



Course	HDCD 6310.001.15U Class Number:52773
Professor	Carol "Annette" Anderson, LCSW
Term	Summer. 2015
Meetings	Wednesday 1:00pm-5:00pm CR 1.212.

**Professor's Contact Information**

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Office Location	1700 Alma Drive Suite 315 Plano, TX 75075
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Office Hours	By appointment
Other Information	Students are responsible for checking eLearning <u>each week</u> for announcements, PowerPoints, readings and website links will be found there.

**General Course Information**

Pre-requisites, Co-requisites, & other restrictions	No pre-requisites: coursework in Psychology or Sociology would be beneficial.
Course Description	<p>Course Description</p> <p>Catalogue Description: Skills needed by professionals to assess parents' strengths, resources and needs as well as to assist parents in understanding and promoting their children's development and adjustment. Includes effective communication techniques, basic counseling skills, and strategies to enhance parental effectiveness within the family and community. (3-0)</p>
Student Learning Objectives and Outcomes	<ul style="list-style-type: none"> <li>• Understands the origins of caregiver expectations and perceptions of the child.</li> <li>• Knows how family dynamics affect infant and toddler development.</li> <li>• Knows the normal dynamics of nonfinite grief process and understands how family may be impacted as they go through the grief process.</li> <li>• Identifies the symptoms of stress and trauma impacting families with severe medical/psychological challenges.</li> <li>• Respects families' insights into their own situations and into their children's behavior and development.</li> <li>• Displays openness to, and understanding of, diversity in lifestyles, culture, gender, socioeconomic status, religious language. Recognizes the potential for conflicts and misunderstandings due to cultural differences.</li> <li>• Implements practices that respect family cultural and socioeconomic background</li> <li>• Develops self-observation/reflection and awareness of personal bias and history which may enhance or interfere in service delivery.</li> <li>• Develops skills and assessment tools to observe and retrieve family needs and strengths.</li> <li>• Learn techniques for working with multi-problem families and engaging them in team building.</li> <li>• Understanding ethics and boundaries in home visiting</li> </ul>
Required Texts & Materials	<p>Bruce, E., &amp; Schultz, C. (2001). Nonfinite loss and grief: A psychoeducational approach. Baltimore, Md.: Paul H. Brookes Pub.</p> <p>ISBN Number: 1-55766-517-6</p> <p>eLearning and Class Schedule readings as assigned</p> <p>*Instructor reserves the right to alter or add readings dependent on class needs.</p>
Suggested Texts, Readings, & Materials	<p>Siegel, D. (2010). The mindful therapist: A clinician's guide to mindsight and neural integration. New York: W.W. Norton &amp; Co.</p>

