

# Course Syllabus

## PSY XXXX-001

### CAPSTONE COURSE IN INFANT AND EARLY CHILDHOOD MENTAL HEALTH I



Fall 20XX

*The University of Utah - Department of Psychology*

3 Credit Hours

Course Website Canvas: enter via CIS or <http://learn-uu.uen.org>

Class Meets T: 10:00AM – 12:00PM

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*This syllabus is not a binding legal contract. With reasonable notice to students, the instructor may modify the syllabus and course schedule at any time, to accommodate the needs of the class. Should you have any questions or concerns, it is your responsibility to contact the instructor for clarification.*

## Instructor: XXXX, PhD

Office

Phone

Email [@utah.edu](mailto:XXXX@utah.edu)

Office hours By appointment (please put PSY XXXX in the Subject line if you email me)

## Required Materials

Squires, J., & Bricker, D. (2007). An activity-based approach to developing young children's social emotional competence. Brookes Publishing.

## Optional Materials

-Lieberman, A. F. (1995). *The Emotional Life of the Toddler*. Free Press.

-Recommended websites:

- Center for the Developing Child: [centerforthechild.org](http://centerforthechild.org)
- Zero to Three: [zerotothree.org](http://zerotothree.org)
- The National Child Traumatic Stress Network: [nctsn.org](http://nctsn.org)
- National Association for the Education of Young Children: [www.naeyc.org](http://www.naeyc.org)
- Help Me Grow Utah (HMGU): [www.helpmegrowutah.org](http://www.helpmegrowutah.org)
- Utah Association for Infant Mental Health (UAIMH): [www.uaimh.org](http://www.uaimh.org)

## Course Format

Students learn best from active engagement with the materials. At the same time, each student has a unique style of learning. Therefore, various teaching methods will be used, including lecture, video, group discussions, online discussions, and classroom activities.

## Course Description

**PSY XXXX Capstone Course in Infant and Early Childhood Mental Health I** is the first course in a two-course series that will allow you to apply the skills you developed over the previous year in an infant and early childhood mental health clinical setting. You will gain first-hand experience working directly with infants and their caregivers. You will create training goals with your supervisor and myself and training progress will be monitored through evaluations and student reflection journals. It is the goal that these direct experiences will lead to employment at that agency.

## Course Objectives

This is the first course in a two-course series that you will take to obtain the infant and early childhood mental health certificate. This syllabus was developed so that successful completion of this course fulfills part of the Alliance for the Advancement of Infant Mental Health Competencies for an Infant Family Associate, the guidelines developed to ensure a competent early childhood workforce. The focus of this semester is to provide you with direct, practical, first-hand experience working with a community partner that supports infants and their caregivers. You will apply what you learned last year to your work with young children. You will continuously reflect on your experiences and identify opportunities for growth. You will also develop skills to communicate with your supervisor, myself, and the families you serve in several ways (oral, written, visual). The objectives for this course are based on the Department of Psychology's Learning Outcomes (see here: <http://www.psych.utah.edu/undergraduate/>).

**Specifically, by the end of this semester, you will be able to:**

1. **Describe key concepts, principles, and themes** that you should adhere to as a trainee in the infant and early childhood mental health field and **develop a working knowledge** of this area. By the end of this course you will be able to explain how early interventionists apply their understanding of early childhood mental health to support the development of healthy caregiver-child relationships. **[1-Knowledge base in psychology]**
2. **Demonstrate information literacy** to help work through complex cases that you encounter through your capstone work including where to find reliable clinical information and case studies that are research based, distinguishing reliable from unreliable information, and knowing how to apply this information in (oral, written, and visual) communication in your capstone placement. **[2-Scientific Inquiry and Critical Thinking]**
3. **Apply ethical standards to evaluate psychological research with infants and families.** A number of ethical concerns will arise as you begin your training in infant and early childhood mental health. You will apply what you have learned thus far to think through complex ethical concerns that arise in your work. **[3-Ethical and Social Responsibility in a Diverse World]**
4. **Demonstrate effective communication skills** in your work with infants and their caregivers, which includes academic and business writing, writing for parents, and visual and/or oral presentation of topics relevant to the field of infant and early childhood mental health. **[4-Communication]**
5. Apply what you learned in class in several ways, including in your capstone project and internship placement. **[5-Professional Development]**

