

SYLLABUS

EPSY 401
Developmental Psychology
Fall 2015
Web-based course
E-Mail: erin.paavola@indstate.edu

Erin Paavola, MA, LPC
Office: BCOE 309B
Phone: (812) 237-8318
FAX: (812) 237-7613

Contact Information

Since this is a web-based course, I expect that our primary means of communication will be via email. This is also the method that will likely get you the quickest response. I will check my email every week day that classes are in session (no holidays or weekends). You can also email me (and other students in the course by clicking on "seFFnd Email" under "Tools". When you email me, please include the course number (EPSY 221) in the subject heading. You may address me as Professor Erin.

Please know that I will respond to your email as quickly as I can, usually within 24 hours at the latest (unless a weekend or holiday is involved). So if you email me at 8 AM, and haven't heard back by 11 AM, it is probably because I have been in meetings or otherwise have been unable to respond. I will always do my best to give you a quick response.

If you experience a technical malfunction, and are unable to access the Internet, contact me as soon as possible and let me know, so that we can make appropriate accommodations. If you need technical help, you can contact the Help Desk (812-237-2910 or IT-Help@indstate.edu).

Please contact me if you have questions about the course work, assignments, or concerns about your progress in the course. Another time to make sure you contact me is in the rare event of an emergency or catastrophe in your life -- if there is a death in the family, your child is hospitalized, or your computer is struck by lightning, etc. I will try to accommodate such emergency situations within the framework of the course. You should plan for technical problems to occur – keep copies of assignments submitted, etc. **Also, don't wait until the last minute to take the online exams.**

Textbook

Our textbook and Course materials will be posted weekly online.

You will need to access the course website at least once per week in order to fulfill the course requirements.

Office Hours

My Office hours on campus College, of Education, Office 309B

Are:

TBA

You can also get in touch with my outside of these hours by emailing me your course related issues at erin.paavola@indstate.edu or by calling my office extension 812-237-8318

Foundational Studies

This course is part of the Foundational Studies Program. As a result, you should be aware of the outcomes of both the program and of this particular course.

Learning Outcomes for the Foundational Studies Program (FSLO)

By the time you complete the Foundational Studies Program, you should be able to:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express yourselves effectively, professionally, and persuasively both orally and in writing.

This course falls under the area of Social and Behavioral Sciences. The specific learning objectives (SBSLO) for this area are:

1. Describe how individual choices and/or evolving social institutions affect human decision-making;
2. Utilize discipline-specific methodologies to predict an individual or social outcome;
3. Connect discipline-specific content and methodology to contemporary social issues; and
4. Explain how the specific discipline informs and contributes to other disciplines.

There are also a number of Skill and Applied Learning Requirements (SALR) for the Social and Behavioral Sciences area:

1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

Each of the specific learning objectives for the Social and Behavioral Science will be met by this course.

Course Objectives

At the end of the course:

1. Students should understand and be able to explain basic concepts and themes concerning childhood trauma.
2. Students should be able to identify and describe major themes of trauma in different age groups
3. Students should be able to understand recovery from trauma
4. Students should be able to think critically about, and apply the concepts learned in this class toward an understanding of how they can be trauma informed

Course Description

This course provides an overview of childhood trauma, causes, and recovery from various types of trauma. Thus, it is fundamental to the social and behavioral sciences in that without understanding of trauma that children who have gone through traumas can continue to be negatively affected from the severe emotional and physical effects of traumatic event. Trauma effects the developmental process of children, and it can greatly effect their outcomes.

This course specifically focuses on imbuing students with a thorough knowledge of and ability to apply fundamental information about trauma , as a basis for their understanding atypical child development. These theories introduce students to thinking in the social and behavioral sciences. Students use psychological theory throughout the semester as a lens to interpret human behavior.

This course is of value to anyone interacting with any other person. Specifically, however, knowledge of the ways that children who have been mistreated will be helpful for future professionals, as they tend to think and behave differently from adults is useful to those becoming parents, teachers, pediatric nurses, or practitioners in any applied field dealing with children. Knowledge of the specific challenges of the geriatric population is also of increasing value, (given the U.S. 's aging population) for those not only with elderly parents, but also those becoming nurses, therapists, or other practitioners in related fields.

