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Fall 2021

Childhood Adversity and Resilience (PSYC 315) Syllabus

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Childhood Adversity and Resilience
PSYC 315, 4 credits
Cofrin 11
Monday, Wednesday, and Friday 10:50am – 11:50am

Instructor: Dr. Raquel Lopez

Phone: 920-403-3228

Office Hour: Thursday 1:45pm – 3:00pm

Office: GMS 2117

Email: raquel.lopez@snc.edu

Or by Google Calendar appointment.

Email is the best way to reach me for quick questions and comments. When you email me, please include PSYC 315 in the subject line. Otherwise, I may miss your email. Please plan for a 48-hour response time.

Schedule a meeting for everything else. Please schedule a meeting with me for questions about absences, accommodations, career advice, and anything else that requires a more detailed response.

For course material, readings, and relevant information go to moodle.snc.edu. The course website is kept up to date and assignments, handouts, and relevant links will be posted throughout the semester.

COURSE MATERIALS

van der Kolk, B. (2015). *The Body Keeps the Score* [ISBN: 0143127748].

Weekly readings will be made available on moodle.snc.edu.

COURSE OVERVIEW

COURSE DESCRIPTION

This course is designed to give students a multilevel perspective on the social, biological, and neurological consequences of childhood adversity, such as poverty, maltreatment, and institutionalization. Students will learn about the importance of timing and duration of adversity as well as type of adversity. Childhood adversity and its influence on the child's social attachments, biological health, and mental well-being will also be examined. Emphasis will be placed on understanding how the biological realities of early adversity contribute to various emotional and behavioral problems later in life. Students will also consider how some children appear resilient in the face of these challenges while other children face lifelong obstacles due to their experiences. In addition to learning about the forms of adversity faced by children, we will be serving children at risk for these experiences during the semester.

We will be working with Howe Elementary 21CCLC Afterschool Program. Students are expected to complete **30 hours of service** during the semester. It is expected that you volunteer **once a week for three hours** at Howe Elementary until your hours are complete. To allow children to get to know you, please plan on volunteering during the **same day of each week**. Please let me know if transportation to the site will be an issue for you and I will work to arrange a carpool. If this arrangement does not work please let me know as soon as possible.

COURSE OBJECTIVES

By the end of this course, you should:

- Identify key themes and concepts in the field of developmental psychopathology.
- Differentiate between the different types of childhood adversity.
- Identify and describe categories of childhood maltreatment.

- Understand the importance of attachment to a caregiver when considering childhood adversity.
- Identify how adversity influences a child's stress response system.
- Be aware of how individuals can be differentially susceptible to adversity.
- Foster a deeper awareness of those in our community experiencing early life adversity.

COURSE EVALUATION

TIME EXPECTATIONS

This 4-credit course meets for three, 60-minute class periods each week over the full fall semester, and carries the expectation that students will work on course-related activities (reading, volunteering, writing, studying, completing assignments, etc.) for approximately three hours outside of class for every class period for an average total of 12 hours per week in and outside of class. See below for additional information about expectations for student work.

EXAMS

There will be two exams in this course. Exam one will be a traditional, closed-book test administered during class time, and it will include multiple choice, true or false, and short answer questions. The second will be your final; it is an open-book/open-note essay exam. While open notes are allowed, you are required to work on the exam alone. Each exam will be worth 100 points.

SERVICE SITE EVALUATION & SERVICE LEARNING HOURS

Students are expected to complete 30 hours of service at Howe Elementary 21CCLC Afterschool Program (or another program with prior approval). These hours need to be recorded and signed off by a 21CCLC supervisor. It is expected that you volunteer once a week for three hours (If you foresee three hours/week being a problem please let me know as soon as possible). To allow children to get to know you, please volunteer on the same day each week. Students who do not complete their hours will not receive a passing grade. As part of your grade, the service site administrator will evaluate you based on your timeliness, attitude, and respect of others. This evaluation will be worth 60 points.

