
Psy 470: Children and Families: Community Work, Section 1 Spring 2015, MWF 1:00 – 1:50 PM in Peabody 202

Professor: Carey Bernini Dowling, Ph.D.

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Office: 201A Peabody Hall

Student Hours: Tuesdays noon – 1 PM, Wednesdays 10 – 11 AM, Thursdays 9:30 – 10:30 AM *or* by appointment. (You do not need to make an appointment during scheduled office hours; I'd love for you to drop by for questions, help, or to just chat. I will also be available via Gmail chat at cbdowlin@go.olemiss.edu during these scheduled times. I will meet with students on a first-come, first-served basis. If these times do not work for you, e-mail with a requested meeting time and we can arrange for an alternative time to meet. Please note that I have other meetings and work scheduled outside of these times and be respectful of that by requesting a meeting time instead of dropping by during non-office hours.)

Required Learning Aids:

Dweck, Carol S. (2006). *Mindset: The new psychology of success*. Random House: New York. (This book can be purchased as a Kindle version for \$8.62 or Paperback for \$9.53 on Amazon.)

Readings: Pre-assigned readings are accessible via Blackboard. Additional readings will be assigned throughout the semester to further explore issues that arise through the service learning experiences. We may or may not fully discuss readings in class so if you did not fully understand a reading you are expected to ask clarifying questions about the reading in class.

Blackboard: You will be expected and required to routinely check Blackboard for readings, new materials, and instructions for assignments. All resources provided through Blackboard are intended for use for this class only.

Course Description

Pre-requisites: Psy 201 (General Psychology), Psy 301 (Life-span Development) *or* Psy 419 (Psychology of Parenting), and permission of instructor (Minimum grades: D)

The National Service-Learning Clearinghouse defines Service-Learning as “a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service-learning is a structured learning experience that combines community service with preparation and reflection. Service-learning provides college and university students with a “community context” to their education, allowing them to connect their academic coursework to their roles as citizens.” (<http://www.servicelearning.org/>)

This 3-credit course is an integration of classroom didactic experiences and service-learning opportunities within the L-O-U community. The combination of classroom and service-learning work will allow you to obtain a strong theoretical as well as practical understanding of the material while obtaining “real-world” experience and providing important services to the community.

The entire class will learn about and explore the following topics: prevention; early intervention; what service-learning experiences are; awareness of our biases and how to interact with others ethically, respectfully, and professionally; and how to collaborate and problem-solve. In addition, we will learn about and explore the following topics as they relate to the service-learning projects students are involved in: language development,

Kindergarten readiness, childhood development, applying the principles of operant conditioning, and parenting of children ages newborn – 5 years old.

You will be expected to put in a lot of work over this semester for this course and in return, you can expect to meet the course objectives outlined below:

Course Objectives:

Objectives primarily related to classroom and/or classroom preparation experiences:

1. Obtain an increased understanding and knowledge of course topics (see course outline).
2. Actively think about, explore, challenge, and expand your personal knowledge regarding how we can promote optimal development (in others and ourselves).
3. Further develop skills necessary to understand others' work and communicate knowledge gained from sources verbally and in writing in your own words while crediting the source of the knowledge.
4. Become prepared to study psychology further and consume psychological literature formally or informally in the future.
5. Further develop skills necessary to teach yourself material, apply new knowledge to your life, and think critically about new information.

Objectives primarily related to the service-learning experiences:

6. Obtain an increased ability to translate knowledge gained in the classroom to real-world applications. Including being able to collaborate with others to create solutions to meet the chosen need, evaluate the outcome of the implemented solutions, and make plans to improve outcomes for the future.
7. Obtain a deeper understanding of the multiple determinants that impact ourselves and others and an appreciation for barriers to optimal functioning people may experience as well as factors that influence resilience and optimal functioning.
8. Gain an appreciation for the benefits of collaborating with community partners to address community needs.
9. Obtain an increased knowledge of personal biases, goals, and possible and desired career paths.
10. Be able to take the knowledge and understanding gained from the course and apply it both personally and professionally now and in the future.

