

SYLLABUS & SCHEDULE

CHLD 96

Working With Children and Families Through Stress & Loss
Spring 2018, Section 5263, Tuesdays 6:30-9:30 pm
Claire Beery, M.A., Instructor

Office Hours: By appointment

Contact me by email: cbeery@santarosa.edu

Text: Counseling Children and Adolescents through Grief and Loss, Jody J. Fiorini and Jodi Ann Mullen. Two copies are on reserve for use in Doyle library. Ask for BF723 .675 F565 2006 PC Beery or BF723.G75 F565 2006. Bring your student ID to check it out.

WELCOME TO CHILD 96. I look forward to getting to know you as we create a learning community together. Think of this syllabus as a map of your learning process. Throughout the semester, when you have any questions, concerns or would like to make an appointment to see me, please get in touch by email. I'm here to assist you in having a positive learning experience.

COURSE DESCRIPTION: This course focuses on family stress and loss and the effects for children and their families. It is designed to enhance the ability of parents, child development students, teachers, and other professionals to understand and support children and their families through difficult challenges and transitions. Topics include: the context of stress, trauma and loss in family systems, risk and protective factors, prevention and healing, specific losses such as separation and divorce, adoption and foster care, incarceration, illness and death, child maltreatment, exposure to domestic violence and substance abuse, gender identity, bullying, bias and discrimination, children with special needs. In this course you will learn to:

1. *Identify and describe the varieties of stress and loss faced by children and their families.*
2. *Analyze the impacts of stress and loss on children and their families.*
3. *Implement appropriate support strategies for children in early childhood settings and their families.*
4. *Identify resources and support services for families dealing with stress and loss.*
5. *Integrate personal experiences with the understanding of stress, loss, and theoretical frameworks.*

SYLLABUS: This syllabus is intended to give you guidance in what may be covered during the semester and will be followed as closely as possible. However, the instructor reserves the right to modify, supplement and make changes as course needs arise.

EXPECTATIONS: This is a 3 unit course that is transferable to the C.S.U. system. Therefore, it is expected that you will be able to participate in class and complete assignments at a four-year college level. You can expect to spend at least 6 hours outside of class, reading and doing assignments, for every 3 hours in class.

CLASS PARTICIPATION: Class begins on time. You are expected to attend all class sessions. There are **NO EXCUSED ABSENCES**. You MAY be dropped from the class if you miss the first two class meetings or more than six cumulative hours of class. Please see me if you expect to miss more than 6 hours of class. Be aware of the semester deadlines for dropping with OR without a "W" (withdrawal). **I will not automatically drop you if you stop attending class.** You must file a "drop card" with the Office of Admissions and Records. Otherwise you will receive an "F". The deadlines are in the SRJC academic calendar.

IF YOU DO MISS CLASS IT IS YOUR RESPONSIBILITY TO:

- Get all information discussed in class and all announcements from a class buddy
- Turn in any assignments due on that day and confirm new assignments and dues dates

Participation in class discussions and in-class activities is essential to your learning in this class. You earn points for actively participating and lose points for lack of participation and for being late or leaving class early. I offer a variety of ways to participate so your experience can be enjoyable as well as valuable. You can participate in discussions, ask questions, and be **ACTIVELY** involved in class activities. **You can receive 5 points of extra credit if you participate in EVERY CLASS.**

TEXT & SUPPLEMENTAL READINGS: You are expected to read the assigned pages in the text as well as additional assigned reading materials PRIOR to each class so you can participate in class. Every week I will send you an email with URL links to all materials. I will tell you what materials **MUST BE BROUGHT TO CLASS** either in printed or electronic form on a laptop, tablet or smart phone. Check your spam for my emails.

ASSIGNMENTS:

All written assignments are due on their due date (not before, not after). They must be **typewritten, double spaced, FULL PAGES** and follow the assignment format provided. Due dates are listed in your course schedule. Check it regularly. Assignments may be turned in via a classmate or to the Child Development office **by 5 pm on the day they are due if you are absent**. Late assignments are accepted **ONLY BY PRIOR APPROVAL**, sent via email, and may reduce your grade by 10%. I **do not** make allowances for computer problems.

1. **EXAM:** This course is divided into 3 parts. After **Part 1** there will be an in-class, closed book exam covering information from my lectures. It will include multiple choice and essay questions.
2. **REFLECTIONS (7):** During **Parts 2 & 3**, you will write reflections on the course content, textbook and guest speaker presentations. Reflections must demonstrate critical thinking and connection to theoretical frameworks presented in class. (3 page minimum, 6 page maximum.)
3. **GROUP RESEARCH & ORAL REPORT:** In small groups, you will select an area of interest within the subject matter of this class, research your topic, and prepare an oral report. This will help you prepare for the Case Study (Final Exam). Topic selection requires teacher approval.
4. **CASE STUDY (THE FINAL EXAM):** In-depth analysis of the stress and loss experience of a child between **age 1 and 18** and preparation of an intervention plan for the child and family. This gives you valuable practice applying your learning from this class to the real world of children and families. (10 page minimum, 15 page maximum.)
5. **EXTRA CREDIT:** I will offer some extra credit options throughout the semester plus 5 points for attending every class.

