***Preschool Trauma and Loss Project***

**Psychology 372-Section 002**

**Spring, 2023**

**Professor Alytia Levendosky**

**Class Time:** Mondays 12:40 - 3:30 pm

**Email:** levendo1@msu.edu (please put PSY 372 in the subject line when you email)

**Office Hours:** 4-5pm on Mondays via zoom link below. I’m also happy to meet via video chat at other times—just email me so we can set up an appointment.

<https://msu.zoom.us/j/9156740405>

**I. (not) Required Textbook**

Although we will not be reading assigned chapters of this textbook this semester, please refer to the book as necessary to understand any issues that the children you are working with at Head Start might have.

**Nader, K. (2020). *Handbook of Trauma, Traumatic Loss, and Adversity in Children: Development, Adversity’s Impacts, and Methods of Intervention.*Routledge/Taylor & Francis Group, New York, NY.**

**II. Purpose**

This class, PSY 372, is the second in a sequence of two courses. In PSY 371 you were taught the foundational knowledge and skills you will need in order to implement a trauma-focused intervention with Head Start preschoolers during the Spring, 2023 semester (PSY 372).

In this class, you will learn more about trauma and trauma-informed care. You will learn how to interview parents and teachers, observe children in a classroom, and write initial reports summarizing all of this information. You will also be taught how to implement the intervention, and receive weekly supervision and observation to provide positive and constructive feedback on your implementation skills. You will also learn to write a final report summarizing the progress your specific children have made as a result of participating in the intervention. The capstone of the course is a paper summarizing your experiences working with Head Start children through this intervention.

**III. Grading**

Grades will be based on 5 components.

1. Attendance at and participation in all classes (unless sick with doctor’s note or similar)

2. Attendance at scheduled times for interventions with child and meeting with parents (unless sick with doctor’s note or similar).

3. Timely completion of initial and final reports on assigned children.

4. Timely completion of weekly reports on lessons with children and meetings with adults.

5. Completion of class thought paper.

Grades will be determined as follows:

20% class attendance and engagement in class discussions

20% responsible implementation of intervention (on time, regular meetings)

20% timely completion of initial and final reports on children

20% timely completion of weekly reports on lessons with children, meetings with adults/parents, and emails sent to adults/parents

20% final class paper

**IV. Accommodations for Disabilities**

Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or ***two weeks prior to the accommodation date*** (test, project, etc.). Requests received after this date may not be honored.

**Course Schedule**

**Monday, January 9, 2023 (in-person)**

1. Establish the schedule for the semester
2. Amy and Erika present
   1. Give out assignments and discuss
   2. Discuss how to contact parents, and tips on tracking them down
   3. Amy and Erika will meet with the students doing the In-person groups and introduce the children in each of those groups
3. Discussion of Parent Interviews
   1. Pay particular attention to the outline for how to conduct parent interview (Appendix B)
   2. For siblings, one parent interview, but focus on x child first, and then focus on y child second.
   3. These will be done: in-person, by Zoom, or by phone – depending upon parent preference
4. Discussion of Teacher Interviews
   1. Pay particular attention to the outline for how to conduct teacher interview (Appendix A)
   2. For multiple children in one classroom, one teacher interview, but focus on x child first, and then focus on y child second.
   3. These will be done: in person or Zoom (phone last resort)
5. Amy Kapp will present on Trauma-Informed Approaches in the classroom
6. Assignment of role play – this will be done with your fellow group leaders assigned to your group. Half of you will role-play Session 1 and half of you will role-play Session 2 – for class on Monday, Jan. 23.
7. Please put your name, email, and phone # on the google drive

<https://docs.google.com/spreadsheets/d/1MT39W-2dpmJY8OVYnaFgd6GbPhihB-ubbHNJDztyGdc/edit#gid=0>

1. If you do not wish to provide your actual phone #, please use google voice to create a new #. Information about how to do this can be found at <https://support.google.com/voice/answer/115061?co=GENIE.Platform%3DDesktop&hl=en>

**Monday, January 16, 2023** Holiday, Classes Cancelled on Monday

Class is cancelled, but…

1. ***Interviews with parents and teachers should take place this week.***

1. Erika and Amy will meet with students this week via zoom to discuss any children that have been entered into the program since prior week and check on progress with interviews. We will develop a schedule for this during the earlier class time (at time of scheduled groups).
2. Amy and Erika keep distributing child/parent information throughout the week as it becomes available.