Assignment Date	Assignment
<p>June 10<sup>th</sup>, 2015</p> <p>5 points</p>	<p><b>Lifeline</b></p> <p>Student will develop a personal lifeline beginning at 9 months prior to their own birth to current time. It may focus on themselves individually, as a family or extended family. Assignment should be brought to class in printed or hand drawn format. Follow suggestions for formatting in the Assessment presentation. Positive experiences above the life line, negative below.</p>
<p>July 1<sup>st</sup>, 2015</p> <p>15 points</p>	<p><b>Comparative Paper</b></p> <p>Students will</p> <ol style="list-style-type: none"> <li>1. Read an assigned article on professional cultural competency.</li> <li>2. Students will choose a culture prominent in the Dallas/Ft. Worth area (please notify the professor of your selection) this should be a culture in which you have no personal experience, knowledge nor previous research. You will research on the internet and/or attend a cultural event that involves this culture. If attending an event, student needs to get a signature of one of event staff members or someone from the culture that you visited with as proof of their attendance. Write a 4 page paper double spaced, size 12 font on your personal level of cultural competency with your chosen culture. Address what your first impressions or misunderstanding were about the culture, how your impressions were accurate and how were they not accurate. How does your personal culture compare to your researched culture. Use the article "Culturally Competent Health Care in the Home Table 3: Cultural Assessment Worksheet page 217 to assist you in questions to research.</li> </ol>
<p>July 15<sup>th</sup>, 2015</p> <p>20 points</p>	<p><b>Loss Essay</b></p> <p>Students will write a 6-page essay, 12 pt. font, double space, on a personal loss – an object, dream, or person. The loss essay should include the student’s personal observations of the impact of this loss on their life. The essay will address the impact of this loss on their past and future personal/professional relationships, behavior, emotions, life philosophy, and/or cognition. Students should explore in this essay how this loss experience could assist or impair their sensitivity in work with families of children with chronic illness and/or challenges. Also, students should address their style of handling “good-byes” whether personal or professional. The loss essay will not be presented in class and will be considered confidential by the instructor. Grade will be based on student’s attempt to understand the loss, its impact on their life and how this loss experience relates to families experiencing loss. Students may refer to various theories of loss and grief learned in class but the most important goal of the paper is self-reflection not theory.</p>
<p>July 22, 2015</p> <p>20 points</p>	<p><b>Personal Genogram</b></p> <p>Students will construct a Genogram and essay of their own family of origin or adoptive family, including at least three generations (the student, their parents, and grandparents), using the symbols presented in class. Student will do a self-assessment of patterns seen in their families. Students will write a 6-page essay (double spaced – 12 pt. font) describing their family and Genogram. Students will include their own interpretation and chronology of family events and how their family of origin dynamics might impact their work with families. Again, the Genogram will be considered confidential. Only the instructor will read the Genogram and essay. Genograms may be submitted on poster boards.</p>
<p>Quiz 1 5 points</p> <p>Quiz 2 15 points</p> <p>Quiz 3 15 points</p>	<p>Three quizzes over readings and lectures</p> <p>No Final Exam</p>
<p>5 points</p>	<p><b>Attendance/Participation</b> – One class is equivalent to almost 3 regular classes in content and time. Make every effort not to miss any classes. If sick be sure to get Dr. note. Also lectures start promptly so try not to be late. 5 Points will be deducted from grade for an unexcused absence.</p>

Date	Topic	Presentations	Readings and Homework
05/27/15 Class 1	Family Systems theory and Assessment tools	Assessment Tools	
06/03/15 Class 2	Family Systems theory continued Family Roles and Relationships	Pregnancy and Delivery  The Mindful Therapist – Presence Attunement Resonance  Family Relationships	1. Lederman, R., & Weis, K. (2009). Chapter 1 and 2. In Psychosocial adaptation to pregnancy seven dimensions of maternal role development. Dordrecht: Springer.  2. K. Hammarberg <sup>1</sup> , J.R.W. Fisher and K.H. Wynter (2008) Psychological and social aspects of pregnancy, childbirth and early parenting after assisted conception: a systematic review. Human Reproduction Update, Vol. 14, No. 5 pp395-414, 2008 <a href="http://utdallas.primo.hosted.exlibrisgroup.com/UTDALMA:UTD_ALMA51157345540001421">http://utdallas.primo.hosted.exlibrisgroup.com/UTDALMA:UTD_ALMA51157345540001421</a>  3. Basic Genogram Symbols 4. About Ecomaps 4. Detailed Genogram Symbols 5. Tip Sheet for introducing a genogram 6. Family Systems Theory <a href="http://www.dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch1.htm">http://www.dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch1.htm</a> 7. Diagramming Families For Assessment <a href="http://dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm">http://dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm</a>
06/10/15 Class 3	Therapeutic Relationships Change in the family	Helping Process  Therapeutic Relationships  Mindful Therapist - -Trust -Truth  Transtheoretical Model of Change  Lifeline DUE	1. Child Abuse and Neglect: User Manual Series The Importance of Fathers pg 5-7, pg 11-13, 15-17 2. Titelman, P. (1998). Chapter 2. In Clinical applications of Bowen family systems theory (pp. 51-65). New York: Haworth Press. (ebook through our library) 3. Turnbull, A., & Turnbull, H. (1986). Chapter 3. Family Functions. In Families, professionals, and exceptionality: A special partnership (pp. 47-68). Columbus: Merrill Pub. 3. Bogo, M. (2006). Chapter 3 The Helping Relationship. In Social work practice concepts, processes, and interviewing (pp. 62-94). New York: Columbia University Press. 4. Seligman, M., & Darling, R. (2007). Chapter 4: Becoming the Parent. In Ordinary families, special children: A systems approach to childhood disability (pp. 97-120). New York: Guilford Press. 5. Pruett, K. (97, January 1). How Men and Children Affect Each Other's Development. Retrieved January 14, 2015, from <a href="http://www.zerotothree.org/child-development/early-development/how-men-and-children-affect.html">http://www.zerotothree.org/child-development/early-development/how-men-and-children-affect.html</a>
06/17/15 Class 4	Cultural Competence	Cultural Competence  Mindful Therapist -Tripod -Triception  On the Indigenous Trail	1. Genograms and African American Families: Employing Family Strengths of Spirituality, Religion, and Extended Family Network, Annie McCullough Chavis Michigan Family Review, 9, 1, 30-36, 2004 © Michigan Council on Family Relationships 2. Self-Assessment Checklist for Personnel Providing Services and Supports In Early Intervention and Early Childhood Settings 3. Josepha Campinha-Bacote, PhD, RN, CS, CNS, CTN, FAAN, and Mary Curry Narayan, MSN, RN, CS, CTN. Culturally competent healthcare in the Home. 4. Cultural Assessment Tool

