***Preschool Trauma and Loss Project***

**Psychology 371-Section 002**

**Fall, 2021**

**Professor Bogat: bogat@msu.edu**

**Class Time:** Mondays 12:40 - 3:30; Snyder Hall C204

# Office Hours: 11am - 12pm Mondays. I’m also happy to meet via video chat at other times—just email me so we can set up an appointment.

# Email: [bogat@msu.edu](mailto:bogat@msu.edu) (please put PSY 371 in the subject line when you email)

# I. Required Textbook

Used versions of this book are readily available on various websites including Amazon.

Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Penguin.

There are also other required readings. These will be available on the D2L class page.

# II. Purpose

This class, PSY 371, is the first in a sequence of two courses. PSY 371 provides the foundational knowledge and skills you will need in order to implement a trauma-focused intervention with Head Start preschoolers during the Spring, 2021 semester (PSY 372).

In this class, you will learn about the history of Head Start. You will also learn about normal developmental trajectories of preschoolers and how trauma can derail these trajectories. You will also learn about different types of traumas, including poverty, racism, and those that are specifically covered in the curriculum to be implemented in PSY 372.

You will also learn important skills to help implement the curriculum. These include classroom behavior observation, interviewing teachers and parents, and delivering a preschool intervention (either in person or remotely through video chat) as well as an evaluation of the program.

# III. Grading

Grades will be based on 3 components.

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

2. Weekly summary of one article assigned for that week; 2-3 discussion questions based on one reading. These should be turned into the D2L portal by **10am the morning of that class period**.

3. Completion of homework assignment of videotaped role plays.

Grades will be determined as follows (total of 400 possible points):

**20% class attendance and engagement in class discussions (possible 80 points)**

**40% each week there are readings--turn in summary of one reading assigned for that week (any article, but not any readings from the Feeling and Healing Curricula) and 2-3 discussion questions from one reading (possible 160 points—10 classes with readings; each class you can achieve 16 points)**

**10% completed homework assignments of videotaped role plays, behavior observation coding, and visiting a Head Start classroom (possible 40 points)**

**30% final class paper—due November 23 (possible 120 points)**

Please note: you will be reading primary source material. Some of these articles and chapters are challenging and the writing is very different from that found in textbooks. I encourage you to read each article/chapter twice, taking notes on the articles prior to writing your summaries and discussion questions.

**Final Paper**

* Students will choose one of the following topics, which are traumatic events often experienced by preschoolers. (If you wish to choose another topic, you must get permission of the professor)
  + Child abuse/maltreatment; exposure to intimate partner violence; poverty; racism; homelessness; foster care
* Students will find 5 empirical articles on the topic of choice. These articles must be from scientific journals and approved by the instructor. Articles must be submitted to the D2L portal by **November 1, 2021 by 5pm**.
* Once articles are approved, students will read and summarize these articles as well as any relevant class readings or lecture notes.
* The final paper will be about 8 pages long (not including title page or references). It must be submitted on or before **December 6, 2021 in the D2l portal by 5pm.**

# IV. Issues of Academic Integrity and Policy on Cheating

Students taking this course are expected to adhere to the highest ethical conduct. Anyone caught cheating or plagiarizing will automatically receive a failing grade (0.0) for the assignment. Every student is held responsible for knowing the academic integrity policy at MSU. Links to the policy can be found at <https://www.msu.edu/~ombud/academic-integrity/index.html>

## Below are some definitions of plagiarism.

“a piece of writing that has been copied from someone else and is presented as being your own work” (Webster’s Dictionary Online)

“claiming or submitting the academic work of another as one’s own”(Spartan Life: Student Handbook and Resource Guide, see pages 76-77, 108-109)

<http://www.vps.msu.edu/SPLife/default.pdf>

“the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit” (White House Office of Sciences and Technology Policy on Misconduct on Research

Information about cheating from the student’s point of view can be found by reading the Student Academic Integrity FAQs on our Office of the Ombudsperson page

<https://www.msu.edu/~ombud/academic-integrity/student-faq.html>

Ignorance or misunderstanding of the honesty policy will not serve as an excuse for academic dishonesty. Scholastic dishonesty will be prosecuted to the fullest extent in this class. That means you will get a 0.0 for the assignment, and a letter will be sent to the dean of your college and to the dean of the College of Social Sciences about the incident. A request for your dean to call for a disciplinary hearing to impose sanctions beyond failing the course could occur in some cases of academic dishonesty.