**Monday, January 23, 2023 (in-person) – Week 1 of Program**

1. Role plays of session 1 and 2

2. How to write the initial report. Discussion in class. pay particular attention to the outline for how to write initial report (Appendix C)

a. **Initial Report is due Friday, Jan. 27 at 5pm.** Don’t wait if haven’t gotten a hold of parent because some you won’t be able to reach.

b. **Final version due by Feb. 3 at 5pm and will be shared with Amy and Erika.** Be prepared to discuss how you will individualize group in supervision on Jan. 30.

5. Review first parent meeting after initial interview.

**Monday, January 30, 2023 (Zoom)—Week 2 of Program**

PermanentClass Zoom link will be provided prior to this class period through email.

The class will be divided into two groups for supervision. Group A (In-person group leaders) will meet for 1 hour 15 minutes to discuss their intervention that week. Then Group B (Virtual group leaders) will join Group A and we will spend 30 minutes reviewing the lessons for the following week. Then Group B will meet for 1 hour 15 minutes.

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about the next lessons

Group B meets for 1 hour 15 minutes

**Monday, February 6, 2023 (Zoom) —Week 3 of Program**

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about the next lessons

Group B meets for 1 hour 15 minutes

**Monday, February 13, 2023 (Zoom) —Week 4 of Program**

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about the next lessons

Group B meets for 1 hour 15 minutes

**Monday, February 20, 2023 (Zoom) —Week 5 of Program**

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about the next lessons

Group B meets for 1 hour 15 minutes

**Monday, February 27, 2023 (Zoom) —Week 6 of program**

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about the next lessons

Group B meets for 1 hour 15 minutes

**Monday, March 6, 2023 (Zoom) —Week 7 of Program**

NOTE: If group leaders are able to meet with their groups at Head Start, they will do so. If they can’t we will talk about combining some lessons as the program must be completed by the end of the week of March 20.

**Monday, March 13, 2023 (Zoom) —Week 7 or 8 of Program**

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about the next lessons

Group B meets for 1 hour 15 minutes

**Monday, March 20, 2023 (Zoom) -- Week 8 or completion of the Program**

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about the next lessons

Group B meets for 1 hour 15 minutes

**Monday, March 27, 2023 (Zoom)**

Talk about how the lessons went for each child and recommendations for future work with the child. Bring to class recommendations for each child!

Group A meets 1 hour 15 minutes

Groups A and B meet for 30 minutes to talk about how to write the final report

Group B meets for 1 hour 15 minutes

2. First draft of final report due **in class Monday, April 3, 2023**. – printed copy

**Monday, April 3, 2023 (in-person)**

1. Professor Levendosky will send everyone one copy of someone else’s report to edit/comment on with suggestions. This activity will be done in class.
2. Amy and Erika come to discuss final parent meetings.
3. Initial role plays of final parent meetings.

**Revised draft due to Professor Levendosky on Friday, April 7, 2023**

**Monday, April 10, 2022 (in-person)**

1. Students work on revising first draft of final reports. (Final report guides the last parent meeting and also gets mailed out to the parent after the meeting.)
2. Preparing for final parent meeting – role plays
3. Schedule feedback meeting with adult/parent. You must have a supervisor present.

**Monday, April 17, 2022 (in-person)**

1. Wrap up—lessons learned; what went well, what you would have done differently. Bring notes.

**Monday, April 24, 2022 (in-person)**

1. Discuss how feedback meeting with adult/parent went.

2. Students to consult with Professor Levendosky about their final report.

3. Completed **Final Report of Child due by 5pm**

Class paper regarding experiences at Head Start **due Monday, May 1 by 5pm**. The class paper should be a 5-6 double-spaced pages in length and include your thoughts about these 4 topics.

* Looking back over the program, what are the things you are most proud of accomplishing?
* What changes did you see in each of the children by the end of the program?
* What challenges did you face and how did you overcome them?
* In what ways have ***you*** changed and grown as a result of being a group leader in this program?

Note: I will do my best to adhere to this schedule, but sometimes the schedule might change. Students will be notified of all changes. Please read all emails and check the course website for additional information.