

Child Family Mental Health

PSY 3440 CRN 23794

SPRING 2012

INSTRUCTOR:

DANNELLE LARSEN-RIFE, PH.D.

CONTACT INFORMATION:

Phone: (435)652-7823

e-mail: dlarsenrife@dixie.edu

Office Location: McDonald 219

Office Hours: Monday 1:00 to 3:30 pm, Wednesday 1:00 to 2:30 pm and Thursday 3:45 to 4:45 pm, or by appointment.

REQUIRED TEXT:

Lillas, C. & Turnbull, J. (2009). *Infant/Child Mental Health, Early Intervention and Relationship-Based Therapies: A Neurorelational Framework for Interdisciplinary Practice*. ISBN: 987 0 393 70425 9. Available at the Dixie State College Book Store and through on-line retailers.

Recommended text: American Psychological Association (APA). *The Publication Manual of the American Psychological Association* (2009). 5th ed. Washington, DC: American Psychological Association.

IMPORTANT DATES

Classwork starts	Jan 9
Last day to add without a signature	Jan 11
Drop/Audit fee begins (\$10 per class)	Jan 17
\$50 Late registration/Payment fee	Jan 24
Last day for a Refund, Pell Grant census, Last day to drop without receiving a "W" grade	Jan 31
Courses dropped for nonpayment	Feb 1
Last day to apply for graduation	Feb 1
Last day to ADD classes	Feb 3
Last day to DROP/AUDIT classes	Mar 2
Last day for complete withdrawal	Apr 6
Classwork ends	Apr 26
Final Exam	May 1

Course Description

The purpose of this course is to provide a basic understanding of the emerging field of family mental health. Family mental health considers parent and child development (biological, cognitive, social and emotional), family relationships and family functioning. The



course will include an introduction to observation, screening and assessment, diagnosis and intervention and interdisciplinary/multidisciplinary collaboration in the field of family mental health.

Lecture: Tuesday and Thursday 2:30 to 3:45 pm, McDonald 102

Prerequisites: PSY 1100 or FCS 1500

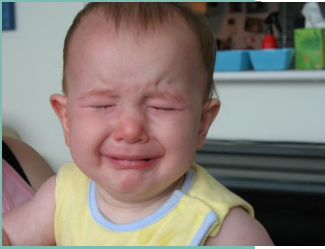
3 lecture hours per week.

Philosophy/Expectations

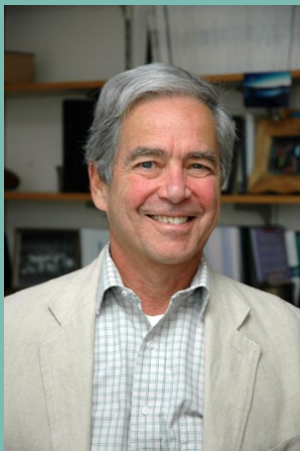
This course will operate on the philosophy that active engagement fosters quality learning. There will be extensive in-class discussion, both in small groups and with the entire class. Students are expected to **read assigned texts prior to class and be prepared to participate in class to maximize the learning experience**. The provided course calendar indicates when material will be covered; however, please allow for some flexibility in the schedule.

There is no attendance policy for this course, other than for administrative purposes. However, absences may result in lost learning opportunities, including possible extra credit opportunities.

Social Science Program Objectives



“We need to look carefully at children and see the meanings they are continuously making that distort and disturb how they live in the world and how they can be with themselves, and then work to change their meanings.”
Ed Tronick



As an outcome of taking courses in the Social Science program, students shall:

1. Demonstrate the ability to examine human behaviors in a structured and organized way as a means of understanding the human condition. Measured by examination and/or oral and written reports.

2. Demonstrate the ability to recognize the ideas, people and events that are generally thought to be important by social scientists. Measured by examination and/or oral or written reports.

3. Develop a perceptual frame of reference based on social scientific knowledge. Measured by the presence of an attitudinal frame

of reference which would be expressed in written or oral activities.

4. Exhibit concepts of critical thinking and scientific methodology in examining human behavior. Measured by the presence of an attitudinal frame of reference which would be displayed in written or oral activities.

