SOCIETY FOR THE **TEACHING** OF **PSYCHOLOGY**

West Liberty University
Department of Psychology
College of Sciences

Course Information

Course Term: Spring 2023

Course Title: PSYC-01: Early Adversity and Resilience (3 credit hours)

Course Meeting Days and Times: Mondays, Wednesdays, and Fridays* 11:00 – 11:50 AM

*This is a 16-week hybrid course. We will meet in person on Mondays and Wednesdays. Most Fridays will consist of asynchronous work, which means we will not meet for class but you will have lessons and assignments to complete on your own. See the course schedule on the last page of this syllabus for more information.

Course Meeting Location: Main Hall 339

Course Catalog Description: This course explores the impact of early life adversity on development from a biopsychosocial perspective. This course also considers the impact of positive experiences in childhood and how they promote resilience across the lifespan as well as how trauma-informed approaches to care can promote healthy development. Theoretical and methodological issues pertaining to the assessment of early life adversity will also be explored. Introductory Psychology (PSYC-101) is a prerequisite.

Required Course Materials:
1. Hays-Grudo, J., & Sheffield Morris, A. (2020). *Adverse and protective childhood experiences.* American Psychological Association. ISBN13: 978-1433832116
2. Regular access to a computer with internet accessibility to complete asynchronous work.
3. A free online account through the National Child Traumatic Stress Network Learning Center. This account will be needed for some of the assignments in this course.

Instructor Information

Instructor: Chelsea Robertson, Ph.D.

Instructor Email: chelsea.robertson@westliberty.edu

Office Location: Main Hall, Room 364 (across from our classroom in the Psychology Suite)

Office Hours:
- Mondays: 1:00 – 2:00 PM
- Tuesdays and Thursdays: 10:00 - 11:00 AM; 12:15 – 1:15 PM

Office hours are a time when I will be guaranteed to be in or around my office and available unless I have a meeting scheduled. Feel free to stop by with any concerns or questions, or just to say hello!

Office Hours by Appointment Only:
- Wednesdays and Fridays: 12:00 – 2:00 PM
- Tuesdays: 5:00 – 6:00 PM

If you would like to meet during these times, please send me an email as soon as possible so I can put our meeting on my calendar.

Instructor Communication Information: The best way to contact me is via email using your WLU email account. I check my WLU email frequently, so you will typically get a response from me within 24 hours during the workweek (M-F) and within 48 hours during holidays and weekends. If you do not hear back from me within this timeframe, please reach out to me again.

Department of Psychology Program Goals and Student Learning Outcomes (SLOs):

These are aligned with the program goals via the American Psychological Association (APA) Guidelines for Undergraduate Programs. By the completion of the psychology program, psychology majors will:

SLO1: Knowledge Base in Psychology: Demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.

SLO2: Scientific Inquiry & Critical Thinking: Use scientific reasoning and problem solving, including effective research methods, to design and execute research plans and to draw conclusions about psychological phenomena.

SLO3: Ethical & Social Responsibility in a Diverse World: Demonstrate ethically and socially responsible behaviors in professional and personal settings, as well as demonstrate adherence to personal and professional values and the APA Code of Ethics

SLO4: Communication: Demonstrate competence in writing and in oral and interpersonal communication skills.

SLO5: Professional Development: Apply psychology-specific content and skills, effective self-reflection, project-management skills, teamwork skills, and career preparation.

Course Learning Outcomes (CLOs):

These are also aligned with the program goals via the APA Guidelines. By the end of the course, you will be able to:

CLO1: Apply knowledge of the science of early child development, adversity, and resilience to a variety of contexts.

CLO2: Analyze and challenge assumptions and popular beliefs about child development, early adversity, and trauma. You will be able to summarize and critique research on early adversity and resilience.

CLO3: Demonstrate an ability to advocate for trauma-informed practices in a variety of sectors that reflect the unique needs of individuals using empirically based evidence. You will also be able to discuss the impact of race/ethnicity, socioeconomic status, culture, and other aspects of identity on development.

CLO4: Effectively communicate about the science of child development, adversity, and resilience and the relationship between them in both written and verbal formats.

CLO 5: Exhibit skills such as time management, project development, interviewing skills, and the effective translation of psychological concepts to individuals outside of the field.

Course Policies and Expectations

Late Work Policy
For most assignments, work will be accepted up to 48 hours after the original deadline at a 20% point reduction per day. Please see the below section ("Course Grade Category Information") for exceptions to this policy. I strongly suggest completing assignments as early as possible and to not waiting the day it is due to begin as you may have questions about the assignment or last-minute emergencies may happen.

