

HDCD 6v20.001

Practicum/Internship in Early Childhood Disorders (3 Semester Credit Hours)

Instructor: Natalie Aviles

Class Time: Mondays 2:30 – 5:15 PM

Location: GR 4.208

Professor Contact Information

- **Email:** natalie.baerwaldt@utdallas.edu
 - **Phone:** (214) 232-5658
 - **Office Hours:** By appointment
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Course Pre-requisites, Co-requisites, and Other Restrictions

- Must have consent of professor/program.
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Course Description

Welcome to your practicum placement course for Fall 2025. This course guides you through supervised participation in early intervention settings and community programs. Professional activities include assessment, intervention, service coordination, and interdisciplinary teaming. The practicum seminar integrates your academic learning with field experience, focusing on professional competencies, reflective practice, ethics, diversity, and critical thinking.

Student Learning Objectives/Outcomes

1. Apply knowledge of typical and atypical child development across multiple domains (physical, sensory/motor, language, cognitive, socioemotional).
2. Utilize skills in comprehensive developmental assessment to plan and implement appropriate intervention services as appropriate to your placement.
3. Apply principles of ethical professional practice when working with children and families.

4. Critically evaluate research evidence to promote best practices in intervention.
5. Demonstrate increased self-awareness through reflective supervision.

Required Textbooks, Materials, and Subscriptions

- **First3Years Student Membership:** \$50/annual (Enroll here; select “student membership”)
- **Optional:** Infant Family Specialist (IFS) Endorsement Credential, \$65. Application can be opened during class time.

Grading Components – Fall 2025

The final grade is composed of **four equal parts (25% each)**:

Component	Percentage	Description & Assignments
Attendance	25%	Attendance is required for all in-person class meetings. You must attend at least 7 of 8 in-person sessions to be eligible for an A . No devices are allowed during in-person sessions unless specifically required. Points earned by being present, attentive, and device-free.
Participation	25%	Active engagement in discussions, reflective supervision, and eLearning activities. Includes verbal contributions in class, group discussions, and online interactive activities.
Contribution	25%	Meaningful contributions to classmates’ learning, including: <ul style="list-style-type: none"> • Case discussions in in-person sessions • Insights shared in reflective supervision • Engagement in peer discussions
Assignments	25%	All written work and training certificates submitted through eLearning, including: <ul style="list-style-type: none"> • Reflection logs • First3Years Teachable training certificates • Podcast reflections (Infant Mental Health Podcast episodes)

Component	Percentage	Description & Assignments
		<ul style="list-style-type: none"> • Research article application paper • Discussion Boards (DB1–DB3) • Discussion guide submitted for final class meeting

Notes:

- Assignments are due via the **eLearning assignment area** on the dates listed in the syllabus. Late submissions will not be accepted.
- Use **initials or pseudonyms** for children, families, and staff in all written work. Remove all personal identifiers.
- **Attendance, Participation, and Contribution** grades are linked to your in-person engagement.

Class Schedule – Fall 2025

Date	Format	Topic / Assignment
Aug 25	In-person	Introductions, syllabus review, reflective practice (DB1)
Sep 1	University Closed (Labor Day)	eLearning: NAEYC Standards; reflection on Standard #6 (DB2)
Sep 8	In-person	RIOS framework, personal reflection
Sep 15	eLearning	The Infant Mental Health Podcast reflection (DB3)
Sep 22	In-person	Reflective Supervision (RIOS model); placement updates
Sep 29	eLearning	Tips for reflective supervision; reflection assignment
Oct 6	eLearning	First3Years Teachable training AND research article reflection

Date	Format	Topic / Assignment
Oct 13	In-person	Tip sheet sharing and discussion; application of research discussion
Oct 20	eLearning	First3Years Teachable training; certificate submission
Oct 27	In-person	Reflective Supervision; holding family/baby in mind
Nov 3	eLearning	First3Years Teachable training; certificate submission AND research article reflection
Nov 10	In-person	Reflective Supervision; professional use of self
Nov 17	In-person	Reflective Supervision; case discussion, reflection on practice
Nov 24	University Closed (Fall Break)	eLearning: Enjoy the week
Dec 1	eLearning	Complete discussion guide for next week's class
Dec 8	In-person	Bring discussion guide for final class meeting

Suggested Literature on Infant Mental Health

- Zeanah, C. H. (Ed.). (2018). *Handbook of Infant Mental Health* (4th ed.). The Guilford Press.
- Weatherston, D. J., & Tableman, B. (2015). *Infant Mental Health: An Interdisciplinary Framework for Practice, Policy, and Research*. Paul H. Brookes Publishing.
- Lieberman, A. F., & Van Horn, P. (2011). *Psychotherapy with Infants and Young Children: Repairing the Effects of Stress and Trauma on Early Attachment*. The Guilford Press.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). *From Neurons to Neighborhoods: The Science of Early Childhood Development*. National Academies Press.

- Pawl, J. H., & St. John, M. (1998). *How You Are Is As Important As What You Do... in Making a Positive Difference for Infants, Toddlers and Their Families*. Zero to Three.

Course & Instructor Policies

- **Grading Concerns:** Contact instructor first.
- **Class Materials:** For registered students only; do not share or reproduce.
- **Class Attendance, Contribution, and Participation:** Device-free.
- **Class Recordings:** Not allowed unless approved by Office of Student AccessAbility.

Comet Creed

“As a Comet, I pledge honesty, integrity, and service in all that I do.”

Academic Support Resources

[UT Dallas Academic Support Resources](#)

UT Dallas Syllabus Policies and Procedures

[UTD Syllabus Policies](#)