

HDE 142
Field Studies with Emotionally Distressed Children and Adolescents
Winter 2019
Tuesdays 1:40-3pm
1007 Giedt Hall

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Office Hours: 2339 Hart Hall
Tuesdays 12:30-1:30pm and by appointment

Discussion—1.5 hours; fieldwork—6-12 hours. Prerequisite: course 130 (may be taken concurrently); consent of instructor. Field study with children who are identified as emotionally distressed, including those with internalizing and externalizing behavioral problems. May be repeated for credit for a total of 12 units following consultation with and consent of instructor.

Course goals: This is an academic course that is designed to be taken in conjunction with completing fieldwork in the community under the supervision of an on-site professional. The goal is for you to be able to observe some of the phenomena we talk about in class at your fieldwork sites.

E-mail correspondence: I make every effort to respond to email within 2 working days or less. In order to maintain a quick response time, email correspondence should be brief. If your email is longer than 5 lines, or if you have questions that require long responses, I may request that you attend office hours or schedule an in-person appointment instead.

Please include **HDE142** and a brief description in the subject line of your message to decrease the likelihood that your message gets filtered into junk mail.

Taking notes: Your best results in the course are likely to come from taking notes by hand. If you do take notes via electronic device, please make sure that you are in airplane mode (e.g., wifi is turned off) during class. Slides are purposely not posted (with the exception of very text-heavy slides), and therefore you may NOT take photographs of slides. I am more than happy to slow down, repeat info, or go back to a previous slide if you missed some information.

Conduct and Community:

Please review the following UC Davis Code of Conduct and Principles of Community to ensure that you are aware of expectations within the class and university.

UC Davis Code of Conduct: <https://ossja.ucdavis.edu/code-academic-conduct>

UC Davis Principles of Community: <https://occr.ucdavis.edu/poc/index.html>

COURSE COMPONENTS

You are expected to complete all of your stated obligated hours and will not pass the course if the hours are not completed by the due date below. This is important when working with children and adolescents, but all the more important when working with special populations.

35% (up to 104 points total) Weekly Journals – 8 weekly journals are due over the course of the quarter. Starting Week 2, journals should be uploaded as a .pdf, .doc, or .rtf file via Canvas. They should be uploaded before the start of class. Late journals are not accepted, so please plan ahead. If you do more than 8, your lowest score will be dropped. If you do extra credit (see #3 below), you will only be able to get a max of 104 points total for this portion of your grade.

Because of the journal requirements, it is easiest and most helpful to you if you write them immediately after your internship hours while everything is still fresh.

2 double-spaced pages maximum, 12pt font, 1" margins.

Include the 5 following sections (label them as such, but you do not need to include the details about the requirements). You decide how much space to devote but you should discuss each in sufficient detail. Expectations for depth of thought will increase over the course of the quarter.

1. Site/date Info – At the very top of the page, note the week and site location.
2. Child's Behavior – Describe one child behavior you noted this week. This behavior could be positive or negative, but I encourage you to think about positive behaviors. (How) is this different from the child's typical behavior? How do you interpret the behavior and on what basis do you make that interpretation? Be specific.
3. My Behavior - Describe how you responded to the child's behavior. Why did you choose that response? And, how did the child respond to what you did? IMPORTANT: if applicable, also note whether you had any strong reactions or distress to the student(s) you worked with. If so, describe briefly what (on your end) might have elicited these responses.
4. Relationship to Readings – Relate these observations to one or more of the class readings for that week. In this section, you will briefly summarize some relevant aspect of the readings to demonstrate that you read the reading. Then, show how this relevant of aspect of the reading relates to one of fieldwork observations – can it inform your understanding of the youth you are working with? Does it give you insight on something to try with them? Does it conflict with what you have been observing?

Make sure to cite the reading properly (i.e., APA format) in the text.

In some cases, your observations may require you to find a relevant outside reading. In that case, you should seek out an academic book (i.e., not textbook) chapter, review paper, or

empirical paper **via Psycinfo**. Note that you may find that your observations are supported or *not* supported by the research. Either one is ok! Just make sure you discuss it. If you use an outside (appropriate) reading, you will get 1 extra credit point for the journal. Be sure to cite your source and provide a reference at the end of the journal.

