

CHLD 495W: SENIOR SEMINAR IN CHILD DEVELOPMENT

Dr. Diana Shepherd

Fall 2022 COURSE SYLLABUS



“There is one art of which people should be masters – the art of reflection.” – Samuel Taylor Coleridge
“We don’t see things as they are, we see them as we are.” – Anaï s Nin

Instructor	Dr. Diana Shepherd
Class Meeting Days and Time And Location	Thursdays, 2:00pm – 4:50pm in Modoc 120 Zoom allowed <u>only for students living outside of Chico</u> - prior permission already granted
Zoom Class Information Meeting ID: 822 311 5633 Passcode: 227368	This Option is only available for students who have been pre-approved to attend class online. You know who you are because you signed a contract last spring. Join using this link https://csuchico.zoom.us/j/8223115633?pwd=NFhiekVmMzlpYlMxbng2dXFoVTFBQT09
Preferred Communication	Please use Messages in our BlackBoard Learn (BBL) course
Email	ddshepherd@csuchico.edu
Student Hours and Locations	Tuesdays 2:00pm – 3:30pm (in -person) Thursdays 12:30pm – 1:30pm (in person or Zoom) A mix of in-person and zoom hours are available. In-person hours (Modoc 216B) Use the Zoom link and meeting information above

CHLD 495 Prerequisites	BIOL 303, BIOL 318, or CHLD 321; CHLD 382 & 392; Senior Standing; Child Development Major
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Course Description

This capstone seminar integrates the perspectives of various disciplines concerned with the developing child. Its emphasis is on physical, cognitive, personality, and social development of the child in relationship to the family, community, and society. From a research framework, the topics include program practices, professional ethics, collaboration, case management, effective communication, leadership styles, self-evaluation, and professional responsibilities.

Course Format

CHLD 495W is intended for upper division senior students who have completed the majority of requirements in the Child Development major. Because this course is a seminar, much of the responsibility for the learning and the points earned for assignments depends on the preparedness, organization, and contributions of each student.

The course is based on the philosophy that active engagement with material fosters quality learning. **Many activities will take place in groups during class (and cannot be made up), so attendance is crucial.** Our goal is to think meaningfully about (rather than simply memorize) the concepts and issues presented in the course, in order to integrate and synthesize this information. Therefore, the expectation is for you to complete readings and tasks outside of class in order to actively participate during class.

The US Department of Education and accrediting bodies of higher education, state that college students can estimate spending approximately 7.5-9 hours per week on each upper-division college course (2.5 -3 hours “in class” and 5-6 hours out of class).

CHLD 495W is one of your final opportunities to launch into the child development profession from the higher education environment. As a professional, it is expected that you will complete required work on time including partnered and group assignments. Feedback to peers is also a critical component of this course, as it aligns to professional work expectations. You are held responsible for all material embedded in discussions, readings, media, peer feedback, and trainings/activities. This includes completing required readings and some activities before each class. It also entails preparation of papers or assignments based on thoughtful analysis of the material and contributions to in-class activities. It is expected that all writing in this course will reflect high levels of writing proficiency.

Required Texts & Additional Readings:

We have two required texts for this course, which are available in the Wildcat Bookstore or through your favorite retailer. We will start reading early in the semester, so it's important to order/obtain your texts as quickly as possible. I will have Week 2's readings scanned for you, **but you will need your copies of both texts by Week 3.**

These texts (books) are required for you to purchase.

- 1) Siegel, D. J., & Bryson, T. P. (2020). *The Power of Showing Up*. Ballantine Books [ISBN: 978-1-5247 - 9771 -3]
- 2) Nakazawa, D. J. (2015). *Childhood Disrupted: How Your Biography Becomes Your Biology, and How You Can Heal*. Simon and Schuster/Atria Paperback [ISBN: 978-1-4767-4836-8]
- 3) Additional readings will be available to download in our BBL Course Shell.

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 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.

Course Objectives & Contribution to the Child Development Major

For Child Development majors, the objectives of this course correspond to the following Student Learning Objectives (SLO's) as outlined by the Department of Child Development:

SLO 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.
SLO 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.
SLO 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.
SLO 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.
SLO 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.
SLO 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 Objectives and Child Development Student Learning Outcomes

As measured by activities and assignments throughout the course, students in CHLD 495W will: apply a comprehensive understanding of the six student learning outcomes (SLOs) that are the foundations of the child development major. Students will demonstrate this knowledge and critical thinking skills (SLO 1) through individual and group writing assignments, class activities, group presentation assignments, and a final cumulative group oral presentation (SLO 3). Students will demonstrate knowledge of current topics (SLO 4: Information Literacy and SLO 5: Quantitative Literacy) in the field of child development including a specific focus on Trauma Informed Practices (TIPs) which emphasize SLO 6: Professionalism in Child Development.

How to Access Course Materials

BlackBoard Learn (BBL): Copies of the syllabus, schedule, additional readings, and assignments are available on BBL. You are responsible for regularly checking the course website; plan to log in at least several times per week to access course materials and complete the activities required. Assignments and quizzes will be submitted via links in BBL.