Desired benefits for community partners:

1. Ability to build upon strengths present in the organization to work toward mutually agreed upon goals. This may include the ability to address needs that they are currently unable to meet with available resources.
2. Ability to be an active collaborative partner in the exploration of unmet needs, prioritizing needs they would like addressed, exploration of possible ways to meet those needs, deciding and implementing the chosen solution, evaluating the outcome of the solution implemented, and then working to plan for ways to improve the solution in the future.
3. Continued support from the students enrolled in the course and the professor to continue this iterative process.

Course Policies

Attendance: Given the nature of the course, your attendance and participation in class and in scheduled service-learning activities is critical to meeting the course objectives. Therefore, you are permitted three absences from class with no ramifications for your final grade. Each subsequent absence will result in 5 points off your final grade in the class.

Our community partners and I are expecting you to treat your scheduled service-learning activities like you would treat a job, and the people that you will be working with are going to count on you being there when you say you will be. Therefore, if you must miss, you must contact me and the appropriate person at the agency to inform them that you will be unable to make it. If this is done due to a documented unanticipated event, you are

permitted three such absences with no ramifications for your final grade. Each subsequent absence (even due to unanticipated events) will result in 7 points off your final grade in the class. If you miss a scheduled service-learning activity for any reason other than a documented unanticipated excuse, this will automatically result in 7 points off your final grade in the class.

Documented unanticipated events: Includes unforeseen circumstances, such as illnesses, accidents, inclement weather, death of loved one, travel delays, etc. You must provide appropriate documentation given the relevant circumstance (e.g., doctor's note, police report, funeral notice, time-stamped photo, etc.) provided to me no later than the next class you attend. If you are sick enough to not attend but do not need to go to the doctor, please complete the necessary documentation (provided on Blackboard) attesting to your illness.

Computer use: In an effort to be environmentally friendly, we will use as little paper as possible in this course. As a result, we will utilize Blackboard for announcements, important class documents, directions for assignments and assignment rubrics, online homework assignments, the discussion board, and the gradebook. You can log on to Blackboard at <https://blackboard.olemiss.edu/>. If you need assistance with Blackboard, please visit http://www.online.olemiss.edu/current_students/technical_support.html or contact the IT Helpdesk at 662-915-5222 or helpdesk@olemiss.edu. It is your responsibility to contact the relevant customer support for technical issues and only inform me if technical support is unable to resolve your issues immediately.

- Given Mueller and Oppenheimer's (2014) recent research finding that taking notes via computer led to inferior learning outcomes compared with taking notes via pen and paper, computers/tablets will not be allowed in the classroom unless I tell you to look something up in your book during class. (If you are interested in the article, see <http://pss.sagepub.com/content/early/2014/04/22/0956797614524581> or the full article on Blackboard.)

E-mail: Check your e-mail regularly (at least once a day), as I may use it to contact you about important information related to your service-learning activities, assignments, or syllabus changes, etc. Please make sure that the e-mail address you have listed on Blackboard is the e-mail address that you use most often because that is how I will e-mail you. Please feel free to contact me via e-mail (cbdowlin@olemiss.edu or cbdowlin@go.olemiss.edu) – be sure to include a subject, your full name, and the course you are enrolled in. The following link is a helpful resource regarding how to e-mail me and your other professors (<http://www.wikihow.com/Email-a-Professor>). I am happy to answer questions you may have and I will do my best to reply to your e-mail within 48 hours. If the question is answered by class handouts or is more involved, I may refer you to the handouts or recommend that you come to office hours or make an appointment to see me. Therefore, do not wait until the day before to e-mail critical questions and expect you will definitely get an answer in time.

Blog <http://cbdowling.blogspot.com/> In order to not overwhelm you with announcements on Blackboard I keep a blog for my students at the University of Mississippi. I use this blog to share information that may interest students in my classes. Some of it is funny, some of it is serious, and all of it is related to my courses or opportunities that you might be interested in. Please e-mail me if you find something that you think others would like to see and let me know if you want your tip to remain anonymous or not if I post it on the blog. I hope that you enjoy the blog.