## Penalty Grade Policy at MSU (as of 2009)

Revised University Policy - Integrity of Scholarship and Grades: “When an instructor gives an undergraduate or graduate student a penalty grade for academic misconduct, the instructor must provide a written description of the details of the academic misconduct to the student and to the student’s academic dean. The student’s academic dean will add the written description to the student’s academic record, where it will remain, unless the student successfully grieves the allegation.”

“Consistent with MSU's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, I have chosen to use a tool called Turnitin to compare your papers with multiple sources.  The tool will compare each paper you submit to an extensive database of prior publications and papers, providing links to possible matches and a 'similarity score.'  The tool does not determine whether plagiarism has occurred or not.  Instead, I will make a complete assessment and judge the originality of your work.  All submissions to this course may be checked using this tool.

You should submit papers to Turnitin Dropboxes **without identifying information included in the paper** (e.g., name or student number), the Desire 2 Learn] system will automatically show this information to me when I view the submission, but the information will not be retained by Turnitin.  If you forget and submit your paper with your identifying information on it, it will be retained in the Turnitin repository. Your submissions will be retained in the Global Turnitin repository.

In choosing to use Turnitin in our class, I have agreed to follow five guidelines.  They are:

1. I will use Turnitin as part of a balanced approach to encourage academic integrity and foster student success.
2. I will openly disclose use of Turnitin in this course on the syllabus and at the time assignments are announced.
3. For a given assignment, I will use Turnitin for all papers.
4. I will make the final determination of originality and integrity.
5. To ensure privacy, I will ask students to remove identification (e.g., names and student numbers) from submissions.

If you have any questions about the use of Turnitin in this course, please bring them to my attention.”

# 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.

If you require testing accommodations (additional time, less disruptive room, etc.) you must contact me and present your VISA ***at least two weeks before the exam******date*** to schedule an alternative exam.  Typically, I will schedule for you to take the exam during a special exam sessions offered by the Psychology Department.  If you are unable to make those times, or that option does not meet your VISA accommodations, you may be able to schedule to take your exam at the RCPD office.  In either case, the exam must be scheduled well in advance, so you need to adhere to the two week prior notification requirement.

**Course Schedule**

**Wednesday September 1, 2021 (like a Monday)**

Overview of the course, get to know one another, and solicit student questions about the course.

**September 6, 2021 Labor Day; University closed**

**September 13, 2021**

**Topic 1: Origins of Head Start and its Evolution**.

**Topic 2: Environmental Stressors: Poverty, Racism, Child Abuse**

Reading: Yoshikawa, H., Aber, J. L., & Beardslee, W. R. (2012). The effects of poverty on the mental, emotional, and behavioral health of children and youth. *American Psychologist, 67(4),* 272-284.

Reading: Priest, N., Paradies, Y., Trenerry, B., Truong, M., Karlsen, S., Kelly, Yvonne (2013). A systematic review of studies examining the relationship between reported racism and health and wellbeing for children and young people. *Social Science & Medicine, 95,* 115-127.

**Topic 3: Effects of Trauma on Children and Intergenerational Trauma**

Reading: Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Penguin. Pages 51-88.

Reading: McLaughlin, K. A., & Lambert, H. K. (2017). Child trauma exposure and psychopathology: mechanisms of risk and resilience. *Current Opinion in Psychology, 14,* 29-34.

