

**Infant Family Mental Health
PSY 3440 Section 01 CRN 23794
Spring 2010**

Instructor: Dannelle Larsen-Rife, Ph.D.

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Office Hours: Monday, Wednesday and Friday 1:00 pm to 2:00 pm, Tuesday and Thursday 11: 45 am to 12:45 pm

Lecture: Monday, Wednesday and Friday, 2:00 pm to 2:50 pm, McDonald 103 Ctr.

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.

Prerequisites: PSY 1100 or FCS 1500

Required Text: Lillas, C. & Turnbull, J. (2009). *Infant/Child Mental Health, early intervention, and relationship-based therapies: a neurorelational framework for interdisciplinary practice*. ISBN: 978 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). 6th ed. Washington, DC: American Psychological Association. Available for use at the Dixie State College library.

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 text prior to class and be prepared to participate in class to maximize the learning experience. The provided course calendar indicates when topics 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:

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.

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

1. Demonstrate knowledge of the history and theories of infant parent mental health.
2. Demonstrate knowledge of typical and atypical development in infancy through early childhood.
3. Demonstrate knowledge of biological and psychosocial factors in infant mental health.
4. Demonstrate basic skills in infant-family observation, screening and assessment.
5. Demonstrate knowledge of diagnosis and intervention with infants and families.
6. Demonstrate knowledge of interdisciplinary/multidisciplinary collaboration in infant family mental health settings.
7. Ability to apply concepts learned in class to the learning process as well as interactions with infants and their families.

Paper/Project: There will be an eight (8) page paper and project worth 100 points. All papers will be required to adhere to the American Psychological Association Publication Manual. All papers are due 28 April 2010. No late papers will be accepted under any circumstance.

Paper: You will select a topic of interest in infant family mental health and write a review paper on that topic. Topics must be selected and approved by the instructor on or before **10 April 2010**. Your paper should follow the guidelines for a review article as outlined in the APA Publication Manual. You will select a topic of interest (approved by the instructor) and review relevant literature (between 5 and 10 research articles published in a peer-reviewed journal) to write your paper.

Project: You will do a brief presentation (5 minutes) of your review topic and describe application of your findings in an oral presentation to the class.

Examinations: There will be 4 exams throughout the course. Your lowest exam grade 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) between the hours of 9:00 am and 9:00 pm Monday through Friday and 4:00 pm to 9:00 pm Saturday and Sunday 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 Wednesday, 5 May 2010 from 12:30 to 2:30 pm. No early or make-up 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.

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	Date(s)	Location	Points
Exam 1:	29 – 31 January 2010	Testing Center	100 points
Exam 2:	3 – 5 March 2010	Testing Center	100 points
Exam 3:	9 – 11 April 2010	Testing Center	100 points
Exam 4:	5 May 2010	In class (12:30-2:30 pm)	100 points

Grading: The exams are each worth one-quarter of your total grade (300 points total) 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 opportunities presented randomly during the course.

<u>Grade</u>	<u>Points</u>	<u>Grade</u>	<u>Points</u>
A	372-400	C	292-307
A-	360-371	C-	280-291
B+	348-359	D+	268-279
B	332-347	D	252-267
B-	320-331	D-	240-251
C+	308-319	F	239 or below

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.

Please carefully review the APA Publication Manual section on plagiarism to avoid unintentional plagiarism. Another helpful resource is: www.Plagiarism.org

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.

Policy for Absences Related to College 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, will be required to negotiate any scheduled work ahead of time with the instructor.

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Projected Course Calendar

Date	Course Topic/Assignment	Important Notices
11 Jan 10	Introduction	Coursework begins
13 Jan 10	Theories of development: Family Systems (reading to be provided)	Last Day to Add Without a Signature
15 Jan 10	Library orientation	
18 Jan 10		Martin Luther King Day
19 Jan 10	N/A	Drop fee begins (\$10 per class)
20 Jan 10	Theories of development: Attachment (readings to be provided)	
22 Jan 10	Theories of development: Erikson (readings to be provided)	
25 Jan 10	Theories of development: Temperament (readings to be provided)	
26 Jan 10	N/A	\$50 Late Registration/Payment Fee
27 Jan 10	Theories of development: Temperament (readings to be provided)	
29-31 Jan 10	Exam 1	
1 Feb 10	Infant development: Milestones (readings to be provided)	
2 Feb 10	N/A	Pell Grant Census; Last Day for Refund; Last Day to Drop without receiving a "W" grade
3 Feb 10	Infant development: Touchpoints (readings to be provided)	Courses dropped for non-payment
5 Feb 10	Infant development: Atypical (readings to be provided)	
8 Feb 10	Infant development: Atypical (readings to be provided)	Last Day to Add Classes
10 Feb 10	Paper topic due; Observation skills (readings to be provided)	
12 Feb 10	Observation skills (readings to be provided)	
15 Feb 10		President's Day
17 Feb 10	New approaches (Lillas & Turnbull pp. 3 -30)	
19 Feb 10	Neurorelational framework (Lillas & Turnbull pp. 31 – 51)	
22 Feb 10	Neurorelational framework (Lillas & Turnbull pp. 52 – 72)	Mid-Term Grades Due
24 Feb 10	Dyads (Lillas & Turnbull pp. 73 – 91)	
26 Feb 10	Dyads (Lillas & Turnbull pp. 91 – 113)	
1 Mar 10	Regulation system (Lillas & Turnbull pp. 117 – 148)	