Academic Integrity: Any form of academic misconduct (i.e., cheating, plagiarism, fabrication, and non-permitted collaboration) will be treated as a serious matter and will be handled in accordance with the University's "Academic Conduct and Discipline" section contained in the University of Mississippi *M book*. Penalties may range from a zero on the assignment/quiz/exam, to an F for the course and other penalties. You are responsible for reading and understanding the University's "Academic Conduct and Discipline" section contained in the University of Mississippi *M book*. It can be found at: http://dos.orgsync.com/student_conduct

*In order to work on the third course objective: For all written assignments *everything* must be in your own words and you need to include citations to support your arguments and to give credit to the source of your ideas where appropriate. If you have not completed my academic integrity homework assignment in a previous course I will be happy to review this with you.

*Unless you are told otherwise, you are expected to work independently on all assignments.

I do not tolerate any form of academic misconduct. Please respect yourself, your classmates, and me by refraining from any form of academic misconduct.

Special Needs (Americans with Disabilities Act): If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact the Office of Student Disability Services (234 Martindale Center, 915-7128) to self-identify your needs in order to facilitate your rights under the Americans with Disabilities Act. They will provide you with required documentation of any necessary accommodations. I will be happy to comply with reasonable accommodations requested and verified as warranted in writing through the Office of Student Disability Services.

Additional Assistance: I encourage you to take advantage of the excellent resources provided to current students. For the full list see: http://www.online.olemiss.edu/current_students/student_services.html.

Evaluation

As with all courses, your progress towards meeting the goals of the course will be assessed throughout the course and hard work will result in a good grade, but more importantly, learning and growth. This is a difficult, demanding course. There will be four major components that will make up your grade (described in detail below). You will need to maintain a portfolio in a 3-ring-binder across the semester and turn this portfolio in at the final.

- 1) Service-Learning Project: 25%
- 2) Assignments: 25%
- 3) Reflective Papers: 25%
- 4) Final Portfolio: 25%

A note about late assignments: It is a good practice to learn how to submit assignments by (or before) the due date because timeliness will be essential to your later success. Therefore, late assignments will *only* be accepted in this course *if* (a) the assignment was *due in class only* (i.e., there is no online component) *and* (b) you missed class due to a documented *unanticipated* excuse *and* (c) you bring the completed assignment and your documentation for your *unanticipated* excused absence to the next class.

*If you know you will be absent from class in advance, please hand in your assignment in advance in class or bring it to me in person. *Assignments left in my mailbox will not be accepted.*

*Assignments that are completed and/or turned in online will not be accepted late. Please plan accordingly to complete them on time.

Service-Learning Project: 25%:

- You will be expected to complete 2 hours of work per week as assigned at a community partner from Monday, February 9, 2015 to Friday, May 1, 2015 for a total of 22 hours.

- If you know in advance that you will be unable to be present or you miss your time due to an unanticipated event, you must talk with me about the best way to handle it as soon as possible (we may try to swap times with a classmate or re-schedule with the site).

- 50% of this grade will be comprised of the quality of completion of service-learning activities (as judged by Dr. Dowling's evaluation and the site supervisors' evaluations)

- 50% of this grade will be given based on the amount of time spent performing the service-learning activities. [Completion of 22 hours equals 100%]

*Please note the policy that egregious violations of ethical conduct will result in an automatic failure in the course.

Assignments: 25%: In order to enrich your learning experience, obtain greater knowledge and mastery of the subject matter, and prepare for in-class activities and the service-learning activities, you will be completing both out-of-class and in-class assignments throughout the course. These assignments will also help you work on all 10 Course Objectives. Instructions are available in class or on Blackboard and assignments will be submitted through Blackboard and/or in class.

- Please pay attention to due dates and times.
- As noted above out-of-class assignments will *not* be accepted late unless the three criteria have been met.
- If you know you will be absent from class in advance, please hand in your out-of-class assignment in advance in class or to me in my office (or under my office door) in Peabody 201A.
- You are expected to complete assignments independently, unless specifically told otherwise.
- Where not already noted, the class will agree on the point value of each assignment and your final grade will be computed by taking the points you earned on the assignments and dividing that by the total points possible.
 - Formula = (Sum of assignment points/total points possible)*100

Weekly Reflection Assignment: 25%: An integral component of service-learning courses is to engage in critical reflection of your experience. Thus, you will complete a weekly reflection assignment following each service-learning experience. These will assist you to work on all 10 Course Objectives. Please see Blackboard for instructions on how to complete these assignments. You are expected to complete one for each of your first 10 service-learning experiences (you'll complete a final reflective paper following your final experience), so your final grade will be worth the points earned divided by the total possible points. Each will be worth 100 points for a total of 1000 possible points.