Course Objectives and Outcomes

The primary objective of this course is to provide an overview of infant family mental health. By the end of this course, students should be able to:

- Demonstrate knowledge of the history and theories of infant parent mental health.
- Demonstrate knowledge of typical and atypical development in infancy through early childhood.
- Demonstrate knowledge of biological and psychosocial factors in infant mental health.
- Demonstrate basic skills in infant-family observation, screening and assessment.



- Demonstrate knowledge of diagnosis and intervention with infants and families.
- Demonstrate knowledge of interdisciplinary/multidisciplinary collaboration in infant family mental health settings.
- Ability to apply concepts learned in class to the learning process as well as interactions with infants and their families.

Examinations



There will be 4 exams throughout the course. Your lowest exam score will be dropped from the calculation of your final grade. Mid-semester exams will be administered in the Testing Center (you will be

required to present your student ID to take the exam) over a three-day period. Please see the Testing Center website for further information and to verify hours of operation. The final exam will be in class on Tuesday, 1 May, 2012 from 2:00 pm to 4:00 pm. Because your lowest exam grade will be dropped and the three-day period to take an exam, **no early or makeup exams will be**

permitted for any of the exams under any circumstance.

The exams may consist of multiple choice, true/false and matching items from the material presented prior to the examination.

Exam Schedule:

	<u>Date</u>	<u>Points</u>
• <u>Exam 1</u>	February 2-4	100
• <u>Exam 2</u>	February 23-25	100
• <u>Exam 3</u>	March 22-24	100
• <u>Exam 4</u>	May 1	100

Paper/Project

There will be an eight (8) page paper and project worth 100 points total. All papers will be required to adhere to the American Psychological Association Publication Manual. All papers are due 24 April 2012. No late papers will

be accepted under any circumstance.

Paper (80 points): You will select a topic of interest in IFMH and write a review on that topic. Topics must be selected and approved by the instructor on or before

14 February 2012. Papers must use only scholarly articles/chapters (a minimum of 5).

Project (20 points): A brief presentation of your topic with application of your findings.

“Parents don’t make mistakes because they don’t care, but because they care so deeply.”

T. Berry Brazelton

Grading

The exams are each worth one-quarter of your total grade (300 points) and the paper is worth one-quarter of your total grade (100 points).

You may receive up to 25 extra credit points (for a maximum total of 400 points for the course) for taking advantage of extra credit op-

portunities presented randomly during the course.

<u>Grade</u>	<u>Points</u>
A	372—400
A-	360—371
B+	348—359
B	332—347
B-	320—331
C+	308—319

<u>Grade</u>	<u>Points</u>
C	292—307
C-	280—291
D+	268—279
D	252—267
D-	240—251
F	239 or less