**September 20, 2021**

**Topic 1: Overview of the two curricula**

Reading: Virtual Curriculum—pages 4-6

Reading: In-Person Curriculum—pages 4-8

**Topic 2: Feelings and Emotion Regulation**

Reading: Cole, P. M., Dennis, T. A., Smith-Simon, K. E., & Cohen, L. H. (2009) Preschoolers' emotion regulation strategy understanding: relations with emotion socialization and child self‐regulation, *Social Development, 18(2),* 324-352. https://doi.org/10.1111/j.1467-9507.2008.00503.x

Reading: Goldstein, T. R., & Lerner, M. D. Dramatic pretend play games uniquely improve emotional control in young children. *Developmental Science, e12603*

Reading: Drake, J. E., & Winner, E. (2013). How children use drawing to regulate their emotions. *Cognition and Emotion, 27(3),* 512-520.

Reading: Florez, I. R. (2011). Developing young children’s self-regulation through everyday experiences. Reprinted from *Young Children*.

Reading: Virtual Curriculum

Lesson 1 (pages 7-9)

Lesson 2 (pages 10-14)

Adult Meeting for Lessons 1 and 2 (pages >>>>)

Reading: In-Person Curriculum

Lesson 1 (pages 17-18)

Lesson 2 (page 19-20)

**September 27, 2021**

**Topic 1: Problem solving, social skills, empathy, self-concept and self-esteem, love**

Reading: Gloeckler, L. & Cassell, J. (2012). Teacher practices with toddlers during social problem solving opportunities. *Early Childhood Education Journal, 40,* 251-257.

Reading: Ekerim-Akbulut, M., Sen, H. H., Besiroglu, B., & Selcuk, B. (2021). The role of theory of mind, emotion knowledge and empathy in preschoolers’ disruptive behavior. *Journal of Child and Family Studies, 29,* 128-143.

**Topic 2: Curriculum**

Reading: Virtual Curriculum—

Lessons 3 & 4 (pages 15-20)

Adult Meeting for Lessons 3 and 4 (pages 21-22)

Lessons 5 & 6 (pages 23-27)

Adult Meeting for Lessons 5 and 6 (pages 28-29)

Reading: In-Person Curriculum

Lessons 3, 4, and 5 (pages 21-26) and Lesson 14 (pages 45-46)

**October 4, 2021**

**Topic 1: Emotion processing: sadness and loss; anger**

Reading: Martin, S. E., Boekamp, J. R., McConville, D. W., & Wheeler, E. E. (2010). Anger and sadness perception in clinically referred preschoolers: emotion processes and externalizing behavior symptoms. *Child Psychiatry and Human Development, 41,* 30-46.

**Topic 2: Family violence (child maltreatment and intimate partner violence) and community violence**

Reading: Van der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Penguin. Chapter 8

**Topic 3: Children’s concept of responsibility/fault**

Reading: Fosco, G. M., DeBoard, R. L., & Grych, J. H. (2007). Making sense of family violence: Implications of children’s appraisals of interparental aggression for their short- and long-term functioning. *European Psychologist, 12(1),* 6-16.

**Topic 4: Curriculum**

Reading: Virtual Curriculum

Lessons 7 & 8 (pages 30-34)

Adult meeting for lessons 7 and 8 (pages 35-36)

Lessons 9 & 10 (pages 37-40)

Adult meeting for lessons 9 and 10 (pages 41-42)

Lessons 11 & 12 (pages 43-47)

Adult meeting for Lessons 11 and 12 (pages 48-49)

Reading: In-Person Curriculum

Lessons 6, 7, 8, 9, 10, 11, 12, 13 (pages 28-46)

**October 11, 2021**

**Topic 1: Fear and scary situations**

Reading: How to Help Children Manage Fears; <https://childmind.org/article/help-children-manage-fears/>

Reading: How to Help Your Child Overcome Their Fears; <https://www.nytimes.com/2020/04/17/parenting/childhood-fears-anxiety.html>

Reading: How to Help Your Child Manage a Fear; <https://www.understood.org/en/friends-feelings/managing-feelings/fear/help-child-overcome-fear>

**Topic 2: Worry**

Reading: Helping Kids Handle Worry. <https://kidshealth.org/en/parents/worrying.html>

Reading: Helping Kids with Anxiety: Strategies to Help Anxious Children. <https://www.psycom.net/help-kids-with-anxiety>

