



HDE 142 Practicum – Field Study of Emotionally Distressed Children & Adolescents
University of California - Davis
Winter Quarter 2024

Class Times: Thurs 4:40 – 6:00 pm
Location: Wellman 115

When educating the minds of our youth, we must not forget to educate their hearts
~ Dalai Lama

	E-mail:	Office Hours:	Location:
Instructor: Lisa L. Rapalyea, Ph.D., AT Ret.	llrapalyea@ucdavis.edu	Wed/Thu 12:00 – 2:00 pm or by appt	2314 Hart
Internship Coordinator: Rachael Crotty	rcrotty@ucdavis.edu	by appt (530-752-1321)	1303 Hart

REQUIRED TEXT/MATERIALS

Equitable Access* Course Materials:

- 1) Packback Questions & Deep Dives (writing/researching assistance platform)

Other Materials:

- 2) Notebook to record observational notes
- 3) Bring to class: Laptops or tablets – fully charged

Required to use regularly:

- Canvas course website (canvas.ucdavis.edu) to check announcements, assignments, and other postings **especially** if you turn notifications off (*not recommended*).
- Ability to log onto Zoom for appointments and/or office hours as an alternate option for in person meetings with instructor
- UCDavis e-mail account – class emails are directed to this account only (**email instructor directly – do not use Canvas messaging**)

COURSE DESCRIPTION

Field Study of Children and Adolescents is an undergraduate *upper-division college level* course that involves working with youth (6 – 18 years old) identified as emotionally distressed due to experiencing considerable stress as a result of internal and/or external factors. Some examples of this include children dealing with trauma, living in single parent homes, in foster care system, part of low income communities and/or families, have disabilities, been severely affected by pandemic lockdowns, or are dealing with other stressful situations.

Usually, placements are in school settings (1st – 12th grades as a teacher’s assistant, but other sites such as health care settings, foster homes, group homes, or with programs that works with children and/or adolescents. Some programs that are possible options are qualified tutoring, language immersion, special education, trauma-focused care, outdoor education, and adaptive physical fitness/conditioning to name a few.

This practicum provides you with a valuable opportunity to intern in a therapeutic and/or educational program to observe children/adolescents with an on-site professional. Interns will have the opportunity to observe children/adolescent’s emotional, cognitive, and social development within context of field site placement.

This practicum is composed:

- 1) Internship (off-campus field work) 6-12 hours/week
- 2) Mandatory, weekly synchronous, in-person class discussions 1.5 hours/week
- 3) Academic work variable/week

This course will cover key human development topics that will support interns with applying experiences working with emotionally distressed children/adolescents. Interns will participate in discussions to apply observations to issues that were learned in concurrent and/or past Human Development courses. This is an opportunity to link observations from a real world setting to topics relating to child/adolescent development to better understand and support youths’ biosocial, cognitive, and psychosocial development in real-life settings..

Pre-requisites: HDE-130 (can be concurrent) and consent of instructor

COURSE OBJECTIVES

- To develop / strengthen observational skills
- To connect observations from real-life settings to children/adolescent's development
- To apply experiences to developmental processes in children and/or adolescents
- To compare observations and different settings experienced by fellow interns
- To identify common and unique issues related to the practicum across interns
- To be able to identify youth behaviors within environmental contexts
- To identify how expected developmental processes actually presents in real life settings
- To recognize how human development knowledge enhanced experience in youth settings
- To formulate research-based recommendations for supporting developmental needs of youths at field sites
- To recognize myths / misconceptions about youth development that manifested at field sites

SPECIAL ACCOMODATION NEEDS:

- Due to the unique structure of this course requiring mandatory class sessions, if you are a student who needs additional accommodations to facilitate learning or has documented approved accomodations, you are **strongly encouraged to meet with Dr. Rapalyea within the first two weeks of the course.**

COURSE FORMAT & POLICIES

This course is designed to be interactive and collaborative. It will have class meetings with short lectures to accompany class discussion, activities and course assignments.

Due to the course being mostly interactive and involving discussions, it is expected that students will engage with fellow classmates, be collegial and respectful, and work on tasks together.

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Similarly, you own the copyright to your original papers and exam essays. If we are interested in posting your answers or other work on the course web site, we will ask for your written permission.

