

Dr. Erin M. Kenney
Lifespan Development, PSYC 250-2
MWRF, 1:30pm – 4:00pm, Clark 244

Virtual Office Hours: Please schedule a zoom meeting during my available times using calendly.com/kenneye

College Policy on Social Distancing, Personal Protective Equipment, and Personal Hygiene

Required Materials:

- a. Reaching and Teaching Children Exposed to Trauma by Barbara Sorrels, EdD. This book will be our primary text. Additional readings will be posted to D2L.

Course Description: This course examines risk factors that affect development during childhood as well as effective interventions that can support children and families in the early years. The impact of risk factors as well as the interaction between and among these factors will be explored. This class can substitute for PSYC-301 as a prerequisite for Research in Developmental Psychology (PSYC-361).

Learning Outcomes:

1. Demonstrate an understanding of risk and protective factors impacting children and families in written English.
2. Recognize and critically evaluate children’s development in the context of culture, society, and additional relevant factors (e.g. race, class, gender).
3. Read and critically evaluate classical and contemporary research on relevant topics including participation in class discussions.

Grading:

A: 93 - 100%	B-: 80 - 82.9%	D+: 67 - 69.9%
A-: 90 - 92.9%	C+: 77 - 79.9%	D: 63 - 66.9%
B+: 87 - 89.9%	C: 73 - 76.9%	D-: 60 - 62.9%
B: 83 - 86.9%	C-: 70 - 72.9%	F: < 60%

Class Participation (50%): There will be in class activities, discussions, and required readings which will contribute to your final grade. Some of these will be announced in advance while others will not. Class attendance will be taken and counted. One absence or missed assignment in this category will be excused with no penalty. Class participation grades may not be turned in late or made up. You are fully responsible for information covered in classes you may miss. If you are virtually participating in the course, you are required to participate in discussions utilizing zoom and submit your assignments on D2L.

Class Discussion Moderation (25%): You and a partner will be responsible for moderating one course discussion on an assigned reading. Together you will develop a list of questions designed to stimulate and direct discussion to cover major aspects of the reading. Individually, you will prepare a short summary paper identifying major aspects of the reading and reflecting on the relevance of the reading to the topic of that day's class.

Final Project and Presentation (25%): A final project will be assigned that will be due the last two days of the course. Projects will be discussed and/or presented at that time. We will discuss options in class and decide what of the potential projects most interests this particular group of students.

Extra Credit: You are provided with ample opportunities to gain points in various ways throughout the semester. Therefore, there is no extra credit offered in this course.

Academic Adjustments and/or AccessAbility:

Hartwick College is committed to upholding and maintaining all aspects of the Federal Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. If a student with a disability wishes to request academic adjustments, they should contact Lara Sanford, Director of AccessAbility Services at sanfordl@hartwick.edu or AccessAbilityServices@hartwick.edu. AccessAbility Services is located

on the 5th floor of Yager Hall in the Center for Student Success. Any information regarding a student's disability will remain confidential. Requests for academic adjustments should be made as early as possible.

Academic Dishonesty:

Dishonesty will not be tolerated in this course. This includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions, such as an "F" grade on the assignment, exam, and/or in the course. Please see

<https://www.hartwick.edu/academics/student-services/academic-affairs/academic-policies/>.

Classroom Etiquette:

In class, it is essential that absolute quiet be maintained to minimize distraction to your fellow students especially those accessing by zoom. Instructors have adopted a zero-tolerance policy for those students who disrupt the learning of others. Students who contribute to a negative learning environment (e.g., talking, using cell phones, instant messaging, headphones, etc.) will be asked to leave until they learn proper classroom etiquette. There is no more selfish act than that of an individual who by his or her behavior interferes with the right of other students to pursue their academic work. Such behavior will not be tolerated.

Regardless of shifting cultural norms for communication in the context of social media, in the professional domain email etiquette is expected. You should always have a subject in the subject line and in this case, make sure it includes your class number (e.g., PSYC 250). Please make sure emails have a salutation (e.g., Dear Dr. Kenney or Professor Kenney), a cordial greeting that acknowledges the other person is indeed a human being (e.g., Hope all is well), a grammatically correct note (i.e., proofread your email for typos/grammar and no 'text-speak' – 'your' should never be 'ur!'), and a sign off (e.g., Best, Cheers, Cordially) with your name.

College Resources:

There are many resources available at Hartwick College, and I recommend you familiarize yourself with them in case you require them during your time as a student. I cannot cover all of them; however, I will provide a few that I think might be useful for the current course. Given the personal nature of development, it is common to cover some sensitive issues. I will do my best to offer a trigger warning where appropriate and encourage you to come see me if there is anything you would like to discuss regarding course content.

- Center for Student Success, <https://www.hartwick.edu/academics/student-services/center-for-student-success/css-services/>

- Counseling Center, <https://www.hartwick.edu/campus-life/health-wellness/counseling-center/>
- Intercultural Affairs, <https://www.hartwick.edu/campus-life/intercultural-affairs/>
- Stevens-German Library, <https://www.hartwick.edu/academics/stevens-german-library/>
- Title IX, <https://www.hartwick.edu/about-us/employment/human-resources/title-ix/>
- Writing Center, <https://www.hartwick.edu/academics/student-services/writing-center/>

****course schedule is subject to change, please see D2L for latest iteration****

Date	Topic	Reading Assigned	Assignment Due
	Introduction to Course		Obtain course materials, familiarize self with D2L course site
	Defining Trauma	Sorrels - Chapter 1, Balbernie - Circuits and circumstances, Bellis - Biological effects of childhood trauma, Hornor - Childhood trauma exposure and toxic stress	Introductory Assignment Quiz on D2L
	Understanding Severe Trauma	Davis - Extreme social isolation of a child, Glasper - Romania's forgotten children, Perry - The boy who was raised as a dog,	
	The Stress Response	Sorrels - Chapter 2, Aktar - Exposure to parents' negative emotions, Hudson - Temperament family environment, Perry - Maltreatment and the developing child	
	Risk & Protective Factors	Gilbert - Childhood depression, Keyes - Risk and resilience, Shook - Risk and protective factors, Walker - Inequality in early childhood	
	Effect of Trauma on Relationships	Sorrels- Chapter 3, Chess - Temperament and behavior disorders in children, Perry - The coldest heart, Porche- Childhood trauma and school drop out rates	
	Effect of Trauma on Sensory Processing	Sorrels - Chapter 4	Class Discussion Moderation Pairs 1 & 2
	Effect of Trauma on Self-Regulation	Sorrels - Chapter 5	Class Discussion Moderation Pairs 3 & 4
	Effect of Trauma on Social-Skills	Sorrels - Chapter 6	Class Discussion Moderation Pairs 5 & 6
	Effect of Trauma on Developmental Processes	Sorrels - Chapter 7	Class Discussion Moderation Pairs 7 & 8
	Implications for Education	Sorrels - Chapters 8 & 9	
	Play and Play Benefits	Sorrels - Chapters 10 & 11	
	Presentations		

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