**Topic 3: Saying goodbye**

Reading: How To Help Your Kids Say Goodbye; <https://time.com/3902181/how-to-help-your-kids-say-goodbye/>

Reading: Helping Children Say Goodbye to Teachers and Friends; <https://www.brighthorizons.com/family-resources/a-time-for-goodbyes>

**Topic 4: Curriculum**

Reading: Virtual Curriculum

Lesson 13 & 14 (pages 50-55)

Adult Meeting for Lessons 13 and 14 (pages 56-57)

Lesson 15 & 16 (pages 58-63)

Final Adult Meeting for Lessons 15 and 16 (pages 64-65)

Reading: In-Person Curriculum

Lessons 15 & 16 (pages 47-50)

**October 18, 2021.—**

**Topic 1: Overview/Compare/Contrast the two curricula.**

**Topic 2: Interacting with the Children**

Reading: Dewar, G. (2019). The effects of praise: 7 evidence-based tips for using praise wisely. <https://parentingscience.com/effects-of-praise/>

**Topic 3: Behavior Management in the Group**

Reading: In-Person Curriculum (pages 11-16) and Appendix J (page 87-101)

**October 25, 2021**—Fall Break; no class

**November 1, 2021**

**Topic 1: Interviewing skills**

Reading: Srivastava, S. B. *The patient interview*. Chapter 1 Read pages 1-12.

Reading: Semi-structured interview questions

Students practice in small break-out groups in class

Homework: Students conduct and videotape interviews with each other. One student is interviewer; the other student is parent of a preschooler experiencing trauma. Then roles are reversed. Students will be given scenarios prior to role plays.

**5 articles for class paper due at 5pm today**

**November 8, 2021**

**Topic 1: Interviewing skills**

Reading: 20 tips for developing positive relationships with parents

<https://www.edutopia.org/blog/20-tips-developing-positive-relationships-parents-elena-aguilar>

Reading: Virtual Curriculum

Appendix A. Outline of Teacher Interview (pages 66-67)

Appendix B. Outline of Adult/Parent Interview (pages 68-70)

We will watch some of the homework videotapes in class today.

**Topic 2: How to write up an Initial Report based on the teacher and parent interviews**

Reading: Virtual Curriculum

Appendix C. Outline of Initial Report (page 71)

**November 15, 2021**

**Topic 1:** **Developing specific ideas for working with parents—giving them the skills and materials to help their children when the curriculum ends.**

Eliciting emotions

Reading: Valentino, K., Comas, M., Nuttall, A. K., & Thomas, T. (2013). Training maltreating parents in elaborative and emotion-rich reminiscing with their preschool-aged children. *Child Abuse & Neglect, 37,* 585-595.

Reese, E. (2013). *Tell me a story: sharing stories to enrich your child’s world (1st edition).* Oxford, UK: Oxford University Press. Pages 31-63.

**November 22, 2021**

**Topic 1: Behavior observation readings and practice**

Reading: Kerig, P. K., & Lindahl, K. M. (2001/2008). *Family observational coding systems: resources for systemic research*. New York: Psychology Press. Chapter 2: Methodological issues in family observational research.

Reading: Booren, L. M., Downer, J. T., & Vitiello, V. E. (2012). Observations of children’s interactions with teachers, peers, and tasks across preschool classroom activity settings. *Early Education Development, 23(4),* 517-538.

Reading: In-Person Curriculum

Appendix C (pages 69-70)

**Topic 2: Developing a behavior observation plan.**

Watch a pre-recorded Head Start class and code in class **or** go in person to a Head Start class and code

Homework: Each student codes one child’s behavior from a pre-recorded Head Start class.

**November 29, 2021**

**Topic 1: Discussion of behavior observation that each student performed**

**Topic 2: More in-class coding of behavior from a pre-recorded Head Start class**

**Topic 3: How to write up a behavioral observation**

**December 6, 2021**

**Topic 1: Curriculum and Wrap up; plan for next semester**

**Final Paper due at 5pm**

Please Note: I will make every attempt to adhere to the timeline and readings in this syllabus. However, sometimes changes are necessary. If that is the case, I will communicate with you in advance of those changes.