

HDE 198-002: CHILDHOOD MALTREATMENT, TRAUMA, AND RESILIENCE (W19)

Lecture: Monday and Wednesday 2:10 – 4:00 PM, 1128 Hart Hall

Contact Information

Instructor: Daniel Choe, Ph.D.

Email: danchoe@ucdavis.edu

Office: 1347 Hart Hall

Office Hours: M 4:00 – 5:00 PM

R 3:30 – 4:30 PM

Mailbox: 1318 Hart Hall

Email Policy: Please write “HDE 198” in the subject line. I will respond to emails within 24 hours during weekdays. I will not respond to emails asking about information found in this syllabus.

Course Learning Objectives

This course is intended to promote students’ skills to: 1) demonstrate an understanding of fundamental theories of related to human development, 2) clearly communicate human development concepts in written and/or oral format, 3) understand how development occurs in context (i.e., NOT independent of environments). Learning objectives will be assessed with writing assignments, presentations, and discussion.

This special seminar follows a *developmental psychopathology* perspective to understanding child maltreatment, childhood trauma, and resilience. Course material will address mental health problems related to traumatic experiences, such as disruptive behavior disorders and post-traumatic stress disorder, as well as their consequences for health and development. Mini-lectures will link theoretical and empirical evidence of the effects of childhood trauma on development, mental health, and adaptive functioning. Small and large group discussions will offer everyone the opportunity to delve deeper into course material and communicate their understanding of course content through dialogue and activities.

By the end of this course, you should understand the different types of childhood trauma, their unique risk and protective factors, and their differential effects on development and mental health, as well prevention and treatment of health behaviors, diseases, and mental illnesses stemming from early trauma.

As part of enrolling in this course, you are expected to attend all seminars having completed assigned readings. It is my hope that this course will *help us critically think about and apply course material* to our interests in childhood trauma, *improve our understanding of scientific and professional challenges* to working with people who have experienced early adversity, and *enhance our critical thinking, metacognitive, public speaking, and technical writing skills.*

Required Text and Class Resources

Perry, B. D., & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist's notebook--What traumatized children can teach us about loss, love, and healing* (3rd ed.). New York, NY: Basic Books.

Amazon (\$11.99–\$23.95): https://www.amazon.com/Boy-Who-Raised-Psychiatrists-Notebook-What/dp/0465094457/ref=sr_1_1?ie=UTF8&qid=1539627457&sr=8-1&keywords=9780465094455

Course Website: Students are responsible for regularly checking Canvas for updates under *Announcements, Assignments, Grades, and Files*. The course text is available in hard copy or as a lower-cost e-book through the bookstore. To access the e-book, log in to the course page on Canvas, and select the Modules tab. There, click the link to the e-book. You may opt-in to view the e-book for free through

the first 10 days of instruction. You can opt out at any point; however, those who are still opted in after the end of the 10th day of instruction will have their student account charged. If you have questions, email the Inclusive Access help desk at inclusiveaccess@ucdavis.edu.

Grading and Course Assignments

- 1. In-class participation: 15%**
On-time attendance and participation are expected. If you habitually late, you may lose participation points unless your tardiness is cleared promptly with the instructor. Participation includes actively listening, participating in activities, and respecting your peers. Engaging in inappropriate activities (e.g., sleeping, social media) will reduce your grade.
- 2. In-class writing assignments: 25%**
About once a week, I will ask students to respond to a writing prompt in class that will allow me to correspond with each student about their interest in, questions about, or ideas relating to the course material. These assignments will provide me a better idea of students' interests.
- 3. Annotated bibliographies: 25%**
Every other week, students will be required to write an annotated bibliography (AB) for an assigned research paper reviewing an area of study related to the course. These ABs will help students identify the most critical information from research papers and serve as useful resources for their final papers.
- 4. Group presentation: 10%**
Students will form groups with 2 to 3 members based on topic within the first few weeks of the quarter. Short presentations will be scheduled throughout the second half of the quarter.
- 5. Final paper on the effects of maltreatment or childhood trauma on a specific developmental domain of functioning (e.g., development of language or self-esteem) or a specific developmental process (e.g., puberty or transition to adulthood): 25%**

Draft Proposal: 5%. Write a page describing your paper topic, why you chose it, and what references you will use. At least five journal references formatted in APA Style are required. Students can submit partial drafts as proposals to receive extra feedback. Proposals must be approved by the instructor and are due under *Assignments* on Canvas by **Wednesday, February 13th at 11:59 PM**. Proposals submitted after the deadline are late; proposals submitted the day after the deadline will have 20% of their points deducted, and an additional 20% deducted for each subsequent day late.