How to Contact your Professor

I encourage you to contact me or attend Student Hours if you have any questions or problems in the course, would like to discuss any of the concepts or ideas raised within the course—or just to say hi ! This semester, virtual AND in-person Student Hours are available. You can access my Zoom Student Hours meeting room using the link or Meeting ID and Passcode listed on the first page of this syllabus. Note that our Course Zoom Room and my Student Hours Zoom Meeting Room are THE SAME.

Finally, you may contact me to arrange an appointment if you cannot make the Student Hours listed. The best way to contact me is via Messages in our BBL course shell. Emails sent to my Chico State email may run the risk of being sent to junk mail. I cannot guarantee a timely response if you email me instead of using Messages in BBL.

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

Individuals should contact the **Accessibility Resource Center** by phone at (530) 898 -5959 or by email arcdept@csuchico.edu If you need special accommodations to attend and complete this course.

Grading

Grades will be assigned as follows based on completion of the course requirements. Please note that a 60% constitutes a passing grade in this course. CSUC Grading Policy:

<http://www.csuchico.edu/prs/EMs/2010/10-018.shtml>

		93-100%	= A	90-92%	= A -
87-89%	= B+	83-86%	= B	80-82%	= B -
77-79%	= C+	73-76%	= C	70-72%	= C -
67-69%	= D+	60-66%	= D	0-59%	= F

Course Requirements

	Percentage
A. Seminar Participation / Attendance B. Reading Quizzes C. In-class Writing Workshops D. Department Exit Assessments	38%
E. Trauma Informed Practices (TIP) Assignments and Final Paper	32%
F. "In the Field" Group Activities and Final Presentation	30%
Total	100%

Attendance Matters! CHLD 495W meets once per week and it is expected that you will be present on time and stay for the entire class period. Attendance will be taken each week. It is understood that things might come up that prevent you from making it to class and I appreciate you communicating these things to me; however, there are no "excused" absences as, no matter the issue, missing class means that you miss the activities, the group work, the trainings, and the discussions for that day. Note that missing one class period will not drastically impact your grade, but chronic absences (or coming late or leaving early) will. If there are things (e.g., work schedules) that will regularly interfere with your ability to be present for the full class period, please discuss with me early in the semester!

For students with prior permission to attend CHLD 495W virtually you are under contract that clearly stipulates weekly attendance with no more than 1 unexcused absence will be allowed. You have also agreed to a mandatory monthly meeting with the Child Development Department Chair, Dr. Walton, contact her directly to set up these meetings: gwalton@csuchico.edu

Seminar Participation (38% of your overall grade) includes weekly attendance, reading quizzes completed outside of class, writing workshops, and department exit surveys. We will engage in multiple activities in class to move us toward completion of papers, projects, and presentations. The majority of weeks throughout the semester, you will be submitting works-in-progress that you will have worked on during class. As such, these in-class activities require you to be present, prepared, and engaged with the group.

Trauma Informed Practices (TIP) Assignments and Final Paper (32% of your total grade): TIPs are another important theme for this course and you will create a well-developed paper related to this. We will engage in various "trainings" and readings throughout the semester and will be asked explicitly to incorporate these into components of your paper. You will also seek empirical articles and websites for reputable organizations that you will include. We will be building this document together throughout the

semester, which you will submit for peer and instructor feedback (15% total), resulting in a final draft at the end of the semester (15%).

“In the Field” Group Activities and Final Presentation (30% of your total grade): Throughout the semester, we will be building on your journey as a Child Development undergraduate by examining a case study (i.e., you are “in the field” working with children and families and moving through the process of applying all your knowledge to help them move toward resilience!). In addition to the knowledge, you’ve acquired throughout your academic program, we will engage in various “trainings” and readings throughout the semester that you will be able to incorporate into these assignments. Your work throughout the semester will culminate in a group presentation using Google slides and providing your Annotated Notes (i.e., each group member will include their name within the Annotated Notes for specific components of the presentation that they created and were primarily responsible for). Additionally, you will provide feedback for your group and yourself, as well as feedback on other groups’ presentations; your grade for this portion of our class will incorporate those ratings.

Individual -Based vs. Group-Based Requirements

As a seminar course, the exchange of ideas is essential. However, as a capstone, we are engaged in the further development of our individual abilities to articulate our thoughts in writing (this is a writing intensive course) and orally (a requirement of a capstone, also). So, throughout the semester we will have a mix of individual and group-based assignments.

- Group-based assignments account for 30% of your total grade (“In the Field” Group Activities and Final Group Presentation).
- Individual-based assignments account for 70% of your total grade (Attendance, Weekly Writing Workshops, and TIP Assignments and Final Paper).

