

CHLD 321: Risk & Resilience in Development

COURSE SYLLABUS

Instructor: Dr. Shelley R. Hart

Office: Modoc Hall 101

Class Format: Online, Asynchronous

Email*: srhart@csuchico.edu

Preferred Communication: *Please use **Inbox** in our Canvas course shell*

A mix of in-person and zoom hours are available. During the in-person reserved hours (Modoc 101), feel free to let me know if you'd like to meet over zoom instead. Please sign up for a 15-min block of time in the spreadsheet below! You can always Message me for an appointment if the scheduled times can't work.

Student Hours & Location:



For virtual hours, join using this link or Meeting ID and Passcode:

Link: <https://csuchico.zoom.us/j/94318053854?pwd=SEM1aVZMdklueEhpK2crnBJNXBHOT09>

Meeting ID: 943 1805 3854

Passcode: 822124

Monday Mornings 8:30am - 10:30am (in-person or online)

Monday Afternoons 4:00pm – 5:00pm (in-person or online)

Tuesdays 9:00am – 10:00am (online only)

****You will need to sign up on our [excel spreadsheet here](#) for a 15-minute block****

Course Description:

The goal of this online course is to explore typical development related to healthy children with healthy relationships and to put that in the context of children with risk (i.e., adverse experiences) and children who overcome that risk (i.e., resilient). This understanding will be viewed through the lens of neurobiology (e.g., regulation and dysregulation understood through brain functioning). Additionally, working with youth experiencing either adverse trauma or relational poverty is emphasized.

Prerequisites:

Junior Standing

Required Texts:

The following texts are required for the course. In addition, several empirical articles and a video series will be required and are available via our Canvas course shell.

- Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog and other stories from a child psychiatrist's notebook: What traumatized children can teach us about loss, love, and healing*. Basic Books. [ISBN: 978-0-465-09445-5]
- van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books. [ISBN: 978-0-14-312774-1]

Course Assignment Structure:

It is understood that online students choose this form of education so that they can attend higher education from a distance, continue to work, raise families, and attend classes simultaneously (or any combination of these). Online students are not required to be logged into the class at any specific time during the day; however, it is essential that students make timely progress throughout the course. In

comparison to other online courses that students may have taken where much individual work is completed or where one can wait until deadlines and rush to complete multiple assignments, this course has group-based work and there are weekly activities that students must engage in that *cannot be made up*. It is essential that students keep up with readings in order to partake in these graded activities (e.g., Content Quizzes, Discussions). It is firmly believed that learning occurs through engagement with the material and building a community of learning is a strong objective of this course. Therefore, students will be randomly placed in small groups of 2-4, and grades can be dependent upon the work of others.

Per the Department of Education and accrediting bodies of higher education, ***in total, students can estimate spending approximately 7.5-9 hours per week on this course*** (typically identified as 2.5-3 hours “in class” and 5-6 hours out of class). Daily progress is crucial for success.

Respectful Interaction with Others:

A critical component of this course 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. 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 while maintaining intellectual rigor. Additionally, sensitive and personal topics may be explored and it is vital for students to demonstrate sensitivity and respect for each other. Treat these groups as confidential, so that trust can occur between you all. Do not share personal information that a groupmate has shared with others. Additionally, internet communication can be particularly challenging, try to ensure that you are in a quiet, private area when engaged in your Discussions with groupmates. Finally, you will be communicating with each other both virtually (video) and in writing. Please be respectful of your fellow students and be aware that your responses can be interpreted differently than you might intend. For example, typing in all capital letters can be interpreted as yelling. Type in complete sentences and edit before you submit/send. Please be sensitive and do not communicate sexist, racist, or discriminatory comments or you will be referred to Student Judicial Affairs. Enrolling in this course means you will abide by these statements.

I am firmly committed to diversity and equality in all areas of campus life, including specifically members of the Lesbian, Gay, Bisexual, Transgendered, Questioning (LGBTQ) community. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not be offensive to each other, or to participate in, or condone harassment or discrimination of any kind.

I encourage you to advocate for yourself and for group members to support respectful exploration of these topics. I am hopeful that a safe space will be created in your smaller group community, however, if something arises that makes you feel uncomfortable and you feel unable to address it yourself within your group or one-on-one with another classmate, please bring it to my attention as soon as possible.

How to Contact your Professor:

I encourage you to contact me 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! Student hours are available to connect either in person or via zoom. Also, virtual appointments are available by

Connecting with me via inbox in Canvas or Pronto and setting up a time that works (I am pretty flexible).

You can access my Zoom Meeting Room using the link or Meeting ID and Passcode listed on the first page of this syllabus. This information is also available in the “Student Hours” Module in Canvas. The “Wait Room” will be enabled, so please be patient, I will be notified when you join and will be with you as quickly as I can.

How to Access Course Materials:

Throughout this course we will be using Canvas and the Zoom Video and Conferencing Tool.

Canvas: Copies of the syllabus, schedule, and assignments are available on Canvas. Required texts will need to be acquired quickly; however, I have provided most materials for Unit One in Canvas. We will be watching a video series that is also available in Canvas. You will initially engage with your group through Canvas and assignments will be uploaded into assignment links in Canvas. You are responsible for regularly checking the course website; plan to log in at least several times per week to get any updates on course materials and communicate with your group mates. When you operate as the Facilitator of your group, you will need to be able to successfully upload a zoom recording. Here are the instructions to be successful with this part of the assignments (also available in Canvas):

- Embed Kaltura Media in your Assignment/Discussion/Blog (Quick Reference): https://docs.google.com/document/d/1oypbmwJxRX6JBdDDtg2_14xMjTmxZnOuG_kQpN-gu8U/edit?usp=sharing