- Formula = (Points earned/1000)*100

Final Portfolio: 25%: Your final will consist of turning in a portfolio of relevant assignments as well as a reflective paper on your experience in the course and subsequent discussion during the final exam period. The portfolio will be due at the start of your final exam period and a portion of your grade on the portfolio will be based on your participation in a class discussion during the final exam period.

Final Grade

Your final grade will be based on the following breakdown:

	Percent of final grade
Service-Learning Project 50% for hours completed + 50% for evaluations of quality of work completed	25
Assignments: (Sum of assignment points/total possible points)*100	25
Reflective Papers: (Points earned/1000)*100	25
Final Portfolio:	25

You can compute your grade as we progress throughout the course by using the grades posted on Blackboard and the grades you expect to earn. Insert your points earned/expected into the following equation to compute your grade: (Service-Learning Project * .25) + (Final Assignment grade * .25) + (Final Reflective Papers grade * .25) + (Final Portfolio Grade * .25) = Final grade (in percent)

Grade	Percent	Grade	Percent	Grade	Percent	Grade	Percent
A	100 - 93%	B	86 - 84%	C	76 - 74%	F	59% or less
A-	92 - 90%	B-	82 - 80%	C-	72 - 70%	W	Withdrew
B+	89 - 87%	C+	79 - 77%	D	69 - 60%	Inc	Incomplete

Grading and Appeals Policies:

1. Points will be earned as outlined above.
2. I will be happy to meet with you to discuss all assignments and grades. However, discussion of your grades will *only* take place via e-mail, during office hours, or by appointment; not during, before, or after class time.
3. If you would like to discuss your final grade you must show me the math that you have already conducted using the formula provided above.
4. If you believe I have committed a grading error, please describe it in an e-mail with the subject line “Possible Grading Error”. If it is a clear error, I will fix it immediately. Otherwise, your appeal will be considered at the time of final grading. Grades are not negotiable.
5. I recommend keeping all graded and returned assignments for any instances where there is a question regarding the assignment grade in question.
6. ***Special Circumstances:*** If you experience a major unexpected event that you anticipate will negatively impact your class performance, please detail the situation in an e-mail as soon as possible and no later than the next class you attend. *Please utilize the subject line: “Special Circumstance”.* If, for example, you miss multiple classes and assignments due to a medical emergency, accident, or death of a loved one, explain the situation in writing and turn in appropriate documentation (e.g., doctor’s note, police report, funeral card, etc.) when you return to class. Failure to submit explanations in writing upon return to class will have a negative impact when later considering the explanation. *Written submissions will be reviewed at the end of the semester.* Please be aware that I cannot make any advance promises about compensation.

Behavioral expectations for this course: I will do my best to maintain a classroom where you will be able to learn. Thus, if something is disturbing your ability to learn in the classroom, I will attempt to remedy it. Students often may be disturbing classmates’ learning progress unintentionally by engaging in one of the major disruptive behaviors listed below. However, intentional or not, if you are the cause of the disturbance and I am aware of the disturbance, I reserve the right to ask you to leave class for the remainder of the class period. Your in-class assessment grade will not be pro-rated if this occurs. If you are being disturbed by a classmate, and I am unaware of it, please politely bring it to my attention either during or after class.

Major disruptive behaviors:

- Sleeping.
- Using your cell phone, computer, or other personal electronic device during class unless you have been explicitly told to do so by me. If there is an important reason why your cell phone must be on in class please be respectful, turn your ringer off, and sit close to an exit so that you may leave class with minimal disturbance to others.

**Emergencies happen:* You are allowed to leave class to take a call or send an urgent text. Please *do not* do so in class.

- Talking while another person is talking (this includes me).

* Please do not arrive more than 5 minutes late or leave in the middle of the class unless there is an urgent reason to do so. It is disruptive to your classmates to see others come and go during class.

A note about my expectations: I expect you to commit approximately 7 - 9 hours per week outside of class for this course. This time includes time spent in class, reading, completing assignments, and doing service-learning activities.

