



**CHLD 495W/HW-01-1248 & 1249:
SENIOR SEMINAR IN CHILD DEVELOPMENT**
Department of Child Development
COURSE SYLLABUS
Spring 2024

Instructor: Jennifer Swisher, MSW

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Preferred Communication: Canvas Email

Office Hours: Monday, 11:00 AM-1:00 PM (Modoc 102), Tuesday 12:00- 1:30 PM (Modoc 102 & Zoom) or by appointment

Class Meeting: Mondays 8 – 10:50 am

Class Location: Modoc Hall 120

Prerequisites: Bio 318 or Bio 303, or CHLD 321; senior standing

Required Texts:

- Van Dernoot Lipsky, L. & Burk, C. (2009). Trauma Stewardship: An everyday guide to caring for self while caring for others. San Francisco, CA: Berrett-Koehler Publishers Inc. ISBN: 978-1-57675-944-8
- Siegel, D. J. & Payne Bryson, T. (2020) The Power of showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired. Ballantine Books. Hardback ISBN: 978-1- 5247-9771-3 E-book: ISBN 978-1-5247-9772-0

Suggested Supplementary Text:

- Siegel, D. J. & Payne Bryson, T. (2011) The Whole Brain Child. New York, NY: Delacorte Press / Random House Publishing Group ISBN: 978-0-553-80791-2 (E-book ISBN: 978-0-553-90725-4)

Other readings will be available in Canvas.

How to Contact your Professor:

Office hours are available without an appointment on a first come, first served basis. You may contact me to arrange an appointment if you cannot make the office hours. I encourage you to contact me or attend office hours if you have any questions or problems in the course or would just like to discuss any of the concepts or ideas raised throughout the course. The best way to contact me is via **EMAIL sent through Canvas**. When you send me an email, please be sure to mention that you are enrolled in CHLD 495 that meets on Monday, it will help me out immensely.

How to Access Course Materials:

Canvas and the bookstore or any other retailer that sells the above-mentioned texts.

Software requirements All electronically submitted assignments must be in Microsoft Word or Power Point. The University supports Microsoft Word. 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. 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 “O” points.

Course Format and Preparation CHLD 495 is one of your final opportunities to launch into the Child Development profession from the academic environment. As a professional, it is expected that you will complete required work on time including partnered and group assignments. You are held responsible for all material embedded in discussions, readings, media, readings. This includes completing required readings before each class, preparation of papers or assignments based on thoughtful analysis of the material, and contributions to in-class seminar activities. It is expected that all writing in this course will reflect high levels of writing proficiency. This course is intended for upper division senior students who have completed the majority of requirements in the Child Development major. This course is a seminar and much of the responsibility for the learning and the points earned for assignments depends on the preparedness, organization, and contributions of each student.

Classroom Protocol Be on time to class and prepared; remain engaged with the course content until class is over (except in the event of an emergency); and please refraining from off-topic discussions (e.g., other classes, personal activities) or causing distractions (e.g., cell phones) during class.

Dropping and Adding

You are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. found: [Catalog](#). You should be aware of the new deadlines and penalties for adding and dropping classes.

Cell phones Turn off your cell phones or set them on silent mode when you come to class. Text messaging is distracting in the classroom; please don't check or send text messages during class. Seminar participation points may be deducted for these violations.

Course Objectives and Assignments

- Students completing this seminar should have a clearer, more comprehensive understanding of the five student learning objectives (SLOs) that are the foundations of the Child Development major.
- Students will demonstrate this knowledge through individual and group writing assignments, class activities and assignments and a final cumulative presentation.
- Students will gain knowledge of current topics in the field of child development including a specific focus on Trauma Informed Care (TIC) and advocacy.
- Students will demonstrate knowledge of TIC and trauma informed advocacy through a series of papers and class activities (e.g., quizzes and seminar activities).

Child Development Student Learning Objectives

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.

Seminar Participation, SLOs, & Program Assessment (worth 35% of overall grade)

Within a seminar course, students are expected to fully engage in all components including elements of program assessment; students will participate in the data collection and exit interview process to provide information for use in the Child Development Department program evaluation.

Weekly points for seminar participation are earned based on two components.

1. Arriving on time, staying the full class period, refraining from cell phone use and other disruptions (e.g., side conversations) is one component of these points.
2. Points are also earned based on the quality of the work completed in class. Specific and detailed responses to class work earn more points. Students should always strive to come to class prepared and to provide their best work each week, but it is unrealistic to think that students will earn all possible points each week, given the criteria stated above.
3. If a student does not attend class, they may not to complete the any in-class activities/discussions for credit.

TIC and Professional Development Assignments (worth 30% of overall grade)

Required readings this semester will enhance knowledge about current issues affecting professionals in our field, as well as children and families. The readings are linked to individual online quizzes and discussion posts to assess content knowledge and in-class small group activities will assess students' ability to understanding, explain, and apply information from these readings in professional contexts. Students will write a series of papers focused on current research and best practices regarding childhood trauma, services, intervention, and advocacy.

Professional Development Assignments include readings and online quizzes for these reading. Many of these assignments will also have an in-class group activity that will occur. Again, if a student does not attend class they will not be able to complete any in-class activities/discussions for credit.

Leadership Assignments (worth 20% of overall grade)

Students will create a final cumulative group presentation focused on the challenging family or individual circumstances that are commonly faced by children and families in today's society. Each group will design a comprehensive individual and family-based intervention program presented in a group leadership presentation. All leadership assignments will be completed within assigned groups with specific individual responsibilities for each group member.

