

Course Syllabus

Course Information

HDCD 7350-001

Advanced Seminar: Family Outreach & Assessment
Summer 2008; Wednesdays; 8:30 am-Noon

Professor Contact Information

Sherry Bryant; GR 4.805

(w) 972-883-4476; (c) 214-207-3062

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Office Hours: Monday 9-11; or by appointment

Course Restrictions

Must have consent of Instructor.

Course Description

This practicum is designed to give students on site supervised experiences providing family-centered assessments with children ages Birth to 5 years, from varied backgrounds at sites throughout the Dallas area. Students will assess children, and, interpret and report results to caregivers/other professionals. The class is small to allow frequent one on one supervision of students' skills. Selected sites will vary from semester to semester. Taken for 3 hours credit.

Student Learning Objectives/Outcomes

1. Implement a variety of formal and informal assessment techniques to evaluate a child's development.
2. Apply appropriate assessment strategies when evaluating young children.
3. Use toys, practices, and materials that are developmentally appropriate, motivating, and suitable to needs of the child.
4. Demonstrate ability to administer evaluation instruments used to determine eligibility under the three categories of state ECI eligibility (i.e. medical diagnosis, atypical development and developmental delay), how to interpret results and know when to refer for further evaluation.
5. Write professional assessment reports and individualized developmental recommendations to address each child's needs.
6. Establish rapport and relationships with: parents, infants and toddlers, siblings, other family members, other team members and professionals, and volunteers.
7. Consult and coordinate with other team members and professionals to promote optimum services for infants and toddlers and their families.
8. Demonstrate ability to communicate effectively with parents/caregivers when presenting assessment results and when providing developmentally appropriate recommendations.
9. Conduct effective family interviews to identify strengths, needs, and concerns and routines.
10. Exhibit self-control and handle stressful situations calmly.
11. Implement support for families in a manner that is respectful of cultural, social, gender, ethnic and social differences.
12. Conduct assessments and when possible, interventions, in center and community based settings.
13. Compare different assessment and intervention approaches.
14. Implement effective assessment strategies within a team of 1-2 other HDCD students.

Required Materials

Family Outreach and Assessment (FOA) Notebook

Assignments & Academic Calendar

1) *Reflection Journal*

Keep a weekly journal including your assessment-related experiences, impressions, and analyses of yourself, your fellow students, and the children in the centers visited. Journal entries should be as detailed as possible without revealing names of clients (to protect their confidentiality). You may also write about your experiences during presentations and group discussions. Reflections are for you to explore, in writing, what you are learning and experiencing as a clinician in assessment situations during the semester. What you learn about yourself is as important as or more important than the skills and techniques you learn. Remember that your journals entries remain confidential. They are reviewed by your supervisor and returned to you at the next site visit.

2) *In-class presentation*

You are expected to develop one 10-minute presentation on issues related to specific sites. You will select themes from a list of topics given to you, find 2-3 current articles and summarize the results orally and in a 1 page handout. Your presentation will be graded on the following:

- a. Topic & Introduction (Outline of whole presentation)
- b. Relevance of articles used
- c. General Purpose (Interest arousal)
- d. Presentation Style (Enthusiasm). Timing of presentation.
- e. Handout (1-3 typed pages)

3) Readings

- June 4 Universal Precautions (pp. 1-6)
 “Effects of some infectious diseases”
 “Handling Your Baby”
 Examples of sentences to use in reports for children with atypical behaviors
 “Helpful Words for Family Friendly Outcome Writing”
 How to Swaddle a Baby

- June 11 “Children of Chemically Involved Parents: Special Risks”
 “Parent-professional Relationships: Finding an Optimal Distance”
 “The Home Visitor-Parent Relationship: The Linchpin of Home Visiting”

- June 18 “Love Them and Leave Them: Paradox, Conflict, and Ambivalence among Incarcerated Mothers”
 “The Timing and Quality of Early Experiences Combine to Shape Brain Architecture”

- June 25 “Every Mother Has a Story: An Ethnographic Interview Project”
 “Temperament of Infants and Children”
 “If We Could Shrink the World’s Population ...”