06/24/15 Class 5	Grief And Stress	<p>Grief Presentation</p> <p>Stress Presentation</p> <p>Children's Grief Reactions Youtube</p> <p>The Mindful Therapist -Tracking -Traits</p>	<p>Nonfinite Loss and Grief</p> <ol style="list-style-type: none"> <li>Chapter 1 : Introduction to Nonfinite Loss and Grief</li> <li>Chapter 2: Traditional Theoretical Perspectives on Grief</li> <li>Chapter 3 : Loss and Grief as Counterparts</li> <li>Coping with the loss during pregnancy or soon after birth. <a href="http://www.zerotothree.org/child-development/health-nutrition/coping-with-loss-during-pregnancy.html?print=t#offering">http://www.zerotothree.org/child-development/health-nutrition/coping-with-loss-during-pregnancy.html?print=t#offering</a></li> <li>The Impact of Childhood Disability: The Parent's Struggle by Ken Moses, Ph.D.</li> <li>Loss and Grief Rocky Bay INC. Psycho-Social Behavioural Support for Children with Physical Disabilities</li> </ol>
07/01/15 Class 6	Trauma  Mental Health Issues  Substance Abuse	<p>Trauma</p> <p>Mental Health and the Home visitor</p> <p>Drug and Alcohol Issues and Home Visiting</p> <p>The Mindful Therapist -Trauma</p> <p>Comparative Paper DUE</p>	<p>Nonfinite Loss and Grief</p> <ol style="list-style-type: none"> <li>Chapter 4: The Foundations of Our Expectations</li> <li>Chapter 5: Forming Expectations and Their Place in Loss</li> <li>Chapter 6: Role of Messages and the Development of Knots</li> </ol> <p>Caring for a baby with drug withdrawal symptoms. (2011). Retrieved June 1, 2015.</p>
07/08/15 Class 7	Boundaries and Ethics	<p>Boundaries and Ethics</p> <p>The Mindful Therapist -Transition -Training</p>	<p>Nonfinite Loss and Grief</p> <ol style="list-style-type: none"> <li>Chapter 7:</li> <li>Chapter 8:</li> <li>Coping With Separation and Deployment: Taking Care of Yourself and Your Baby <a href="http://www.zerotothree.org/about-us/funded-projects/military-families/brave-files/secondsept9parentseparation.pdf">http://www.zerotothree.org/about-us/funded-projects/military-families/brave-files/secondsept9parentseparation.pdf</a></li> </ol>
07/15/15 Class 8	Adult Attachment Styles impact on helping *Culture comparison paper due	<p>Adult Attachment patterns</p> <p>The Mindful Therapist -Transformation -Tranquility</p> <p>Loss Essay DUE</p>	<p>Jong, P., &amp; Miller, S. (1995). How to Interview for Client Strengths. Social Work, 40(6), 729-736. Retrieved June 1, 2015, from <a href="http://solutions-centre.org/pdf/How-to-Interview-for-Client-Strengths1.pdf">http://solutions-centre.org/pdf/How-to-Interview-for-Client-Strengths1.pdf</a></p> <p>Adult Attachment Styles impact on helping *Culture comparison paper due</p>