CLASS MEETINGS

- Class meetings for this course will be ***in person during our scheduled class time (synchronous) and are mandatory for this practicum***

ASSIGNMENTS

*** NOTE: *Do not rely on Canvas to calculate or estimate your grades.*** Due to how this is a practicum, grades will be structured differently. If you have any questions or concerns, see Dr. Rapalyea to review your grades.

• **CLASS PARTICIPATION & DISCUSSION (WEEKLY)**

- Worth approximately **30% of course grade (component grade worth 150 course points)**
- Actively participate in class sessions (each worth 15 points raw score) which include discussions and/or in-class activities.
 - Included will be frequent in-class experiential activities that will require knowledge of materials provided and also from active engagement in the discussion sessions (variable raw points).
 - These activities are experiential and can not be made up in the event of an absence. If you have not done the reading for that week, you may also not receive full credit for the activities.
- Generate one thoughtful discussion question on Packback (see description under Journal assignments) in response to posted assignments for each week to share in that week's class meeting (variable raw points)

- Respond to peer's posts on Packback
- All discussion participation and activities will combine the raw scores which will be converted into the component grade. For example, if you get 150 raw points out of 160 *estimated possible* raw score, then:

$$150/160 = 84.38 \% \times 175 \text{ (course points)} = 147.66 / 175 \text{ for component grade}$$

- **ASSIGNMENTS**

- Component grade worth approximately **30% of course grade (150 course points)**

- **Three types of assignments:**

- Note: the assignments will vary in raw scores which will be noted in specific assignments posted on Canvas.
- a) **Journal Assignments:** You will do a total of 8 weekly journal entries that requires you to answer specific questions respective to each assignment. These assignments will be done on PackBack platform (variable raw points).

Each of these journal assignments will be due by **Sundays at 11:59 PM** starting with the end of **week 2 (Jan 18)**. Highly recommended you work on these at the end of each day at the field site for the week to have your reflection be fresh and update as you go.

These journal assignments will be used in generating integrative final report.

The Packback platform is platform for written assignments that you will do **individually**. The platform will assist you with the mechanics of writing, which you will need to correct when prompted by the AI. If mechanics are not corrected as prompted, it will affect your overall score. The final grade for each assignment may be adjusted based on quality of content and ideas, so do make every effort to submit thoughtful assignments.

- b) **Observational field notes:** You will do a total of 3 observational field notes spaced out during the quarter. You should make a habit of practicing observational skills for each day when at field site. Guidelines for effective observational note taking will be discussed in the second class meeting (see course schedule) to help you with this.

These field notes will help with journal assignments and will be part of the integrative final report as well.

- c) **Child Abuse & Neglect Reporting Act (CANRA) training**

You will participate in this training and earn the certificate to be submitted. This will be set up once all students are registered in the practicum.

- All raw scores from the three above types of assignments will be combined and converted to the component grade. See example of conversion on page 2.

- **INTEGRATIVE FINAL REPORT**

- You will write up a final report that integrates your earlier journal entries and expands on them. Details for this assignment will be provided later in the quarter.
- Worth approximately **20% of course grade (100 course points)**

- **INTERNSHIP COMPLETION & EVALUATIONS**

- Worth approximately **20% of course grade (100 course points)**
 - Includes supervisor evaluation of you (10%) and your evaluation of the internship (10%).
- When both forms have been received by Rachael Crotty (**NO LATER THAN March 15**), and your hours have been confirmed, you will receive points for this course assessment.
- Missing this deadline will result in a zero for this course component and if the hours are not verified an F for the course.

GRADING EVALUATION

- Grades will be posted on canvas for you to review

* **NOTE: Do not rely on Canvas to calculate or estimate your grades.** Due to how this class is structured Canvas will not accurately calculate your grades. If you have any questions or concerns, see Dr. Rapalyea to review your grades.