Honors Component

For students enrolled in the Honors program (CHLD 495WH), in place of the “In the Field” Case Study Group Presentation activities, students enrolled in 495WH will have grades incorporated from their assigned Honors faculty mentor (30% of your overall grade). You will be excused during these work times in class as well. This is based on the knowledge that you are engaged with your faculty mentor for your Honors’ work. Instead of the group-based presentation, you will provide a presentation (either individually or in pairs/groups, based on your Honors’ work) during the weeks these presentations take place. All other assignments and course expectations are the same. During small group discussions on the first day of class, I will meet with any Honors students to discuss expectations and explain how the grading will work.

Course and University Policies:

Late Work and Missing Work: It is not typical that class-based late work will be accepted for credit; however, in those rare exceptions, any late work will be penalized 10% per day late, up to a maximum of 50% (after 5 days, late work will not be accepted). Weekend days DO count. NO work (including late submissions) will be accepted via Messages/email. Finally, as certain activities build upon each other, students may come to Student Hours for verbal input even if credit is not assigned.

Student Professional Behavior: The campus is a professional setting. Please treat it as such by following standards for professional and ethical behavior in the classroom and when communicating with fellow students and your professor. This includes engaging in mutual respect and cooperation, as well as following course policies. In this course we will be addressing some topics related to diversity and bias, trauma and personal experiences. A critical component of this exploration is respect of other students’ opinions and a goal of these activities is to continue the development of skills for communication and collaboration with those who may be different from yourself.

Professional behavior for those students “attending” class, meetings online includes showing up on time, staying the entire class period, engaging fully in class discussions and activities. Please be present and prepared as if you were attending class in person with us. I would like to see your faces during class-as this courtesy helps me determine your level of engagement and professionalism. 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.csuchi.co.edu/scrr/>). If you have any questions about what constitutes professional behavior, please feel free to ask.

Literacy Requirements

All major writing assignments will be graded for literacy, spelling and grammar. Please read in 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 BSS Student Success Centers. <https://www.csuchico.edu/bss/current-students/bss-success-centers-info.shtml> There is one in Modoc Hall, Room 223 and one in Butte Hall, Room 518. Check the link on hours and services.

Academic Integrity

Students are expected to abide by the University policies for academic honesty and integrity. Academic integrity is defined as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility.” It is the expectation that students 1) know and understand the University's definitions of and policies on cheating, plagiarism, and misuse of sources, 2) bear full responsibility for content and integrity of all academic work submitted, 3) uphold the academic standards of the University, including reporting suspected occurrences of cheating, plagiarism or other forms of academic dishonesty to the professor. Copying another student's work of any kind, helping another student cheat, cheating on an exam or quiz or having unauthorized access to test material and assignments constitutes violations, which bear serious consequences (this would include fabricating information about observations that did not actually occur). Additionally, plagiarism involves copying material or ideas and presenting that material as if it were your own, without appropriate citations or quotation marks. Misuse of sources involves inaccurately citing appropriate sources (including internet sources and papers that other students have written). When there is evidence suggesting that a student has committed plagiarism, 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 dishonesty are severe and may include: a grade reduction, disciplinary probation, suspension, or expulsion from the University. If you have any questions regarding these policies/issues please see me or access the Student Judicial Affairs website at www.csuchico.edu/sjd.

Title IX Confidentiality and Mandatory Reporting

As a Chico State instructor, one of my responsibilities is to help create a safe learning environment for all students. I also have a mandatory reporting responsibility related to my role as faculty. 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 (530-898-6345) or Safe Place (530 -898-3030). Information about campus reporting obligations and other Title IX related resources are available: <http://www.csuchico.edu/title-ix>.

Student Resources

Keep Learning: In order to support students during these challenging times post-COVID, the Keep Learning resource provides online tutorials, tips and resources about technologies and strategies for successful online learning. Keep Learning can be accessed at www.csuchico.edu/keep-learning.

Disability Services

If you have a documented disability that may require reasonable accommodation, please contact Accessibility Resource Center (ARC) for coordination of your academic accommodations. Virtual services will be available during this period of COVID-19 response. They can be reached at (530) 898-5959. More information about ARC services can be accessed at www.csuchico.edu/arc.

Student Learning Center (SLC)

The mission of the SLC is to provide services that will assist 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. Virtual services will be available during this period of COVID-19 response. Please visit www.csuc.edu/slc for more information.

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.

I want this course to be as accessible to as many different people as possible. If there is any reason why the standard approach to college classrooms or coursework (and/or as we've shifted back and forth to and from this virtual platform) is difficult for you to accomplish, please come talk to me. This includes those of you with a learning or physical disability, those of you who have other emotional or psychological challenges, those of you who have had past experiences that make college attendance or class content anxiety-

producing, those of you whose parents did not go to college (and can't help you understand the system as well as other parents might), those of you who feel you can't actively participate, those of you who have

more responsibility than the typical college student (such as dependent parents, children, or an especially heavy workload outside of school), and other situations I can't anticipate. The earlier you come to see me, the more I can do to try to work with you to alleviate the unique challenges you might face. I prefer that you come in the first two weeks during Student Hours within our first two weeks, or arrange with me, through Messages in BBL, a time outside of those hours to meet.