SERVICE LEARNING TRAINING (SLT)

Students are required to complete a set of [online tutorials](#) in preparation for service at Howe Elementary 21CCLC Afterschool Program. Please note: This training was originally designed for education majors and frequently references the Village Project; The content of the trainings applies to anyone working with children in a school setting. This training will be worth 20 points.

SERVICE LEARNING REFLECTION (SLR)

Using the information from your service site, class, assigned readings, and any other helpful sources (be sure to properly cite them) you will write a five-page essay complete with an introduction, body, and conclusion. Use APA formatting and cite your references. Submit via Moodle. Please note, you will be asked to share your reflection with your peers. Reflection is worth 100 points.

SERVICE LEARNING MEETING MINUTES (SLM)

Students will keep record of their service learning experience through an online forum on Moodle. Students are expected to post six times throughout the semester. Each post should focus on their most recent experience at the service site. Each post is worth five points for a total of 30 points.

RESEARCH CRITIQUE & GROUP DISCUSSION (RCD)

To promote a deeper understanding of the field, students will critique a reading on specific topics in the field of childhood adversity and resilience. You will then summarize the main findings of this reading for the class. A one-page summary (typed, 12-point font, double-spaced, and 1" margins) of the reading will

be required at the time of presentation, along with a visual presentation (e.g., PowerPoint) to illustrate any graphs or figures. Students will sign up for these presentation slots in the second week of class. Further details of this assignment will be presented in class and posted to the class website. This assignment will be worth 100 points.

BOOK CLUB

Several class periods will be devoted to talking about books like The Body Keeps the Score. Students will receive points based on attendance and participation in small group discussion. A summary of each discussion is expected at the end of each session. Each book club meeting is worth 15 points for a total of 90 points. Students will meet via Zoom.

PARTICIPATION

Throughout the span of the semester there will be many opportunities to participate in class. Your participation grade will be based on both attendance and how well you contributed to the learning environment. Students who struggle with speaking will be expected to share and those who prefer talking will be expected to leave conversational space for others. The participation grade will be out of 100 points. Both students and the professor will grade participation.

In the event of a COVID-related isolation or quarantine, students who need temporary accommodations will need to provide documentation from the Office of Academic Success, Support and Accessibility (OASSA). OASSA will be granting the temporary accommodation of **Remote Participation** with appropriate documentation from Health Services. **Remote Participation** in this course will mean:

- Email
- Moodle
- Notetaker (secured by OASSA staff)

SEMESTER GRADES AND POINTS REQUIREMENTS

PSYC 315 POINT DISTRIBUTION

Assignment Type (# of Assignments)	Per Assignment	Total Points
Exams (2)	100	200
Service Site Evaluation (1)	60	60
Service Learning Training (1)	20	20
Service Learning Reflection (1)	100	100
Service Learning Meeting Minutes (6)	5	30
Research Critique & Group Discussion (1)	100	100
Book Club (6)	15	90
Participation (1)	100	100
TOTAL POINTS		700

The point distribution will be used to determine your letter grade.

Grade	Percentage		Total Points	
	Low	High	Low	High
A	92	100	644	700
AB	89	91.9	623	643
B	82	88.9	574	622
BC	79	81.9	553	573
C	72	78.9	504	552
CD	69	71.9	483	503
D	65	68.9	455	482
F	0	64.9	0	454

COURSE POLICIES

You are responsible for knowing and following the course policies listed below.

WRITTEN WORK: FORMAT, STYLE, MECHANICS

Unless otherwise specified, all assignments should be submitted via Moodle. Assignments should follow these formatting guidelines: 1" margins, 12-point font (Garamond or Times New Roman), double spacing, APA format. Your written work is expected to conform to the St. Norbert College Writing Policy.

CLASS PREPARATION

Complete ALL the readings listed for each topic before the topic is discussed in class. Reading, reviewing, and reflecting will both better prepare you for class, enabling you to participate more actively and confidently, and better prepare you for exams, enabling you to obtain higher grades with less last-minute studying.