Grading Policy
I update grades in Sakai on a regular basis. While longer assignments may take me longer to grade, I aim to update grades at a minimum of once per week.

Asking for Help, Accommodations, and Extenuating Circumstances
You are more than welcome (and encouraged!) to reach out to me with any questions or concerns that you may have. If I don't know the answer to your question, I will find someone who does. Students who let me know that they are struggling as soon as possible usually do much better in the course than students who wait until the end of the semester to reach out. Because grades are updated regularly, you will be able to know how you are doing in the course and you and I can figure out how to help you succeed.

If you have any accommodations through the Learning and Student Development Center (e.g., for extended testing time), I invite you to meet with me so that we can discuss your accommodations. Additionally, if you have religious obligations or any extenuating circumstances that may conflict with due dates or other aspects of this course, please let me know as soon as possible so that we can work together to come up with a plan to help you succeed in this course.

Sensitive Material
We will be talking about some sensitive material (e.g., abuse, neglect, mental health, addiction, etc.) in this course, so it is important for you to take time to check in with yourself and implement regular self-care. If at any point during class you need to step out for a few minutes, you may do so without consequence. As we will discuss in this course, taking care of yourself is needed before you can take care of others!

Expectations Before Class
Prior to each class meeting, check the course schedule below to see upcoming lecture topics, assignments, and other important dates. Because we are only meeting in person twice a week, it is especially important to review the textbook and other readings under the "Before Class" column on the course schedule on a regular basis.

Expectations During Class
Students who regularly attend and who are engaged during class almost always do the best and tend to get the most out of this course. I ask that you come to class on time and prepared to engage with the material. This course has a strong discussion component – I want class to be more than just lectures and note taking. Psychology is a living science that we experience every day, so let's talk about it! It is also expected that you engage with others in a respectful way. Anything that is said in PSYC 478 stays in PSYC 478 – unless it is something that I am legally required to report (more information about this can be found on the next page). Additionally,

laptops and other forms of technology are welcome in this course, as long as they are used appropriately and do not distract you or others.

Asynchronous Classes
On most Fridays, we will not be meeting for class. Instead, you will be completing individual asynchronous assignments that include tasks like watching and reflecting on videos, completing a series of online certificate trainings, and other assignments. These assignments are meant to take about the same amount of time, or less, as our class meeting (50 minutes), so you should use asynchronous class days to work on these assignments.

Student Resources and Information

Go WLU
Go WLU has links to access many student resources.

Learning and Student Development Center (LSDC) Resources
You can contact the Learning and Student Development Center for information on accessibility, career, tutoring, and other student service.

Accessibility Services
As required by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, reasonable accommodations are provided to ensure equal opportunity for students with verified disabilities. Please contact the Office of Accessibility Services to discuss if you may be eligible for accommodations. This should be completed as soon as possible as course instructors may not provide accommodations without official notification from the LSDC.

Technical Assistance
If you require assistance with Sakai, contact the WLU Office of eLearning. If you require assistance with general computer use or WLU-related computer access (i.e. Wi-Fi), contact WLU IT Services. Students are encouraged to submit Help Desk tickets for either Sakai or IT needs at Go WLU.

Mental Health Resources
Counseling services are free and confidential for all West Liberty students. The counseling offices are located in the Union, 2nd floor. To schedule an appointment, go to your WINS account, click Student Services, and click Request a counseling session. You can also visit the WLU counseling services website, call 304-336-8215, or email the Director of Counseling Services, Lisa Witzberger.

You can access free, 24/7 crisis support in the US through the Crisis Text Line by texting HOME to 741741. If you or a friend is in immediate crisis, call 911 or the 24-hour suicide and crisis hotline at 988.

WLU Student Handbook
The student handbook contains detailed information about offices and services, policies and regulations, student code of conduct and judicial procedures, and housing and student life procedures.

Academic Dishonesty
The WLU course catalog outlines details regarding what constitutes academic dishonesty and the associated policies and procedures. Academic dishonesty can include but is not limited to: cheating on examinations or other assessments, submitting the work of others (including the use of A.I. such as ChatGPT) as your own, or other forms of plagiarism. When in doubt, ask your instructor. Penalties will vary depending on the seriousness of the offense which may include a 0 ("F") on the assessment to expulsion from the University. The WLU Psychology department tracks instances of academic dishonesty and repeated offenses, even if minor, will result in more substantial penalties.