**** Please Note: Class topics, due dates, and grading are subject to change.** Any changes will be made in the spirit of academic integrity and fairness to all students, discussed or announced in class, and posted on Blackboard.

Service Learning Projects

Title	Community Partner(s)	Description
ACT program	Learner’s Playhouse	This project involves the teachers at Learner’s Playhouse completing the ACT program by attending weekly sessions during the children’s naptimes from Thursday, 2/19/15 – Thursday, 4/30/15.
Promoting Early Language Acquisition	Learner’s Playhouse and First Baptist Weekday Education	This project involves going into local daycares for two hours at a time to read and speak to the babies/toddlers during play times.
Kindergarten Readiness	Learner’s Playhouse and First Baptist Weekday Education	This project involves going into local daycares for two hours at a time to work with children in 3K and 4K classrooms to help prepare them for their upcoming transition to 4K or Kindergarten.

Course Outline

Psy 470 Syllabus

Day	Date	Topics	Reading	Assignment due
W	1/21/15	Introductions		
F	1/23/15	Introduction to the course	Syllabus & Resilience chapter	Schedule of times available
M	1/26/15	Introduction to First Baptist Weekday Education by Ms. Linda Glaze		Assumption of Liability and Risk & Course Contract
W	1/28/15	Introduction to Learner's Playhouse by Ms. Connie Flemons		Provide a copy of your 121 Form & Pre-service reflection
F	1/30/15	Awareness of our personal beliefs and potential biases & How to act in an ethical, respectful, and professional manner	Included in assignment	Class preparation assignment #1
M	2/2/15	Clarifying areas of confusion from reading on Operant Conditioning	Operant conditioning readings	
W	2/4/15	Language acquisition	Language acquisition reading	
F	2/6/15	Preparation for first meeting of children next week	Play reading & Baby Brains	
M	2/9/15	Executive functioning	Executive functioning readings	
W	2/11/15	Mastery oriented attributions	Chapters 1 – 3 of <u>Mindset</u>	
F	2/13/15	Preparation for 2nd meeting of children next week		
M	2/16/15	Reflection and problem-solving class		Reflection #1
W	2/18/15	Language acquisition activities	Re-read Language acquisition reading	Activity assignment #1
F	2/20/15	Preparation for following week		
M	2/23/15	Reflection and problem-solving class		Reflection #2
W	2/25/15	Mastery oriented attributions	Chapters 7 & 8 of <u>Mindset</u>	Activity assignment #2
F	2/27/15	Preparation for following week		
M	3/2/15	Reflection and problem-solving class		Reflection #3
W	3/4/15	Executive functioning		Activity assignment #3
F	3/6/15	Preparation for following week		

Course Outline

Day	Date	Topics	Reading	Assignment due
M – F (3/9 – 3/16) ENJOY YOUR SPRING BREAK!				
M	3/16/15	Reflection and problem-solving class		Reflection #4
W	3/18/15	MS Early learning standards and guidelines		Activity assignment #4
F	3/20/15	Preparation for following week		
M	3/23/15	Reflection and problem-solving class		Reflection #5
W	3/25/15	Exploration of knowledge needed to implement and improve projects		
F	3/27/15	Preparation for following week		
M	3/30/15	Reflection and problem-solving class		Reflection #6
W	4/1/15	Exploration of knowledge needed to implement and improve projects		
F	4/3/15	NO CLASSES		
M	4/6/15	Reflection and problem-solving class		Reflection #7
W	4/8/15	Exploration of knowledge needed to implement and improve projects		Activity assignment #5
F	4/10/15	Preparation for following week		
M	4/13/15	Reflection and problem-solving class		Reflection #8
W	4/15/15	Exploration of knowledge needed to implement and improve projects		
F	4/17/15	Preparation for following week		
M	4/20/15	Reflection and problem-solving class		Reflection #9
W	4/22/15	Exploration of knowledge needed to implement and improve projects		
F	4/24/15	Preparation for following week		
M	4/27/15	Reflection and problem-solving class		Reflection #10
W	4/29/15	Exploration of knowledge needed to implement and improve projects		
F	5/1/15	Post-assessment		
W	5/6/15	Final Exam at noon		Final Portfolio