Department of Child and Family Development
Advanced Field Experience CFD 697, Section 4
Tuesdays from 4:00-5:50

Spring 2014

Instructor: Gretchen Mallios, LCSW
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Office Hours: Mondays 8 – 4; Tuesdays 8-11 & 2-4; Virtual office hours are not available.
Class Location and Time: The class will take place in EBA 342 on Tuesdays, 4-5:50 pm

Course Description
This course provides students with both individual and small group integrative experiences through which they are encouraged to explore possible approaches to working effectively with infants, young children and families, become skillful in the application of relevant theories and knowledge bases to clinical situations, develop a relational approach towards infant, family, and early childhood mental health, gain an appreciation for the strengths that exist within diverse cultures, increase awareness of their own thoughts, feelings, and reactions, and develop an understanding of the reciprocal nature of the relationships that exists between themselves and the families that they serve.

Pre-Requisites
Admission to EC-SEBRIS program and concurrent placement in an approved early care and education site.

Learning Objectives
By the end of this course, students will:
• Explore ways to apply reflective practice skills to work with infants, young children, and families
• Model an appreciation in the importance of relationships, which are at the core of infant-family and early childhood mental health.
• Reflect on the experiences, thoughts and feelings involved in working with infants, young children and families.
• Understand the parents’ culture and the parents’, infants’ and teacher’s interpersonal perspectives.
• Explore possible approaches to working effectively with infants, young children, their families and early care and education providers
• Develop strategies to build self-awareness and enhance skills sets in their reflective capacity, emotional literacy, self and interactive regulation.
• Develop skills of Reflective Practice

Alignment of Student Learning Objectives with State and National Standards:
The learning objectives of this course were developed in accordance with the Revised Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health (2009).
Visit the following Web sites for a detailed listing of standards: http://www.wested.org/cs/we/view/pj/207.

Teaching Methods or Teaching Philosophy
During a typical class period, I may lecture for a portion of the class but will leave ample time for discussion, case review, questions, and videotape critique. I expect to call upon each of you during class to offer your ideas, insights, and reflections on a topic. It will be an opportunity to put into practice what is being learned didactically in the program.
During the individual meetings, there will be case presentations and critiquing of videotape segments of your work. As in the class or group setting, there will be the opportunity to practice and refine approaches to your work.

Expectations
Here is what I expect from you:

- Active participation in class, which includes both speaking up and listening.
- Weekly videotaping of your interaction with a child/children (30-45 minutes).
- Completion of reading and other assignments
- Effort to cultivate and apply reflective practice skills to your work.
- Confidentiality – I expect that students will respect the sensitive and confidential nature of the work
- Thoughtful, respectful and considered discourse.
- Attendance in both the class and in individual meetings.
- Students will be prepared to review their videotapes both in the individual meetings and in class.
- Arrive on time and be prepared for class.

You can expect me to:

- Follow the class as outlined unless altering it will better meet students needs
- Give you feedback – I take the assignments in this class seriously, and have made giving feedback a top priority.
- Bring my expertise into the classroom. This includes many years of formal study, experience and professional development.
- To be reflective, collaborative and meet with you with regularly in order to support your efforts to apply reflective practice skills to your work
- To challenge you to build your skill sets in emotional literacy, interpersonal interactions and reflective practice
- Treat you, as adult learners, with respect, and the confidence that you will conduct yourselves accordingly.

**Tentative Course Schedule:** (May change to accommodate guest presenters & student needs)

<table>
<thead>
<tr>
<th>Week #/ Date class meets</th>
<th>Topics or Activities</th>
<th>Learning Objectives Addressed</th>
<th>Assignments, Exams, or Readings (Reading and assignments should be completed prior to class)</th>
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</thead>
<tbody>
<tr>
<td>Week 1 January 28, 2014</td>
<td>Review Reflective Practice</td>
<td>Self-Reflection</td>
<td>Hanson, JOT, Introduction &amp; Chapter 22 “Be Mindful”; Reflective Supervision in Child Care. Weigand, R.</td>
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<td>Week 2 February 4, 2014</td>
<td>Essential Reflective Practice Skills</td>
<td>Domains I, II, III</td>
<td>Hanson, JOT, Chapters 2 “Take in the Good” &amp; 25 “Pause”; Reflective Supervision in Child Care. Weigand, R. cont’d.</td>
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<td>Week 3 February 11, 2014</td>
<td>Essential Reflective Practice Skills</td>
<td>Domains I, II, III</td>
<td>Hanson, JOT, Chapters 3 “Have Compassion for Yourself” &amp; 4 “Relax”; A Home-Based Infant Mental Health Intervention. Weatherston, D.</td>
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<td>Week 4 February 18, 2014</td>
<td>Essential Reflective Practice Skills</td>
<td>Domains I, II, III</td>
<td>Hanson, JOT, Chapters 5 “See the Good in Yourself”; A Home-Based Infant Mental Health Intervention. Weatherston, D. cont’d.</td>
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<td>Week</td>
<td>Date</td>
<td>Topic</td>
<td>Domains I, II, III</td>
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<td>Week 8</td>
<td>March 18, 14</td>
<td>Essential Reflective Practice Skills</td>
<td>I, II, III</td>
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<td>Week 9</td>
<td>Neuroscience and Emotion Regulation</td>
<td>I, II, III</td>
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<td>Week 10</td>
<td>Neuroscience and Emotion Regulation</td>
<td>I, II, III</td>
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<td>Week 11</td>
<td>Neuroscience and Emotion Regulation</td>
<td>I, II, III</td>
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<td>Week 12</td>
<td>Neuroscience and Emotion Regulation</td>
<td>I, II, III</td>
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<td>Week 13</td>
<td>Essential Reflective Practice Skills</td>
<td>I, II, III</td>
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<td>Week 14</td>
<td>Reflections on the Semester and Year</td>
<td>I, II, III</td>
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**Text and Resources**