Mandatory Reporting and Sexual Harassment/Violence/Assault (Title IX)
WLU students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Federal law required faculty and staff to report any observations of harassment as well as any notice given by students or colleagues for any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. If you have experienced sexual harassment/misconduct/assault you are encouraged to file a report.

You can learn more about WLU policies and regulations covering discrimination and harassment, or if you have experienced or observed discrimination or harassment, confidential reporting resources can be found on WLU's Title IX website. You may also make a formal complaint by contacting the WLU Title IX coordinator Kate Billings.

If you disclose an incident to me or any other faculty member, we must notify the West Liberty University Title IX coordinator about the basic facts of the incident. We cannot maintain complete confidentiality and are required to report the information that has been shared.

WLU Food Pantry
The WLU Food Pantry is a campus food bank available to all WLU students to help alleviate the food insecurity that students may face at some point during their time in college. The Pantry operates on an anonymous basis. Students are required to complete a one-time intake form upon their first visit to the Pantry, but this is only for data reporting. You will need to show your Student ID when entering the Pantry in order to pick up items.

Course Grading Information

Assessments / Category	Points	Percent of course grade
Student Information Questionnaire	10	1%
Syllabus Quiz	50	2%
Asynchronous Assignments	450	27%
Reflections	500	30%

Caregiver Interview
   • Interview Notes
   • Reflection Questions
   • In Class Discussion
	100
	   • 60
	   • 10
	   • 30
		15%
		   • 5%
		   • 5%
		   • 5%

Final Project: Advocacy Project and Presentation
   • PowerPoint Presentation
   • Infographic
   • Reflection Questions
   • Partner Evaluation
	300
	
	   • 150
	   • 100
	   • 30
	   • 20
		25%
		
		   • 10%
		   • 10%
		   • 2%
		   • 3%

Total	**1410**	**100%**
Extra Credit Activities/Assignments	Varies	Worth up to 2% of overall grade

Grading Scale: A ≥ 90%   B ≥ 80%   C ≥ 70%   D ≥ 60%   F ≤ 59%
Psychology majors are required to earn a "C" or higher in this course as part of the program requirements.

This course uses weighted categories. This means that all items within each category are averages, taking the total points within that category and dividing by the total possible points within the category. Then all category averages are multiplied by the category weighting and added together to determine the final letter grade calculator.

Course Grade Category Information

Student Information Questionnaire (10 points; 1% of course grade):
This brief questionnaire will help me get to know a little about you as we start the semester. I ask a variety of questions that will also help me to customize this course based on students' needs and interests.

Syllabus Quiz (50 points; 2% of course grade):
The syllabus quiz (found under the "Tests & Quizzes" tab and the Start Here! tabs on Sakai) is designed to help acclimate you to key elements of the syllabus, including due dates, course policies, and course expectations. This assignment is untimed and open note (meaning you can look at the syllabus while you take it) and can be taken up to 5 times. Because this quiz is meant to introduce you to the course, this quiz cannot be completed late unless you have added the course after the first day of class.

Asynchronous Assignments (9 at 50 points each, 27% of overall course grade):
You will complete assignments during asynchronous class times (i.e., Fridays throughout the semester unless otherwise specified in the course schedule). These assignments will allow for a deeper exploration of course topics. These assignments include watching and reflecting on videos, obtaining online certifications through the National Child Traumatic Stress Network (which requires free account registration), and other activities designed to expand your knowledge of the topics that we discuss in class. Details for each week's assignments will be found on the "Assignments" tab in Sakai and due dates can be found in the course schedule below. It is expected you will work on asynchronous assignments during class time on Fridays; however, these assignments will not be due until the Sunday following each asynchronous class to allow for more time to complete the assignments. Due to the nature of these assignments, they will be graded on a completion basis. Please see the late work policy above. These assignments align with CLOs 1 and 2.

Reflections (11 at 50 points each [lowest dropped], 30% of overall course grade):
Each module has a short writing assignment that will be worth 50 points. There are 11 assignments worth 50 points, and the lowest reflection will be dropped from the final letter grade calculation. These should be completed using complete sentences and in your own words. These reflections will allow you to practice writing about course topics and applying these concepts to your own lives. Details for each week's assignments, including instructions and a grading rubric that will outline how your grade will be determined, will be found on the "Assignments" tab in Sakai and due dates can be found in the course schedule. Please see the late work policy above. These reflections align with CLOs 1, 2, and 3.