CLASS ATTENDANCE AND STUDENT CONDUCT

Students are expected to attend class and will be held responsible for what happens during class sessions. If students miss class they should obtain assignments, notes, announcements, and handouts *from a classmate*, not the professor. Failing to attend class does not excuse missing deadlines for assignments.

LATE ASSIGNMENTS

All assignments are due at the beginning of class time on the date they are due. Late assignments will be accepted for full credit *only in well-documented emergencies*. Unexcused late assignments will be reduced by 10% of the total possible points for each 24 hours after class begins on the due date. In-class writing assignments may not be made up unless in pre-approved cases.

MAKEUP EXAMS

Makeup exams will be given only in case of serious and unavoidable cause, such as serious illness. All important dates are on the syllabus. Please mark them on your calendar. I recognize, however, that family crises, serious illnesses or medical emergencies happen. If something should happen in your life so as to make it impossible for you to take a test or submit work on the scheduled day, please contact me and we will try to work something out. You must contact me PRIOR to the date in question. Unless I personally email confirmation and tell you so *do not assume* your reason for missing a test or assignment is acceptable. Be advised, I have used the words "crises," "serious," "emergencies," and "impossible" intentionally.

LETTERS OF RECOMMENDATION

Many students have asked me to write letters of recommendation or serve as a reference for them, either as part of their applications for scholarships, study abroad programs, admission to one or more graduate or professional school(s), or for jobs before or after graduation. My policy has been only to serve as a reference or write letters that are *very* positive and which I believe could be of help to the student. I will only consider writing letters for a student who (a) has completed 1 prior class with me, (b) missed no more than 2 classes, (c) submitted all homework, and (d) earned at least a B in the class.

STUDENT SERVICES

ACADEMIC ACCOMMODATIONS

In keeping with the St. Norbert College mission to help students develop their full potential, and in compliance with the Americans with Disabilities Act, the College provides supportive services to students with disabilities. For inquiries and further details, please choose from the following options:

- Visit the Academic Support Services Office located in room 211, Todd Wehr Hall,

- Visit the website: <http://www.snc.edu/academicsupport/>
- Fill out the online inquiry [form](#)
- Call (920) 403-1321 for Academic Support Services

WRITING CENTER

Please consider visiting the [Writing Center](#). There you will find peer consultants trained to help you work through every step of the writing process. The service is free, and consultants can help with written assignments from a variety of academic areas.

LIBRARY SUPPORT

The library team is here to support you through one-on-one or small group research consultations, where we work with you to identify and evaluate information sources (websites, articles, books, and more). We are available to conveniently connect with you and can be reached through our website to [schedule a meeting](#), or by emailing library@snc.edu. When possible, we also welcome you to drop in to the Research Center!

TECH SERVICES

The [Tech Bar](#) is a place for student development of digital skills, competencies, and data security. The Tech Bar has both student workers and full time staff to help with things like learning to use Google products and spreadsheets, creating a website or digital maps, learning to make a video or screen-cast, or really anything in the digital world.

ST. NORBERT COLLEGE POLICIES

Health and Safety Statement. The college is taking a safety-first approach in its [plans](#) to return to campus, following local, regional and CDC public-health guidelines. Consistent with St. Norbert's mission and values, we share the responsibility to care for one another, with each member of our community doing their part to ensure the safety of all. Please visit the [SNC Health and Safety page](#) for vaccination recommendations and safety requirements. If you have any questions or concerns, please bring them to my attention as soon as possible.

Academic Integrity. All students are expected to adhere to the College's academic policies regarding academic integrity. Please refer to the "St. Norbert College Academic Honor Code" listed in [The Citizen](#), or see the [Honor Code website](#) for the text of the Honor Code process, procedures, and penalties. For questions and clarifications, please contact the Honor Code Facilitator at 403-3047 or the Dean of Faculty Affairs and Development at 403-3368. If you have questions specific to this course, please bring them to my attention as soon as possible.

