

Child Family Mental Health

PSY 3440 CRN 23794

SPRING 2011

INSTRUCTOR:

DANNELLE LARSEN-RIFE, PH.D.

CONTACT INFORMATION:

Phone: (435)652-7823

e-mail: dlarsenrife@dixie.edu

Office Hours: M, W, F 1:00 to 2:00 pm, T and Th 2:30 to 3:30 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 10
Last day to add without a signature	Jan 12
Drop/Audit fee begins (\$10 per class)	Jan 18
\$50 Late registration/Payment fee	Jan 25
Last day to apply for graduation	Jan 31
Last day for a Refund, Pell Grant census, Last day to drop without receiving a "W" grade	Feb 1
Courses dropped for nonpayment	Feb 2
Last day to ADD classes	Feb 4
Last day to DROP/AUDIT classes	Mar 4
Last day for complete withdrawal	Apr 1
Classwork ends	Apr 28
Final Exams	Apr 29—5

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

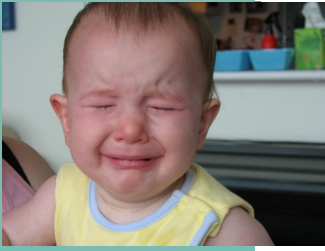
Prerequisites: PSY 1100 or FCS 1500

Philosophy/Expectations

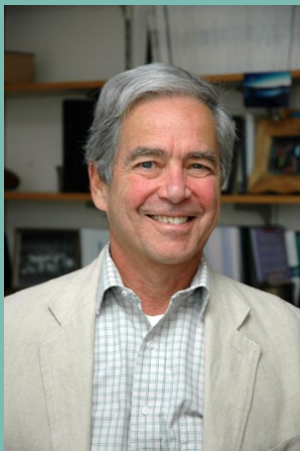
This course will operate on the philosophy that active engagement fosters quality learning. There will be extensive in-class discussion, both in small groups and with the entire class. Students are expected to **read assigned texts prior to class and be prepared to participate in class to maximize the 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 Monday, 2 May, 2011 from 12:30 pm to 2:30 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 will 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 18-20	100
• <u>Exam 2</u>	March 11-13	100
• <u>Exam 3</u>	April 9-11	100
• <u>Exam 4</u>	May 2	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 25 April

2011. No late papers will be accepted under any circumstance.

Paper: 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 2011. Papers must use only scholarly articles/chapters (a minimum of 5).

Project: 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 2011	Course introduction
12 Jan 2011	Theories of development: Family Systems Theory (reading to be provided)
14 Jan 2011	Family Systems Theory
17 Jan 2011	Martin Luther King, Jr. Day
19 Jan 2011	Theories of development: Attachment (readings to be provided)
21 Jan 2011	Theories of development: Erikson (readings to be provided)
24 Jan 2011	Theories of development: Temperament (readings to be provided)
26 Jan 2011	Theories of development: Temperament (readings to be provided)
28 Jan 2011	Demonstration
31 Jan 2011	Infant development: Milestones (readings to be provided)
2 Feb 2011	Infant development: Touchpoints (readings to be provided; Optional: Purchase Touchpoints Birth to 3 and 3 to 6)
4 Feb 2011	Infant development: Atypical (readings to be provided)/Demonstration
7 Feb 2011	Infant development: Atypical (readings to be provided)
9 Feb 2011	Observation skills (readings to be provided)
11 Feb 2011	Observation skills (readings to be provided)/Demonstration
14 Feb 2011	New approaches (Lillas and Turnbull pp. 3-30)
16 Feb 2011	Neurorelational framework (Lillas and Turnbull pp. 31-51)
18 Feb 2011	Exam 1
21 Feb 2011	President's Day
23 Feb 2011	Dyads (Lillas and Turnbull pp. 52-72)
25 Feb 2011	Dyads (Lillas and Turnbull pp. 73-91)
28 Feb 2011	Regulation system (Lillas and Turnbull pp. 117-148)
2 Mar 2011	Assessment and intervention (Lillas and Turnbull pp. 149-167)
4 Mar 2011	Assessment and intervention (Lillas and Turnbull pp. 168-191)
7 Mar 2011	Sensory system (Lillas and Turnbull pp. 192-216)
9 Mar 2011	Sensory system (Lillas and Turnbull pp. 216-236)
11 Mar 2011	Exam 2
14 -18 Mar 2011	Spring Break
21 Mar 2011	Sensory system (Lillas and Turnbull pp. 236-256)
23 Mar 2011	Relevance system (Lillas and Turnbull pp. 257-276)
25 Mar 2011	Relevance system (Lillas and Turnbull pp. 276-295)
28 Mar 2011	Assessment and intervention (Lillas and Turnbull pp. 327-349)
30 Mar 2011	Executive system (Lillas and Turnbull pp. 350-380)
1 Apr 2011	Executive system (Lillas and Turnbull pp. 380-393)
4 Apr 2011	Assessment and intervention (Lillas and Turnbull pp. 394-418)
6 Apr 2011	Assessment and intervention (Lillas and Turnbull 418-450)
8 Apr 2011	Parts to whole (Lillas and Turnbull pp. 453-478)
11 Apr 2011	Exam 3
13 Apr 2011	Paper workshop
15 Apr 2011	Parts to whole (Lillas and Turnbull pp. 478-497)
18 Apr 2011	Project presentations

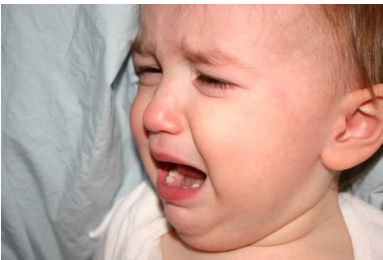
Date	Course Topic/Assignment
20 Apr 2011	Project presentations
22 Apr 2011	Project presentations
25 Apr 2011	Project presentations
27 Apr 2011	Project presentations
2 May 2011	Final exam 12:30 pm to 2:30 pm in class

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



Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the Disability Resource Center (DRC) Coordinator, Bako Wahabu, for eligibility determination **within the first two weeks of the beginning of classes**. Proper documentation of impairment is required in order to receive services or accommodations. DRC

is located on the ground floor of the Financial Aid Office. Visit or call 652-7516 to schedule an appointment to discuss the process. The DRC Coordinator determines eligibility for and authorizes the provision of services.

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

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

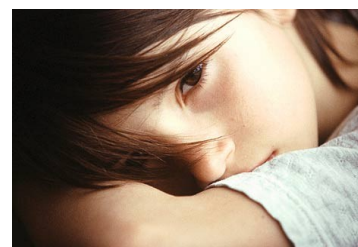
Computer Lab: The Computer Lab is located in the Smith Computer Center. For more information go to <http://new.dixie.edu/cit/cis/>.

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

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, reminder of important dates and deadlines, and other information critical to your success at DSC and in your courses. If you don't know how to access your dmail account, go to

www.dixie.edu and select “Dmail” from the left column. To locate your dmail

username and password, go to www.dixie.edu, and click on “Log in to student services” (upper right corner).