- There are **500 points** for this course. Your final course grade will be based on your performance on the following:

Class Participation & Discussion	150 points
Assignments	150 points
Integrative final report	100 points
<u>Internship Completion & Evaluations</u>	<u>100points</u>

TOTAL POINTS: 500 points

Grading Scale:

A+ 97-100%	B+ 87-89.9%	C+ 77-79.9%	D+ 67-69.9%	F below 60%
A 93-96.9%	B 83-86.9%	C 73-76.9%	D 63-66.9%	
A- 90-92.9%	B- 80-82.9%	C- 70-72.9%	D- 60-62.9%	

Grading Policy:

- **ALL grading issues need to be resolved during office hours or by appointment, NOT over email.**
- All grades earned on tests and assignments for this course are **non-negotiable**. To make sure you get the best possible grade on course assignments and/or exams, it is **your responsibility** to make sure you understand what is expected **BEFORE** the assignments are due and before taking the exams.
- **Exception** to non-negotiable grades: Errors in grading and / or score calculations (yes, we goof occasionally!). All requests for grade changes **must have with written justification** for why any grade change is warranted. *You have 1 week from time of grade release to have possible grading errors re-evaluated.*
- **You are responsible** for reviewing all class materials and checking to make sure your grade is *entered* correctly on Canvas. Once grades are posted, you have one week from the time we release grades to inform us of any mistake. Grade alterations will not be made after this point.
- **For Final Grades:** There will be no “rounding” of grades for any reason. Your percentage is calculated based on the **points you earn** on the **work you do**. Any possible grade adjustments (i.e. adjustment of an exam grade due to throwing out a question) are done with specific assignments if needed. They are not adjustments applied to your overall grade.
- Therefore, wherever your grade falls within the grading scale outlined in this syllabus is the exact grade you will receive... yes, even if you are only .01 points away from the next highest grade. The teaching staff will **NOT** respond to e-mails asking for grades to be adjusted up or “bumped” up.
- **Grades are not curved for this course.**

ACADEMIC INTEGRITY - *submit honest and original content / work on all assignments*

- No cheating on or plagiarizing of assignments.
 - Issues regarding plagiarism and how to avoid this will be provided. This is very important in developing good writing skills, so make every effort to understand this issue.
- Do not use phones/devices or chat apps to aid academic dishonesty.
- Do not attend class for another student or log into their Canvas, Zoom and/or REEF / iClicker device. Doing so will be a violation of academic integrity policies and referral to Student Judicial Affairs will be made.
- **Review SJA Policies provided by Student Judicial Affairs (sja.ucdavis.edu)**
- It is your responsibility to know and follow all course policies of the university. If it is discovered that academic dishonesty has occurred (see above bullet points in this section), immediate referral to Campus Student Judicial Affairs will be made for appropriate disciplinary action.

E-MAILING INSTRUCTOR

- This is an excellent way of contacting instructor. However, do not expect to receive a response immediately. You can expect a response within 48 hours of receipt of the e-mail. *If you don't hear back within this time frame, resend to bump your message up.*
- To reach the instructor more quickly, please **put HDE-142 in the subject line** followed by topic or question.

- You **must** use your UCD e-mail address when sending us e-mails. This allows for easier identification of students in the class and for follow-up correspondence.
- Use proper e-mail etiquette and good communications skills. Be polite, clear, precise and use proper English grammar. **Do not use short hand or text messaging style.**
- **Do not assume instructor will remember past email messages – be sure to refer back with specific information to what the issue / reason for contacting us.**

REGULARLY CHECK CANVAS AND UCD E-MAIL ACCOUNT

- Canvas will provide access to the class course website if you are enrolled or waitlisted in the class. You must access this website on a regular basis for announcements to be posted there, to access class materials and to review grades

COURSE SCHEDULE

NOTE: This course syllabus and schedule may be subject to changes during the quarter, including assignments and due dates. Check Canvas and watch for Canvas announcements.

Week	Date	Topic
1	Jan. 11 (R)	Course Introduction / Practicum Overview, Communication & Key Skills
2	Jan. 18 (R)	Observing Children & Adolescents
3	Jan. 25 (R)	Equity, Diversity, and Inclusion
4	Feb. 1 (R)	Identifying Emotionally Distressed Children & Adolescents
5	Feb. 8 (R)	Mental Health of Children & Adolescents: Internalizing Behaviors
6	Feb. 15 (R)	Mental Health of Children & Adolescents: Externalizing Behaviors
7	Feb. 22 (R)	Social Media & Emotional Distress
8	Feb. 29 (R)	Specific Disorders / Disabilities
9	Mar. 7 (R)	Challenges of Foster Care
10	Mar. 14 (R)	What Was Learned? – Reflections on Experiences

Course schedule notes:

Class will not be cancelled to accommodate long weekend holidays, so if you made other plans then accept consequences for missing class participation and/or deadlines.