Title IX Statement. [Discrimination and harassment reporting](#). St. Norbert College is committed to an educational environment founded on respect for all individuals. It is my hope that you feel able to share your life experiences in classroom discussions, in your written work, and in our one-on-one meetings, and I will keep what you share private to the extent possible. However, consistent with federal Title IX law and the campus sex/gender harassment/discrimination policy, if you disclose any information regarding sexual assault, relationship violence, sex or gender-based bullying, stalking, or sexual harassment, **I am required to report that information to the college.** The goal is to make individuals aware of their rights and support options. You can speak to someone confidentially by contacting: SNC Counseling and Psychological Services (920-403-3045), SNC Health and Wellness (920-403-3266), SNC Ordained Clergy (920-403-3011), or the Brown County Sexual Assault Center Hotline (920-436-8899). You may also contact the SNC Title IX Coordinator, a reporting resource, Sarah Olejniczak (920-403-3018).

Additional information and resources are available at: www.snc.edu/titleix/.

Land Acknowledgment Statement. In the spirit of the Norbertine value of *stabilitas loci*, a deep commitment to the local community, we acknowledge this land as the ancestral home of the Menominee nation, which holds historical, cultural, and sacred significance to the community. We acknowledge the living history and contributions of the indigenous communities that inhabited this land prior to the establishment of St. Norbert College, as well as the sovereign Native American Nations who continue to contribute to the flourishing of our communities.

Grade Appeals. The purpose of the St. Norbert College policy on the appeal of grades is twofold: to protect the student from prejudiced and capricious academic evaluation, and to protect the professional rights and academic freedom of the faculty member in assigning grades. While a procedure for grade appeals is necessary, it is anticipated that most disagreements will be resolved at the first stage of the process — the conference between the faculty member and the student. The burden of proof rests on the terms “prejudiced and capricious.” The policy is intended to uphold the faculty member’s use of professional judgment, it also acknowledges the student’s right to know the basis upon which he or she was evaluated and to challenge a perceived injustice through an orderly set of procedures. Please visit the [grade appeal page](#) to view the procedures for appealing grades.

Diversity, Equity, and Inclusion Statement (adopted 7/25/16). St. Norbert College strives to be a community that is welcoming to all and affirms the sacred dignity of all by engaging in practices of inclusion. The college is committed to creating an environment that fosters learning and respect for diverse cultures, perspectives and beliefs; the capacity to seek mutual understanding; and the ability to create a more compassionate global community.

The college supports educational experiences that challenge students, faculty, staff and administrators to expand their awareness of factors that impede our appreciation of both the richness and complexity of diversity. Opportunities to confront, examine and renegotiate our understanding of power, privilege and inequality as they are manifested in our society will be key to these endeavors.

Our ongoing commitment to diversity, equity and inclusion is demonstrated in:

- Recruitment and retention of students, faculty and staff who reflect the true diversity that exists in our local and national community.
- Ongoing review of institutional policies and practices to ensure the inclusion and participation of all persons within the St. Norbert College community.
- Campus-wide opportunities to increase awareness and knowledge of intersection of gender, race, class, ethnicity, sexuality, religious faiths and differing political perspectives.
- Ongoing opportunities for students, faculty, staff and administrators to interact across differences in social identities, institutional structures, and roles/responsibilities on campus.
- Infusion of diversity, equity and inclusion within the curricular, co-curricular and academic programs.
- Partnerships with local, national and international organizations dedicated to diversity, equity and inclusion.

