***Preschool Trauma and Loss Project***

**Psychology 372-Section 002**

**Spring, 2021**

**Professor Bogat: bogat@msu.edu**

**Class Time:** Mondays 12:40 - 3:30; online through zoom

**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 (please put PSY 372 in the subject line when you email)

**I. Required Textbook**

Please note that there is not a required textbook for the second portion of this practicum course.

**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, 2021 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 an on-line 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.

**III. Grading**

Grades will be based on 4 components.

1. Attendance at and participation in all PSY372 classes (unless sick with doctor’s note or similar)

2. Attendance at scheduled times for lessons with children and meetings with adults/parents (unless sick with doctor’s note or similar).

3. Completion of initial and final reports on assigned children and final parent meeting.

4. Completion of weekly reports on lessons with children and meetings with adults/parents.

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

25% class attendance and engagement in class discussions

25% responsible implementation of program (on time, regular meetings)

25% initial and final reports on children

25% completion of weekly reports on lessons with children, meetings with adults/parents, and emails to parents

**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**

**Monday, January 11, 2021**

 1. Read the Virtual Head Start Manual.

2. Within the manual, pay particular attention to the outlines for how to conduct teacher (Appendix A) and adult/parent (Appendix B) interviews as well as what information will be needed to complete the Initial Report (Appendix C) on the child. This will be helpful for assignment #3.

3. Using the role plays that I provided last semester, teams conduct and record role plays for adult/parent interviews and put videos on google drive by Sunday, January 17 (<https://drive.google.com/drive/folders/1yk7js6eOZOT3Av1RH6Bg8pHJU1ZRzOpn?usp=sharing>).Please review the videos prior to the next class so you can provide the class with various time stamps that reflect moments on which you would like feedback.

4. Please put your name, email, and phone # on the google drive (<https://drive.google.com/drive/folders/1WeYhI5EEGEyqm-INEE40qJzZ_9KF7Cgh?usp=sharing>). 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 18, 2021** Holiday, Classes Cancelled
 Reschedule class this week.

1. Review role plays—students should have identified time markers so we can listen in class and give feedback

2. Overview of new manual and explanation of course requirements

3. Amy and Erika will provide child assignments.

Interviews with teachers and adults/parents should take place this week.

Adults/parents must be contacted within 2 days of receiving the assignment to conduct the interview or schedule the interview.

4. During this week and next, Amy and Erika will distribute additional child assignments as they become available.

5. As soon as the adult/parent interview is scheduled, email the Amy, Erika, and Professor Bogat with date/time of interview and zoom link and the 3 of us will determine out who will watch.

6. Interviews of teachers should be scheduled too. Email the 3 of us with time and zoom link and the 3 of us will determine who will watch.

**Monday, January 25, 2021**

1. Discussion of adult/parent/teacher interviews.

2. More review of manual (first two lessons)

3. How to write the initial report. Draft of initial report is due before the program starts.

4. Figure out logistics (recording lessons and meetings; getting supplies to child’s house, preparing for each lesson and session; completing and turning in reports on each lesson and session; etc.)

**Monday, February 1, 2021**

1. Lecture: Amy Kapp & Nicole McNulty, *Trauma Informed Care*.

2. Review of first two lessons and parent meeting.

3. Start program this week.

**Monday, February 8, 2021**

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 15, 2021**

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 22, 2021**

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, March 1, 2021**

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, March 8, 2021**

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.

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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 29, 2021**

1. This week will be slightly different. Group A will meet for 1 hour 30 minutes to discuss. Then Group B will meet for 1 hour 30 minutes. Talk about how it went for each child and what recommendations should be put in final report.

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 drafts of final reports due on April 2.

**Monday, April 5, 2021**

1. Discussion of final reports. Discussion of how to present report to adults/parents.

2. Schedule feedback meeting with adults/parents. Notify the Amy, Erika, and Professor Bogat the time/date when the meeting is scheduled and the zoom link. Video record the meeting per usual.

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

**Monday, April 12, 2021—last day of classes—no class meeting**

1. Complete final reports. These are due no later than April 16.

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.