## Evaluation Methods (Assignments)

There will be no exams in this course. Instead, there will be assignments throughout the semester aimed at integrating what you've learned from the readings and classes. Here is how they are related to the learning objectives (LO) for the semester:

1. **Think Like an Infant-Family Associate In-class Activities** (24 x 10 points, out of 15 possible). We will be reading several case studies that will challenge your critical thinking skills and require you to think like an Infant and Family Associate, the credential you will be prepared to receive after completing your certificate. These activities include small-group discussions and activities (e.g., interactive exercises, clinically-oriented discussions). As long as you participate and are engaged (and submit a short report) you will receive the full points. If you arrive late or leave early, or are in class without participating, points will be deducted unless you have notified me of a valid reason. **[LO 1 and 3]**
2. **Capstone activities and reflective practice journal** (10 x 10 points, out of 15 possible). Every week you will be expected to submit an account of your capstone activities and progress toward training goals on Canvas. You should submit a timesheet with hours worked and tasks completed during that time. By now you have extensive experience with reflective practice. You will journal about your thoughts and feelings related to the cases you encounter during the semester. You will be asked to reflect on what the caregiver is experiencing as well as the child. More information will be provided on Canvas **[LO 2, 3, 4, and 5]**
3. **Completion of Capstone hours** (10 x 14 points, out of 14 possible). You will get 10 points per week once you turn in your weekly timesheet. This assignment is to ensure that you are fulfilling the internship requirements by working at your internship placement for 10 hours per week. **[LO 5]**

### **Apply what you learn:**

The more actively involved you can be in finding, processing, and presenting relevant and appropriate information, the better you will remember it. In this class, we will use various forms of applied learning, including watching videos of caregivers and infants and writing about the attachment cues you see. In addition to these interactive, in-class exercises you will complete the following:

4. **Promote collaboration and professional development by designing an internship contract** (100 points) with your supervisor at your capstone placement. Together with your supervisor and myself you will submit a contract outlining your training goals and those of the agency for the duration of the internship, which will be from August of this year until April of next year. You will spend 10 hours/week on your internship at the agency. **[LO 1, 2, 4 and 5]**
5. **Class presentation related to your capstone project (100 points, 10 for topic selection, 90 for presentation):** At the beginning of the semester you will collaborate with myself and your supervisor to develop a capstone project, which will be completed by April of next year. Over the course of this year, you will work and train with an agency that serves the developmental needs of young children. This capstone experience will demonstrate integration of infant and early childhood observation, case conceptualization, and communication skills. I will work with you to identify a relevant community with whom the capstone project can be developed. You, your supervisor, and myself will identify a problem and develop a solution. This final project will require you to integrate across the education objectives of foundations in infant and early childhood mental health,

development and psychopathology in infancy and early childhood, infant observation, diversity, prevention and intervention in infancy and early childhood, and communication. You will present on the progress made towards this project toward the end of the semester. Detailed instructions will be posted on Canvas. **[LO 2, 3, 4, and 5]**

Examples of Possible Capstone Experiences:

- I) Internship requiring a case presentation. For example, if an agency has identified a family in particular need the student will develop a case conceptualization and identify resources in the community to help the family
- II) Identify a training need the agency has; for example, further training on the effects of early childhood trauma on behavior
- III) Building bridges between the agency and the parents and families they serve

6. **Capstone project written report (100 points)** In addition to your capstone presentation you will write a written report related to your capstone project that includes at least two references to the scientific literature. The paper will be 4-6 pages long. Each students' report will be unique. Once your capstone project has been finalized you will meet with me to discuss the topic of your written report. Details will be posted on Canvas. **[LO 2, 3, 4, and 5]**

Please note that you must sign a contract for the University of Utah that addresses issues of risk, liability, and indemnification before beginning the internship. You can access this contract on the Canvas page for this class under the Files tab. Please download, print, sign, and upload the contract to Canvas no later than the add/drop date of August 31<sup>st</sup>.