- July 16 “Homelessness and its effects on children”
 “Physical development in infants and toddlers”
 “Baby Walkers May Slow Infants’ Development”

- July 23 “Language Development in Infants and Toddlers”
 “Mediating successful parenting: Guidelines for practitioners”
 “Little Games (And why they’re so important)”

Center visits and dates provide a tentative schedule. They are subject to change as needed at the discretion of the supervisor. Assignment due dates may also be changed. These changes will be announced in class.

Tentative Site schedule:

1. May 28 Introduction to FOA - *in my office GR 4.805*
 Training on Denver Developmental Screening Test (DDST) and
 possibly the Bayley Infant Neurodevelopmental Screening (BINS)
2. June 4 **Nexus** (DDST)
 8733 La Prada Drive
 Dallas, TX. 75228
3. June 11 **Nexus**
4. June 18 **Bryan’s House** (DDST) *Presentation due*
 5940 Forest Park Rd.
 Dallas, TX. 75235
5. June 25 **Bryan’s House**
6. July 2 **Mid term student evaluations-*in my office-no site visit,***
7. July 9 Training on the Mullen Scales of Early Learning (MSEL)
8. July 16 **Vogel Alcove** (MSEL & DDST)
 1100 S. Akard
 Dallas, TX.
9. July 23 **Vogel Alcove**
10. July 30 **last day-final student evals- no site visit**
 FOA notebooks must be turned in to supervisor the day of final student evaluations.

Grading Policy

This course is graded as Pass (P)/Fail (F)

At midterm and the end of the semester students will meet with the supervisors for an evaluation of skills.

Course Policies

The expectation for this course is that students will be on time and in attendance. The student is responsible for informing supervisor prior to an absence, either in person, via email or voice mail. If a student arrives after a session has begun, he/she is expected to enter quietly and take a seat in the least disruptive manner. Assignments are due on the designated date (see course schedule presented in this syllabus). **No late assignments will be accepted unless prior approval is given.**

Students will demonstrate *professional disposition* at all times. Professional disposition refers to the values, commitments, and professional ethics that influence behaviors toward children, families, peers, and communities. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice. Students will exhibit the following professional behaviors:

1. Arriving at class at the designated center/class start time.
2. Preparing for class by reading the assigned materials.
3. Participating in class discussions in a constructive manner.
4. Interacting in a professional manner (verbally and nonverbally) with other students, supervisors, children, families, and other professionals.
5. Taking responsibility for his/her professional learning.
6. This list of professional behaviors is not limited. Other professional behaviors may be taken into account by the supervisors when grading the student at the end of the semester.

Please be polite and courteous in your interactions with each other and your supervisor. Discussion and active participation is always valued, however, rudeness and disruption in any form will not be tolerated. Remember that **cell phones and beepers** must be turned off prior to entering the center/classroom.

In this course written, professional assessment reports are required. If you have difficulty in the area of written communication skills, you may obtain the assistance of the UTD Learning Resource Center Writing Lab (on web site and at 972-883-6707). Special attention must be given to the following:

- grammar, punctuation, spelling
- sentence and paragraph structure
- tense and parallel usage
- organization, neatness, and content knowledge

Off-Campus Instruction

Students participate at a variety of off campus, community sites and must provide their own transportation. Those who do not have a name tag will need to get one for FOA. It can be purchased at Staples, Office Max or Office Depot for about \$12-\$15. Try to order one with rounded corners and a magnetic back. It should have your name and degree on the first line and identify your program as well as "UTD Graduate Student Intern" (see example below):

Jane Smith, BA
UTD Graduate Student Intern
Early Childhood Disorders (or Communication Disorders)

Student Conduct & Discipline

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

Email Use

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

Student Grievance Procedures

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

Incomplete Grade Policy

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of **F**.

Disability Services

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

The University of Texas at Dallas, SU 22

PO Box 830688

Richardson, Texas 75083-0688

(972) 883-2098 (voice or TTY)

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

Religious Holy Days

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

Off-Campus Instruction and Course Activities

Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address given below. Additional information is available from the office of the school dean. (http://www.utdallas.edu/Business_Affairs/Travel_Risk_Activities.htm)

These descriptions and timelines are subject to change at the discretion of the Professor.