Final Paper: 20%. Write a research paper on an approved topic of your choosing. Final papers should be 5 pages (not including title page and reference pages) formatted to APA Style 6th Edition (e.g., double-spaced text, size 12 Times New Roman, 1-inch margins). Your final paper is due under *Assignments* on Canvas by **Wednesday, March 13th at 11:59 PM**. Late submissions the day after the deadline will have 10% of points deducted, and an additional 10% deducted each subsequent day late.

Class Policies and Other Information

Use of phones, tablets, smart watches, laptops, and other mobile devices in class is prohibited. Please be courteous to your peers. Assignments must be Microsoft Word documents (doc., docx.).

Academic Misconduct: Plagiarism and other forms of academic dishonesty are not tolerated and will have serious consequences. All writing assignments must be original work. **If you plagiarize, you will receive a zero on the assignment and disciplinary action.** Examples of plagiarism include copying or

paraphrasing the work of another person without citing the source, or allowing another person to copy your work. If you are not sure whether something is plagiarism or are unfamiliar with the *University Code of Academic Conduct*, see <http://sja.ucdavis.edu/cac.html>. **Students who cheat or plagiarize will be reported to the Office of Student Support and Judicial Affairs.** Those who violate campus rules on academic misconduct are subject to disciplinary sanctions. Ignorance of these rules is no defense.

Special Circumstances: Students who require special accommodations (e.g., disabilities, religious holidays) should notify the instructor as soon as possible so appropriate arrangements can be made. Make-up assignments will only be offered with a doctor's note or other documented proof of extenuating circumstances. Students often experience personal problems that interfere with their learning. If this happens to you, meet with me as soon as possible to discuss resources and accommodations.

Helpful Resources: *Student Health and Counseling Services:* General information at 530-752-2300 (shcs.ucdavis.edu); *Counseling Services* at **219 North Hall** (shcs.ucdavis.edu/services/counseling.html); For immediate mental health crisis assistance, call 530-752-2349 or walk in to speak with an [advice/triage nurse](#). For confidential after-hours assistance by phone, call the Student Health Advice Nurse at 530-752-2349. The nurse will discuss your concerns and help you make informed decisions about your health. Call 530-752-2349 to schedule an appointment in Acute Care at the *Student Health and Wellness Center*.

Yolo County Suicide Prevention (available 24 hours every day): 530-756-5000.
Suicide Prevention and Crisis Services of Yolo County: 1-888-233-0288
National Child Abuse Hotline: 1-800-422-4453, <https://www.childhelp.org/hotline/>
National Domestic Violence Hotline: 1-800-799-7233, <http://www.thehotline.org/>
National Suicide Hotline: 1-800-273-8255, <https://suicidepreventionlifeline.org/>
Chat Online: <http://chat.suicidepreventionlifeline.org/GetHelp/LifelineChat.aspx>
National Suicide Hotline in Spanish: 1-888-628-9454
Become a volunteer: http://www.dcn.davis.ca.us/~spyc/?page_id=36
Texting Hotline: Text "CONNECT" to 741741

Student Academic Success Center: Services provided in 111 South Hall (752-4475), 2205 Dutton Hall (752-2013), and Educational Opportunity Program building (752-9366). Academic advising, tutoring, workshops, mentorship, proofreading, and other resources found at <http://success.ucdavis.edu/index.html>.

Searchable Electronic Databases: Students have free, easy access from on- or off-campus to electronic-journals at Shields Library at <http://www.lib.ucdavis.edu>.

Purdue University Online Writing Lab: APA Style <https://owl.english.purdue.edu/owl/resource/560/01/>.

University Policies: Starting with Fall Quarter (September 2018), **all students** will be required to acknowledge the [Code of Academic Conduct](#) for each registered course.

Beginning on the first day of instruction my.ucdavis.edu will notify students online and through email to *participate* in keeping UC Davis a fair and honest community: participate.ucdavis.edu. Failure to participate could bring significant consequences to students, such as prevention from registering in the next term and/or lowered or removed financial aid awards.