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3-5 Mar 10	Exam 2	
5 Mar 10	Assessment and intervention (Lillas & Turnbull pp. 149 – 167)	Last Day to Drop/Audit Classes
8-12 Mar 10		Spring Break
15 Mar 10	Assessment and intervention (Lillas & Turnbull pp. 168 – 191)	
17 Mar 10	Sensory system (Lillas & Turnbull pp. 192 – 216)	
19 Mar 10	Sensory system (Lillas & Turnbull pp. 216 – 236)	
22 Mar 10	Sensory system (Lillas & Turnbull pp. 236 – 256)	
24 Mar 10	Relevance system (Lillas & Turnbull pp. 257 – 276)	
26 Mar 10	Relevance system (Lillas & Turnbull pp. 276 – 295)	
29 Mar 10	Assessment and intervention (Lillas & Turnbull pp. 297 – 327)	
31 Mar 10	Assessment and intervention (Lillas & Turnbull pp. 327 – 349)	
2 April 10	N/A	Last Day for Complete Withdrawal
5 Apr 10	Executive system (Lillas & Turnbull pp. 350 – 380)	
7 Apr 10	Executive system (Lillas & Turnbull pp. 380 – 393)	
9-11 Apr 10	Exam 3	
12 Apr 10	Assessment and intervention (Lillas & Turnbull pp. 394 – 418)	
14 Apr 10	Assessment and intervention (Lillas & Turnbull pp. 418 – 450)	
16 Apr 10	Parts to whole (Lillas & Turnbull pp. 453 – 478)	
19 Apr 10	Parts to whole (Lillas & Turnbull pp. 478 – 497)	
21 Apr 10	Projects	
23 Apr 10	Projects	
26 Apr 10	Projects	
28 Apr 10	Paper due; Projects	
29 Apr 10	N/A	Coursework ends
30 Apr-6 May 10	The final exam for this course is Wednesday, 5 May 2010 from 12:30 to 2:30 pm	Final Exams

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Student Support Services:

If you are a student with a medical, psychological or a learning difference and requesting reasonable academic accommodations due to this disability, you must provide an official request of accommodation to your professor(s) from the Disability Resource Center **within the first two weeks** of the beginning of classes. Students are to contact the center on the main campus to follow through with, and receive assistance in the documentation process to determine the appropriate accommodations related to their disability. You may call **(435) 652-7516** for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973. The office is located in the **Student Services Center, Room #201 of the Edith Whitehead Building.**

Library: For information concerning the library and hours of operation go to <http://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 http://new.dixie.edu/english/dsc_writing_center.php.

Testing Center: The Testing Center is located on the First floor of the Career/Financial Aid Building. For more information go to <http://new.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 <http://dsc.dixie.edu/tutoring/index.htm>.

DMail:

We wanted to notify you that we have transitioned your email account on rebelmail.dixie.edu to dmail.dixie.edu. This new system, powered by Google, will provide Gmail to our school, as well as a suite of other Google products that will enable our organization to better communicate, share, and collaborate.

What do I need to do? Nothing. Your old email address will continue to work, but all messages will be delivered to your NEW dmail account at <http://dmail.dixie.edu>. You will still have access to your old messages and address book on the rebelmail server at <http://rebelmail.dixie.edu>.

What will I get?

- Gigabytes of email storage. No more worries about having to delete mail.
- Instant messaging from right within your mailbox & free PC-to-PC voice calls.
- Google Calendar to schedule meetings, create events, and share calendars with others.
- Google Docs to create and share documents, spreadsheets and presentations online.
- Your own personalized Start Page, where you can access all these services.
- Access to your information from anywhere with an internet connection. You can also access your email with a mobile device.

We hope you enjoy your new Google Apps email account!

Syllabus information can be found at: <http://new.dixie.edu/reg/faculty/?page=Syllabus>