Zoom Video and Conferencing Tool: Zoom is a tool available to all Chico State students to share audio, video, text chat, and screens (available from <https://csuchico.zoom.us/>). In small groups, students will participate in multiple Discussion sessions throughout the semester. Students will take turns organizing, facilitating, and recording these Discussions through zoom. The recordings will be uploaded into Canvas. Here are the instructions to be successful with this part of the assignments (also available in Canvas):

- Hosting & Recording Zoom Meetings (Quick Reference): https://docs.google.com/document/d/1ZKP6qZ_rqOTMyvnVNIjup0iyvuIwxJhvNQh1FjFj_T4/edit?pli=1
- Embed Kaltura Media in your Assignment/Discussion/Blog (Quick Reference): https://docs.google.com/document/d/1oypbmwJxRX6JBdDDtg2_14xMjTmxZnOuG_kQpN-gu8U/edit?usp=sharing

Grading:

Grades will be assigned as follows based on 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 (<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:

Requirement	Description	% of Grade
Reflection & Integration Papers (RIPs)	You will engage in and reflect on 3 activities or observations each worth ~13% of your grade. These activities will be based on the readings/discussions and are due the last week of each unit. These papers will require you to discuss and synthesize course content. It is expected these reflections will be from 4–6 double-spaced pages; however, rather than focusing on length of the paper, ensure you’re covering the content from the Unit as described in the RIP Handbook—a document that provides a lot of information about these papers and the specific directions for each RIP.	30%
Content Quizzes	You will be completing 3 quizzes based on content. These will typically be between 35-50 questions. They will be open book/notes and you will have unlimited time; however, you will have only one attempt.	25%
Discussion Sessions	<p>You will be randomly assigned to a small group of 2-4. In these small groups, you will participate in 3 “live” virtual discussion sessions each lasting 30-45 minutes, which are worth 10% of your overall grade. Rather than focus on length of time, ensure you’re covering the content (i.e., address AT LEAST ONE question per source for the Unit). You will use zoom and upload using Kaltura Mashups. Questions or prompts are available for you to discuss during these sessions based on the content of each unit. Further and more specific directions are available online or in the Discussion Session Handbook.</p> <p>There are some miscellaneous Discussion activities that you will engage in (worth 5% of your grade). These include a Facilitation Schedule (group assignment) and an Introductory Video (individual assignment). Your Facilitation Schedule will require you to connect with your group, identify times for your meetings and determine which group member will take leadership as Facilitator for each Discussion—only one group member will need to submit. Your Introductory Video will be recorded using zoom and posted for the class to provide some basic information about yourself. Both these assignments will occur early in the semester.</p> <p>As Facilitator (at least once during the course), you will also facilitate the conversation, record and upload the Discussion (worth 10% of your grade). Your Discussions need to be recorded and uploaded no later than 11:59pm on the day they are due. It is expected that you will attend the Discussion session and be an active, engaged, and prepared participant.</p>	45%
	TOTAL	100%

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 conclusions. 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 listener's 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 responsively 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.

As measured by activities and assignments throughout the course, students in CHLD 321 will:

1. Understand the neurobiology of development in typical development (SLO 1).
2. Identify consequences to adverse experiences on neurobiology for a growing individual (SLO 1).
3. Discuss crucial factors essential to the mitigation of the impact of these adverse experiences (e.g., relational wealth & enriched environments; SLO 1, 2, 3).
4. Explore ways individuals, policies and community resources can support these individuals, the diverse experiences they have had and backgrounds they come from, and the environments they currently live in (SLO 1, 2, 3, 6).
5. Facilitate building connections within the course and within the community (SLO 3, 6).

Course and University Policies:

Missing and Making Up Late Work: Throughout this course, work is ***due by 11:59pm*** on the day it is listed as due in the Course Schedule. Some components of your grade for this course come from virtually attended and recorded Discussions. As such, much of the work cannot be made up or turned

in late. However, if a recorded session is uploaded past the deadline (i.e., after 11:59pm on the day it is due), a **10% per day late penalty** will be assessed, up to a **maximum of 50%** (after 5 days, late work will not be accepted). **Weekend days are counted.** Students will be randomly placed in small groups and, therefore, it is vital for all students to be responsible as their participation can directly affect others. ***If a recorded Discussion session is uploaded late this will affect all students in the group.***

Additionally, individual work includes Reflective and Integrative Papers (RIP's) and Content Quizzes. If a RIP is submitted or a Content Quiz completed past the deadline (i.e., after 11:59pm on the day it is due), these will also be penalized 10% per day late, up to a maximum of 50% (after 5 days, late work will not be accepted). **Weekend days are counted.**

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 Student Learning Center).

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). Plagiarism or misuse of sources will result in a “0” for that work. Students who cheat on exams or assignments will earn a “0” for that work. These students will be reported to Judicial Affairs. Violation of these policies twice will result in an “F” for the course. 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>.

COVID-19 University Information: All students are required 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>. 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 this course when in person. When face coverings are optional, they are always welcome on campus. 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 COVID-19 related safety policy or mandate 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 is (530) 898- 2222 or covidhotline@csuchico.edu.

Student Resources:

Wildcat Computing Support: Access the website or support desk in order to access information and resources regarding your technological needs <https://www.csuchico.edu/wcs/>.

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. 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. Please visit www.csuchico.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 wellbeing. If you or a friend is struggling, please access this great resource. Summer hours are Mondays, Tuesdays, and Thursdays from 7am – 5:30pm and Wednesdays from 7am—8:30am and 10am—5:30pm (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.

1. Hungry Wildcat Food Pantry, SSC 196 Monday–Friday from 10am–2pm (bring your ID). See the website for up-to-date information at: <https://www.csuchico.edu/basic-needs/index.shtml>
2. 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 my 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 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—please schedule a block of time with me to meet.