W19 Course Calendar for HDE 198-002		*The Boy Who was Raised as a Dog (2017)*	
Date		Assigned Reading	Topic of Discussion
Jan.	7	Syllabus & Preface*	Preface to the 2017 Edition* (pp. xv–xxi); Course Overview, Ice-Breakers, & Foundations
	9	Introduction* Finkelhor et al. (2013)	Introduction* (pp. xxiii–xxix); Violence, crime, and abuse exposure in a national sample of children and youth (pp. 614–620); Types of Maltreatment: Definitions, Concepts, Prevalence & Incidence Rates
	14	Cicchetti (2016)	Socioemotional personality, and biological development: Illustrations from a multilevel developmental psychopathology perspective on child maltreatment (pp. 187–206); AB DUE
	16	1. Tina’s World*	1. Tina’s World* (pp. 1–28); Predictors and Consequences of Maltreatment
	21		MLK Jr. Day
	23	2. For Your Own Good*	2. For Your Own Good* (pp. 29–58); The Human Stress Response, Locus of Control, Trauma-Focused CBT, Dissociative Disorders
	28	Cicchetti & Lynch (1993)	Toward an ecological/transactional model of community violence and child maltreatment: Consequences for children’s development (pp. 96–114); AB DUE
	30	3. Stairway to Heaven*	3. Stairway to Heaven* (pp. 59–85); Cults and Terrorism, Social Relationships, Social Services; NO DISCUSSION — GROUP VISITS TO DAVIS CRISIS NURSERY
Feb.	4	Keller & Feeny (2014)	Posttraumatic stress disorder in children and adolescents (pp. 743–754); PTSD and Treatments for Childhood Trauma;
	6	4. Skin Hunger*	4. Skin Hunger* (pp. 87–106); Attachment, Failure to Thrive, Foster Care and Adoption
	11	Widom et al. (2015)	Intergenerational transmission of child abuse and neglect: Real or detection bias? (pp. 1480–1484); AB DUE
	13	5. The Coldest Heart*	5. The Coldest Heart* (pp. 107–135); Childhood Neglect, Conduct Problems, Psychopathy, Violence; Proposals Due by 11:59 PM
	18		Presidents’ Day
	20	Levey et al. (2017)	A systematic review of randomized control trials of interventions designed to decrease child abuse in high-risk families (pp. 48–55)
	25	6. The Boy Who Was Raised as a Dog*	6. The Boy Who Was Raised as a Dog* (pp. 137–170);
	27	Luthar et al. (2014)	Resilience and positive psychology (pp. 125–140); Resilience Conceptualization and Measurement; AB DUE

Mar.	4	7. Satanic Panic*	7. Satanic Panic* (pp. 171–197);
	6	Werner (2013)	What can we learn about resilience from large-scale longitudinal studies? (pp. 87–99); Protective and Promotive Resilience Factors
	11	10. The Kindness of Children*	10. The Kindness of Children* (pp. 241–258);
	13	11. Healing Communities*	11. Healing Communities* (pp. 259–276); Final Papers Due by 11:59 PM
			Finals Week Group Presentations

Required and Recommended Reading List

- Calkins, S. D., Blandon, A. Y., Williford, A. P., & Keane, S. P. (2007). Biological, behavioral, and relational levels of resilience in the context of risk for each childhood behavior problems. *Development and Psychopathology, 19*, 675–700. doi:10.1017/S095457940700034X
- Cicchetti, D. (2016). Socioemotional, personality, and biological development: Illustrations from a multilevel developmental psychopathology perspective on child maltreatment. *Annual Review of Psychology, 67*, 1878–211. doi:10.1146/annurev-psych-122414-033259
- Cicchetti, D., & Banny, A. (2014). A developmental psychopathology perspective on child maltreatment. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 723–741). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_37
- Compas, B. E., & Reeslund, K. L. (2009). Processes of risk and resilience during adolescence. In R. M. Lerner & L. Steinberg (Eds.), *Handbook of adolescent psychology* (3rd ed., Vol. 1, pp. 561–588). Hoboken, NJ: John Wiley & Sons, Inc. doi:10.1002/9780470479193.adlpsy001017
- Keller, S. M., & Feeny, N. C. (2014). Posttraumatic stress disorder in children and adolescents. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 743–759). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_38
- Levey, E. J., Gelaye, B., Bain, P., Rondon, M. B., Borba, C. P. C., Henderson, D. C., & Williams, M. A. (2017). A systematic review of randomized controlled trials of interventions designed to decrease child abuse in high-risk families. *Child Abuse and Neglect, 65*, 48–57. doi:10.1016/j.chiabu.2017.01.004
- Luthar, S. S., Lyman, E. L., & Crossman, E. J. (2014). Resilience and positive psychology. In M. Lewis & K. D. Rudolph (Eds.), *Handbook of developmental psychopathology* (3rd ed., pp. 125–140). New York, NY: Springer. doi:10.1007/978-1-4614-9608-3_21
- Werner, E. E. (2013). What can we learn about resilience from large-scale longitudinal studies? In S. Goldstein and R. B. Brooks' (Eds.), *Handbook of resilience in children* (2nd ed., pp. 87–102). New York, NY: Springer. doi:10.1007/978-1-4614-3661-4_6