STANDARDS FOR WRITING: This class relies heavily on writing. The quality of your writing is worth 20% of your grade. All assignments must be written at a college level. They must have clear, concise content that applies to class material and be free of grammatical, spelling and punctuation errors. **Proofread your work carefully. Have someone else proofread it.** You may obtain help with writing skills at the English Writing Center, the Tutorial Center, the College Skills Center, ELS services and Reentry Services. **I only correct one page.**

GRADES: Your grade is based on the following point system. You may ask to see your current grade at any time during the semester. Meeting the minimum points requirement for a particular grade does not automatically guarantee that grade. Final grades are evaluated by me and are also based on the overall quality of your participation and work.

ASSIGNMENTS	POINTS
Participation (16 classes @ 2 points each)	32
Exam (30 multiple choice @1 point, 5 short essays @ 5 points)	55
Reflections (7 @ 15 points)	105
Group Research & Oral Report	30
Case Study (The Final Exam)	50
TOTAL POSSIBLE POINTS	272
GRADE DISTRIBUTION	
A (90 – 100%)	244 ½ -272
B (80 – 89.5%)	217 ½ -244
C (70 – 79.5%)	190 ½ -217
D (60 – 69.5%)	163-190
F (under 60%)	Under 163

IMPORTANT INFORMATION:

- **Email:** Please keep in touch with me **via email** if you have questions about assignments and to notify me of any illness and family emergencies. My address is: cbeery@santarosa.edu. You **MUST** put the following information in the subject line: **Course Number, Brief Subject**. For example: Chld 96 - illness.
- **If you need help** - please schedule appointments with me if you need any assistance. Many of you are taking other classes, work at outside jobs and have families. It's easy to feel overwhelmed. If you're having any difficulty, **please talk to me right away**. The more I understand how you learn and what you need, the more I can help you learn. There are also many services available at SRJC that help students succeed.
- **Learning Styles:** I respect the individual learning style of each student. I'm willing to discuss and negotiate ways for you to make the assignments meaningful to you. You may make an appointment with me to talk about this or send me an email.
- **Special Needs:** If you have disability related accommodations such as a note taker, test-taking service, special furniture, etc., give an Authorization for Academic Accommodations from the Disability Resources Dept. to me as soon as possible. If you have not received authorization from DRD, it is recommended you contact them directly and as soon as possible. DRD in the Analay Village on the Santa Rosa campus (707) 527-4278 or the Village on the Petaluma campus (707) 778-2491. You may also talk with me privately after class about your needs.
- **Student Safety & Emergency Evacuation Plan:** If, for any reason, you do not feel safe, call Campus Police at 527-1000. In the event of an emergency that requires evacuation, please leave class immediately but calmly. A "stair chair" is available at the Call Center elevator to assist students in carrying wheel-chair bound students downstairs. Outside the Call Center, class will meet by the adjacent tennis courts to make sure everyone is safe and wait for further instructions. Stairways are located at both ends of the hallway. If you are a student needing assistance in an evacuation, please see me so we can discuss an evacuation plan.

CLASSROOM CONDUCT:

- **Be a good listener as well as a good talker.** Be respectful of the ideas of others and listen fairly to them. Share your ideas and feelings thoughtfully knowing that others have different experiences that may lead them to different conclusions.
- **Participate in class discussions.** If you are a person who easily dominates a group, practice listening and draw others out with a question. If you are a person who usually lets others talk, practice sharing your thoughts and feelings with the class.
- **Academic Integrity:** Students are expected to follow the standard of conduct of Santa Rosa Junior College regarding academic integrity. If your assignment includes cheating, plagiarism and other academic offenses, you will not receive credit for your assignment. Repeated incidents of academic dishonesty will result in your being dropped from the class.
- **Turn OFF your electronic devices.** Cell phones and all other devices must stowed away out of sight **unless you use them for class (*I will be watching*)**. You **MAY NOT** check for text messages during class. If you are dealing with an emergency during class and need phone access, please inform me before class.
- **Food** is not allowed at your seat except by prior arrangement. You may eat during the mid-evening break in the student lounge. Water is the only beverage allowed.
- **Aggressive or abusive language or behavior**, drug use, or disturbing others **will not be tolerated**.

MY PET PEEVES:

1. **Whispering and side talking**
2. **When students arrive after class has started**
3. **When students don't talk with me about their needs**

TIPS FOR SUCCESS:

- **Don't fall behind.** See me right away if you're having trouble keeping up with the work.
- **Save copies of your assignments** on a flash drive or disc (not just your computer) so you have a backup.
- Keep extra printer cartridges on hand.
- Have access to a backup computer in case yours gets sick.