**Course Policies**

You will be spending time as a professional working with infants and their caregivers. It is therefore critical that you abide by the following:

- Maintain professional behavior and demeanor at all times.
- Maintain confidentiality of clients/patients.
- Arrange alternatives with supervisor in case of schedule conflicts prior to scheduled service time.
- Immediately notify supervisor and/or course instructor of any concern, problem, or incident that transpires during the internship.
- Dress appropriately for your agency.

Failure to adhere to any of these standards, guidelines, and procedures will result in immediate termination from the internship program and a failing grade for the course.

**Grading**

Evaluation Method	Points	Weight
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In-class assignments	24 x 10 = 240 points	20%
Capstone activities and reflective practice journal	10 x 10 = 100 points	20%
Capstone hours completion	10 x 14 = 140 points	10%
Internship contract	100	10%
Capstone project presentation	100	20%
Capstone project written report	140	20%

**Lower limits for grades:** A (93%), A- (90%), B+ (87%), B (83%), B- (80%), C+ (77%), C (73%), C- (70%), D+ (67%), D (63%), D- (60%), E (<60%)

## Extra Credit

Extra credit (max. 3% of the final grade, or 30 points) can be obtained in the following ways:

- If you come to more classes: 25 of 28 classes are graded in this course at a total of 10 points (10 for the class activity). If you do more than 24 of these, the extra points will automatically count.
  - For example, if you come to all 28 classes, you will get 3 x 10 extra points. I would then count all 30 of those points as extra credit.
- Other options will be provided during the semester.

## Student Rights and Responsibilities

All students are expected to maintain professional behavior in the classroom setting, according to the Student Code, detailed in the Student Handbook. Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors. Students have the right to appeal such action to the Student Behavior Committee. For Student Rights and Responsibilities, see <http://www.regulations.utah.edu/academics/6-400.html>

## Department of Psychology Undergraduate Academic Misconduct Policy

The Department of Psychology has a zero tolerance policy for academic misconduct. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one's work, and inappropriately collaborating. This applies to any work students turn in for evaluation or course credit. Definitions can be found in the Student Code at <http://www.regulations.utah.edu/academics/6-400.html>

If you are suspected of academic misconduct, the process proceeds according to the rules found in the Student Code, University Policy 6-400(V). **If you are found responsible for misconduct, consequences range from failure on the assignment to dismissal from the program**, consistent with both University and Psychology Department Policy.

Minor offenses (plagiarism in written work) include failure to use citations correctly, because of lack of understanding of proper procedures for crediting ideas, rather than intention to cheat (with no evidence of lifted/stolen text. Major Offenses include:

1. Cheating on a test, quiz, problem set, or other independent work
2. Plagiarism in written work: Copying any quantity of text from another source or another student without quoting and citing the copied text.
3. Plagiarism in written work: Flagrant misuse of citations, such that a student clearly attempted to represent ideas that were not his/hers as if they were, even if the ideas were presented in the student's own words.

Both minor and major offenses will have consequences, as outlined in the full Psychology Department Policy (which you can find [here](#) in PDF format). Assignments turned in on Canvas will be screened using Turnitin, and the above policy will be followed when misconduct is found.

## Course Agreements

### **As your instructor, I expect**

- That you will participate in class, without distracting yourself and others
- That you keep your computer and online access up to date, so you are able to receive and read messages, be aware of due dates, upload assignments on Canvas, etc.

### **You can expect from me:**

- That I will hold class every week (unless there is a break, an announced absence, or an emergency)
- In case of emergencies (bad weather, illness): that I will inform you as soon as possible (via Canvas and the email list that I have on CIS).
- That I will do my best to teach you in the best way I can.
- That I will answer your questions and will address your concerns.
- That I will grade your assignments fairly and supervise my teaching assistant adequately.

*Other class agreements can be formed upon request & after discussion.*

## University Attendance Requirements

The University expects regular attendance at all class meetings. Please review the attendance requirements in this syllabus. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor. Students absent from class to participate in officially sanctioned University activities (e.g., band, debate, student government, intercollegiate athletics) or religious obligations, or with instructor's approval, are permitted to make up both assignments, but do arrange this with the instructor ahead of time.