Course Policies

1) Americans with Disabilities Act statement. “Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If

you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

Students having a documented disability and desiring reasonable accommodations should contact me within the first two weeks of the semester. Please outline the accommodations, which would help you succeed in this course and further your educational goals

2) The Sycamore Standard. Students at Indiana State University are expected to accept certain personal responsibilities that constitute the "standard" for behavior in a community of scholars.

As a student at Indiana State University:

I will practice personal and academic integrity; I will commit my energies to the pursuit of truth, learning, and scholarship; I will foster an environment conducive to the personal and academic accomplishment of all students; I will avoid activities that promote bigotry or intolerance; I will choose associations and define my relationships with others based on respect for individual rights and human dignity; I will conduct my life as a student in a manner that brings honor to me and to the University Community; I will discourage actions or behaviors by others that are contrary to these standards.

Adopted by the Indiana State University Student Government Association April 17, 2002

I expect that all work performed in this class (including assignments, exams, and projects) will be your own. **Cheating will NOT be tolerated.** Academic dishonesty includes the use of verbatim quotations from text material or journal articles without proper attribution. **If work is found to be the effort of more than one individual (unless instructions are given to work together) or has been plagiarized, the person(s) involved will receive no points for the assignment or exam, and your program director or department chairperson and my department chairperson will be notified. If a second violation occurs, the person(s) involved will receive a failing grade in the course.** Please familiarize yourself with the Code of Student Conduct, which includes the university policies on academic integrity, and which can be found at: <http://www.indstate.edu/sjp/docs/code.pdf>

3) Academic Freedom: "Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject."

The preceding comes from the American Association of University Professors statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

4) Departmental Diversity Statement: "Diversity enriches us all. From the workplace to the community, as individuals and in groups, diversity brings together many different voices, creating rich harmony. The faculty, staff, and students of the Department of Communication Disorders and Counseling, School, and Educational Psychology are committed to recognizing the contributions of all groups, such as those formed by gender, ethnicity, race, culture, sexual orientation, age, religion, disability, and personal experience, in the creation of a diverse, inclusive environment. An honest commitment to and explicit recognition and affirmation of diversity in the teaching and learning process promotes our effectiveness as professionals, educators, citizens, and full partners in our local, national, and global societies."

5) Please read the assigned chapters and material (posted on course website before going to the online course material. This will enhance your understanding. The responsibility for your learning in this class is at least 50% yours. My role is to help with the process. You must keep up with the readings and assignments in order to be successful in this course. This course will require at least as much time as a "regular" course, if not more. Plan accordingly.

6) I have put a great deal of time and effort into designing this course and this syllabus. I have attempted to address a myriad of detail within them. While I am happy to address any questions you have, please look for the answer before firing off an email to me. I am likely to ask you where you have looked for the information before providing answers that are already given in the syllabus.

"Try 3, then me" is the rule for this class. Try to find the answer 3 ways, then ask me. An example might be: reading the syllabus, looking in the course announcements, and asking a classmate.

7) Please note that while this course is designed to allow you a certain degree of schedule flexibility, there are deadlines for materials to be submitted, and I will hold you to these deadlines. These are not arbitrary, but rather designed to help us all to move through the course at a similar and steady pace. Plan for technical glitches to occur, and allow yourself enough time so that if something happens, you can still meet these deadlines. You may, of course, submit materials before these deadlines without penalty.

Please read the assigned chapters for the week before making discussion contributions. You will be required to answer all of the posted forum questions for the week. I will monitor these discussions, but will participate only if necessary. All discussion contributions for a given week are **due by Monday at 12:00 PM, Eastern time.**

Foundational Studies Program Learning Objectives

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

Social or Behavioral Sciences Learning Objectives

1. Describe how individual choices and/or evolving social institutions affect human decision-making;
2. Utilize discipline-specific methodologies to predict an individual or social outcome;
3. Connect discipline-specific content and methodology to contemporary social issues; and
4. Explain how the specific discipline informs and contributes to other disciplines.

Skill and Applied Learning Requirements

1. Explicitly demonstrate how the curriculum will develop critical thinking skills
2. Explicitly demonstrate how the curriculum will develop information literacy skills
3. Include a graded writing component, which whenever possible is developmental

Assessment of Student Performance

Course Requirements

Discussions (140 points maximum, 10 points per week) -- (FSLO 1, 2, 6, 7, 10; SBSLO 1, 2, 3, 4; SALR 1, 3) Each student is expected to contribute WEEKLY to ongoing discussions about class topics posted on the course site. A "contribution" consists of a thoughtful answer based on material from the text and life experiences (where relevant) to one of the questions I've posted.