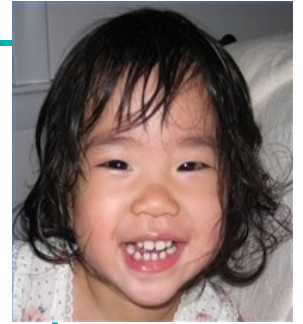
Projected Course Calendar

Date	Course Topic/Assignment
10 Jan 2012	Course introduction: IFMH
12 Jan 2012	Theories of development: Attachment (read Hazan & Shaver, 1994; Fraiberg, 1987)
17 Jan 2012	Infant development: Atypical (readings to be provided); Young Children in Brief Separations
19 Jan 2012	Theories of development: Family Systems Theory (reading to be provided)
24 Jan 2012	Theories of development: Meaning Making (reading to be provided)
26 Jan 2012	Infant development: Touchpoints (readings to be provided; Optional: Purchase Touchpoints Birth to 3 and 3 to 6)
31 Jan 2012	Watch, Wait and Wonder (readings to be provided)
2 Feb 2012	Exam 1
7 Feb 2012	Communication and interaction skills (readings to be provided)
9 Feb 2012	Theories of development: Sensory Processing (readings to be provided)
14 Feb 2012	Newborn Behavioral Observation (readings to be provided)
16 Feb 2012	Lillas and Turnbull Chapter 1
21 Feb 2012	NCAST Avenue Baby/toddler (readings to be provided)
23 Feb 2012	Exam 2
28 Feb 2012	DIR/Floortime (readings to be provided)
1 Mar 2012	Lillas and Turnbull Chapter 2
6 Mar 2012	Chapter 3
8 Mar 2012	Chapter 4
13 –15 Mar 2012	Spring Break
20 Mar 2012	Chapter 5
22 Mar 2012	Exam 3
27 Mar 2012	Chapter 6
29 Mar 2012	Chapter 7
3 Apr 2012	Chapter 8
5 Apr 2012	Chapter 9
10 Apr 2012	Chapter 10
12 Apr 2012	Chapter 11
17 Apr 2012	Chapter 12
19 Apr 2012	Reflection
24 Apr 2012	Presentations
26 Apr 2012	Presentations
1 May 2012	Final exam (in class) 2:00 to 4:00 pm

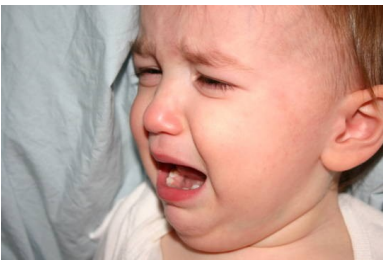
Please allow for flexibility in the schedule as we will have demonstrations with young children and we need to be able to accommodate their schedules.

Academic Honesty

As stated in the DSC Student Handbook; “Academic dishonesty in any form will not be tolerated at Dixie State College (Academic Discipline Policy, 3.34)” including cheating, and plagiarism. These acts of academic dishonesty are strictly prohibited.



Disruptive Behavior Policy



If your conduct in class affects the learning atmosphere of the class, the instructor reserves the right to drop you from the class. This will happen using the following procedure:

Verbal warning that your behavior is negatively affecting the class.

Written warning that you are negatively affecting the class.

Removal from the class. The instructor will inform the student in writing of this, along with contact information for a supervisor of the instructor so the student can appeal if desired.

Student Support Services



If you suspect or are aware that you have a disability that may affect your success in the course you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone (435) 652-7516.

Policies for Absences Due to College Related Functions

For students, such as student athletes, who travel as official representatives of the college, absences due to college functions will not negatively affect the student's grade. The student is required to provide the instructor with a schedule of days that will be missed and will be required to negotiate any scheduled work ahead of time with the instructor.

“Families need families. Parents need to be parented. Grandparents, aunts, and uncles are back in fashion because they are necessary. Stresses on many families are out of proportion to anything two parents can handle.”

T. Berry Brazelton

Campus Resources

IT Student Help Desk:

The IT Student Help Desk is located in the Smith Computer Center. For more information go to dixie.edu/helpdesk.

Library: For information concerning the library and hours of operation go to library.dixie.edu.

Computer Lab: The Computer Lab is located in the Smith Computer Center. For

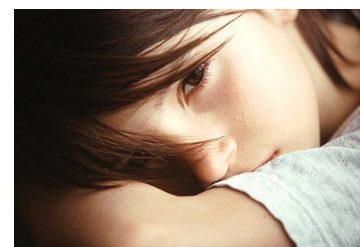
more information go to <http://new.dixie.edu/cit/cis/>.

Writing Center: The Writing Center is located on the first floor of the Browning Learning Resource Center if you need assistance with a written assignment in any class. For more information go to dixie.edu/English/dsc_writing_center.php.

Testing Center: The Testing Center is located in the North Plaza For more infor-

mation go to dixie.edu/testing.

Tutoring Center: The Tutoring Center is located on the first floor of the Browning Learning Resource Center. For more information go to



DMail

You are required to check your dmail account. Important class and college information will be sent to your dmail account, including DSC bills, financial aid/scholarship notices, and notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSC and in your courses. To access your Dmail account, visit go.dixie.edu/dmail. If

you do not know your Dmail username or you have forgotten your PIN,

visit go.dixie.edu/mydixie and follow the respective instructions.