Unexpected University facility closures due to weather, emergency or disaster may occur and you may be required to complete coursework missed due to these or other class cancellations.

## Student Support & Accommodations

### **Americans with Disabilities Act (ADA) Statement**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All information in this course can be made available in alternative format with prior notification to the Center for Disability Services. More information can be found in the CDS Student Handbook: <http://disability.utah.edu/documents/CDS-Student-Handbook.pdf>.

### **Scheduling Accommodations.**

Consistent with Section Q of the University's Policy for Instruction and Evaluation, to be found at <http://regulations.utah.edu/academics/6-100.php>, I am willing to accommodate university activities as well as values-based obligations (including religious or other values-based activities) that conflict with course activities. No later than the end of the second week of the semester, please send me an e-mail with the nature and date of your anticipated absence (earlier if your conflict occurs before that deadline). That will give us time to work out a way for you to make up any missed work.

### **Content Accommodations.**

There will be no content accommodations in this class. Please review the syllabus and topics carefully and be sure that you are able to engage all of the topics we will be covering this semester.

### **Wellness Statement**

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness - [www.wellness.utah.edu](http://www.wellness.utah.edu) (801-581-7776). The Counseling Center is another excellent resource, offering services that include counseling and a mindfulness clinic (see <http://counselingcenter.utah.edu>).

### **Veterans Center**

If you are a **student veteran**, I want you to know that the U of Utah has a Veterans Support Center on campus. They are located in Room 161 in the Olpin Union Building. Hours: M-F 8-5pm. Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: <http://veteranscenter.utah.edu>. Please also let me know if you need any additional support in this class for any reason.

### **LGBT Resource Center**

If you are a member of the **LGBTQ community**, I want you to know that my classroom is a safe zone\*. Additionally, please know that the U of Utah has an LGBT Resource Center on campus. They are located in Room 409 in the Oplin Union Building. Hours: M-F 8-5pm. You can visit their website to find more information about the support they can offer, a list of events through the center and links to additional resources: <http://lgbt.utah.edu/>. Please also let me know if there is any additional support you need in this class.

### **Learners of English as an Additional/Second Language**

If you are an English language learner, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics ESL Program (<http://linguistics.utah.edu/esl-program/>); the Writing Center (<http://writingcenter.utah.edu/>); the Writing Program (<http://writing-program.utah.edu/>); the English

Language Institute (<http://continue.utah.edu/eli/>). Please let me know if there is any additional support you would like to discuss for this class.

## Class Schedule

Class	Date	Topic	Discussion Topic	Due
1	Tues, Aug.	Introduction: What does it take to be endorsed as an Infant Family Associate?	---	
2	Tues, Aug.	Ethics	Developing your internship contract	
3	Tues, Aug.	Practical tips for working with infants and families	Capstone project ideas	
4	Tues, Aug.	Developmental and evidence-based recommendations for fostering social and emotional development		
5	Tues, Sep.	Developmental and evidence-based recommendations for promoting caregiver-infant sensitive interactions		
6	Tues, Sep.	Developmental and evidence-based recommendations for fostering language development		
7	Tues, Sep.	Developmental and evidence-based recommendations for fostering cognitive development		
8	Tues, Sep.	<b>NO CLASS – FALL BREAK</b>		



9	Tues, Sep.	Developmental and evidence-based recommendations for fostering motor development		
10	Tues, Sep.	Internship – specific issues		
11	Tues, Oct.	Internship – specific issues		
12	Tues, Oct.	Capstone presentations		
13	Tues, Oct.	Capstone presentations		
14	Tues, Oct.	Capstone presentations		
15	Tues, Oct.	Wrap-up		

**\* This class schedule is subject to change with advance notice**

## Academic Calendar

<http://www.sa.utah.edu/regist/calendar/datesDeadlines/deadlines.htm>

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

*As the only institution in the state classified in the highest research category (R1), at the University of Utah you will have access to state-of-the-art research facilities and be able to be part of the knowledge creation process. You will have the opportunity to do research of your own with faculty who are leading experts in their field, engaging in [programs](#) that match your research interests. Further, you will interact with and often take classes with graduate students that provide an advanced understanding of the knowledge in your field.*