(See discussion instructions for more details on grading and an example of an appropriate contribution on the course site.)

Short Papers

Individually there will be various short paper assignments due in order to develop your critical thinking skills and reflection of the course material. These papers are to be handed in online on the course website. No late assignments will be accepted. They are to be written in APA format.

Final Paper

A paper about how you can aid in the trauma recovery process

Courtesy and civility (50 points) – This is a difficult course, so it is imperative that we create a culture of civility and “common courtesy.” Electronic media allow for faster and more informal communication in a course such as this one. However, these media also make it easier for miscommunication to occur for a number of reasons: messages are typed quickly and sent without double checking the tone of the message; emotions and tone of voice are difficult to accurately convey; and informal messages may sometimes appear rude. Thus, civility and courtesy towards others, including your instructor, will count for 5% of your final grade in this course. You begin with full credit (50 points), and will lose 5 points each time there is an issue.

A few guidelines to help you:

You may address me as Professor Erin or Professor Paavola. I do consider it disrespectful for students to address me as “Ms.” or by my first name.

Be respectful of others in the course. Don't "flame". If a posting or an email by another student (or the instructor) upsets you, wait 24 hours before replying and think through the reply carefully. Ask for clarification or support of the other person's position to understand the context for the reply.

Reflect before you act. Consider your reply before you send it. If in doubt about the “tone” of an email message, save it, and take a second look at it before sending it.

Avoid using sarcasm.

Don't use all capitals (LIKE THIS) -- this is equivalent to shouting, and is rude.

Please know that I will respond to your email as quickly as I can, usually within 24 hours at the latest (unless a weekend or holiday is involved). So if you email me at 8 am, and haven't heard back by 11 am, it is probably because I have been in meetings or otherwise have been unable to respond. I will always do my best to give you a quick response.

Please also respond to my email in a timely way. This may require you to check your

ISU email more frequently than you are used to. I check mine every day, and I expect you to do the same.

Grading Policies

The work in this course will be assigned the following possible numbers of possible points:

| | |
|--|-------------------|
| Discussions | 140 points |
| 4 Individual Short Papers (50 points each) | 200 points |
| Final | 100 points |
| <u>Courtesy/civility</u> | <u>60 points</u> |
| TOTAL | 500 points |

Your final grade will be based on the following scale:

| | | | |
|-----------|----|--------------|----|
| 98 - 100% | A+ | 77 - 79% | C+ |
| 93 - 97% | A | 73 - 76% | C |
| 90 - 92% | A- | 70 - 72% | C- |
| 87 - 89% | B+ | 67 - 69% | D+ |
| 83 - 86% | B | 63 - 66% | D |
| 80 - 82% | B- | 60 - 62% | D- |
| | | 59% or below | F |

CLASS SCHEDULE

Note: Weeks generally run from Sunday through Saturday, with the exception of the first and last weeks of the course. All deadlines are based on Eastern time.

| Week | Dates | Topic(s) | Reading | Assignment(s) Due | Deadline |
|------|-----------|--|---------|--------------------------------|--------------------------------|
| 1 | 1/12-1/16 | The Definition of Trauma | 1 | Discussion 1 Introduction | Mon 18 th @ 12noon |
| 2 | 1/17-1/23 | Historical Perspective of Child Maltreatment & Family Roles | 2 | Discussion 2 | Mon Jan 25 @ 12noon |
| 3 | 1/24-1/30 | Acute and Chronic Trauma Neglect and Complex Trauma | 3 | Discussion 3 | Feb 1 @ 12noon |
| 4 | 1/31-2/6 | Trauma and Psychiatric Conditions | 4 | Discussion 4 Short Paper #1 | Feb 8 th @ 12noon |
| 5 | 2/7-2/13 | Trauma and Child Welfare System | 5 | Discussion 5 | Feb 15 th @ 12noon |
| 6. | 2/14-2/20 | PTSD and children | 6 | Discussion 6 | Feb 22 nd @ 12noon |
| 7 | 2/21-2/27 | Trauma during early childhood | 7 | Discussion 7 | Feb 29 th @ 12noon |
| 8 | 2/28-3/5 | Trauma during middle childhood | 8 | Discussion 8 Short Paper #2 | March 7 th @ 12noon |