Caregiver Interview: (100 points; 15% of overall course grade):
For this assignment, you are asked to interview someone who is a primary caregiver for a young child (~ 6 years old or younger). This could be a biological parent, foster parent, relative who served as primary caregiver, adoptive parent, etc., as long as the person is 1) someone other than yourself, and 2) is currently serving as a primary caregiver for a child during any part of development in the specified age range. If you do not know of a caregiver you can interview, or you would like to interview someone you do not know, I will help you find a caregiver. More information and directions for the interview will be provided on an assignment sheet uploaded to Sakai. You will be asked to share briefly about your experience interviewing a caregiver in class,

submit the notes from your interview, and complete a series of reflection questions on the days noted in the syllabus below. Please see the late work policy above. This project aligns with CLOs 1, 4, and 5

Final Project: Advocacy Project and Presentation (300 points [PowerPoint Presentation: 150 points, Infographic: 100 points, Reflection Questions: 30 points, Partner Evaluation, 20 points], 25% of overall grade):
Working in pairs, you are tasked with creating a 15 slide PowerPoint to teach a specific audience on what you have learned in this course and to persuade them to adopt trauma-informed practices. You will present your PowerPoint during a 20-minute in-class presentation. You will also be tasked with submitting reflection questions and creating an infographic that summarizes your PowerPoint and gives readers suggestions on how to implement trauma-informed care in their organizations. More information, including specific instructions and rubrics for each segment of the project, can be found in the "Advocacy Project" assignment sheet on Sakai. You will largely receive your own grade, meaning that you and your partner may not receive the same grade, and grades will be partially dependent upon peer evaluations. Due dates for each component of the project can be seen on the course schedule below. This project aligns with CLOs 1 through 5.

You and your partner can choose to work on this project in person in our classroom during the asynchronous Friday project work day listed in our course schedule, over Zoom, outside of class, or another modality of your choosing. This project will likely take multiple days to complete, so be sure to plan accordingly.

Extra Credit (Up to 2% added to overall course percentage grade):
Extra credit opportunities may become available throughout the semester at my discretion. The points available may vary by activity. Any extra credit opportunities that are available will be presented in class and displayed as a Sakai announcement and/or email.

Course Calendar and Due Dates

This syllabus is subject to change. You will be notified via email and/or Sakai of any changes as soon as possible. All times listed in the syllabus are Eastern Standard Time.

Week	Dates	Topics	Before Class	Assessments
1	1/9 – 1/13	Monday: • Course Welcome & Syllabus Review Wednesday: • Discussion: Definitions of Trauma and Resilience • Introduction to ACEs: The Landmark Kaiser Study • What is Trauma? The 3 Es Friday: • Asynchronous class	Review the Start Here! and Syllabus tabs on Sakai Read Ch. 1	Due 1/15 at 11:55 PM 1. Syllabus Quiz 2. Student Information Questionnaire 3. Asynchronous Assignment 1: First Impressions
2	1/16 – 1/20	Monday: • **No class: MLK Day** Wednesday: • Measurement of ACEs and Resilience: Issues and Considerations • Expansions of the Original ACEs Study Friday: • Asynchronous Class	-	Due 1/22 at 11:55 PM 1. Reflection 1: ACEs Study Expansions 2. Asynchronous Assignment 2: Inside the ACE Score

3	1/23 – 1/27	Monday and Wednesday:
		• Contexts of Development Review:
		  o Attachment
		  o Parenting styles
		  o Ecological development
		  o Psychosocial development
		  o Hierarchy of needs
		
		Friday:
		• Asynchronous Class
			Read textbook p. 30 - 40	Due 1/29 at 11:55 PM
				1. Reflection 2: Parenting Styles in Pop Culture

4	1/30 – 2/3	Monday and Wednesday:
		• Brain Architecture
		• Types of Stress
		• Brain Development: The Effects of Stress
		
		Friday:
		• Asynchronous Class
			Read textbook p. 45 - 54	Due 2/5 at 11:55 PM
				1. Reflection 3: Stress on the Brain
				2. Create a free NCSTN account
				3. Asynchronous Assignment 3: Attachment Vitamins:
				  a. Lesson 1 (25 minutes)
				  b. Lesson 2 (25 minutes)

5	2/6 – 2/10	Monday and Wednesday:
		• Self-Regulation & Executive Function
		• Temperament
		• Social and Emotional Development
		
