

California State University, Chico Department of Child Development
 Fall 2022

**CHLD 360: Social-Emotional Intelligence:
 Development and Learning**



Instructor:	Dr. Diana Shepherd
Office location:	Modoc 216B
Telephone:	530.898.4634
E-Communication:	Please use Class Email in Blackboard Learn. Or my campus email: ddshepherd@csuchico.edu
Student hours:	Tuesdays 2:00 pm – 3:30 pm In Modoc 216B or by Zoom Meeting ID: 822 311 633 Passcode: 227368
Class Location	ONLINE - Asynchronous

Course Description and Goals

The goal of this online course is to explore healthy social and emotional development including self-regulatory and interpersonal skills, empathy development, prosocial behavior, and well-being across development periods from birth to young adulthood. Course content is guided by interpersonal neurobiology (an interdisciplinary field that integrates attachment research and emerging findings from neuroscience) and interdisciplinary research on social emotional learning (SEL) programs. We will explore the interdependent relationships and contexts (family, peers, school, community) that shape social-emotional competencies, emotional intelligence, optimal health and well-being. This course will include critical evaluation of current evidence-based SEL programs across age groups, as well as analyze policies that promote programs designed to supplant out-of-school suspensions, address bullying, and other student challenges.

Required Texts/Readings

Mindsight: The New Science of Personal Transformation by Daniel Siegel (2011). New York, NY: Bantam Books Trade Paperbacks ISBN: 978-0-533-38639-4

Raising an Emotionally Intelligent Child by John Gottman. (1997). New York, NY: Simon and Schuster Paperbacks ISBN: 978-0-684-83865-6

The Roots of Empathy: Changing the World Child by Child by Mary Gordon (2009). New York, NY: The Experiment ISBN: 978-1-61519-007-2

CHLD 360 Learning Objectives	When/Where in Course	Measured By...	CHLD SLOs
1. Explain how attachment across developmental periods (i.e., infancy through young adulthood) shapes social and emotional competencies, self- and interpersonal regulatory skills, and well-being.	Unit One	Discussions Unit Notes Final Project	1, 2, 4
2. Explain how interpersonal neurobiology can be used to understand social and emotional intra- and interpersonal processes.	Unit One	Discussions Unit Notes Final Project	1, 2, 4
3. Describe the development of empathy, emotional intelligence skills, and prosocial behavior that occurs across developmental periods.	Unit Two	Discussions Unit Notes Final Project	1, 2, 4
4. Evaluate current research on social emotional learning (SEL) curriculum within school and community-based programs for children, adolescents, and young adults.	Unit Three	Discussions Unit Notes Final Project	1, 2, 4
5. Review programs and policies that promote social-emotional learning programs in schools to supplant out- of-school suspensions, address bullying, and other student challenges.	Unit Three	Discussions Unit Notes Final Project	1, 2

Course Involvement and Structure

Online courses offer the advantages of higher education learning and credit without the time and location constraints of typical college courses. **They also require significant self-monitoring and time-management skills to progress through the course materials and complete assignments.** This course is designed to engage students on a *weekly basis*. Certain assignments are available within a limited window of time and will not be available later. Thus, checking into the course regularly (at least weekly) is essential for completing readings and activities in their designated time periods. Regular and consistent progress is crucial for success in this class.

Per the US Department of Education and accrediting bodies of higher education, in total, students can estimate spending approximately 6-9 hours per week on this course.

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.

Course Schedule, Topics and Assignments

Week	Unit and Topics	Assignments and Activities
1	Unit One: Interpersonal Neurobiology, Attachment, Temperament, and Emotions Topics: Mind, Brain functions and Emotions, Interpersonal Neurobiology	Individual Introduction Video
2	Topics: Attachment During Infancy	Beginning Survey
3	Topics: Temperament, Emotions, Emotion Regulation	
4	Topics: Attachment, Emotion and Social Development during Middle Childhood: Parents, Siblings, and Peers	Discussion Post / Responses
5	Topics: Attachment and Emotion Regulation during Adolescence	Unit Quiz #1
6	Unit Two: The Development of Emotional Intelligence, Prosocial behavior, & Empathy Topics: Emotion Coaching (EC)	Unit One Notes submission
7	Topics: Family Contexts on Child's Emotional Health and Emotion Coaching Strategies Across Developmental Periods	
8	Topics: The Roots of Empathy and Prosocial Behaviors	Midpoint Check in Survey
9	Topics: Empathy – 6 Strands, Love Grows Brains, Emotional Literacy	Discussion Post / Responses
10	Topics: 8 Domains of Integration, Attachment, and The Neurobiology of “We”	Unit Quiz #2
11	Unit Three: Social Emotional Learning (SEL) Programs and Policy Topics: SEL For Parents and Attachment Based Parent-Infant Interventions	Unit Two Notes submission
12	Topics: SEL in Early Childhood Settings	Discussion Post / Responses
13	Topics: SEL in Elementary School Settings	
14	Topics: SEL Approaches and Programs for Adolescents and Young Adults	
15	Topics: State and Federal Health and Wellness Policies and Programs	Unit Quiz #3
16	FINALS WEEK	Final Project Unit Three Notes Exit Survey