In place of the leadership assignment points, students enrolled in 495H will be graded based on their honors work with their assigned honors faculty member. All other assignments and course expectations are the same

Student led Workshops on Science-Based Resilience and Wellbeing Practices (worth 15% of overall grade)

Class readings, assignments and discussions will enhance student knowledge about current science-based practices from the disciplines of positive psychology that promote individual resilience, well-being and flourishing. Students will learn how these practices are currently being utilized in professional settings with children (for e.g., in education) and families, and also have the opportunity to lead a workshop on a science-based practice of their choice with another peer during a class period. During these workshops, students will also share how the practice is applied with children of an age group they choose. Finally, students will reflect on which of these practices have been most impactful for them and how they may continue to use them in their professional and personal lives-in the form of a final seminar activity.

Course Requirements Percentage*

Seminar Participation, SLOs, and Program Assessment	35%
Trauma Informed Care (TIC) Assignments	30%
Leadership Assignments and Final Presentation	20%
Student Workshops on Resilience and Wellbeing Practices	15%
	Total 100%

Grading Criteria

Some assignments are graded with specific rubrics (i.e., TIC Assignments, Leadership Presentation). However, seminar participation includes some individual homework activities/quizzes and in-class seminar group activities; each of these is typically worth between 5 – 10 points. For all assignments, more points are awarded for clearly expressed

responses with supportive evidence or examples and minimal writing errors. Here is a general rubric for these assignments.

General Rubric for Seminar Activities and Some Individual Assignments

- 5 = highest score possible; student work demonstrates clearly articulated responses to every prompt with ample supporting evidence or examples, exemplary demonstration of effort and clarity.
- 4 = student work demonstrates clearly articulated responses to all but 1-2 of the prompts with ample supporting evidence or examples, effective demonstration of effort and clarity
- 3 = student work demonstrates well-articulated responses to most prompts with some supporting evidence or examples, somewhat effective demonstration of effort and clarity.
- 2 = student work demonstrates responses to some prompts with some supporting evidence or examples. Overall, ineffective demonstration of effort and clarity.
- 1 = student work demonstrates minimal responses to prompts, lacks supporting evidence or examples. Overall, ineffective demonstration of effort and clarity.
- 0 = scores of 0 reflect the absence of the elements described in the assignment instructions, or this assignment was not turned in.

Perspective about the Course Organization, Content, and Grading Admittedly there are a lot of assignments in this Senior Seminar course and it is difficult to demonstrate highest abilities for all the different types of things we do in the senior seminar. AND it's writing intensive. Sometimes, the time and effort spent on work still doesn't earn us what we think it will. The class was designed to simulate real work type situations where individuals are required to meet multiple deadlines and to work in different areas (seminar activities, individual writing, and group projects), or work groups that require diverse intra and interpersonal skills. Many of the weekly assignments contribute to your grade but in small increments (5 points each typically). Missing a few points here and there ultimately should not make a significant difference in your final grade. Do not spend undue time worrying about a few points; try to maintain a balanced perspective about coursework and the potential value of practice and learning, rather than focusing solely on points.

Large point assignments like the TIC papers should be carefully written and reviewed before submission. I'm happy to answer specific questions that you may have about formatting and content. One important suggestion is that you make ALL of the recommended changes/revisions to Papers One, Two, and Three after receiving feedback as these will be incorporated into your Final Paper.

Final grades will be based on the following rubric

	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

The Mission of the Department of Child Development

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.

The Vision of the Department of Child Development 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.

Honors Component In place of the leadership assignment points, students enrolled in 495H will be graded based on their honors work with their assigned honors faculty member. All other assignments and course expectations are the same.

In-Class and Out of Class Time Requirements According to the U.S. Department of Education (DOE), an in-person class must meet for a minimum of 50 minutes per week for at least 15 weeks (not including holidays) for every one-unit credit, which is the equivalent of 150 minutes per week for a 3-unit course. This includes meeting during finals week. The DOE also expects there to be a minimum of two hours of out of class work for each one hour of in person class time. **This would be approximately six hours of out of class work each week for a three unit class.**

University Policies and Campus Resources 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) Plagiarism is the use of the written work of others (either direct copies or close paraphrases) as one's own original work. If quotations and/or passages from other works are used in papers, they must be accorded the proper citation in order to avoid any misunderstandings about plagiarism.

Examples of plagiarism include: 1) failing to give credit for ideas, statement of facts, or conclusions derived from another source; 2) submitting a paper downloaded from the Internet or submitting a friend's paper as your own; and 3) claiming credit for artistic work (such as a music composition, writing, photo, painting, drawing, sculpture, or design) done by someone else.

Taking information includes: 1) copying graded homework assignments from another student; 2) working together on a take-home test or homework when not specifically permitted to do so by the instructor; 3) looking at another student's paper during an examination; 4) looking at your text, phone, or notes during an examination when not specifically permitted to do so by the instructor.

Providing Information includes: 1) giving your work to another to be copied; 2) giving answers to another student during an examination; 3) after taking an exam, informing another student in a later section of questions which appear on that exam; 4) providing a term paper to another student.

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 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.

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>

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 ____ (specify as appropriate). 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 on campus reporting obligations and other Title IX related resources are available here: www.csuchico.edu/title-ix

Student Resources:

Keep Learning: In order to support students during these challenging times, the Keep Learning resource provides online tutorials, and 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: 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. 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, link below.

1. [Hungry Wildcat Food Pantry](#)

2. Did you know you may be eligible for a CalFresh EBT card? About half of Chico State students are eligible for CalFresh. Basic Needs Benefits Office access for on-the-spot CalFresh (USDA SNAP) food benefit application assistance through [CalFresh](#)