Week	Date	Topic	Read Before Class
1	Mon. Aug. 30	Class Introduction	
	Wed. Sep. 1	Course Logistics	Syllabus
	Fri. Sep. 3	Developmental Psychopathology	Parritz & Troy (2009)
2	Mon. Sep. 6	Labor Day	
	Wed. Sep. 8	Howe Visitors	
	Fri. Sep. 10	Book Club (Zoom)	Chapters 7-10, van der Kolk (2015)
3	Mon. Sep. 13	Attachment	Child Protection Resource (2014)
	Wed. Sep. 15	Early Adversity	Cicchetti & Toth (2005), Zeenah et. Al (2003), Hinton & Cassel (2013)
	Fri. Sep. 17	Childhood Discipline	Durant & Ensom (2012), Demby (2014)
4	Mon. Sep. 20	Early Adversity*	Shonkoff, Slopen, & Williams (2021), Palusci (2021)
	Wed. Sep. 22	Brain Development & Trauma	Siegler, DeLoache & Eisenberg (2011)
	Fri. Sep. 24	Book Club (Zoom), SL Check In	Chapters 4-6, van der Kolk (2015)
5	Mon. Sep. 27	Brain Development & Trauma*	Hodel et. al. (2014), Jedd et. al. (2015)
	Wed. Sep. 29	Brain Development & Trauma	Nelson (1999)
	Fri. Oct. 1	Brain Development & Trauma*	Caspi et. al. (2002), Doom & Georgieff (2014)
6	Mon. Oct. 4	Stress Response & Trauma	McEwen (2007)
	Wed. Oct. 6	Stress Response & Trauma*	Monroe (2008), McLaughlin et. al., (2015)
	Fri. Oct. 8	Long Weekend	
7	Mon. Oct. 11	Stress Response & Trauma	Bruce et. al. (2009)
	Wed. Oct. 13	Stress Response & Trauma*	Ellis & Boyce (2008), McEwen (1998)
	Fri. Oct. 15	Exam 1	
8	Mon. Oct. 18	<i>Paper Tigers</i>	
	Wed. Oct. 20	PACES & ACES	
	Fri. Oct. 22	Book Club (Zoom), SL Check In	Chapters 13-16, van der Kolk (2015)

9	Mon.	Oct. 25	Anxiety Disorders	NIMH Anxiety Handout, Pine (1997)
	Wed.	Oct. 27	Depressive Disorders	NIMH Depression Handout
	Fri.	Oct. 29	Depressive Disorders*	Davidson, et al. (2002), Videbech & Ravnkilde (2015)
10	Mon.	Nov. 1	PTSD/DID	NIMH PTSD Handout, Carrion, Wong & Kletter (2013)
	Wed.	Nov. 3	PTSD/DID*	Smith (2005), Carrion, et al. (2010)
	Fri.	Nov. 5	Book Club (Zoom), SL Check In	Chapters 17-20, van der Kolk (2015)
11	Mon.	Nov. 8	Attention Disorders	NIMH ADHD Handout, Moffitt et al. (2015)
	Wed.	Nov. 10	Advisement Day	
	Fri.	Nov. 12	Interventions*	Fisher, Burraston & Pears (2005), Durlak, Weissberg & Pachan (2010)
12	Mon.	Nov. 15	Class Visitor	
	Wed.	Nov. 17	Interventions*	Hu, Van Ryzin, Schweer-Collins & Leve (2021), Musser, Riopelle, & Latham (2021)
	Fri.	Nov. 19	Book Club (Zoom), SL Check In	Nagoski & Nagoski (2019), pp. 67 – 74, 95 - 96
13	Mon.	Nov. 22	ASL Check In, Good Good-Byes	
	Wed.	Nov. 24	Thanksgiving	
	Fri.	Nov. 26	Thanksgiving	
14	Mon.	Nov. 29	Resilience	Zulkoski & Bullock (2012), Hostinar & Miller (2019)
	Wed.	Dec. 1	Resilience*	Rutter (1995), Yates Egeland & Sroufe (2003)
	Fri.	Dec. 3	Book Club (Zoom), SL Check In	Burke & Brown (2021), pp. 98 – 120
15	Mon.	Dec. 6	Jeopardy	
	Wed.	Dec. 8	Class Visitor	
	Fri.	Dec. 10	Class Reflection	
16	Wed.	Dec. 15	Final @ 9:15AM	

Note. Book Club days take place virtually through Zoom.