How to Contact your Professor

Student hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot meet during the scheduled student hours. I encourage you to contact me regarding any questions, clarifications, or problems in the course, or if you would just like to discuss concepts or ideas raised throughout the course. The best way to contact me is **Class Email** in our BBL course shell. Emails sent to my CSUC email may run the risk of being sent to junk mail. My office is in Modoc building (behind the Bidwell Mansion) where the psychology and child development programs are located. **My Office: Modoc 216B**

Student Professional Behavior

The campus and your classes are professional settings. Please treat them as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. Additionally, during these unique times of virtual classes—“attending” class from our homes, cars or other places, the line between what’s acceptable and not might seem less clear. According to the Office of Student Conduct Rights and Responsibilities (SCRR), behavioral expectations do not change when the learning environment does. This means that behaviors that would not be acceptable in person are not acceptable in our virtual space. If you would like to learn more about expectations, please visit the SCRR website: <https://www.csuchico.edu/scrr/> If you have any questions about what constitutes professional behavior, please feel free to ask.

Respectful Interaction with Others

A critical component of this course is the recognition and respect of diverse individuals and perspectives that may be present among students within this course. Contributions to our diversity are often linked to gender, ethnicity, culture, sexual orientation (LGBTQ), age, abilities, social location, and other intersectionalities. Respect of other students’ opinions and shared perspectives is essential in this and all courses attended at this university. We have a shared responsibility to provide a safe learning environment in which everyone feels welcome and able to participate.

One of the basic tenets and requirements of the course is that everyone is open-minded and respectful of one another’s ideas and that we remain non-judgmental. Sexist, racist, or discriminatory comments or shared opinions are unacceptable. The way you communicate with other often conveys your attitudes and beliefs about a person. Be mindful of how you express your views or respond to others (i.e., written, tone of voice, video, or other forms of communication). If you feel uncomfortable or unable to address a problem within the class or one-on-one with another classmate, please bring it to my attention right away.

Grading Policy

Grades will be assigned based on the completion of the course requirements outlined below. Please note that a 60% constitutes a passing grade in this course. Students are referred to the CSUC Grading Policy that can be found by using the Search box on the home page www.csuchico.edu

A	100-93	A-	92-90		
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D	66-60	F	59 or below

Course Assignments and Activities and Percentage Grades

Requirement	Description	% of Grade
Activities	Individual Introduction Video. Beginning, midpoint and exit surveys. Each worth 5 points.	5%
Discussions & Responses	Discussion Posts have 3 components: 1) create questions for other students to respond to, 2) provide answers for 2 questions posed by other students, Must be completed no later than 11:59 pm on Sunday of the week they are due. Three Posts and responses x 20 points each.	16%
Unit Notes	Unit Notes are submitted at the end of each unit. They are worth up to 50 points depending on level of thoroughness in responding to the instructor questions, the depth of your own questions and answers, and engagement in suggested optional activities. Three Unit Notes submissions x 50 points each.	41%
Unit Quizzes	30 item multiple choice quiz at the end of the each unit. Three quizzes x 30 points each.	24%
Final Project	Final Project will be a Fact Sheet based on the course materials (readings, videos) within 1 of the 3 units and a specific child developmental period. Additional instructions will be provided. (50 points)	14%
	Total	100%

Course Policies

Missing and Making up Late Work: The course week is from Monday through Sunday and **all work for the week is due by 11:59pm on Sunday of that week.**

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 or grammar, please take advantage of campus resources (such as the Student Learning Center—see below, the BSS Student Success Center, Writing Tutors; <https://www.csuchico.edu/bss>).

Blackboard Learn

Copies of the course syllabus, class schedule, Course Content, and Assignments are contained within BB Learn. You are responsible for regularly checking the online resources, Announcements and Class Email in BB Learn, through your Chico State Portal account.

Notifications – Every Time you Log In

Every time you enter the BB Learn section for this course, be sure to check the first link on the left “Announcements”. In here you’ll see My Announcements (for all students) and [Class Email](#) (email communication for specific students).

Software requirements

- All electronically submitted assignments must be in Microsoft Word. The University supports Microsoft Word 2007. University computers are unable to read documents

created in any other program. Late points will be deducted for assignments sent in file formats the instructor cannot open. If your computer does not support this format, then you can submit your file in Rich Text Format (.rtf). Do not submit documents in .wps or .pages; these formats are not supported by the University and submissions in these formats will not be graded and will receive “0” points.

- Download free copy of Adobe reader for required electronic readings from www.adobe.com
- If you experience computer or connectivity problems, contact the Student Computing help desk: (530) 898-Help. You can email me through class email, but they are probably better able to address technical issues you may be having.

University Policies and Campus Resources Literacy

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

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](#)