The required text for this class is:


**Additional resources to be posted in Blackboard (https://blackboard.sdsu.edu/)**

Revised Training Guidelines and Personnel Competencies for Infant-Family and Early Childhood Mental Health

*Zero To Three: Journal of Zero to Three.* Nov. 2007 Volume 28, No. 2
  - Weigand, R. *Reflective Supervision in Child Care*
  - Weatherston, D. *A Home-Based Infant Mental Health Intervention*
  - Weigand, et al. *Reflective Practice and Supervision in Child Abuse Prevention*

**Handouts for Weeks 9-12**

Reflective Practice Recording: A structured format for reflecting on the segment of your video sample.

**Recommended Reference Texts:**


**Individual meeting requirements**

Students will work with the instructor to schedule individual meetings for the semester during the first week of classes. Each individual meeting will last one hour in length, and should be held every other week during the semester (8 individual sessions each semester). This time will be used to develop reflective practice skills, to discuss clinical situations, and review videotapes from the student’s field placement experiences. Students are expected to accrue at least 250 hours of clinical experience working with children 0-5 in an approved setting each semester. Students who do not complete the minimum of 250 hours within a semester and 500 hours over the course of the program can receive an incomplete or a ‘Fail’ for the class.
Weekly Videotaping:
You will be expected to present videos of your work with children throughout the semester. These videos should be at least 5 minutes in length. All children present in the videos must have a signed parent release on file at the CFD office. Videos will be viewed in individual and/or group meetings for the purpose of strengthening your understanding and integration of new concepts related to early childhood social and emotional development. A Reflection Record for the video tape segment you are presenting should be completed by the student prior to sharing the video in the meeting.

Weekly Journals
Throughout this academic year (2013-2014), Child Development researchers will be conducting a detailed evaluation of the third cohort (2013-2014) of EC-SEBRIS students. As you complete the experience portion of the EC-SEBRIS Certificate Program (CFD 697: Advanced Field Experience) you will write weekly journals. A consent form will be given to you asking your permission to get a copy of your journal at the end of each semester (December 2013 and May 2014). These journals will include your personal experiences and thoughts about your involvement in Advanced Field Experience and your use of reflective practice. Your CFD697 grade will not be affected if you do not wish to share your journals with the Child Development researchers. You will not be graded for the content of your journal, it is simply there to help maintain the reflective written process. As long as you attend class and write in your journal during the last 10 minutes of class, you will receive full credit for your journal entries.

At the end of each class period you will have approximately 10 minutes to write about your thoughts, feelings and emotions that came up during the group reflective supervision session. Your reflective supervisor will keep her own journal as well. Do not put your name on your journal. You will be given a numerical code to write at the top of your journal entry.

Grading
This class is pass/fail. A passing grade will be based on attendance, class participation, demonstrated knowledge in relevant areas of study, and the application of that knowledge into skill sets utilized in interventions provided by the student. There will be a mid-term evaluation and a final evaluation. Students will complete a self-evaluation at mid-term and at end of semester.

Academic Honor
Unless specifically instructed otherwise, all assignments are to be completed by you alone. Representing the ideas and/or words of another person as your own constitutes plagiarism and is a violation of the Academic Honor Code. Proper citations are required when using another person’s words, thoughts, or ideas. Should you have any questions regarding the proper use of citations please speak to me prior to submitting your work.

Student Work Samples
Samples of your work may be selected by the instructor to be kept on file for later evaluative purposes from higher accreditation institutions.

Student Disability Services
Students with disabilities enrolled in this course and who may need disability-related classroom accommodations are encouraged to make an appointment to see me before the end of the second week of the term. All discussions will remain confidential, although the Student Disability Services office may be consulted to discuss appropriate implementation of any accommodation requested.

Student Disability Services (SDS) is the campus office responsible for determining and providing appropriate academic accommodations for students with disabilities. Support services are available to students with certified visual limitations, hearing and communication impairments, learning disabilities, mobility, and other functional limitations at Student Disability Services (http://www.sa.sdsu.edu/sds/)

Student Computer Help (http://www-rohan.sdsu.edu/~students/stylesheet.cgi?main.htm)
Students that require help with their computers can access support through the SDSU web site. You can select the computer help page appropriate for you, whether you're an undergraduate studying science or a graduate student in education.

Confidentiality
Because of this course’s focus on self-reflection, it is common for students to share relevant personal experiences, beliefs, and feelings. It is extremely important to maintain a safe and supportive environment for this process. I expect students to respect the confidentiality of all that is shared within the group. I will also maintain confidentiality within the limits of my ethical and legal obligations to report child abuse, dependent adult abuse, or the intent to cause harm to self or others. The faculty of this program meet regularly to discuss programmatic issues and to resolve any concerns that emerge in our classes. This means that information may be shared if it is deemed pertinent to the goal of helping our students and the program achieve success. Please do not hesitate to ask questions or share concerns regarding privacy concerns.