SCHEDULE - CHLD 96
Working With Children and Families Through Stress & Loss
Spring 2018, Section 5263, Tuesdays 6:30-9:30 pm, Call 3862

DATE	TOPIC	ASSIGNED	TEXT & ASSIGNMENTS DUE
PART 1: The Context of Stress and Loss			
Jan. 23	Introductions What Is Stress?	<i>Why I'm Taking This Class</i>	<i>Textbook Preface</i>
Jan. 30	What are Stress Events. What are Loss & Grief?	<i>Childhood Loss Activity</i>	<i>Chapters 1 & 4</i> <i>Why I'm Taking This Class</i>
Feb. 6	Childhood Loss Activity		
Feb. 13	Risk Factors for Stress & Loss in Children Developmental Factors in Children		<i>Chapter 3</i>
Feb. 20	Risk Factors for Stress & Loss in Families	<i>Group Research & Oral Report</i>	<i>Chapter 2</i>
Feb. 27	Resilience & Protective Factors	<i>Exam Study Guide</i>	
March 6	Part 1 Exam, in-class <i>Research & Oral Report workshop</i>	<i>Reflections</i>	<i>Part I Exam, in-class</i>
PART 2: Stories of Stress & Loss			
4 guest speakers will present about specific types of stress & loss that reflect the types described in the textbook: <ul style="list-style-type: none"> • Chapter 5: Losses through Death & Illness • Chapter 6 & 7: Interpersonal & Transitional Losses • Chapter 8: Developmental Losses • Chapter 9: Tragic and Stigmatizing Losses The Schedule will be revised to reflect their topics, presentation dates and related textbook assignments.			
March 13	<i>Guest Presentation – Topic TBA</i>	<i>Reflection #1 - Topic TBA</i>	<i>Chapter TBA</i>
March 20	NO CLASS – SPRING BREAK		
March 27	<i>Guest Presentation – Topic TBA</i>	<i>Reflection #2 - Topic TBA</i> <i>Case Study</i>	<i>Chapter TBA</i> <i>Reflection #1 - Topic TBA</i>
April 3	<i>Guest Presentation – Topic TBA</i>	<i>Reflection # 3 - Topic TBA</i>	<i>Chapter TBA</i> <i>Reflection #2 - Topic TBA</i>
April 10	<i>Guest Presentation – Topic TBA</i>	<i>Reflection #4 - Topic TBA</i>	<i>Chapter TBA</i> <i>Reflection #3 - Topic TBA</i> <i>Case Study CHILD ID</i>

DATE	TOPIC	ASSIGNED	TEXT & ASSIGNMENTS DUE
PART 3: Working With Children, Families and Ourselves: Stress Prevention & Healing			
April 17	Group Oral Reports		<i>Group Oral Reports</i> <i>Reflection #4 - Topic TBA</i>
April 24	Relationships with Children <i>Case Study in-class workshop</i>	<i>Reflection #5 – Relationships with Children</i>	<i>Chapter 10, pgs. 185-188</i> <i>Chapter 11</i>
May 1	Relationships with Families	<i>Reflection # 6 – Relationships with Families</i>	<i>Chapter 10, pgs. 188-189</i> <i>Reflection #5 - Relationships with Children</i>
May 8	Guest Panel Discussion: Therapeutic Interventions with Children	<i>Reflection #7 – Interventions with Children</i>	<i>Reflection #6 - Relationships with Families</i>
May 15	Coping Strategies For Professionals Who Work With Children	<i>Extra Credit Options Review</i>	<i>Chapter 10, pgs. 189-192</i> <i>Reflection #7 - Interventions With Children</i>
May 22	CASE STUDY DUE, 6:30 – 7:30		<i>Case Study (The Final)</i>
ASSIGNMENT DUE DATES			

Textbook Preface	January 23
Chapters 1 & 4, <i>Why I'm Taking This Class</i>	January 30
Chapter 3	February 13
Chapter 2	February 20
<i>Part 1 Exam, in-class</i>	March 6
<i>Chapter TBA</i>	March 13
<i>Chapter TBA, Reflection #1 - Topic TBA</i>	March 27
<i>Chapter TBA, Reflection #2 - Topic TBA</i>	April 3
<i>Chapter TBA, Reflection #3 - Topic TBA, Case Study Child ID</i>	April 10
<i>Group Oral Reports, Reflection #4 - Topic TBA</i>	April 17
Chapter 10, pgs. 185-188 , Chapter 11	April 24
Chapter 10, pgs. 188-189, <i>Reflection #5 – Relationships with Children</i>	May 1
<i>Reflection #6 - Relationships with Families</i>	May 8
Chapter 10, pgs. 189-192, <i>Reflection #7 – Interventions With Children</i>	May 15
<i>Case Study (The Final)</i>	May 22