***Preschool Trauma and Loss Project***

**Psychology 372-Section 002**

**Spring, 2024**

**Professor:** Alexandra Ballinger

**Class Time:** Mondays 12:40 - 3:30 pm, Natural Sciences Bldg 145

**Email:** ballin16@msu.edu (please put PSY 372 in the subject line when you email)

**Office Hours:** 12:30-1:30 pm on Fridays 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://msuhipaa.zoom.us/j/93170737384?pwd=aTR0eG1Na0REdG52N0FYbWVIOWVDUT09>

Meeting ID: 931 7073 7384

Passcode: 531550

**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, 2024 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. Generative AI Policy:

This class is specifically a space for learning and practicing invaluable writing and reasoning skills that cannot be replicated by generative artificial intelligence (AI). While the ever-changing (and exciting!) new developments with AI will find their place in our workforces and personal lives, in the realm of education, this kind of technology can counteract learning. This is because the use of AI diminishes opportunities to learn from our experiences and from each other, to play with our creative freedoms, to problem-solve, and to contribute our ideas in authentic ways. College is a place for learning, and this AI simply cannot do that learning for us. Academic integrity plays a vital role in the learning that takes place in this course and submitting work as your own that was generated by AI is plagiarism. Thus, any work written, developed, created, or inspired by generative artificial intelligence is a breach of ethical engagement and MSU’s academic integrity policy as it pertains to this course. (Policy adapted from Colorado State University’s [Academic Honesty and Integrity page](https://tilt.colostate.edu/what-should-a-syllabus-statement-on-ai-look-like/#:~:text=Generally%20speaking%2C%20you%20are%20not,appropriate%20use%20of%20such%20technologies.))

**V. 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 8, 2024 (in-person)**

1. Discuss the schedule for the semester
2. 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. In-class practice of parent interviews
3. 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)
4. Amy Kapp will present on Trauma-Informed Approaches in the classroom
5. 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. 22.
6. Please put your name, email, and phone # on the google drive

<https://docs.google.com/spreadsheets/d/1sYh33kX_TEMt-ZwmOmAYZU8asMQTzVdm-Of1v778Fq0/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 15, 2024** Holiday, Classes Cancelled on Monday

**Monday, January 22, 2024 (in-person) –**

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, February 9th at 5pm.** Don’t wait if haven’t gotten a hold of your parent/caregiver because some you won’t be able to reach.

b. **Final version due by Feb. 16th at 5pm and will be shared with Head Start.** Be prepared to discuss how you will individualize group in supervision on Jan. 29th.

5. Review first parent meeting after initial interview.

**Monday, January 29, 2024 —Week 1 of Program**

The class will be divided into two groups for supervision. Group A will meet for 1 hour 15 minutes to discuss their intervention that week. Then Group B 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 5, 2024 - Week 2 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 12, 2024 - 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 19, 2024 - 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 26, 2024 - No Class Spring Break**

**Monday, March 4, 2024 - 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, March 11, 2024 - 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 18, 2024 - Week 7 of Program (subject to potential change based on snow days etc.)**

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 25, 2024**

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

First draft of final report due **in class Monday, April 1, 2024**. – printed copy

**Monday, April 1, 2024 (in-person) – Week 8 of Program (subject to potential change based on snow days etc.)**

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

**Revised draft due to Professor Ballinger on Wednesday, April 10, 2024**

**Monday, April 8, 2024 (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 15, 2024 (in-person)**

1. Wrap up—lessons learned; what went well, what you would have done differently. Bring notes.
2. Discuss how feedback meeting with adult/parent went.
3. Students to consult with Professor Ballinger about their final report.
4. Completed **Final Report of Child due by 04/19 at 5pm**

Class paper regarding experiences at Head Start **due Friday, 04/26 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.