



## Risk Factors for Children and Families (PSYC 212-2) – J-Term 2027

**Class Schedule:** MTThF, 1:00 PM – 3:30 PM

**Location:** Clark 248

**Instructor:** Dr. Erin M. Kenney

**Office Hours:** Virtual office hours by appointment via [calendly.com/kenneye](https://calendly.com/kenneye)

"The greatest glory in living lies not in never falling, but in rising every time we fall." – *Nelson Mandela*

"The human capacity for burden is like bamboo—far more flexible than you'd ever believe at first glance" – *Jodi Picoult*

## Course Materials & Description

### Required Materials

- *Reaching and Teaching Children Exposed to Trauma* by Barbara Sorrels, EdD
- *The Boy Who Was Raised as a Dog* by Bruce D. Perry and Maia Szalavitz
- Additional materials and readings will be posted directly to **D2L**

### 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.

*Note: 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 & Evaluation

### Grading Scale

- **A:** 94–100%
- **A-:** 90–93.9%
- **B+:** 87–89.9%
- **B:** 83–86.9%
- **B-:** 80–82.9%
- **C+:** 77–79.9%
- **C:** 73–76.9%
- **C-:** 70–72.9%
- **D+:** 67–69.9%
- **D:** 63–66.9%
- **D-:** 60–62.9%
- **F:** < 60%

### Grade Breakdown

- **Class Participation:** 50%
- **Discussion Moderation:** 25%
- **Final Project:** 25%

### Assignment Details

- **Class Participation (50%):** Includes in-class activities, discussions, and readings. Attendance will be taken. One absence or missed participation assignment will be excused automatically, but these grades cannot be made up or turned in late. Virtual students must use Zoom for discussions and submit assignments on D2L.
- **Class Discussion Moderation (25%):** Completed with a partner. Together, you will develop discussion questions to cover an assigned reading. Individually, you will write and submit a short summary/reflection paper linking the reading to the day's class topic.

- **Final Project and Presentation (25%):** Due during the final two days of the course. Project options will be discussed and selected as a group based on student interest.
- **Extra Credit:** Ample point opportunities are built into the standard course, so **no extra credit** is offered.

## Expectations & Etiquette

### Classroom & Communication Etiquette

- **Course Compact:** The class will collectively establish a behavioral compact covering attendance, mutual respect, and minimizing distractions. Violations may result in removal from the course.
- **Professional Email Etiquette:** Emails must include a clear subject line with the course number (e.g., PSYC 250), a professional salutation (e.g., *Dear Dr. Kenney*), a cordial greeting, proper grammar/spelling (no text-speak like "ur"), and a professional sign-off with your name.

### Academic Dishonesty

Plagiarism, cheating, fabrication, unauthorized possession of exams, or submitting unapproved work will not be tolerated. Sanctions include a failing grade ("F") on the assignment, exam, or the entire course. Refer to the [Hartwick Academic Policies](#) for full details.

### Inclement Weather Policy

In the event of a snow day, the class will **not** meet face-to-face or virtually. Instead, an asynchronous assignment will be posted to D2L. Check course announcements for updates.

## Campus Resources & Policies

**AccessAbility & Academic Adjustments:** Hartwick College accommodates students encountering barriers due to a disability. Contact Lara Sanford, Director of AccessAbility Services and Academic Inclusivity, at [sanfordl@hartwick.edu](mailto:sanfordl@hartwick.edu) to request accommodations as early as possible.

**Title IX & Sexual Misconduct:** Reports of sexual harassment, discrimination, assault, or stalking can be made to the Title IX Coordinator at [titleix@hartwick.edu](mailto:titleix@hartwick.edu) or (607) 431-4293. Confidential reporting is available

through the Perrella Wellness Center (607-431-4120) or Opportunities for Otsego (607-432-4855). Note that faculty members are mandatory reporters.

**Mental Health Support:** The Counseling Center provides free, confidential assistance at (607) 431-4420 or [counselingcenter@hartwick.edu](mailto:counselingcenter@hartwick.edu). Students may also reach out to Heart (peer counseling) at [heart@hartwick.edu](mailto:heart@hartwick.edu).