07/22/15 Class 9	Child Welfare Issues  Misc Unique Problems  Intro to NLP	Abuse and Neglect  Trauma, Brain & Relationship: Helping Children Heal Video  NLP-Intro  The Mindful Therapist -Transpiration  Personal Genogram DUE	7. Perry, B., & Pollard, R. (95). Childhood Trauma, the Neurobiology of Adaptation, and "Use-dependent" Development of the Brain: How "States" Become "Traits" Infant Mental Health Journal, 16(4), 272-291.  Nonfinite Loss and Grief 1. Chapter 12 2. Chapter 13 3. Chapter 14
07/29/15 Class 10	Work on Take home Quiz 3  Watch online video	Bruce D. Perry: Social & Emotional Development in Early Childhood video	Nonfinite Loss and Grief 1. Chapter 15 2. Chapter 16 (eLearning Reading to follow) 1. CHAPTER 261. INVESTIGATION OF REPORT OF CHILD ABUSE OR NEGLECT <a href="http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.261.htm">http://www.statutes.legis.state.tx.us/Docs/FA/htm/FA.261.htm</a> 2. Zeanah, C. (2000). Chapter 22: Disturbance of Disorders of Attachment in Early Childhood. In WAIMH handbook of infant mental health (pp. 353-368). New York: Wiley.
08/05/15 Class 11	Class Wrap up	NLP QUIZ 3 DUE	NLP presentation- What is NLP <a href="http://www.nlpu.com/NewDesign/NLPU_WhatIsNLP.html">http://www.nlpu.com/NewDesign/NLPU_WhatIsNLP.html</a>
Grading & Exams Policies			92-100 = A 82-89 = B 72-79 = C 100 Points
<b>Late Work</b>	<b>No late work is excepted</b>		
<b>Classroom Citizenship</b>	<p><b>Course Policies:</b></p> <p>1.Expected hours of work: The general expectation is that students will, across the semester, put in a total of 45 hours of work for each semester credit hour in which they are enrolled. For a typical 3-hour commitment during the semester, the student should expect to devote 135 total hours of effort.</p> <p>2.All cell phones or other disruptive items will be turned on silent or vibrate during class. Laptops are allowed in class for note taking and viewing PowerPoints however use of computer for personal use during class time is not acceptable</p> <p>3.Attendance policy: Students will be on time to each class (1:00pm-5:00pm) and in attendance for the entire session. The student is responsible for informing the professor prior to class of an absence, either in person or by voice mail. My voice mail can be used 24 hrs a day. It is the student's responsibility to access all information presented for the missed class session from other students in the class. The instructor is not responsible for ensuring the student has the missed materials. No make-up work will be given without a written Doctor's excuse. If a student is a "no show" on the day of work submission, the student will automatically earn a zero. If a student arrives to a class session after it has begun, he/she is expected to enter quietly and take a seat in the least disruptive location.</p> <p>4.Assignments are due on or before the designated date at 1:00pm. No late</p>		

		<p>assignments will be accepted. In the event of a verified illness (Doctor's note), the assignment may be faxed to my office prior to 5:00pm on the due date for credit. In a life-threatening event (Doctor verified), the instructor may permit late assignments.</p> <p>5. Written assignment criteria: All written material submitted should be typed, double spaced, 12pt font. If you have difficulty in the area of written communication skills, you must obtain the assistance of the UTD Learning Resource Center Writing Lab (on web site and at 972-883-6707).</p> <p>6. Discussion in the classroom regarding cases are confidential and can evoke uncomfortable emotions. Confidentiality must be maintained in the classroom and mature behavior and tolerance will be expected.</p>
Comet Creed		<p><i>This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:</i></p> <p><i>"As a Comet, I pledge honesty, integrity, and service in all that I do."</i></p>
UT Dallas Syllabus Policies and Procedures		<p><i>The information contained in the following link constitutes the University's policies and procedures segment of the course syllabus.</i></p> <p><i>Please go to <a href="http://go.utdallas.edu/syllabus-policies">http://go.utdallas.edu/syllabus-policies</a> for these policies.</i></p>