* Dates and Assignments are subject to change at the discretion of the professor

| Week | Dates | Topic(s) | Reading | Assignment(s) Due | Deadline |
|-------------|--------------|--|----------------|---|---|
| 9 | 3/6-3/12 | Trauma during adolescence & lasting effects of early adulthood | 9 | Discussion 9 | March 14 th @ 12noon |
| 10 | 3/13-3/19 | Spring Break | None | None | none |
| 11 | 3/20-3/26 | Recovery | 10 | Discussion 10 Short Paper 3 – Due March 23 rd | March 28 th @ 12noon @ 12noon |
| 12 | 3/27-4/2 | Global Issues in Childhood Trauma | 11 | Discussion 11 | April 4 th @ 12noon |
| 13 | 4/3-4/9 | Role of Parents in Recovery of Childhood Trauma | 12 | Discussion 12 | April 11 @ 12noon |
| 14 | 4/10-4/16 | Role of Community in Recovery of Childhood Trauma | 13 | Discussion 13 | April 18 th @ 12noon |
| 15 | 4/17- 4/23 | Future Directions | 14 | Discussion 14 | April 25 th @ 12noon |
| 16 | 4/24-4/30 | ISU Study Week | None | None | |
| 17 | 5/1-5/6 | Finals Week | | Final Paper | May 2 nd @ 12noon |
| | | | | | |
| | | | | | |

Discussions -- Instructions

Overview

Each student is expected to contribute to ongoing discussions about class topics posted on the course site. To that end, I expect that each student will contribute to a minimum of 14 discussions throughout the semester. Students will need to answer all questions in the Discussion forum for that week. A “contribution” consists of a thoughtful answer based on material from the weekly readings and articles and life experiences (where relevant) to one of the questions I’ve posted.

Reading materials for the week we be placed in the “WEEKLY READINGS” tab. DISCUSSION questions will be based of off the various readings in the weekly readings tab.

There will be weekly journal articles that you will be reviewing as well as information realted to the topics as listed in the syllabus.

The deadline for original discussion contributions each week for credit is 12noon on Mondays.

How To

You can get to the discussion board by clicking on the green button marked “Tools” on the left side of the course site and then clicking on “Discussion Board”.

Next, click on the forum you want to contribute to (such as “Week 1”). Then you will see the topics/questions available for the week. By clicking on the name of the thread/topic (such as “poverty”, you will be able to read the question. If you wish to post an answer, simply click on “reply”, type your answer (or cut and paste it from Word).

When you are done, make sure to click “Submit”. If you click “Save” instead, no-one will be able to see your posting (including me).

Grading

Each student is expected to contribute to a minimum of 10 discussions. Each of these contributions is worth 10 points, for a total of 100 points. The combined first and second week’s contribution will be worth 10 points in total.

In grading your participation in class discussions, here's what I'll be looking at:

length of the contributions -- not too brief, but don't just ramble on and on -- stick to the point

relevance -- how grounded in course content (including material from the text) your comments are

truth -- contributions are factually correct

clarity -- make sure that other readers can understand the point you are trying to make

Please write in full sentences

tone -- the tone of your comments should demonstrate respect toward those who may not agree with you

thoughtfulness -- level of thought put into the answer-- being able to go beyond the obvious earns more points

thoroughness -- make sure you answer all parts of the question being asked -- partial answers get only partial credit

See “Examples of Discussion Contributions” for more details.

Examples of Discussion Contributions

Note that it isn't the answer of “yes” or “no” to the question that makes these good or bad, but rather, the relevance, thoughtfulness, truth, clarity, thoroughness, and tone that count.

Question: Adolescence can be defined in many ways. Select a definition of adolescence to use in answering the following question. Is adolescence unique to humans or do other animals also experience an adolescence?

Good answer (10 points):

I would define adolescence as beginning with puberty and ending with taking on full rights and responsibilities, but also including biological changes, emotional changes, cognitive changes and social changes. I would argue that while other animals also experience some transition between a state of dependence and full maturity, that it is not a true “adolescence”. Other animals do not begin to reason at the formal operational level. This point is underscored by the notion that “adolescence” is a socio-historical invention, so that not all humans in all societies across history experienced an adolescence per se, either.

