Center has been combined with the Student Learning Center.

Accessibility Resource Center (ARC)

If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Please also contact ARC as they are the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities. ARC will help you understand your rights and responsibilities under the Americans with Disabilities Act and provide you further assistance with requesting and arranging accommodations. The ARC website is <http://www.csuchico.edu/arc>

Student Services

Student services are designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. Students can find support for services such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. Student services information can be found at: [Student Services](#).

Title IX: Confidentiality and Mandatory Reporting

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I am required to share information regarding sexual harassment, which includes sexual misconduct, dating/domestic violence and stalking, with the University. Students may speak to someone confidentially by contacting the Counseling and Wellness Center (898-6345) or Safe Place (898-3030). Information about campus reporting obligations and other Title IX related

resources are available here: [Title IX](#)

WellCat Counseling Center

College can be stressful. Free counseling services through the campus Counseling Center are available to help with personal problems that might be interfering with your academics, work, or overall well-being. If you or a friend is struggling, please access this great resource. Hours for the Center are Monday-Friday from 8am-5pm with telehealth via phone and zoom appointments continuing through this period of COVID-19 response (call 530 -898-6345 to schedule an appointment). You may also find additional information regarding their services as well as links and resources addressing a variety of issues on the website: www.csuchico.edu/counseling. Crisis services are also available 24-hours a day, 7 days a week at (530) 898-6345 (press 2 to speak to a counselor). Additional crisis help can be found through 9 -1-1, the National Suicide Prevention Lifeline (1 -800-273-8255), and Butte County Behavioral Health (1-800-334-6622 or 530 -891-2810). Please don't ever hesitate to reach out for help if you or a friend are struggling.

Information about Food and Emergency Housing Resources Available to Students

CSU Chico recognizes food and housing insecurity as a concern for many people. Students who have difficulty securing adequate food or housing have long - and short -term resources available at Chico State. Students are encouraged to contact the Center for Healthy Communities for assistance in applying for **CalFresh** benefits for long term assistance with food access.

For emergency food supplies, CalFresh application help, and emergency housing information, students are encouraged to visit the **Hungry Wildcat Food Pantry**. Hungry Wildcat Food Pantry, SSC 196 Monday – Friday from 9:30am –12:30pm or by appointment for Grab-and-Go Bags (wear your mask and bring your ID). See the website for up -to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>

The Center for Healthy Communities, CalFresh Outreach physical office is currently closed, however, they are setting up virtual appointments by emailing CalFreshHelp530@gmail.com . See the Center for Healthy Communities website for up -to-date information at: <https://www.csuchico.edu/chc/index.shtml>

Final Words

We acknowledge and are mindful that CSU, Chico stands on lands that were originally occupied by the first people of this area, the Mechoopda, and we recognize their distinctive spiritual relationship with this land and the waters that run through campus. We are humbled that our campus resides upon sacred lands that once sustained the Mechoopda people for centuries.