		Friday:
		• Asynchronous Class
			Read textbook p. 59 – 67	Due 2/12 at 11:55 PM
				1. Reflection 4: Temperament
				2. Asynchronous Assignment 4: Attachment Vitamins:
				  a. Lesson 3 (25 minutes)
				  b. Lesson 4 (20 minutes)

6	2/13 – 2/17	Monday and Wednesday:
		• Epigenetics and Intergenerational Trauma
		
		Friday:
		• Asynchronous Class
			Read textbook p. 54 – 59
			
			Read textbook Ch. 4
				Due 2/19 at 11:55 PM
				1. Reflection 5: RULER Practice
				2. Asynchronous Assignment 5: Attachment Vitamins:
				  a. Lesson 5 (20 minutes)
				  b. Lesson 6 (35 minutes)

7	2/20 – 2/25	Monday and Wednesday:
		• Protective Factors: Contributions to Resilience
		• Discuss Caregiver Interview Project
		
		Friday:
		• Asynchronous Class
			Read textbook p. 23 - 30	Due 2/26 at 11:55 PM
				1. Reflection 6: Testing Time for Telomeres?
				2. Asynchronous Assignment 6: Attachment Vitamins:
				  a. Lesson 7 (25 minutes)
				  b. Lesson 8 (15 minutes)

8	2/27 – 3/3	Monday and Wednesday: • Repairing the Effects of ACEs in Adulthood	Read textbook Ch. 5	Due 3/5 at 11:55 PM 1. Reflection 7: ACEs in West Virginia

		Friday: • Asynchronous Class		
9	3/6 – 3/10	**Spring Break – No Classes** **Enjoy the Break!**	-	Due 3/12 at 11: 55 PM 1. Caregiver Interview: Interview Notes
10	3/13 – 3/17	Monday and Wednesday: • Class Discussion: Caregiver Interviews Friday: • Asynchronous Class	Skim SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach (found on Sakai home page)	Due 3/19 at 11: 55 PM 1. Caregiver Interview: Reflection Questions 2. Asynchronous Assignment 6: Attachment Vitamins: a. Lesson 9 (35 minutes)

11	3/20 – 3/24	Monday and Wednesday:
		• Trauma-Informed Care
		• SAMHSA Principles
		• The Importance of Play
		• Perinatal and Infant Mental Health
		
		Friday:
		• Asynchronous Class
			Read textbook Ch. 6	Due 3/27 at 11:55 PM
				1. Reflection 8: Self Care
				2. Asynchronous Assignment 8: 12 Core Concepts:
				  a. Lesson 1 (25 minutes)
				  b. Lesson 2 (22 minutes)

12	3/27 – 3/31	Monday and Wednesday:
		• Translation of Psychological Research: Informing the Public about ACEs
		• Trauma-Informed Care in Schools, Policy, and the Workplace
		
		Friday:
		• Asynchronous Class
			Read textbook Ch. 7	Due 4/2 at 11:55 PM
				1. Reflection 9: Mental Health Activities for Children
				2. Asynchronous Assignment 9: 12 Core Concepts:
				  a. Lesson 3 (25 minutes)
				  b. Lesson 4 (22 minutes)

13	4/3 – 4/7	Monday and Wednesday: • Preventing ACEs • Promoting Mental Health in Childhood Friday:	Read textbook Ch. 8	Due 4/9 at 11:55 PM 1. Reflection 10: Positive Development 2. Optional: Advocacy Project: PowerPoint Drafts

		• Advocacy Project Partner Work Day *You can choose to work in our classroom, online via Zoom or another platform, or another modality that works for you and your partner.*		
14	4/10 – 4/14	<u>Monday and Wednesday:</u> • Paper Tigers documentary <u>Friday</u>: • Advocacy Project Partner Work Day *You can choose to work in our classroom, online via Zoom or another platform, or another modality that works for you and your partner.*	-	<u>Due 4/16 at 11:55 PM</u> 1. Reflection 11: Paper Tigers 2. Advocacy Project: PowerPoints

15	4/17 – 4/21	<u>Monday, Wednesday, **and Friday**</u>
		• Advocacy Project Presentations
		
		*Please note that we will be meeting in person **each day** this week.*
			-	<u>Due 4/23 at 11:55 PM</u>
				1. Advocacy Project:
				   a. Reflection Questions
				   b. Partner Evaluations

16	4/24 – 4/28	<u>Monday and Wednesday:</u> Advocacy Project Presentations <u>Friday:</u> Makeup Advocacy Project Presentations (if needed)	-	Have a wonderful break!