O.K. answer, but too brief (6 points):

If we define adolescence as a transition from childhood to adulthood, then all animals, must by definition experience it. Animals move away from their parents, too.

Poor answer-- negative tone (3 points):

Adolescence begins with puberty and ends at adulthood. So this question is pretty stupid.

Factually incorrect and too brief answer--position not supported (0 points):

Adolescence is a period of changes and turbulence, which often lasts until your 30s or 40s. Yes, all animals have this.

Paper Format

Please use MS Word and Times New Roman 12 - point font for all papers. Do not skip extra lines between paragraphs (you may have to change the default setting in Word). It is expected that the written parts of this assignment (individual work and final group project will be written using a fairly formal writing style, double spaced, using full sentences, with correct spelling and grammar. **You will lose 1/8 of a point for each of these errors.** It may not seem like much, but these add up quickly, so be sure to proofread your papers before submitting them to me.

Make sure you include page numbers. Do not use Running Heads or a title page. Instead, at the top of the first page, please put the following information in the following format:

Your Name
EPSY 401

Paper Title

The individual paper grade will be based on: thoroughness (be sure to address all questions or all parts of the assignment), clarity of writing, and thoughtfulness of answers. This part should be submitted to me at the same time you submit it to your group members. Each individual paper will be worth 20 points. If you submit your paper late, you will earn you a grade of zero out of the 50 points for the entire project and your group will go on without you. I will also be using Turnitin to check for academic integrity on each of these papers, so please submit your paper to Turnitin (via the course site) at the same time that you email it to me and your group members. These papers will be graded within 2 to 3 weeks of the due date.

To submit a paper to Turnitin, go to the course site and click on the button marked "Assignments". Then, under the name of the paper you wish to submit, click "View/Complete", and follow the instructions.

NOTE: When you submit your paper to Turnitin, you will be able to see the amount of overlap between your paper and other papers. If there is a high degree of overlap, it may be that you have not sufficiently paraphrased your source(s) or have too much quoted material in your paper. It is a good idea to turn in your paper to Turnitin before the deadline, so if the degree of overlap is high, you can revise and resubmit your paper. I won't start grading until the deadline passes. Do make sure that any quoted material is in quotations and that the source is cited appropriately, for example: (MacDonald, 2011, p. 24)

Each member of the group will receive the same score for the group response grades with the exception of any members who failed to meet deadlines assigned or who failed to contribute to the group response. These grades will be based on: thoroughness (be sure to address all questions or all parts of the assignment), clarity of writing, and thoughtfulness of answers. Each group response will be worth 20 points. Late papers earn no credit. These papers will be graded within 1 to 2 weeks of the due date.

**Short Paper #1
In the News
Due February 8th @ 12noon**

Independently, each student should find a recent magazine or newspaper article that illustrates, exemplifies, or pertains to one type of trauma, issue, or research findings (children ages 3-18) of the text. Your article should also be relevant to trauma and children. So, for example, an article in the newspaper about the effects of divorce on children or child abuse would be relevant for this paper.

In the assignment you are to summarize what the news story is and how the community can help the child or issue. I want you to use your critical thinking skills as well as how you believe that this article (and others like it) will be helpful in your future or current profession (as a teacher, psychologist

This paper should be 2-3 pages long (double-spaced), and cover each of the areas below. Submit online

1. Give the full reference for the article in APA style. For example:

Walsh, B. (2008, June 23). It's not just genetics. *Time*, 171, 70-80.

or

McDowell, D. L. (2008, August 11). Don't confuse doing with helping. *The Indianapolis Star*, p. E2.

or

Jones, K. (2007, January 8). *The influence of parental attachment on sexual promiscuity in college students*. Retrieved from http://www.associatedcontent.com/article/112454/the_influence_of_parental_attachment.html?cat=4

Short Paper # 2

Due: March 7th @ 12noon

Write a 3 page reflection paper critiquing the journal article that will be posted on the class site.
Further directions will be given.

Short Paper #3

Due March 23rd @ 12noon

Write a 3 page reflection paper critiquing the journal article that will be posted on the class site.
Further directions will be given.

Final Paper

Due May 2nd @ 12noon

Write a 2-3 APA style, double-spaced paper identifying how you can help a child or someone who has gone through a trauma.