5. Plans, goals, and assessment – Describe at least 1 plan or goal for your interaction with the child the following week. And, starting in Week 3, also reflect on the degree to which you were successful achieving your goal from the prior week. What went right or what went wrong? You may want to start with this response and then describe your goal for the following week.

25% Weekly Discussion & Participation – Most weeks, a discussion question will be posted via Canvas. You will need to respond before the next class with a succinct, well-thought out response. You may respond to other students' responses, as long as you keep your comments respectful.

There will be also frequent activities in class that will require knowledge of the readings. These activities are experiential and **cannot be made up** in the event of an absence. If you have not done the reading for that week, you will be unlikely to be able to participate fully (i.e., receive full credit).

20% Final (Exam) Presentation -- the final presentation will be a presentation of your internship and some of the insights you gained from the class. You'll get the assignment details later in the quarter. You will have 2 options to complete this final assignment:

- 1) present in person on the last day of class (Week 10; 9 if available), or
- 2) create a recorded presentation (it can be recorded in Powerpoint, it does not need to be video) to upload (by 3/18 at 12pm) in advance the final exam date *and* participate in online feedback during the scheduled final exam time for the course 3/18, 1-3pm).

20% Internship Assessment -- In addition to the completion of hours, your supervisor's evaluation is worth 10%, your evaluation of the internship is worth 10%. Both are due to Rachael Crotty in Rachael's mailbox or via email (rscrotty@ucdavis.edu) by NO LATER THAN **March 15, 12pm**. Missing the deadline will result in a 0 on this component and, if the hours are not verified, an F for the course. *(Be sure to have your supervisor state the total number of hours you have completed in the internship setting on the back of the form)*

Final Course Grade: Your final course grade will be based on your scores on the weekly journals, weekly discussions, integrated paper, final presentation, and internship completion/assessment. Your grade is not graded on a curve.

98-100%	A+
94-97%	A
90-93%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
< 60%	F

COURSE READINGS

Readings are due in advance of the class for which they are listed (with the exception of Week 1 readings). They will form the basis of class discussions.

Week	Topic	Readings
1. 1/8	Intro, ethics *complete CA mandated reporter training https://mandatedreporterca.com/ (school personnel is probably most relevant)	Adventures in child and adolescent counseling Listen to: https://www.thisamericanlife.org/449/middle-school
2. 1/15	Establishing rapport & information gathering	Establishing rapport, gathering information, and informal assessment Supplementary: Werner (1995); Larson (2006) Masten (2001)
3. 1/22	Cultural sensitivity; Context	American Psychological Association, Working Group for Addressing Racial and Ethnic Disparities in Youth Mental Health (2017); Harding (2009) Supplementary: Suárez-Orozco et al 2013; Sue, Zane, Hall, & Berger 2009
4. 1/29	Internalizing Behaviors	Ch 2. Social anxiety and withdrawal Supplementary: Giletta et al. (2016)
5. 2/5	Externalizing Behaviors	Fox et al. (2016) Supplementary: Steinberg, Cauffman, Woolard, Graham, & Banich (2009)
6. 2/12	Specific disorders – Autism Guest lecture!! TBD	Vismara & Rogers (2010) Listen to: https://darknetdiaries.com/episode/17/
7. 2/19	Using Art with Youth	Nelson (2010)
8. 2/26	Termination *bring clear empty water bottle for this class	Moving toward termination Supplementary: Rosenthal (2002)
9. 3/5	Learning disabilities	Ch 7. Learning disabilities Supplementary: Blackwell, Trzesniewski, & Dweck (2007)

10. 3/12	Bringing it all together - Reflections on experience	None. Student presentations. Due: Internship evals due March 15, 12pm! Due: Final presentation
FINAL exam	3/18, 1-3pm	Due: Final presentation & comments/feedback online (if you didn't already present in class)